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. 11
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 11.3

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea „Alexandru Ioan Cuza“ din Iaşi
Şcoala(ile) doctorală(e)	Istorie
Domeniul de studii universitare de doctorat (DSUD)	*Istorie*
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 Științe Umaniste și Teologie (CPS_C2) din 12.10.2026, propunerea de decizie fiind consemnată în PV nr. 5215/12.10.2026.
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. **N:**	**Î:** I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 **PÎ:** **N:**
B	**Î:** S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. **N:**	**Î:** I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., I.P.B.5.1.1, I.P.B.5.1.2, I.P.B.7.1.1, I.P.B.7.1.2, I.P.B.7.2.1, I.P.B.8.1.1, I.P.B.9.1.1, I.P.B.9.2.1 **PÎ:** **N:**
C	**Î:** S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 **N:**	**Î:** I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 **PÎ:** **N:**

Motivarea deciziei

Consiliul ARACIS în ședința din 22.10.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din: • *32 indicatori: 32 sunt îndepliniți, 0 parțial îndepliniți și 0 sunt neîndepliniți* • *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,* *și, astfel, prin aplicarea art. 63 din Metodologie decide că* ***standardele sunt ÎNDEPLINITE.***	
Decizia	Menținerea acreditării

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	University "Alexandru Ioan Cuza" of Iasi
Doctoral School:	HISTORY
Doctoral Domain:	HISTORY
The objective of the external evaluation:	Maintaining accreditation (MAC)

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	DAMEAN Sorin-Liviu	Expert evaluator	
2.	MUSTEAȚĂ Sergiu	International Expert	
3.	TUDOR Elena-Adelina	PhD Student Evaluator	

I. Introduction

This report is prepared following the external quality assessment processs initiated by ARACIS in order to maintain the accreditation of the History doctoral program at the "Alexandru Ioan Cuza" University of Iaşi. The evaluation period was September 3-4, 2026, and the external quality assessment committee, approved by the ARACIS Council, was composed of:

1. Prof.univ.dr. Damean Sorin-Liviu, University of Craiova (team coordinator);
2. Prof.univ.dr. Musteață Sergiu, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova;
3. Stud. Tudor Elena-Adelina, University of Bucharest.

The contact person within the Doctoral School of History, was Prof. Univ. dr. Pilat Liviu.

"Alexandru Ioan Cuza" University of Iași is a state higher education institution that has been operating since 1860. Today has 15 faculties and 14 doctoral schools, over 25,000 students, and collaborates with 650 universities in over 70 countries. Through unique initiatives to stimulate research performance, encourage an interactive and creative teaching model, and attract the most talented young people to academic life, "Alexandru Ioan Cuza" University of Iași is consistently ranked among the top universities in Romania in international rankings. The entire academic life is based on the interdependence between education and scientific research, with a long tradition at "Alexandru Ioan Cuza" University in Iași, on current trends in Romanian and universal education and science, open to their exploitation in economic, political, and socio-cultural life. Doctoral studies are conducted in accordance with the Institutional Regulations on Doctoral Studies based on the provisions of Law No. 199/2023 on Higher Education, as amended and supplemented, OME 3020/2024 for the approval of the Framework Regulations on doctoral studies, of the University Charter, approved by the Senate.

"Alexandru Ioan Cuza" University of Iași was institutionally evaluated by the Romanian Agency for Quality in Higher Education (ARACIS) in 2009, 2015, and 2022. Following these evaluations, UAIC received a *High Confidence Rating*, and its bachelor's degree programs and master's degree fields of study received a *Maintenance of Accreditation* rating. Order 5.838/2021 was published in the Official Gazette 55/19.01.2022 - regarding the maintenance of UAIC accreditation for the organization of doctoral study programs.

The Doctoral School of History operates within the Faculty of History of UAIC and was established in 2005, following a decision by the UAIC Senate, through Order of the Minister of Education and Research 4491/06.07.2005 regarding the organization and conduct of doctoral studies starting with the 2005/2006 academic year, through the *Regulations for the operation of doctoral studies* approved annually by the UAIC Senate and operates on the basis thereof, without interruption. It is managed by a Doctoral School Council, consisting of five members, headed by the Director of the Doctoral School, appointed through a competition.

Director of the Doctoral School of History is Prof.dr. Pilat Liviu. The History Doctoral School has 12 doctoral supervisors who supervise doctoral theses on various topics, ranging from ancient history to contemporary history (https://history.uaic.ro/studenti/scoala-doctorala/). In addition, there are 67 doctoral students at various stages of their doctoral studies, represented on the Doctoral School Council by a member elected by secret ballot at the general meeting of doctoral students.

II. Methods used

The evaluation process began with the study and analysis of the Internal Evaluation Report (REI) of the evaluated program study and its annexes, in the analysis of documents, data and information available, in electronic format, on the websites of the "Alexandru Ioan Cuza" University of Iași (https://www.uaic.ro/studii/studii-universitare-de-doctorat/), the Faculty of History (https://www.uaic.ro/studii/facultati-2/facultatea-de-istorie/), in the meetings held with: the committee that drafted the REI, director of IOSUD, the management of the Doctoral School of History, the Faculty of History management, teaching staff, doctoral students, graduates, employers, directors of research centers in the Faculty, the CEAC committee of the University and the quality committee of the Faculty. Before the on-site visit, the commission requested additional clarifications regarding the conclusions after discussions with

employers and results of the evaluation of doctoral supervisors by the doctoral students, requirements to which the Doctoral School of History and the contact person responded promptly. These supplementary documents have been downloaded at ARACIS cloud. The visit to the Doctoral School of History was carried out between September 3-4, 2026. Because the objective of the evaluation was „maintaining accreditation", the commission monitored the progress made by the Doctoral School of History, after the last evaluation that took place in 2021, and visited: the material base (educational spaces, secretariat, research centers), the rooms assigned to the Doctoral School, etc. Meetings with doctoral students, graduates, employers and teaching staff showed the existence of a favorable framework for the professional training of doctoral students and for the personal development of teaching staff, the excellent opportunities for the dissemination of learning and research results, the very good educational facilities and extracurricular training opportunities offered by the University. According to the visit schedule, the evaluation committee carried out the following activities:

- Online meeting, five days before the visit, held on the Google Meet platform (https://meet.google.com/pxo-hpcv-ysk);
- REE analysis of the evaluated study program and its annexes;
- Analysis of documents, data and information available, in electronic format, on the websites of the University and the Faculty;
- Visit to the headquarters of the Doctoral School of History, the headquarters of the Faculty of History and educational spaces and the material base;
- Meetings with the management of the Doctoral School of History, with the management of the Faculty, with the contact person and with the team involved in the preparation of the internal evaluation report (REI);
- Meeting with doctoral supervisors;
- Meeting with doctoral students;
- Meeting with doctoral graduates;
- Meeting with employers of graduates of the doctoral field of history;
- Meeting with the directors of the Research Centers within the Faculty of History, Philosophy and Theology;
- Meeting with representatives of the quality committee of the Faculty;
- Meeting with representatives of the CEAC Commission of the University.

