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. 2
la Hotărârea Consiliului ARACIS nr. 318/H/22.10.2026

Anexa 2.2

DATE DE IDENTIFICARE	
Instituţia de învăţământ superior/organizaţia furnizoare de educaţie	Universitatea din Bucureşti
Şcoala(ile) doctorală(e)	"Simion Mehedinți - Natura și dezvoltare durabilă" pentru domeniul Geografie; Interdisciplinary School of Doctoral Studies - ISDS UB
Domeniul de studii universitare de doctorat (DSUD)	*Geografie*
Procedura/procesul de evaluare externă a calităţii educaţiei	Menţinerea acreditării

DECIZIA

Descrierea pe scurt a procesului de luare a deciziei

Raportul de evaluare externă (REE) a fost analizat în şedinţa Comisiei permanente de specialitate Ştiinţe Exacte şi Ştiinţe ale Naturii (CPS_C1) din 05.10.2026, propunerea de decizie fiind consemnată în PV nr. 5077/05.10.2026.
Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 5321/20.10.2026

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

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

Motivarea deciziei

Consiliul ARACIS în şedinţa din 22.10.2026 analizează şi validează propunerea comisiei de experţi în evaluarea externă a calităţii, constatând că din:

- *32 indicatori: 32 sunt îndepliniţi, 0 parţial îndeplinit şi 0 neîndeplinit*
- *26 standarde: 26 sunt îndeplinite, 0 neîndeplinite,*

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

Decizia	Menţinerea acreditării

The Romanian Agency for Quality Assurance in Higher Education

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

Higher Education Institution/Education Provider Organization:	**University of Bucharest**
Doctoral School:	**Doctoral School of Geography, "Simion Mehedinți. Nature and Sustainable Development"**
Doctoral Domain:	**GEOGRAPHY**
The objective of the external evaluation:	**Maintaining accreditation (MAC)**

Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	*Sandu BOENGIU*	Expert evaluator	
2.	*Fra Paleo URBANO*	International Expert	
3.	*Flavia Călina ANDRON*	PhD Student Evaluator	

I. Introduction

The evaluation of the doctoral university study domain Geography within the Doctoral School of Geography, "Simion Mehedinți. Nature and Sustainable Development", University of Bucharest, is part of the periodic external evaluation for maintaining accreditation of the doctoral field.

The evaluation takes place at the University of Bucharest during 1–2 September 2026.

The evaluation team is composed of: Prof. Sandu Boengiu, PhD – academic expert evaluator and visit coordinator; Prof. Urbano Fra Paleo, PhD – international expert evaluator; and Flavia Călina Andron – doctoral student evaluator. The representative of the higher education institution is Prof. Marian Preda, and the contact person is Prof. Iuliana Armaș, PhD, Director of the Doctoral School of Geography.

Description of the higher education institution.

Establishment. The University of Bucharest is a comprehensive public university with a long academic tradition and a major role in Romanian higher education and research. It currently has more than 34,000 students, approximately 1,300 teaching staff and around 600 researchers.

The University comprises 20 faculties and offers a broad portfolio of study programmes, including 95 bachelor programmes, 223 master programmes and doctoral education organised through 24 doctoral schools covering 22 doctoral fields, together with interdisciplinary doctoral structures.

Research is supported by more than 50 research centres and nine research stations. The University participates in extensive national and international research networks and develops partnerships with universities and research institutions in Europe and worldwide.

Mission. The University of Bucharest combines advanced education with fundamental and applied research, promotes academic freedom and integrity, and supports the production and transfer of knowledge in relation to societal, environmental and economic challenges.

Governance. The University operates under the University Charter and current national legislation. The University Senate is the highest representative, decision-making and deliberative body, while the Board of Directors ensures operational management.

The University Senate includes representatives of teaching and research staff and students. Its decisions and minutes are made public, supporting institutional transparency and accountability.

The Board of Directors, comprising the Rector, vice-rectors, deans, the general administrative director and a student representative, ensures the operational management of the University's structures in accordance with specific regulations.

At faculty level, the Faculty Council organises and oversees teaching and research activities. At the Faculty of Geography, academic staff from all departments and students from all levels of study are represented in the Council.

Strategic management is based on institutional and faculty strategic and operational plans. The Faculty of Geography implements its own strategic and operational planning in alignment with the policies of the University of Bucharest.

Quality management at the University of Bucharest is coordinated by the Commission for Evaluation and Quality Assurance (CEAC-UB), supported by the Quality Management Department. At Faculty level, CEAC-G performs annual self-evaluation, analyses quality indicators and proposes improvement measures.

The University uses integrated administrative, educational and research-support structures, including specialised services for doctoral studies, IT&C, international relations, student support, career counselling, inclusion and equity, and research management.

The Faculty of Geography is one of the University's established teaching and research structures. It organises undergraduate, master and doctoral education and includes four departments, specialised research centres, laboratories and field research stations.

The academic and research profile of the Faculty covers physical geography, human and economic geography, meteorology and hydrology, cartography and GIS, environmental science, spatial planning, natural hazards and risk analysis, sustainability and resilience.

The University of Bucharest is periodically subject to external quality assurance procedures. At institutional level, it received the ARACIS rating "High Level of Confidence" on 30 June 2021, and IOSUD-UB received "Maintenance of Accreditation" on 28 December 2021.

In the 2021 external evaluation of the Geography doctoral field, all analysed indicators were assessed as fulfilled and accreditation was maintained by ARACIS Council Decision No. 137/28.12.2021. The recommendations were implemented during 2021–2024 and their full implementation was validated by ARACIS Council Decision No. 193/H/07.08.2025.

General description of the doctoral study domain.

The doctoral field Geography is organised within the Doctoral School of Geography "Simion Mehedinți. Nature and Sustainable Development", an organisational structure of the University of Bucharest associated with the Faculty of Geography.

Doctoral studies are managed within IOSUD-UB through the Council for Doctoral Studies (CSUD), while the Doctoral School operates through its Doctoral School Council (CSD) and director, in accordance with University regulations and its own updated regulations.

The doctoral programme has a duration of four years and combines the Advanced University Studies Training Programme with a Scientific Research Programme carried out throughout the doctoral period.

The Doctoral School is led by the CSD and the Director. The CSD includes doctoral supervisors, external members with recognised scientific activity and two representatives of doctoral students, ensuring academic representation and participatory governance.