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

DOMAIN A. Institutional capacity

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

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

The History doctoral study domain is organised within the Doctoral School of History, Faculty of History, "Alexandru Ioan Cuza" University of Iași (IOSUD-UAIC). The Doctoral School, established in 2005, is managed by a five-member Doctoral School Council (CSD), headed by the Director, within the IOSUD-UAIC governance structure. The election/appointment of the management structures is regulated institutionally.

Doctoral studies are governed by the Institutional Regulation on Doctoral Studies and by the Regulation on the Organisation and Functioning of the Doctoral School of History, both revised/approved in 2025. The History-specific regulation covers the doctoral program from admission to completion, doctoral students' rights and obligations, supervision arrangements, access to research resources, change of supervisor and conflict mediation, interruption of studies, academic integrity and co-supervision arrangements (https://history.uaic.ro/studenti/scoala-doctorala/#regulamente).

The CSD is convened whenever necessary and at least once every three months. Its minutes are publicly available, providing documentary traceability of decisions and the functioning of the management structure (https://history.uaic.ro/procese-verbale-csd/).

The organisational architecture is clearly defined and aligns with the level at which the History doctoral domain is delivered: IOSUD/CSUD provides the institutional framework, while the CSD and its Director are responsible for operating the Doctoral School. Current institutional and school-specific regulations provide a coherent basis for responsibilities and decision-making.

The regulatory framework is not static: the principal doctoral regulations were revised in 2025, and the on-site discussions confirmed that procedures are adapted when the national regulatory framework changes. The visit also confirmed effective cooperation between the university-level doctoral structures and the Doctoral School, which participants described as very good. Taken together, the formal governance structure, the periodic operation of the CSD, the public availability of its minutes and the recent regulatory revision demonstrate that the management system is both established and operational for the evaluated doctoral domain.

No distinct best-practice example is singled out for this indicator; however, the public availability of CSD minutes is a strong transparency feature that supports traceability of governance decisions.

The indicator is: fulfilled

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

The IER describes a documented institutional process for drafting and revising methodologies, regulations and procedures. Any UAIC teaching staff member may initiate such a document; the relevant organisational structure, the Quality Management Department, the Rector/Board of Directors, and the University Senate successively review the proposal.

Student participation is documented at institutional level: student representatives contributed to the University Code of Students' Rights and Obligations together with the relevant university structures. At the Doctoral School level, following the 2021 external evaluation, the CSD initiated consultations with doctoral students and doctoral supervisors to identify improvement measures and adapt the program to legislative changes.

The on-site visit confirmed that regulations and procedures are discussed regularly with students and updated annually, and that students are invited to express their views. Student representatives were described as active, and their requests are taken into account. The visit also confirmed formal representation of employers and students in quality-related structures.

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

Approximately one and a half years before the 2026 visit, substitute positions were introduced for both categories in order to ensure continuity of representation.

The evidence shows stakeholder involvement at two complementary levels: participation in formal governance/quality structures and direct consultation during the preparation or revision of institutional rules. This is particularly well documented for teaching staff and doctoral students.

The post-2021 follow-up is a concrete example of consultation leading to improvement-oriented action: doctoral students and supervisors were consulted specifically on performance indicators and on adapting doctoral procedures to legislative changes.

External stakeholders are represented institutionally, and the visit discussed their participation. However, the documentary trail is less explicit in showing how feedback from employers or alumni is translated into a specific amendment to a regulation or implementation procedure. Overall, the mechanisms required by the indicator are operational and supported by evidence from both the IER and the on-site visit.

Aspects that constitute best practice examples: The structured consultation of doctoral students and supervisors as part of the follow-up to the 2021 external evaluation is a good example of using stakeholder input in a documented improvement process.

Recommendations: Introduce a simple consultation-and-decision log that records feedback from doctoral students, alumni, and employers and identifies, where applicable, the resulting change in a regulation, methodology, or implementation procedure.

The indicator is: fulfilled

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

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

The IER identifies five teaching rooms used by the Faculty of History: I.2 - 56 seats/76.64 m²; II.7 - 102 seats/88.45 m²; II.5 - 70 seats/81.20 m²; H1 - 46 seats/79.65 m²; and R30 - 24 seats/36 m². Together, these spaces provide 298 seats and 361.94 m² of teaching space for a Doctoral School reporting 67 doctoral students.

The IER recalls that the 2021 on-site evaluation found the classrooms equipped with audio-visual projection systems and laptops, with three rooms also equipped with smart boards. The 2026 external evaluation included a direct visit to educational spaces, the secretariat, research centres and the material base; the panel recorded very good educational facilities in the general findings of the visit.

Research and documentation resources include a specialised library in Building H, experimental and theoretical archaeology laboratories within the Arheoinvest platform, the Faculty of History Library and the 'Mihai Eminescu' Central University Library, with access to book collections and scientific databases. Discussions with research-centre representatives and alumni confirmed that doctoral students actually use specialised research infrastructure and Faculty equipment.

For accessibility, the institutional framework provides for adapted access to university facilities, including ramps, elevators, accessible routes and adapted accommodation. These

provisions are documented at UAIC level; the IER does not provide a room-by-room accessibility inventory specifically for the History facilities.

The quantitative capacity is adequate for the size of the doctoral domain: 298 teaching-room seats for 67 doctoral students correspond to approximately 4.45 seats per doctoral student, before considering other Faculty and University spaces. The visit identified no space-capacity constraints. The material base is appropriate to the disciplinary profile because it combines general teaching facilities with specialised resources for historical and archaeological research, library collections, databases and active research centres. Alumni testimony is relevant because it confirms practical access to these resources, not merely their formal existence.

The 2026 visit provides current corroboration of the functionality of the material base, while the detailed equipment inventory in the IER partly relies on the 2021 evaluation. The evidence is therefore strongest for availability, capacity and effective use, while a more granular current inventory would strengthen documentation of individual equipment and accessibility features. Overall, the evidence supports the adequacy of the venues and equipment for teaching, research, administration, and student support in the evaluated doctoral domain.

Aspects that constitute best practice examples: The integration of doctoral students into specialised research centres and archaeology infrastructure, corroborated by alumni accounts of actual access to field-research infrastructure and Faculty equipment, is a strong practice linking material resources directly to doctoral research.

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.

The IER states that UAIC carries out ongoing renovation and improvement of teaching buildings, student residences and research spaces. The most concrete intervention relevant to the History domain is the phased project 'Consolidation and refurbishment of Building O of Alexandru Ioan Cuza University in Iași', completed in 2025, which provided modernised premises for the Faculty of History Library.

The 2026 external evaluation included an on-site inspection of educational spaces, the secretariat, research centres and the material base. The general findings describe the educational facilities as very good, and neither the visit minutes nor the interviews with doctoral students and alumni record maintenance-related problems affecting study or research.