The Doctoral School currently comprises 21 tenured doctoral supervisors with nationally and internationally recognised expertise. More than 80% meet the CNATDCU minimum habilitation standards, supporting academic continuity and high-level supervision.

The mission of the Doctoral School is to train highly qualified specialists and autonomous researchers in Geography, capable of producing internationally relevant research and contributing to environmental understanding, territorial analysis, planning and evidence-based decision-making.

The scientific profile covers three broad areas: Human Geography, Physical Geography and Environmental Research, including spatial planning, tourism, geodemography, economic geography, geopolitics, geomorphology, hazards and risks, GIS and remote sensing, climatology, water resources, geoarchaeology, landscape ecology, biodiversity and environmental planning.

Doctoral research is supported by the 12 research centres of the Faculty of Geography and by two field research stations, Orșova and Sfântu Gheorghe. During 2021–2025, 114 doctoral students were enrolled; 37 doctoral theses were defended and 28 doctoral degrees in Geography were awarded.

The previous periodic external evaluation of the Geography doctoral field took place in 2021 and resulted in maintenance of accreditation, with all ARACIS performance indicators fulfilled. The recommendations made at that time were implemented and subsequently validated by ARACIS in 2025, demonstrating documented follow-up and continuous improvement.

II. Methods used

Prior to the on-site visit, the evaluation panel examines the Internal Evaluation Report and its supporting annexes, together with the institutional documents and evidence made available for the evaluation.

During the on-site visit, the panel is scheduled to inspect the material resources of the Faculty of Geography, including laboratories and research stations, and the Doctoral School Secretariat, in accordance with the approved visit timetable.

Meetings are scheduled with the University and Doctoral School management, quality assurance structures, the University Ethics Committee, the team that drafted the Internal Evaluation Report, teaching staff, research centre and laboratory coordinators, employers, graduates and doctoral students.

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.

✓ **Presentation of the state of facts**

The University of Bucharest has appropriate organisational components and a management system defined through the University Charter, the University Senate, the Board of Directors, CSUD, the Faculty Council and the Doctoral School Council, with clearly established responsibilities and competences.

The functioning of these structures is based on regulations, methodologies and procedures that are periodically reviewed in line with legislation. Relevant doctoral regulations and CSUD/Doctoral School documents are approved through the competent institutional bodies and made publicly available.

Going forward, the implementation of the requirements set out in the methodologies, regulations and procedures are monitored to ensure that teaching, research and administrative activities are carried out under optimal conditions.

✓ **Analysis of the state of facts**

The organisational architecture assigns clear decision-making, operational and quality-assurance responsibilities at university, faculty and doctoral-school levels. The presence of doctoral students in governance bodies and the public availability of Senate, CSUD and Doctoral School regulations support transparency and accountability. The evidence indicates a coherent and legally grounded management system for the Geography doctoral field.

✓ **Aspects that constitute best practice examples**

The integration of doctoral student representatives in the CSD and CSUD, combined with the publication of governing documents and decisions, provides a strong basis for participatory and transparent governance.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

At University level, methodologies and regulations are adopted or revised through the Senate and its specialised committees, which include faculty and student representatives. At Faculty level, revisions are discussed in the Faculty Council after consultations with departments. Within CSUD and the Doctoral School of Geography, institutionalised consultation mechanisms involve doctoral supervisors, doctoral students and external members connected to research and doctoral training.

The CSD reviews the Doctoral School regulations and uses hybrid consultation formats to broaden participation.

✓ **Analysis of the state of facts**

The consultation process is embedded in formal governance structures and extends beyond academic staff to doctoral students and research stakeholders. Evidence from the 2021-2025 period shows that feedback informs the updating of internal documents, programme content, research conditions and development measures.

✓ **Aspects that constitute best practice examples**

The systematic inclusion of doctoral student representatives and external research stakeholders in the doctoral-school decision-making process.

✓ **Recommendations.** None

✓ **The indicator is: fulfilled.**

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

Standard S.A.2.1. Material resources 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.

✓ **Presentation of the state of facts**

The university has an patrimony that effectively contributes to fulfilling its mission and stated objectives. The Geography doctoralstudy domain has its own, adequate spaces for the teaching process (amphitheatres, classrooms, seminar rooms, laboratories, spaces intended for doctoral supervisor faculty members) and spaces for administrative activities**.** The Faculty of Geography operates at 1 Nicolae Bălcescu Boulevard in a building used for teaching and research at all levels, including doctoral studies. It provides lecture theatres, modernised seminar rooms, teaching and research laboratories, a computerised library and administrative offices.

Doctoral students also access the Faculty's 12 research centres and two field research stations: Orșova and Sfântu Gheorghe. The Orșova station includes a River Ecosystem Monitoring Laboratory with digital topography, GNSS, remote sensing, photogrammetry and bathymetric capabilities.

The Sfântu Gheorghe station supports river, marine, coastal, deltaic and biodiversity research and includes a laboratory for sample collection and processing. Doctoral students have access to

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

specialist software, GPS and total-station equipment, the Faculty library and electronic resources. Following the 2021 evaluation, the Orșova research infrastructure was expanded through LifeWatch Romania to include more than 70 items of specialised equipment, while the Sfântu Gheorghe station received a dedicated biodiversity laboratory used by doctoral students.

✓ **Analysis of the state of facts**

Faculty of Geography has its own spaces for teaching/applied activities/laboratories, adequately equipped for all disciplines in the curriculum of the evaluated doctoral study domain. Within the Geography DSUD, the material base is managed efficiently and responsibly, with a focus on the sustainable use of spaces and equipment. The spaces have been sized to correspond both to the specific nature of the activities carried out and to the technical, safety and health standards in force. The material base is diverse and suited to the main research directions in Geography. Facilities support both advanced training and field-based research. Access to the 12 research centres and two research stations, together with digital databases and specialised equipment, provides a substantial research environment for doctoral candidates.

✓ **Aspects that constitute best practice examples**

The combination of faculty-based laboratories with two specialised field research stations creates a distinctive infrastructure for applied, interdisciplinary and field-oriented doctoral research.

✓ **Recommendations.** None

✓ **The indicator is: fulfilled.**

Standard S.A.2.2. Management of material resources The organisational components manage the movable and immovable assets used for the evaluated study programme/domain in an optimal, sustainable manner.	
Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.