The completion of a major consolidation/refurbishment project in 2025 demonstrates active renewal of the infrastructure used by the Faculty of History, rather than mere preservation of existing assets. Current operational use of the teaching, library and research facilities, together with the panel's direct inspection and the absence of maintenance-related difficulties reported by users, supports the conclusion that the assets are maintained in conditions compatible with doctoral teaching and research.

The documentation would be stronger if routine and preventive maintenance were demonstrated through a structured maintenance record. This is a documentation and asset-management development opportunity, not an identified deficiency in the current condition of the facilities.

The indicator is: fulfilled

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

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

The Doctoral School has 12 doctoral supervisors covering the main chronological and thematic areas of the History field: 2 in Prehistory/Ancient History/Archaeology, 3 in Medieval/Pre-modern History and Auxiliary Sciences, 4 in Modern History and International Relations, and 3 in International Relations and 20th-century History. The IER states that all meet the applicable accreditation criteria and documents international publication and conference activity (https://history.uaic.ro/studenti/scoala-doctorala/#conducatori).

In 2025, the 67 doctoral students were distributed among the 12 supervisors as follows: 11, 2, 5, 4, 12, 8, 6, 3, 8, 4, 2 and 2 students respectively. Eleven supervisors are affiliated with the Faculty of History and one with the "A.D. Xenopol" Institute of History (IER, pp. 9, 17-18). The Doctoral School has 67 doctoral students, distributed among the 12 supervisors. The distribution reported for 2025 is as follows: Lucreţiu-Ion Bîrliba – 11 doctoral students; Ovidiu-Ştefan Buruiană – 2; Gheorghe Cliveti – 5; Gheorghe Iacob – 4; Lucian Leuştean – 12; Liviu Pilat – 8; Nelu-Cristian Ploscaru – 6; Leonidas Rados – 3; Laurenţiu Rădvan – 8; Claudiu-Lucian Topor – 4; Petronel Zahariuc – 2; Nelu Zugravu – 2. Eleven of the 12 doctoral supervisors are affiliated with the Faculty of History, while one is affiliated with the "A.D. Xenopol" Institute of History.

The IER states that the normal limit is 8 doctoral students per supervisor, with up to 12 in exceptional situations provided that such cases do not exceed 20% of supervisors. Two supervisors coordinate 11 and 12 doctoral students respectively (2/12 = 16.7%). The IER attributes this situation to recent legislative changes and records a corrective measure: these two supervisors did not propose admission topics in 2025, because admission topics were linked to vacant supervision capacity.

The issue was explicitly discussed during the visit. The teaching-staff meeting confirmed the exceptional workload cases and the legislative context. Doctoral students described supervision and communication positively and reported support for publications, conferences, archive access and contact with specialists.

At aggregate level, the supervisory capacity is adequate: 67 doctoral students for 12 supervisors correspond to an average of approximately 5.6 doctoral students per supervisor, and the staff profile covers the principal chronological and thematic areas of the domain.

The workload distribution is uneven, but the two cases above eight students remain within the exceptional numerical framework described in the IER and represent 16.7% of supervisors. More importantly, the Doctoral School has already linked new admission capacity to the actual number of vacant supervision places, preventing further accumulation in those cases.

Professional suitability is supported by habilitation/accreditation status, disciplinary coverage and scientific output. Positive feedback from doctoral students provides additional evidence of effective supervision, not only formal qualification.

Human resources are therefore adequate in number, expertise, and functioning; the main management issue is gradually rebalancing supervision loads as current cohorts complete their studies.

Aspects that constitute best practice examples: Linking admission topics to each supervisor's actual vacant supervision capacity, and withholding new topics where the workload is already above the normal threshold, is a strong practice for controlling supervision capacity.

The indicator is: fulfilled

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

UAIC provides an institutional framework for continuing professional development through the Professional Development Center and UniTech Hub, launched in 2021 to support innovative teaching, learning and assessment methods (https://www.uaic.ro/studii/departament-de-formare-contiuna-invatamant-la-distanta-si-invatamant-cu-frecventa-redusa/).

Professional progression in the History field is evidenced by five habilitation procedures organised between 2021 and 2025, all validated by CNADCU; three of the newly habilitated academics subsequently joined the History Department.

The on-site meeting with teaching staff confirmed regular academic mobility and full use of available Erasmus places across study cycles, including short-term mobility supported by the Faculty. These activities provide access to other academic environments and research networks.

The evidence demonstrates institutional opportunities for professional development through continuing education, habilitation and academic mobility. The habilitation results also show that professional progression contributes directly to renewal of the academic and doctoral supervision capacity of the History field.

The evidence is stronger for professionals than for personal development. The IER does not report participation rates of History staff in professional-development programs, nor does it quantify the duration or outcomes of staff mobility.

The IER reference to career and psychological counselling concerns doctoral students and therefore does not serve as evidence of staff personal development. The 2026 EER Methods section nevertheless records that meetings during the visit showed a favorable framework for teaching staff personal development.

The indicator is fulfilled because development opportunities are demonstrably available and used; a more structured staff-development cycle would make their impact easier to evaluate.

Aspects that constitute best practice examples: Annual provision of grants to teaching and research staff from internal resources to facilitate academic mobility (Annex 5).

The indicator is: fulfilled

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

UAIC's teaching and research staff recruitment is governed by the Methodology for the Competition for Filling Teaching Positions at Alexandru Ioan Cuza University, dated 13 March 2025. The IER states that teaching positions are filled through competition and in compliance with mandatory minimum standards, including vacancies covered through hourly payment.

For admission to the Doctoral School of History, Annex 1.a of the Regulation on the Organisation and Functioning of the Doctoral School establishes additional requirements beyond the national minimum standards, including recent scientific performance, relevance of publications, and academic conduct (https://history.uaic.ro/studenti/scoala-doctorala/).

During 2021-2025, CNADCU completed and validated five habilitation procedures in History, and three newly habilitated academics subsequently joined the History Department. This provides evidence that the academic renewal mechanism is operational.

The recruitment framework is formally established at university level and complemented by Doctoral School-specific requirements for admission as a doctoral supervisor. Competition and mandatory standards provide the procedural basis for transparency and equal access.

The additional History-specific criteria introduce a quality filter linked to recent scientific performance and relevance to the field, which is directly pertinent to the quality of doctoral supervision.

Aspects that constitute best practice examples: The use of additional Doctoral School-specific criteria for admitting new doctoral supervisors, beyond the national minimum standards, is a strong quality-control practice because it links recruitment to recent scientific performance and disciplinary relevance.

The indicator is: fulfilled

Criterion A.4. Digitalisation of institutional processes

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

UAIC uses the eSims integrated information system to record students and monitor academic progress. The IER states that students and teaching staff access individual information, while administrative and management users use the system daily for student administration and related databases.

At the Doctoral School level, academic information is also available through an electronic catalogue using the institutional UAIC account (https://grades.uaic.ro/). During the 2026 visit, the teaching-staff meeting confirmed that databases record the entire administrative trajectory of each doctoral student.

The IER also describes the 2022-2025 eUAIC digital-transformation project, designed around interconnected Portal and School Management applications for the student life cycle, teaching/guidance scheduling, facilities and communication. Because the IER mainly describes the intended functions, these planned/integrating components are treated separately from systems whose operational use was directly confirmed.

The final meeting confirmed that a schooling platform already contains learning outcomes and that course syllabi are uploaded in an organised manner to a dedicated platform. These elements provide additional evidence that digital tools support both administrative and academic documentation.

The operational evidence shows that digitalisation is embedded in routine doctoral administration: eSims supports student records and academic progress, the electronic catalogue provides user access, and databases track each doctoral student's administrative pathway.

The distinction between systems already in operational use and the broader eUAIC development project is important. The former supports fulfilment of the indicator; the latter represents the next stage of integration rather than the sole basis for the judgement.

The available documentation does not quantify service availability, processing-time reductions, the proportion of doctoral procedures completed electronically or user satisfaction.

These metrics would allow the Doctoral School to move from documenting digital availability to evaluating digital-service performance.

Overall, the systems in use improve access to information and support the quality and continuity of administrative services for doctoral students, staff, and management.

Aspects that constitute best practice examples: Recording each doctoral student's full administrative trajectory in digital databases, combined with electronic access to academic information and organised digital management of curricular documentation, is a strong practice in doctoral administration.

Recommendations: Define and monitor a small set of digital-service performance indicators for doctoral administration - for example, the proportion of procedures completed electronically, system availability, processing times and user feedback - and use them to guide further integration of the eUAIC services.

The indicator is: fulfilled

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

The doctoral program offered by DS of History is geared toward acquiring knowledge at the highest level, including from other fields of study, toward developing analytical and interpretive skills that facilitate the expansion and redefinition of existing knowledge, and toward expressing scientific autonomy and academic integrity. During the doctoral program, a total of 240 ECTS credits are allocated for courses and research activities. For students who do not complete the doctoral program, upon request, DS of History issues a document certifying the number of credits obtained.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

The doctoral program is designed to provide level 8 skills, in accordance with the National Qualifications Framework. The training program based on advanced university studies comprises

* 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.

three disciplines relevant to the acquisition of high-level knowledge and skills necessary to prepare doctoral students for research. These courses develops professional and transversal skills, such as the ability to understand, associate, and critically reflect on theories and models of analysis in the field of History, the development of skills to use the knowledge accumulated in the analysis and critical evaluation from a multidisciplinary perspective of conducting doctoral research, or to work in a structured, planned manner and make decisions on complex situations, to identify, define, and solve problems in an international and multicultural context. *The Academic Ethics and Integrity* course is dedicated to empowering doctoral students, addressing issues such as intellectual property and common knowledge, ethical dilemmas in research, plagiarism, and national and international legislation in the field. In addition, there is a complementary training module, through which the doctoral student is in direct contact with the scientific supervisor, whose role is to prepare the doctoral research project based on the advanced knowledge acquired(https://history.uaic.ro/studenti/scoala-doctorala/programe-analitice/). The new curriculum planned for the period 2026-2030 envisages an increase in the number of subjects in the PPUA and a clearer distribution of semester credits.
Aspects that constitute best practice examples: there is also the possibility for students to take courses from the advanced training program of other doctoral schools within University.

Recommendations: The evaluation committee recommends introducing a course on scientific research methodology as a compulsory course.

The indicator is: fulfilled.

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

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

The doctoral program offered by DS of History at UAIC ensures the qualitative transformation of doctoral students, based on a curriculum structured on ECTS credits, increasing their autonomy and critical skills through a results-based approach, with a particular focus on active learning and reflection. Throughout the PPUA program, doctoral students learn to write book reviews and presentations, which are then published in specialized journals. A look at the issues of the *Annals of "Alexandru Ioan Cuza" University. The History series* for the period 2021-2025 shows a large number of reviews and bibliographic notes published by doctoral students. For the 2024 issue, doctoral students are in the majority in this section (https://asui-istorie.ro/asui-tom-lxx-2024/).

As shown by a provisional assessment of scientific achievements reported between 2021 and 2025 (https://history.uaic.ro/wp-content/uploads/2025/12/ACTIVITATE-CERCETARE-DOCTORANZI-2020-2025.pdf), many scientific papers and articles has been published by doctoral students within the DS of History at UAIC. Also, to form the committees for the public defense of doctoral theses, the History Department calls upon the best specialists in the field from Romania and abroad, with a minimum academic rank of associate professor or scientific research, rank II (https://history.uaic.ro/studenti/scoala-doctorala/sustinerea-tezei-de-doctorat/).

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.

The University and Doctoral School of History has a large number of cooperation agreements with universities in the EU and non-European countries, on the basis of which international exchanges are carried out within the Erasmus program and its derivatives (https://www.uaic.ro/international/programul-erasmus/statistici-erasmus/). In the field of History, students benefit from a generous offer that far exceeds demand. Calls for applications and candidate selection take place frequently, for study and internship mobility programs, as well as for those involving online activities (https://history.uaic.ro/studenti/mobilitati-llp-erasmus/).

The evaluation committee note that, at the request of doctoral students, DS of History, by virtue of the obligation derived from the study contract and regulations, provides financial support for short-term mobility and participation in scientific conferences.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness
The organisational component provides fair opportunities for students.

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

Equity is a fundamental principle in Charter of UAIC and in practice, with students considered equal members of the academic community. Equal access to learning opportunities, including online participation, is stipulated in the University Code of Student Rights and Obligations. The Doctoral School of History ensures equal opportunities for all doctoral students by applying the principles of equal chances, non-discrimination, and meritocracy. In scheduling assessments and the defense of research reports, through its own regulations, the Doctoral School of History has introduced flexibility to avoid discrimination on religious grounds and to consider the diversity of learning abilities. Also, the access to scholarships, mobility programs, grants, academic resources, and scientific activities is based on transparent criteria, as set out in the Institutional Regulation on Doctoral University Studies and in the specific regulations of the Doctoral School of History.

The diversity of learning styles and abilities is supported through varied teaching and assessment methods (seminars, colloquia, mentoring, formative and summative assessment), as well as through equal access to databases, digital libraries, and analysis software. In accordance with the UAIC Gender Equality Plan, 2022–2025 and the Gender Equality Plan, 2026–2030, doctoral students with special educational needs or in vulnerable situations benefit from support measures and, where appropriate, adaptations to their academic pathway, without affecting academic standards.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services
The organisational component provides access to adequate resources and support services, according to the needs of the students.