✓ **Presentation of the state of facts**

Maintenance of teaching spaces, laboratories, the library, digital services, student accommodation and other facilities is organised at University level. The IT&C Department maintains IT infrastructure and software. The EDIS project supports digitisation, internet access and computing capacity. Laboratory and research-centre equipment is financed through national and international research projects, infrastructure projects such as LifeWatch Romania and institutional funds. Development plans explicitly provide for the gradual modernisation of teaching and research infrastructure and for better use of existing resources.

✓ **Analysis of the state of facts**

The evidence shows an established maintenance and investment framework. The Doctoral School benefits from a combination of central University support and competitive project funding. The dependence of specialist equipment renewal on project funding is recognised as a development challenge, but it does not prevent the current research infrastructure from functioning adequately.

✓ **Aspects that constitute best practice examples**

The LifeWatch Romania and EDIS projects illustrate effective use of strategic funding for research and digital infrastructure.

✓ **Recommendations.** There is a multiplicity of research centres within the PhD programme. Integrating these centres would facilitate the creation of synergies by increasing the number of researchers per centre and reach a critical mass, pooling common resources such as equipment, facilities, and administrative support.

✓ **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.

✓ **Presentation of the state of facts**

The Doctoral School of Geography has 21 tenured doctoral supervisors with recognised scientific expertise in human geography, physical geography and environmental research. More than 80% meet the CNATDCU minimum habilitation standards. Between 2021 and 2024, affiliated academic staff published more than 100 Web of Science-indexed articles, over 70% in Q1-Q2 journals. All doctoral supervisors affiliated with the Doctoral School hold IOSUD accreditation; only 3 of the 21 current supervisors (14%) supervise more than eight doctoral students. The Advanced University Studies Programme is delivered by recognised specialists and doctoral supervisors, while the Scientific Research Programme is supervised by the doctoral supervisor and the Academic Supervision and Integrity Committee.

✓ **Analysis of the state of facts**

The number, qualification profile and scientific performance of supervisors are adequate for the size and thematic breadth of the doctoral field. Scientific productivity and the high proportion meeting CNATDCU standards support both academic quality and institutional continuity. The supervisory load is generally balanced.

✓ **Aspects that constitute best practice examples.** A high proportion of doctoral supervisors meet national habilitation standards and maintain strong international publication performance, with more than 70% of supervisor WoS articles in Q1-Q2 journals.

✓ **Recommendations.** None

The indicator is: fulfilled

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

✓ **Presentation of the state of facts**

The University of Bucharest supports continuing professional development and peer-learning sessions, Erasmus mobility, participation in conferences and workshops, publication fees for Q1 journals, merit-based salary incentives and annual Senate Awards. These measures are available to teaching and research staff involved in doctoral education.

✓ **Analysis of the state of facts**

The institutional framework provides multiple routes for professional development, scientific visibility and international exposure. These mechanisms support the continuous improvement of staff competences and research performance.

✓ **Aspects that constitute best practice examples.** The combination of mobility support, publication support and institutional recognition mechanisms encourages continuous academic development.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

Doctoral supervisors seeking affiliation must hold a habilitation certificate or recognised equivalent. Affiliation requires analysis and approvals by the Doctoral School Council, Scientific Council, Faculty Council, CSUD and University Senate, and considers scientific supervision capacity, research

activity, ethics record and the strategic development of human resources. The Doctoral School also applies specific criteria, including prior collaboration, alignment of scientific interests, international research visibility and demonstrated capacity to supervise students or coordinate research projects. The procedures and criteria are public.

✓ **Analysis of the state of facts**

The affiliation process combines legal compliance, multi-level academic scrutiny and publicly available criteria. This provides transparency and safeguards the quality and strategic coherence of the supervisory team.

✓ **Aspects that constitute best practice examples.** The use of both University-level and Doctoral School-specific affiliation criteria ensures that recruitment reflects institutional standards and the scientific profile of the school.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

The University uses Moodle UB for course organisation, resources and assessment; Microsoft 365 for communication, collaboration and cloud services; MOPAS for doctoral admission and management from enrolment through thesis defence and degree issuance; HelpDesk for technical requests; and other digital administrative solutions. Institutional email accounts are provided to all students, including doctoral students. The EDIS project expands virtual spaces, digital educational platforms and access to the Advanced Computing Centre. The Doctoral School website publishes regulations, timetables, scholarships, events and thesis defences.

✓ **Analysis of the state of facts**

Digital tools cover the main educational, administrative and communication workflows relevant to doctoral studies. The integrated use of MOPAS, Moodle, Microsoft 365 and institutional web resources improves traceability, communication and access to services.

✓ **Aspects that constitute best practice examples.** MOPAS provides an integrated digital record of the doctoral student pathway, including admission, coursework, research reports, pre-defence, defence and degree issuance.

✓ **Recommendations.** Continue developing digital solutions for doctoral programme monitoring and document management to reduce administrative burden.

✓ **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.

* 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.

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.

✓ **Presentation of the state of facts**

The Geography doctoral programme is structured over four years and combines the Advanced University Studies Training Programme with the Scientific Research Programme. Curricula integrate teaching, research, practical activities and assessment, and are aligned with EQF/CEC Level 8 competences. Course descriptions specify content, assessment methods, independent study and expected learning outcomes.

✓ **Analysis of the state of facts**

The programme structure supports progression from advanced methodological and disciplinary training to independent scientific research. The integration of taught modules with a four-year research programme is consistent with doctoral-level learning outcomes.

✓ **Aspects that constitute best practice examples.** The curriculum combines common methodological modules with field-specific content and a continuous research programme, supporting both coherence and flexibility**.**

✓ **Recommendations.** None.

✓ **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).

✓ **Presentation of the state of facts**

Learning outcomes are related to occupational profiles in Earth and environmental sciences, environmental protection, sustainable development, spatial planning, GIS, education and research. The Internal Evaluation Report identifies relevant ESCO occupations such as geographer, hydrologist, GIS specialist, urban planner, environmental protection expert, researcher and university or secondary-school educator. UB also provides interdisciplinary transferable-skills courses through CSUD and SciResCareer.

✓ **Analysis of the state of facts**

The programme's learning outcomes correspond to both academic-research careers and professional roles in public administration, environmental management, risk management, spatial planning and geospatial analysis. The use of ESCO references provides an explicit link between doctoral competences and employment contexts.

✓ **Aspects that constitute best practice examples.** The programme combines disciplinary expertise with transferable-skills development open to doctoral students across the University.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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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.

✓ **Presentation of the state of facts**

Course content is reviewed annually and adapted to the research topics and training needs of first-year doctoral students. The Scientific Research Programme is organised around each doctoral candidate's research trajectory, including semester research papers, progress reports, scientific papers and dissemination activities. More than 60% of doctoral respondents in 2025 considered the modules adapted to their level and training needs and supportive of research autonomy, creative thinking and personal development. A University doctoral-student guide provides practical information from admission to degree completion.

✓ **Analysis of the state of facts**

The doctoral programme is strongly individualised through supervision and research milestones, while the taught component is periodically adapted to cohort needs. Student feedback is used in programme improvement.

✓ **Aspects that constitute best practice examples.** Annual adaptation of course content to doctoral research topics and the integration of research autonomy as a core programme objective.

✓ **Recommendations.** Continue strengthening project-based and problem-solving activities that stimulate creative thinking and personal development.

✓ **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.

✓ **Presentation of the state of facts**

UB supports doctoral mobility through Erasmus+, CIVIS and bilateral agreements. The Faculty of Geography had 108 active CIVIS and Erasmus agreements in 2024-2025 and participates in 21 Erasmus+ Blended Intensive Programmes, 18 coordinated by doctoral supervisors. More than 100 students benefited from Erasmus+/CIVIS mobility, including 11 PhD students in BIP programmes, and there were over 60 staff mobility placements. Doctoral students receive information on mobility, conferences, summer/winter schools and scholarships, and financial support is available under the methodology for encouraging doctoral research performance.

✓ **Analysis of the state of facts**

The institutional framework provides multiple mobility channels, with specific doctoral participation and financial support. The evidence demonstrates real access to both physical and blended mobility, while the Doctoral School recognises the need to further increase the overall mobility rate.

✓ **Aspects that constitute best practice examples.** The integration of Erasmus+ BIP programmes with CIVIS activities offers flexible international learning opportunities for doctoral students.

✓ **Recommendations.** Continue increasing doctoral mobility and participation in longer research placements abroad.

✓ **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

✓ **Presentation of the state of facts**

UB provides free support through the Learning Centre, psychological and educational counselling, career counselling and guidance, and the Inclusion, Equity and Diversity Service. A

Programme for the Prevention of Dropout from Doctoral Studies supports monitoring and intervention, while scholarships and other forms of social support are available to doctoral students. Admission and doctoral progression frameworks include provisions for vulnerable groups and students with disabilities.

✓ **Analysis of the state of facts**

The University combines academic, psychological, social and career-support measures. These services are available across the student lifecycle and are complemented by specific doctoral-dropout prevention measures.

✓ **Aspects that constitute best practice examples.** The dedicated doctoral dropout-prevention programme creates a structured mechanism for early identification and support of students at risk.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

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

✓ **Presentation of the state of facts**

Doctoral students have access to Moodle resources, the Faculty of Geography branch of the Carol I Central University Library, more than 56,000 volumes, and electronic databases through ANELIS Plus and E-nformation, including Nature Journals, ScienceDirect, SpringerLink, Wiley and Institute of Physics resources. Access is available on campus and remotely. Doctoral students also access faculty laboratories, research centres and external facilities through supervisors and partner institutions. Public lectures, workshops and scientific debates are organised by the Faculty, ICUB, SciResCareer and other structures. Assistive technologies and support services are available to students with disabilities or other vulnerabilities.

✓ **Analysis of the state of facts**

The combination of bibliographic resources, remote database access, laboratory infrastructure, scientific events and accessibility services provides comprehensive support for doctoral learning and research. Student feedback indicates generally good access to resources and infrastructure.

✓ **Aspects that constitute best practice examples.** Remote access to major scientific databases and integration of doctoral students into faculty and partner research infrastructure.

✓ **Recommendations.** Continue monitoring accessibility and research-space capacity as doctoral activity grows.

✓ **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.

✓ **Presentation of the state of facts**

Expected learning outcomes are specified in the course descriptions for subjects and activities in the Advanced University Studies Training Programme and the Scientific Research Programme. These descriptions clarify course content, expected competences and assessment requirements.

✓ **Analysis of the state of facts**

The use of course descriptions provides a consistent framework for communicating learning expectations to doctoral students and teaching staff.

✓ **Aspects that constitute best practice examples.** None.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

✓ **Presentation of the state of facts**

Assessment in the first-year Advanced University Studies Programme is conducted each semester through examinations, colloquia and assessments. The Scientific Research Programme is evaluated semesterly across the four years through research reports, colloquia and assessments. The final semester focuses on thesis drafting and editing. Thesis submission is preceded by similarity analysis using Turnitin and SistemAntiplagiat, and doctoral students receive training in academic ethics and similarity-checking tools.

✓ **Analysis of the state of facts**

The assessment system is continuous and aligned with the progression of doctoral research. It combines course-level evaluation, research milestones and integrity checks before thesis defence.

✓ **Aspects that constitute best practice examples.** The preventive use of similarity-checking tools throughout doctoral studies supports academic integrity, not only final thesis control.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

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

✓ **Presentation of the state of facts**

Doctoral admission follows a University timetable and Senate-approved regulations published on the doctoral studies website. The Doctoral School of Geography adopts its own admission regulations. Admission consists of an oral examination in which candidates present a proposed doctoral research topic selected from the public portfolio and discuss their prior professional activity and field knowledge. The regulations define assessment criteria, ranking rules and procedures for reallocating funded places.

✓ **Analysis of the state of facts**

The process is formally regulated, transparent and academically oriented toward the candidate's research potential and field preparation.

✓ **Aspects that constitute best practice examples.** Publication of doctoral topics and explicit ranking criteria supports transparency and informed candidate choice.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

Indicator I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to

	ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.

✓ **Presentation of the state of facts**

Admission is open to candidates who meet the legal and institutional requirements. UB allocates special places for Roma candidates and ethnic Romanians with non-Romanian citizenship and has implemented inclusion projects and support measures for candidates with disabilities. Gender distribution among doctoral students is highly balanced; among the 37 theses defended in the evaluation period, 19 were defended by women and 18 by men.

✓ **Analysis of the state of facts**

The admissions framework combines equal-opportunity principles with concrete inclusion measures. The balanced gender profile is consistent with the University's wider equality policies.