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

The University has developed regulations, procedures, and institutional practices designed to ensure that students with special needs have access to available learning resources. Students with special needs receive support in identifying and carrying out their specialized practice, have access to appropriate information and communication services, and are guaranteed the right to participate in student camps, in accordance with legal provisions. In accordance with the provisions of Codul universitar al drepturilor şi obligaţiilor studentului, UAIC buildings with rooms for teaching and research activities, libraries, student dormitories, canteens, as well as spaces dedicated to sports or social activities have access ramps and elevators that facilitate access for people with mobility disabilities. Some dormitories on the UAIC student campus are equipped with automatic lifting platforms to facilitate access for people with disabilities, ensuring an accessible and comfortable environment. These automatic platforms are an important solution to support people with reduced mobility, allowing them to move more easily and safely within the dormitory. Also, students with disabilities may be eligible for social scholarships, in accordance with national legislation, and in accordance with Regulamentul de acordare a burselor în UAIC. The University has a specialized Department, the Student Support Service, which provides assistance in resolving various student issues and runs a series of specialized programs(http://www.uaic.ro/studenti/cariera/).

Aspects that constitute best practice examples: Braille alphabet signs and posters are placed on notice boards at the University entrance and faculty secretariats for blind students.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

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

Learning outcomes are described in the course descriptions as general and specific objectives, as well as in the sections dedicated to acquired skills. The forms of continuous and summative assessment are also specified here, along with their weighting in the final grade (https://history.uaic.ro/studenti/scoala-doctorala/programe-analitice/). Also, the Regulations on the Organization and Functioning of the Doctoral School of History specifies the standards and rules for research reports and the preparation of doctoral theses, in accordance with the recommendations of the CNADTCU, including the criteria for awarding grades.

Recommendations: The evaluation committee **recommends** incorporating learning outcomes into the curriculum for 2026-2030. At the request of committee, the management of Doctoral School of History provided the draft curriculum for 2026-2030, which includes learning outcomes (see Annex 4).

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.

The Doctoral School of History provides the appropriate framework for assessment activities, offering the necessary resources for the smooth running of assessment activities and ensuring the transparency and fairness of the assessment process. Similarities are identified using the *Turnitin* program, which is accessible to all doctoral supervisors and doctoral students, with the coordinator's approval. The assessment of doctoral students is continuous and summative and is carried out in accordance with the provisions contained in the Methodology for organizing student assessment activities at UAIC. Each year, doctoral students complete an evaluation form in which they describe how they have disseminated their research results (books, articles in specialized journals, national and international communications), their mobility (research internships in Romania and abroad, participation in archaeological sites and practical applications), their involvement in research projects, and a brief description of their progress (https://history.uaic.ro/wp-content/uploads/2025/08/FISA-DE-EVALUARE_doctorat_.pdf).

The indicator is: fulfilled.

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

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

Admission to IOSUD-UAIC, implicitly for the field of History, is carried out in full compliance with legal provisions, based on the Regulations on the organization and conduct of admission to doctoral studies, applicable to each year. These regulations describe in detail the procedures for registration, the admission competition, and the competition tests, the registration form, and the study contract.

The DS of History publishes these regulations in the admission section, together with a general thematic bibliography, the list of topics proposed by the doctoral coordinators, information on the registration file and information on the language proficiency certificate. By decision of the Doctoral School Council, an admission committee is appointed to ensure and monitor the smooth running of the entire process. A selection committee is appointed to conduct the tests, consisting of the doctoral coordinators who have accepted the registration of candidates for the proposed topics. This eliminates any suspicion of subjectivity in the selection of candidates. The two admission tests consist of a written test on topics related to the research topic for which the candidate is applying and an interview before the selection committee. The results of the tests are published in accordance with the procedures regarding personal data (https://history.uaic.ro/admitere/studii-universitare-de-doctorat/).

The indicator is: fulfilled.

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

The regulations governing the organization and conduct of admissions to doctoral studies contain clear provisions demonstrating compliance with the principles of fairness and equal opportunities, as well as the existence of support measures dedicated to vulnerable candidates, including those with disabilities or special educational needs.

Students with special needs or who belong to vulnerable social groups are provided with adequate conditions for the normal conduct of academic and social activities, a provision that also applies to candidates, by virtue of the principle of equal opportunities assumed by the admission regulations. IOSUD-UAIC allocates special places for candidates from the Roma ethnic group who apply for the competition with a recommendation from one of the legally constituted Roma organizations (Codul universitar al drepturilor și obligațiilor studentului).

The indicator is: fulfilled.

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

The set of rules and requirements governing the student's academic career are contained in specific regulations, depending on the cycle of studies and the year of enrolment, defining the path and stages towards academic performance. There are Regulations on the professional activity of students - bachelor's degree cycle, Regulations on the professional activity of students - master's degree cycle, and Institutional Regulations on doctoral studies, which regulate the professional activity of doctoral students. They define the framework for the professional development of students and are supplemented by regulations for postdoctoral and postgraduate programs (https://www.uaic.ro/studenti/regulamente/). Furthermore, the rights and obligations that define students' professional activities are set out in the study contract.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

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

The methodology for implementing the European Doctorate at Alexandru Ioan Cuza University (2026) is an essential tool for supporting internationalization, with the aim of stimulating the international mobility of doctoral students in higher education institutions and/or research institutes abroad. It contributes to improving access to advanced research infrastructures and international expertise, increasing the relevance and visibility of doctoral research, developing the transversal skills of young researchers, and strengthening research collaboration networks at European level.

IOSUD-UAIC has a clear strategy for the internationalization of doctoral studies, which, in the case of History, is achieved by attracting foreign doctoral students, through international mobility and by co-opting international experts to teach courses and give lectures to students, or as members of the support committees. Through UAIC's international agreements, doctoral students could apply through the Erasmus+ program for international teaching and practical mobility. Doctoral students who opted for practical mobility mainly chose "Johannes Gutenberg" University in Mainz. For long-term mobility, they had a "Vasile Pârvan" scholarship holder at the Accademia di Romania-Roma in 2022.

For the period 2021-2025, doctoral students within the DS of History program had the opportunity to attend many conferences held by guests from abroad. The conferences cover a wide range of topics, from ancient history and archaeology to recent history and contemporary challenges, providing important thematic and methodological landmarks.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

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

The Doctoral School of History ensures that its human resources are of the highest quality: doctoral supervisors with outstanding scientific visibility at national and international level, covering all areas of historical research, attracting highly qualified candidates and selecting the best ones to turn them into specialists in the field. In this regard, doctoral students are encouraged to participate in scientific conferences and publish the results of their own research, while respecting the tradition and high standards of the Iasi historical school. In order to stimulate scientific autonomy and learning through research, the Faculty of History supports student initiatives and promotes the activities of student scientific circles, the organization of the National Session of Romanian History Students, and the publication of its own scientific journal, "Opțiuni istoriografice" (Historiographical Options), in which DS of History doctoral students play an important role. Doctoral students are encouraged, including through financial support, to participate in international and national conferences, publish articles and reviews in specialized journals, or publish studies in collective volumes published by prestigious publishing houses (https://history.uaic.ro/wp-content/uploads/2025/12/ACTIVITATE-CERCETARE-DOCTORANZI-2020-2025.pdf).

The indicator is: fulfilled.

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

The scientific research conducted by the teaching and research staff of the Doctoral School is among the best in Romania, as highlighted by previous evaluation reports. It is carried out according to individual plans established by each teacher in line with the faculty's strategic directions. Research internships are carried out at universities and research institutes in Romania and abroad. The results of the research are disseminated through scientific communications, the publication of scientific papers, special courses, books, studies, articles in nationally and internationally recognized publications, and through the continuous updating of the courses taught to students. At the Doctoral School of History, through the doctoral supervisors, several PCE-type grants were carried out, obtained through competition, in which doctoral students and young researchers were co-opted.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

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

The Doctoral School of History's Quality Evaluation and Assurance Committee (chaired by Prof. Dr. Laurențiu Rădvan, with Prof. Dr. Petronel Zahariuc and Prof. Dr. Lucrețiu Bîrliba) monitors program quality, supports external evaluations, and proposes improvement measures, including periodic staff evaluation and continuous curriculum updates. During the site visit, it was also noted that CEAC meets monthly, and a centralized annual report covering all study programs and fields is compiled at university level. This impact is confirmed by the 2025 ARACIS Progress Evaluation Report (https://www.aracis.ro/wp-content/uploads/2022/02/IOSUD294_C2_15.07.2025.pdf). Subsequently, a new Organization and Operation Regulation was adopted, further reflecting this consistent approach to quality improvement.

The indicator is: fulfilled

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

At UAIC, quality-related policies and procedures are governed by the Quality Manual, alongside the Procedure on drafting documented procedures, the System Procedure on initiating, approving, and archiving quality-related documents, and the Code of University Ethics and Deontology. Quality assurance policies are further defined through the University's Strategic Plan (PS) and Operational Plan (PO).

The indicator is: fulfilled

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

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

The Ethics Committee of ”Alexandru Ioan Cuza” University of Iași operates under its own Regulation, approved by the University Senate, and acts independently from any other institutional structure or individual, in accordance with the law. This independence is a key safeguard for the impartial handling of ethics-related matters within the university. The Committee's annual reports are published on the University's official website, ensuring transparency and public accountability regarding the exercise of its duties.

During the site visit, it was also noted that the CEAC structure includes teaching staff, employers (with ongoing efforts to identify a substitute member among employers), and one student representative for each study cycle. Substitute positions for employers and students were introduced approximately a year and a half ago.

The indicator is: fulfilled

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

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

The initiation, monitoring, and periodic review of study programs at UAIC follow the Regulation on the initiation, approval, monitoring, and periodic evaluation of study programs, applied through a continuous, systematic process involving the academic community.

At the Doctoral School of History, self-evaluation reports are prepared annually (internal evaluation) and every five years (external evaluation), per the Internal Evaluation and Monitoring Procedure (https://history.uaic.ro/studenti/scoala-doctorala/#regulamente), reflecting a systematic approach to quality assurance.

At institutional level, these processes rely on documented procedures set out in the Quality Manual, including the Procedure on drafting documented procedures, the System Procedure on managing documented information, and the Code of University Ethics and Deontology, complemented by the University's Strategic and Operational Plans. This framework is applied at faculty and doctoral school level, involving students in program development decisions.

During the site visit, it was also noted that regulations and procedures are continuously discussed with students, employers, and other stakeholders, and updated annually.

The indicator is: fulfilled

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

At the Doctoral School of History, doctoral supervisors and doctoral students are involved in implementing procedures, primarily by observing the Organization and Operation Regulation and contributing individually to self-evaluation reports. While community members recognize the importance of these procedures, they express concern over excessive bureaucratization of doctoral studies, which can privilege form over substance, and over ill-considered legislative changes, such as the distinction between scientific and professional doctorates, which has created confusion and formalistic requirements lacking real substance.

At institutional level, CEAC members, quality assurance committees at faculty and doctoral school level, the Director of the Doctoral University Studies Center (CSUD), the Doctoral School Director, the Doctoral School Council, and program coordinators are all actively involved in monitoring and implementing procedures for the initiation, monitoring, and periodic review of educational programs.

The indicator is: fulfilled

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

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

Student evaluation of teaching staff is regulated by the Regulation on recruitment, evaluation, and promotion of teaching and research staff. At the Doctoral School of History, a questionnaire-based feedback mechanism is implemented upon completion of the PPUA module, with full confidentiality guaranteed to doctoral students. Completed questionnaires for 2021–2025 are published on the school's website, under the Teaching Staff Evaluation section (https://history.uaic.ro/studenti/scoala-doctorala/#regulamente).

Beyond formal evaluation, the Doctoral School's leadership maintains an ongoing, open dialogue with doctoral students and student organizations to identify and resolve individual issues, an approach that contributes more to overall satisfaction than questionnaires alone. The Doctoral School Council reviews the collected data and takes measures as needed. Satisfaction levels are generally very high, reflecting strong collaboration between supervisors and doctoral students; any disagreements are mediated by the Doctoral School Director.

During the site visit, it was also noted that, although teaching staff evaluation is carried out, the student response rate remains low; several methods for collecting feedback have been tested, with this process still being refined. The role that student associations should play in encouraging participation in the evaluation process was also emphasized.

Recommendations: It is recommended that the Doctoral School of History identify additional measures to increase the response rate to teaching staff evaluation questionnaires, including more active involvement of student representatives in encouraging participation.

The indicator is: fulfilled

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

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

UAIC's Digital Communications and IT Department (DCD) maintains an integrated information system supporting university-wide statistics and quality assurance data collection, alongside technical support for all campus computer users. The system includes a range of specialized applications covering student scholarships, teaching staff certification exams, student academic records and tuition, bachelor's degree activity, centralized admissions, staff activity monitoring, space and utilities management, and career guidance services. A dedicated Quality Management Platform for internal evaluation files is currently being implemented.

The network operates on TCP/IP with IPv6 support, and all users must comply with applicable regulations (https://dcd.uaic.ro/?page_id=3342). The University website's Documents section centralizes information for students and stakeholders. At the Doctoral School of History specifically, academic records are accessible through an electronic catalog (https://grades.uaic.ro/), using institutional login credentials shared across university services.

The indicator is: fulfilled

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

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

The Doctoral School of History ensures transparency and access to information through its website, which includes the Doctoral Studies Regulation, Doctoral School Council meeting minutes, fields of study, supervisors, research topics, admission procedures, infrastructure, and doctoral theses, available in both Romanian and English (https://history.uaic.ro/studenti/scoala-doctorala/).

The School's secretariat responds promptly to information requests, providing public-interest information in compliance with personal data protection regulations. The website structure, both for the Doctoral School and the Faculty of History, allows efficient navigation and quick access to relevant documents, ensuring accurate, complete, and up-to-date information for candidates, doctoral students, and other interested parties.