✓ **Aspects that constitute best practice examples.** A near-balanced gender distribution among defended theses in the 2021-2025 period.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

Doctoral student activities are governed by the national Framework Regulations, the University of Bucharest Regulations on doctoral studies, the Code of Student Rights and Obligations, the Doctoral School regulations and individual study contracts. Doctoral students are represented in the CSD, Faculty Council, CSUD and University Senate. Completion procedures include mandatory preventive anti-plagiarism checks, applied to all doctoral theses at UB since 2016.

✓ **Analysis of the state of facts**

The academic pathway is regulated from enrolment to thesis completion, with clear rights, obligations, representation and integrity procedures. The use of preventive similarity checks strengthens the reliability of thesis completion procedures.

✓ **Aspects that constitute best practice examples.** Systematic preventive anti-plagiarism checking of all doctoral theses before defence.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

Internationalisation is supported by CSUD, the Directorate for International Relations, Erasmus+, CIVIS and bilateral agreements. The Doctoral School provides English-language information for international applicants and may deliver courses in English when needed. Doctoral theses may be written and defended in English, German or French. Between 2021 and 2025, one international co-supervision doctorate was completed and another was at an advanced stage of agreement with Aix-Marseille University. Partnerships and research collaborations involve institutions in the USA, Mexico and China. Between 15 and 18 doctoral students per year were engaged in high-level international scientific collaborations. During 2021-2025, SDG doctoral students completed 46 mobility placements for conferences, research stays and workshops.

✓ **Analysis of the state of facts**

The Doctoral School is embedded in a broad international framework and demonstrates active research collaboration, mobility support and international participation. The level of co-supervision and English-language doctoral output remains moderate compared with the school's potential, and this is appropriately identified as a development priority.

✓ **Aspects that constitute best practice examples.** The combination of CIVIS, Erasmus+, bilateral research collaborations and dedicated financial support creates multiple internationalisation pathways for doctoral students.

✓ **Recommendations.** Increase international co-supervision, longer mobility placements, international doctoral recruitment and doctoral theses in internationally used languages.

✓ **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.

✓ **Presentation of the state of facts**

Scientific inquiry is central to the four-year Scientific Research Programme. Doctoral students produce semester research papers and reports, participate in applied research and prepare scientific publications. They are integrated into projects within the Faculty's research centres. This integration is also supported through competitive research projects: in 2022, 13 doctoral students were funded through seven projects, and in 2023–2024, 20 doctoral students, including 12 newly enrolled students, received funding through five new projects.

As an example, at the 2025 Future Earth conference, doctoral students presented 47 papers; 11 served as committee secretaries and 4 contributed to conference organisation. The School has also organised doctoral scientific communication activities, including the yearly organised session "My Thesis in 3 Minutes".

✓ **Analysis of the state of facts**

Research activity is structurally integrated into the programme and assessment process. Doctoral participation in funded projects, conferences and research dissemination provides concrete evidence of research-based training and supports advanced research competences, autonomy and academic integration.

✓ **Aspects that constitute best practice examples.** The strong doctoral-student presence at the 2025 Future Earth conference, together with direct participation in funded research projects, demonstrates active integration into the academic and research community.

✓ **Recommendations.** Promote more research within postgraduate training (Master's programmes) in order to strengthen students' capacities and research skills, and to attract potential candidates to pursue the PhD programme.

✓

✓ **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.

✓ **Presentation of the state of facts**

Between 2021 and 2025, doctoral students published 64 scientific articles: 49 in ISI/Web of Science-indexed journals and 15 in journals indexed in international databases. Of the 49 WoS articles, 31 were published in Q1-Q2 journals. Supervisor output is also strong, with more than 70% of WoS

articles in Q1-Q2 journals. Research covers urban geography and health, hazards and risk management, geomorphology, hydrology, GIS and remote sensing, environment and biodiversity, spatial planning and sustainable development. Doctoral students are integrated into national and international research teams and projects.

✓ **Analysis of the state of facts**

The publication profile demonstrates significant international visibility and a strong alignment between research output and the thematic objectives of the doctoral field. The proportion of Q1-Q2 publications indicates competitive dissemination quality.

✓ **Aspects that constitute best practice examples.** A majority of doctoral-student WoS output appears in Q1-Q2 journals, and doctoral research is closely integrated with supervisor-led national and international research projects.

✓ **Recommendations.** Continue supporting publication in high-impact journals and systematic public dissemination of doctoral research outcomes.

✓ **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

✓ **Presentation of the state of facts**

UB operates a Quality Assurance Strategy implemented through CEAC-UB, the Quality Management Department, faculty-level CEAC structures and CSUD. CEAC-UB prepares an annual public evaluation report covering strategic planning, staff evaluation, ethics, sustainability and transparency. The Faculty of Geography's CEAC-G prepares an annual self-evaluation report and action plan. For doctoral studies, CSUD coordinates monitoring and periodic evaluation, and internal evaluation reports conclude with improvement measures and realistic action plans whose implementation is monitored.

✓ **Analysis of the state of facts**

Quality assurance operates at multiple institutional levels and includes a closed loop from evaluation to action planning and follow-up. The Geography Doctoral School's internal evaluations indicate adequate infrastructure, strong supervisor performance and no structural human-resource deficiencies.

✓ **Aspects that constitute best practice examples.** The explicit linkage of internal evaluation reports to action plans and subsequent monitoring provides a functioning continuous-improvement cycle.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

Academic staff, students, external CSD members, employers and other stakeholders participate in quality-related consultations and governance structures. Doctoral students contribute through annual surveys, representatives in the CSD and Faculty Council, and feedback on programme organisation

and the Doctoral School website. The dedicated doctoral questionnaire assesses skills, autonomy, responsibility, needs and satisfaction. Survey results indicate high satisfaction with supervision, research resources and the academic environment, while identifying logistical and space constraints as areas for improvement.

✓ **Analysis of the state of facts**

The Doctoral School uses stakeholder feedback as an operational quality-assurance mechanism and can demonstrate how identified issues feed into development planning and curricular adjustments.

✓ **Aspects that constitute best practice examples**. A dedicated doctoral-student questionnaire links satisfaction, competences and needs directly to programme monitoring and improvement.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

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

✓ **Presentation of the state of facts**

UB has a Code of Ethics and an Ethics Committee operating under Senate-approved regulations. The committee analyses potential breaches, contributes to the development of the ethics code and publishes an annual report. The Research Ethics Subcommittee evaluates and monitors research ethics, and its decisions cannot be overturned by another administrative or academic body. Academic ethics and integrity are explicitly included in doctoral training. The Centre for Action, Resources and Training for Academic Integrity supports awareness and prevention activities.