To further improve transparency and access to information, the Doctoral School and the Faculty of History aim to continue periodic and systematic updates of published content and to optimize the website's navigation structure.

The indicator is: fulfilled

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

”Alexandru Ioan Cuza” University provides complete, continuously updated public information regarding admission criteria, study contracts, student activity regulations, the ECTS credit system, graduation methodologies, and the University Charter (which includes the Code of Ethics), primarily through the University website (www.uaic.ro) and faculty webpages.

Available information categories include official documents, legislation, the University Charter, university and student activity regulations, graduation exam regulations, admission methodologies, procedures for online activities (evaluation, admission, graduation), research, international relations, staff, ethics, representation and elections, the Institute for Interdisciplinary Research (ICI), student affairs, activity reports, evaluation reports, and self-evaluation reports.

At the Doctoral School of History, information on study programs and fields is available at: https://history.uaic.ro/specializari/studii-universitare-de-doctorat/#domenii.

The indicator is: fulfilled

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

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

UAIC's dedicated Quality Assurance administrative structure supports the Quality Evaluation and Assurance Committee by planning relevant actions and drafting annual self-evaluation reports and other quality assurance documents.

The last institutional evaluation of UAIC took place in 2022 (ARACIS Evaluation Report). The last external quality evaluation of the doctoral study field of History took place in 2021 (https://www.aracis.ro/dsud/istorie-iosud294/). As noted in previous evaluation reports, the Doctoral School of History approaches evaluations with openness and receptiveness, considering them valuable tools for assessing its current standing and identifying opportunities for performance improvement.

The indicator is: fulfilled

IV. SWOT Analysis

Strengths: ✓ "Alexandru Ioan Cuza" University of Iași and the Doctoral School of History are distinguished by consolidated intellectual potential, an established academic tradition, and both national and international visibility. ✓ The Doctoral School of History has highly qualified human resources, capable of ensuring the advanced professional training of doctoral students and of stimulating the development of innovative directions in historical research. ✓ Within DSUD-HISTORY, twelve doctoral supervisors carry out their activity, all of whom are IOSUD-UAIC tenured staff with permanent employment contracts. ✓ There is the possibility for doctoral students to take courses from the advanced training program of other doctoral schools within University. ✓ Doctoral School of History provides financial support for short-term mobility and participation in scientific conferences. ✓ Doctoral supervisors stimulate the academic performance of doctoral students by motivating them to engage actively in research and by supporting the publication of theses in the form of monographs, studies and articles, thereby strengthening the visibility	INTERNAL FACTORS Ý	**Weaknesses:** ✓ Within DSUD-HISTORY, there is a small number of foreign students.

and impact of scientific results. ✓ The internal quality evaluation of doctoral study programs, including DSUD-HISTORY, is conducted annually.		
SWOT analysis		
Opportunities: ✓ UAIC has the capacity to develop partnerships with institutions both nationally and internationally for the purpose of transferring technologies and knowledge. ✓ Proven institutional capacity to attract non-reimbursable funds for the development of infrastructure and research centers.	EXTERNAL FACTORS	**Threats:** ✓ Decrease in the number of higher education graduates interested in advanced qualification through doctoral studies. ✓ Reduction of state-funded positions for doctoral students in the field of History. ✓ The absence of a national strategy for ensuring rhythmic specialized training for the humanities fields of research and education.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	Introduce a simple consultation-and-decision log that records feedback from doctoral students, alumni, and employers and identifies, where applicable, the resulting change in a regulation, methodology, or implementation procedure.
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.		
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Define and monitor a small set of digital-service performance indicators for doctoral administration - for example, the proportion of procedures completed electronically, system availability, processing times and user feedback - and use them to guide further integration of the eUAIC services.
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	-
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	The evaluation committee recommends introducing a course on *scientific research methodology* as a compulsory course.
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	-
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	participate in academic mobility programmes organised in person and/or virtually.		
13.	**I.P.B.3.2.1** The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	-
14.	**I.P.B.4.1.1** The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	-
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	It is necessary to incorporate learning outcomes into the curriculum for 2026-2030. At the request of committee, the management of Doctoral School of History provided the draft curriculum for 2026-2030, which includes learning outcomes (see Annex 4).
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	-
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	-
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	-
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	-
20.	**I.P.B.8.1.1** The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	-
21.	**I.P.B.9.1.1** Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	-
22.	**I.P.B.9.2.1** The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	-

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN C. Quality management			
23.	**I.P.C.1.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
24.	**I.P.C.1.2.1** The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	-
25.	**I.P.C.2.2.2.** The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	-
26.	**I.P.C.3.1.1** The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	-
27.	**I.P.C.3.1.2** Members of its own community and other stakeholders are involved in the procedure implementation process.	F	-
28.	**I.P.C.4.1.1** The organisational component analyses the results of the students' biannual evaluation of teachers.	F	It is recommended that the Doctoral School of History identify additional measures to increase the response rate to teaching staff evaluation questionnaires, including more active involvement of student representatives in encouraging participation.
29.	**I.P.C.5.1.1** The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	-
30.	**I.P.C.6.1.1** The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	-
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	-
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	-

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0

Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

The doctoral field within the Doctoral School of History and the Faculty of History within ”Alexandru Ioan Cuza” University of Iaşi is a very good field, with consistent results, both in terms of the number of doctoral theses defended and their publication, and in terms of correspondence with the labor market, with most graduates having a job. We have deduced this from the RIE analysis, from the on-site visit, from the analysis of documents available on the websites, from the meetings and discussions that the evaluation committee had, as well as from the prestige of the history doctoral field at ”Alexandru Ioan Cuza” University of Iaşi. The history of doctoral field is rigorously organized, in accordance with ARACIS standards, and the periodic evaluation of the field has been carried out constantly, with the application of all recommendations from the external evaluation reports. The doctoral supervisors have a very good level of scientific activity, as well as a teaching activity that corresponds to a high-quality education. Most graduates of the history doctoral field have published their theses. At the same time, the management of the Doctoral School, the Faculty leadership, and the doctoral supervisors show great willingness to permanently improve the doctoral field of History. The University and Doctoral School of History has a large number of cooperation agreements with universities in the EU and non-European countries, on the basis of which international exchanges are carried out within the Erasmus program and its derivatives.

Propose and substantiate a decision:

a) maintaining accreditation (MAC);

VII. Annexes

Annex 1 – Visit schedule
Annex 2 - Meeting minutes
Annex 3 – Documents consulted: Internal evaluation report provided by the organizational component; REI Annexes; Resources available on the University and/or Faculty website.
Annex 4 – Draft of curriculum for 2026-2030, which includes learning outcomes.
Annex 5 – Annual grant offers for teaching and research staff.