✓ **Analysis of the state of facts**

The University has a comprehensive ethics framework combining independent institutional oversight, research ethics review, education and prevention. The integration of ethics into doctoral curricula reinforces this framework at programme level.

✓ **Aspects that constitute best practice examples.** The independent Research Ethics Subcommittee and the integration of academic integrity into doctoral training provide complementary preventive and oversight mechanisms.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

At UB, programme monitoring and periodic review are governed by institutional regulations and quality structures. At the Faculty of Geography, CEAC-G and programme coordinators conduct periodic monitoring and self-evaluation. In the Doctoral School, course content in the Advanced University Studies Programme is periodically updated after consultation with relevant doctoral supervisors and in response to the research topics of first-year doctoral students.

Student feedback also informs annual revisions. CSUD periodically produces internal evaluation reports for doctoral studies.

✓ **Analysis of the state of facts**

The review process is regular, evidence-based and connected to changes in course content, teaching responsibility and development planning. It is particularly responsive to the evolving research profiles of doctoral cohorts.

✓ **Aspects that constitute best practice examples.** Annual adaptation of doctoral course content to the actual thesis topics of the incoming cohort.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

During 2021-2025, doctoral supervisors, doctoral students, management structures, socio-economic representatives, research centres and stations, national research institutes and public authorities were consulted on programme content, research conditions, infrastructure and the alignment of competences with labour-market and academic needs.

Consultation results are reflected in internal documents, adaptation of research activities and Doctoral School development measures.

✓ **Analysis of the state of facts**

The stakeholder base extends beyond the University and includes organisations that employ graduates or collaborate in research. This broadens the relevance of programme review and links doctoral training to scientific and societal needs.

✓ **Aspects that constitute best practice examples.** Systematic consultation with public authorities, research institutes and research partners alongside the academic community.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

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.

✓ **Presentation of the state of facts**

UB applies a unified staff-evaluation framework comprising self-evaluation, management evaluation, peer evaluation and student evaluation. Faculty of Geography teaching staff, including those involved in doctoral teaching, are evaluated annually by students.

Results are analysed by department heads and CEAC-G and discussed with each lecturer, with improvement measures proposed where necessary.

✓ **Analysis of the state of facts**

The evaluation framework uses multiple sources and connects student feedback to managerial discussion and potential improvements in teaching methods and staff-student interaction.

✓ **Aspects that constitute best practice examples.** The four-component evaluation framework combines self, peer, managerial and student perspectives.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

UB uses FOCUS for research-activity data, MOPAS for student and doctoral records and academic progression, EMSYS for administrative management, and dedicated monitoring and statistical systems for student experience, graduate integration and research indicators.

A platform also collects doctoral-student publication and conference-participation data. The Doctoral School uses a dedicated questionnaire to collect information on competences, autonomy, responsibility, needs and overall satisfaction.

✓ **Analysis of the state of facts**

The data environment supports internal and external evaluation, monitoring of academic progress, research reporting and evidence-based management. The Doctoral School has access to both institutional databases and programme-specific feedback instruments.

✓ **Aspects that constitute best practice examples.** The integration of research, academic-progress and student-feedback data provides a broad evidence base for quality assurance.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

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

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.

✓ **Presentation of the state of facts**

UB, CSUD and the Doctoral School maintain public websites. The Doctoral School website is organised into sections covering doctoral supervisors, research areas, admission, the doctoral programme, international mobility, habilitation and public thesis defences. Information is updated as needed and is complemented by information displayed within the Faculty.

✓ **Analysis of the state of facts**

The availability and organisation of doctoral information support prospective candidates, enrolled doctoral students, staff and other stakeholders. Key academic and administrative information is publicly accessible.

✓ **Aspects that constitute best practice examples.** A dedicated, structured Doctoral School website centralises the main information required by candidates and doctoral students.

✓ **Recommendations.** Continue the systematic updating of English-language information to support internationalisation.

✓ **The indicator is: fulfilled.**

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

✓ **Presentation of the state of facts**

University decisions, regulations, procedures and public-interest documents are discussed and published. Decisions of the University Senate and Board of Directors are available on their respective

websites. At Faculty and Doctoral School levels, decisions and regulations are communicated through institutional channels and representative governance bodies.

✓ **Analysis of the state of facts**

The decision-making framework combines publication of formal decisions with participation of elected representatives, including students, in governance structures.

✓ **Aspects that constitute best practice examples.** The public availability of Senate and Board decisions and the representative composition of governance structures support institutional transparency.

✓ **Recommendations.** None.

✓ **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.

✓ **Presentation of the state of facts**

All doctoral programmes at the University of Bucharest are subject to external quality evaluation by ARACIS. UB received the rating "High Level of Confidence" on 30 June 2021 and "Maintenance of Accreditation as an IOSUD" on 28 December 2021. In the 2021 external evaluation of the Geography doctoral field, all analysed indicators were met and accreditation was maintained by ARACIS Council Decision No. 137/28.12.2021. Recommendations were implemented during 2021-2024 and their full implementation was validated by ARACIS Council Decision No. 193/H/07.08.2025.

✓ **Analysis of the state of facts**

The Doctoral School demonstrates continuity in external quality assurance, documented follow-up of recommendations and institutional capacity to convert external evaluation into improvement actions.

✓ **Aspects that constitute best practice examples.** Full implementation of the 2021 recommendations was formally validated by ARACIS in 2025.

✓ **Recommendations.** None.

✓ **The indicator is: fulfilled.**

IV. SWOT Analysis

Summarising and analysing the information in this report, the following conclusions can be noted regarding the Geography doctoral study domain at the University of Bucharest:

Strengths:	INTERNAL FACTORS	Weaknesses:
✓ Strong academic tradition and		✓ Low number of international

institutional continuity in Geography. ✓ 21 tenured doctoral supervisors; more than 80% meet CNATDCU minimum habilitation standards. ✓ High scientific productivity and international visibility of supervisors and doctoral students. ✓ Coherent research profile in physical geography, human geography and environmental research. ✓ Diverse research infrastructure: 12 research centres and two research stations. ✓ Operational quality assurance mechanisms, student feedback and academic ethics integrated into doctoral training. ✓ High rate of CNATDCU validation of doctoral theses. ✓	⇧	co-supervision doctorates. ✓ Low number of doctoral students from EU/EEA/Swiss Confederation countries. ✓ Logistical constraints and limitations regarding available premises. ✓ Dependence on research-project funding for specialist equipment modernisation and maintenance. Moderate doctoral internationalisation relative to existing potential. Public visibility of doctoral research results is not yet sufficiently systematised.
	SWOT Analysis	
Opportunities: ✓ Further development of CIVIS, Erasmus+ and bilateral international collaborations. ✓ Access to advanced infrastructure through LifeWatch Romania, EDIS and ICUB. ✓ Expansion of collaborations with institutions in the USA, Mexico and China. ✓ Growing societal relevance of climate change, natural hazards, GIS, remote sensing and spatial planning. ✓ Renewal of the supervisory team through new habilitations and affiliations. ✓ Increasing the number of courses and doctoral theses in English.	⇩ **EXTERNAL FACTORS**	**Threats:** ✓ Increasing national and international competition in doctoral education and research. ✓ External pressures generated by funding dynamics and rising quality requirements. Increasing administrative pressure on doctoral supervisors. ✓ Risk of overburdening existing infrastructure as research and internationalisation activities expand.

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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	procedures that are periodically reviewed as required by law.		
2.	**I.P.A.1.2.1** The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	**I.P.A.2.1.1** The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	**I.P.A.2.2.1** The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	There is a multiplicity of research centres within the PhD programme. Integrating these centres would facilitate the creation of synergies by increasing the number of researchers per centre and reach a critical mass, pooling common resources such as equipment, facilities, and administrative support.
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.	**Indicator 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	Continue developing digital solutions for doctoral programme monitoring and document management to reduce administrative burden.
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	training, research and evaluation experiences, which, together, lead to a higher education qualification.		
10.	**I.P.B.2.1.2** The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	F	
11.	**I.P.B.3.1.1** The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	Continue strengthening project-based and problem-solving activities that stimulate creative thinking and personal development.
12.	**I.P.B.3.1.2** The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	Continue increasing doctoral mobility and participation in longer research placements abroad.
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	Continue monitoring accessibility and research-space capacity as doctoral activity grows.
15.	**I.P.B.5.1.1** Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	**I.P.B.5.1.2** Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	**I.P.B.7.1.1** The organisational component applies the admission procedures.	F	
18.	**I.P.B.7.1.2** Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	**I.P.B.7.2.1** The organisational component applies the regulations concerning the students' professional activity.	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
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	Increase international co-supervision, longer mobility placements, international doctoral recruitment and doctoral theses in internationally used languages.
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	Promote more research within postgraduate training (Master's programmes) in order to strengthen students' capacities and research skills, and to attract potential candidates to pursue the PhD programme.
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	Continue supporting publication in high-impact journals and systematic public dissemination of doctoral research outcomes.
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	
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	Continue the systematic updating of English-language information to support internationalisation.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
31.	**I.P.C.6.1.2** The organisational component ensures transparent decision-making processes.	F	
32.	**I.P.C.8.1.1** The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

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

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

VI. Conclusions

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

Propose and substantiate a decision.

Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel shall be one of the following:*
The Geography doctoral study domain at the University of Bucharest is a mature and academically consolidated doctoral field, integrated within the "Simion Mehedinți. Nature and Sustainable Development" Doctoral School.
The doctoral field benefits from 21 tenured doctoral supervisors, more than 80% of whom meet CNATDCU minimum habilitation standards, a diverse research infrastructure comprising 12 research centres and the Orșova and Sfântu Gheorghe research stations, and a coherent four-year doctoral training programme. During 2021–2025, 114 doctoral students were enrolled, 37 theses were defended and 28 doctoral degrees were awarded. Doctoral students published 64 scientific articles, including 49 Web of Science-indexed articles, of which 31 were published in Q1–Q2 journals. International mobility, research collaborations, academic ethics, transparent governance and student feedback are integrated into the functioning of the doctoral field. The remaining challenges identified by the Doctoral School concern the further intensification of internationalisation, infrastructure modernisation, funding

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

diversification, human-resource renewal and more systematic dissemination of doctoral research, and are addressed through explicit development measures.
The ARACIS panel, composed of Prof. Sandu BOENGIU, PhD, Prof. Urbano Fra Paleo, PhD, and doctoral student evaluator Flavia Călina Andron, recommends maintaining accreditation of the Geography doctoral university study domain within the Doctoral School of Geography, IOSUD – University of Bucharest.
All 32 indicators analysed were fulfilled.

VII. Annexes

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

Intervalul orar / *Hour*	Activităţi de evaluare / *Evaluation activities*	Participanţi / *Participants*	Locaţie / *Location* Listă participanţi / *List of Participants*
Marti / *Tuesday*, 01.09.2026			
9:00 10:00	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ *Technical discussions within the expert committee for external quality evaluation*	- Comisia de experți evaluatori ai ARACIS / *Panel members*	Sala/Locația/ Room/Location **Decanat Facultăţii de Geografie (FG) /** Dean's Office of the Faculty of Geography (FG)
10:00 11:00	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/ Room/Location **Decanat Facultăţii de Geografie (FG) /** Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. habil. L. C., Prorector UB, - Prof univ. dr. V. B. – Director CSUD UB, - Prof. univ. dr. Habil. A.. N. – Decan FG, - Prof. univ. dr. I. A., Director al Școlii Doctorale, - Prof. univ. dr. G. B. , - Prof. univ. dr. B M, **responsabil CIVIS**
11:00 11:30	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai ***structurilor organizatorice în domeniul asigurării calității***/ *Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures.*	- Comisia de experți evaluatori ai ARACIS / *Panel members* - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității. *Representatives of quality assurance organisational structures.*	Sala / Locația / Room/Location **Decanat Facultăţii de Geografie (FG) /** Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. prorector M. I.-P. (CEAC-