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

Instituția de învățământ superior/Organizația furnizoare de educaţie/ Higher Education Institution / Education Provider Organization: UNIVERSITATEA „ALEXANDRU IOAN CUZA” DIN IAŞI/UNIVERSITY „ALEXANDRU IOAN CUZA” OF IASSY
Şcoala doctorală/ Doctoral School: **ISTORIE/HISTORY**
Domeniul de doctorat/ Doctoral Domain: **ISTORIE/HISTORY**
Obiectivul evaluării externe/ The objective of the external evaluation: MENȚINEREA ACREDITĂRII DOMENIULUI DE DOCTORAT ISTORIE/ MAINTENANCE OF ACCREDITATION OF THE DOCTORAL STUDY DOMAIN HISTORY
Perioada vizitei de evaluare/ The evaluation period: **3-4 SEPTEMBRIE 2026/SEPTEMBER 3-4, 2026**

Comisia de experţi evaluatori ai ARACIS/Evaluation panel:

Nr./No.	IV.1 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
2.	*DAMEAN SORIN-LIVIU*	*Membru - Cadru didactic RNE*
3.	*MUSTEAŢĂ SERGIU*	*Membru - Evaluator internațional RNE-I*
4.	*TUDOR ELENA-ADELINA*	*Membru - Student doctorand RNE-S*

Reprezentantul ÎÎS/OFE:

Nr./No.	IV.2 Numele şi prenumele/ Last Name and First Name	Calitatea/Team role
1.	*PILAT LIVIU*	IV.2.1.1 *Persoană de contact/Contact person*

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
Joi/ *Thursday*, 03.09.2026			
09:00-09:30	Discuţii tehnice în cadrul comisiei de experţi în evaluarea externă a calităţii/ *Technical discussions*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Decanat Istorie, Corp A**

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	within the expert committee for external quality evaluation		
09:30-10:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţii conducerii componentei organizatorice/** *Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ *Representatives of the management of the organisational component* - Persoana de contact/ *Contact person*	Sala/Locația/ **Decanat Istorie, Corp A** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. – director CSUD - Prof. univ. dr. – decan al Facultății de Istorie - Prof. univ. dr. – director SD Istorie ....
10:00-10:30	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* - Echipa care a realizat REI/ *Team that has drafted the IER*	Sala/Locația/ **Decanat Istorie, Corp A** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. – , director SD Prof. univ. dr. – reprezentant CEAC - Prof. univ. dr. – reprezentant CEAC - drd. (reprezentat CEAC facultate)
10:30-10:40	Pauză/ ***Break***		
10:40-11:30	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* - Cadre didactice conducători de doctorat/ *Teaching staff who are PhD supervisors*	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. dr. - Prof. univ. dr.

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
			- Prof. univ. dr. - Prof. univ. dr. - Conf. univ. dr. - CS I dr. ....
11:30-11:40	Pauză/ ***Break***		
11:40-12:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi**[3] **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* - Studenți doctoranzi/ *Doctoral students*	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - , an 2 - , an 2 - , an 4+ - , an 1 - , an 4+ , an 4 - , an 4 - , an 3 - , an 3 ....
12:30-12:40	Pauză/ ***Break***		

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
12:40-13:30	Întâlnirea comisiei de experţi în evaluarea externă a calităţii 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 experţi evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. Dr. ,responsabil CISA - Prof. univ. Dr. , responsabil CCESIP - Conf. univ. Dr. , responsabil CIRI - Prof. univ. dr. , responsabil CIS-20 ....
13:30-14:30	Pauză de prânz/ ***Lunch***		
14:30-15:30	Vizitarea bazei materiale/ *Visiting the material resources*	- Comisia de experţi evaluatori ai ARACIS/ ***Panel members*** - Reprezentanţi ai instituţiei sau Academiei Române, după caz/ ***Representatives of the HEI or the Romanian Academy, as applicable***	Prof. univ. dr.
15:30-16:20	Întâlnirea comisiei de experţi în evaluarea externă a calităţii cu **reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii**/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures*	- Comisia de experţi evaluatori ai ARACIS/ ***Panel members*** - Reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii/ ***Representatives of quality assurance organisational structures***	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. – reprezentant CEAC - Prof. univ. dr. – reprezentant CEAC - Prof. univ. dr. – director SD ....
16:20-16:30	Pauză/ ***Break***		

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
16:30-17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[4],[5] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[6] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - 7 participants ....
17:20-18:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers*[7] *of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala H1/Corp H Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - – inspector, Inspectoratul Județean Iași - – șef serviciu, Complexul Muzeal Moldova - – director Institutul de Istorie „A.D. Xenopol" - – director, Muzeul Universității - , director departament,, Institutul de Cercetări Interdisciplinare ....
Vineri/ *Friday*, 04.09.2026			
09:00-09:30	Întâlnire tehnică a comisiei de experți evaluatori/ *Technical meeting of the expert evaluation panel*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Decanat Istorie, Corp A**
09:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu **reprezentanţi ai conducerii**	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Decanat Istorie, Corp A**

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
	componentei organizatorice/persoana de contact/reprezentanţi ai CEAC/reprezentanţi ai structurilor organizatorice în domeniul asigurării calităţii[8]/ *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*	- 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* - Persoana de contact/ *Contact person*	Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. -prorector Managementul Calității - – Compartimentul Managementul Calității - Prof. univ. dr. – director SD
10:20 - 10:30	Pauză/ *Break*		
10:30-11:20	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* **DOAR ÎN SITUAŢIA ÎN CARE AU EXISTAT SESIZĂRI LA NIVEL DE ŞCOALĂ DOCTORALĂ ÎN ULTIMII 5 ANI** / ONLY IN CASES WHERE COMPLAINTS HAVE BEEN FILED AT THE DOCTORAL SCHOOL LEVEL WITHIN THE LAST 5 YEARS	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară/ *Members of the University Ethics Committee*	Sala/Locația/ **Decanat Istorie, Corp A** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**:: - Prof. univ. dr. – funcția/ - Prof. univ. dr. – funcția/ - Prof. univ. dr. – funcția/ ....
11:20-13:00	Finalizarea activităților de evaluare/ *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația/ **Decanat Istorie, Corp A**

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

Intervalul orar/ *Hour*	Activităţi de evaluare/ *Evaluation activities*	Participanţi/ *Participants*	Locaţie/*Location* /Listă participanţi/*List of Participants*
13:00-14:00	Întâlnirea membrilor comisiei de experţi evaluatori cu reprezentanţii conducerii IÎS sau a OFE, după caz şi ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ *Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process*	- Comisia de experţi evaluatori ai ARACIS/ *Panel members* - Reprezentanţi ai conducerii şi ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala/Locaţia/ **Decanat Istorie, Corp A** Lista persoanelor care vor participa la întâlnire/ **List of participants attending the meeting**: - Prof. univ. dr. director CSUD - Prof. univ. dr. – decan al Facultăţii de Istorie - Prof. univ. dr. – director SD Istorie

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

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

Coordinator,
by,
Prof.univ.dr. Sorin-Liviu DAMEAN

Prepared

Prof.univ.dr. Liviu PILAT