Intervalul orar / *Hour*	Activităţi de evaluare / *Evaluation activities*	Participanţi / *Participants*	Locaţie / *Location* Listă participanţi / *List of Participants*
			UB) șef serviciu DMC S. P.
11:30 12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu ***membri ai Comisiei de etică universitară***. *Meeting of the Expert Committee on External Quality Assessment with members of the University Ethics Committee*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Membri ai Comisiei de etică universitară și a subcomisiei de etică a cercetării. *Members of the University Ethics Committee and the Research Ethics Subcommittee*	Sala/Locația / Room/Location **Decanat Facultăţii de Geografie (FG)** / Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la întâlnire / List of participants attending the meeting:: - Prof. univ. dr. C. I. (Comisia Etică-UB) –
12:00 13:00	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu **echipa care a realizat raportul de evaluare internă (REI);** 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 team that has drafted the internal evaluation report. Meeting of the Expert Committee on External Quality Assessment with the teaching staff involved in activities within the DSUD*	- Comisia de experți evaluatori ai ARACIS / *Panel members* - Echipa care a realizat REI; cadre didactice de la domeniul de studii evaluat/ *Team that has drafted the IER; teaching staff in the field of study being evaluated*	Sala/Locația / Room / Location **Decanat Facultăţii de Geografie (FG)** / Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la întâlnire / List of participants attending the meeting:: - Prof. univ. dr. I A, Director al Școlii Doctorale - Prof. univ. dr. G B - Prof. univ. dr. B M, responsabil CIVIS
13:00-15:00	Pauză/ *Break*		
15:00-16:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **responsabilii centrelor/laboratoarelor de cercetare** / *Meeting of the external quality evaluation experts' panel with the staff in charge with the research centres/laboratories*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Responsabilii centrelor/laboratoarelor de cercetare/ *Staff in charge with research centres/laboratories*	Sala / Locația / Room / Location **Decanat Facultăţii de Geografie (FG)** / Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la

Intervalul orar / *Hour*	Activităţi de evaluare / *Evaluation activities*	Participanţi / *Participants*	Locaţie / *Location* Listă participanţi / *List of Participants*
			întâlnire/ List of participants attending the meeting:: - Prof. univ. dr. G B – Prodecan cu activitatea de Cercetare, - Conf. univ. dr. I Su, Statiunea Orsova - Prof. univ. dr. M-R Nă (CCMESI) – - Prof. univ. dr. L. R. (CCMESI) – - Prof. univ. dr. B. M., responsabil CIVIS - Prof. univ. dr. L. D. – Editor Human Geographies - Prof. univ. dr. I. P.-S. – membru CSD - Conf. univ. dr. I. F. T., G. - Lector.univ. dr. G. T.
16:00 17:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **angajatori** ai absolvenților DSUD/ *Meeting of the external quality evaluation experts' panel with employers[1] of the DSUD alumni*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Angajatori/ *Employers*	Sala/Locația/ Room/Location Sala GA, etaj I / Room GA, 1st Floor Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - B. P. – ISJ - Ștefania M. D. – CS I dr., Director adjunct, Institutul de Geografie al Academiei Române, București - V. C. – CS I dr., Director științific, Institutul Naționale de Hidrologie și Gospodărire a Apelor, București. – Deputy Director Institute of Geography, Romanian Academy, Bucharest],

[1] 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*
			- I. Ş., expert oceanografie satelitara, TERRASIGNA, Bucuresti - reprezentanti ai Ministerului Energiei – - reprezentant Min. Transporturilor –- reprezentant APA Nova
17:00 18:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **absolvenţi**[2],[3] ai DSUD/ *Meeting of the external quality evaluation experts' panel with alumni*[4] *of the DSUD*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Absolvenți ai domeniului de studii evaluat/ *Graduates*	Sala / Locația / Room / Location **Sala GA, etaj I / Room GA, 1st Floor** Lista persoanelor care vor participa la întâlnire / List of participants attending the meeting:: - dr. T. D. D. [2019], - dr. C. R. R. [2017], - dr. M. A. A. [2018], - dr. P. D. D. [2016], - dr. Z. A. A.-M. (TALOȘ) [2015], - dr. C. A. A. [2026], - dr. P. R. R. [2015], - dr. M. G. G. [2020], - dr. T. F. F. [2012], - dr. G. A. [2014], - dr. N. A. [2015] - dr. G. A. [2023] - dr. P. C. [2022] - dr. Ilie LAURENTIU [2020]

[2] Se va evita invitarea absolvenților care sunt angajați ai IÎS sau ai OFE, după caz.
[3] Nu este obligatorie în cazul autorizării domeniilor de studii universitare de doctorat

[4] Avoid inviting alumni 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*
18:00 19:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu **studenţi** [5] **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 / Locația / Room / Location **Sala GA, etaj I / Room GA, 1st Floor** Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - drd. F. Z. [5], - drd. O. S. L. [1], - drd. A. B. [2], - drd. G. D. [1], - drd. A. M. T. [2], - drd. M. C. [3], - drd. A. A. P. [2], - drd. C. T. [3]
Miercuri/ *Wednesday*, 02.09.2026			
9:30 - 10:30	**Întâlnirea tehnică** a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI) / *Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala / Locația / Room / Location **Decanat Facultăţii de Geografie (FG) /** Dean's Office of the Faculty of Geography (FG)
10:30 - 11:00	Pauză		
11:00 – 12:00	Vizitarea bazei materiale; Secretariat ŞDG / *Visiting the material resources; SDG Secretariat*	- Comisia de experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai instituției /	Sala / Locația / Room / Location **Baza materiala din cadrul laboratoarelor/**

[5] 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*
		Representatives of the HEI	statiunilor de cercetare ale Facultăţii de Geografie (FG) / *The material base within the laboratories / research stations of the Faculty of Geography (FG)*
12:00 - 14:00	Pauză/ *Break*		
14:00 – 15:00	Finalizarea activităților de evaluare / *Completion of evaluation activities*	- Comisia de experți evaluatori ai ARACIS/ *Panel members*	Sala/Locația / Room / Location Decanat Facultăţii de Geografie (FG) / Dean's Office of the Faculty of Geography (FG)
15:00 – 16:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii IÎS sau a OFE, după caz și 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 experți evaluatori ai ARACIS/ *Panel members* - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ *Representatives of the management* - Persoana de contact/ *Contact person*	Sala / Locația / Room / Location Decanat Facultăţii de Geografie (FG) / Dean's Office of the Faculty of Geography (FG) Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting:: - Prof univ. dr. V. B.– Director CSUD UB, - Prof. univ. dr. I. A., Director al Școlii Doctorale de Geografie, - Prof. univ. dr. A. N.– Decan FG