

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	"Ștefan cel Mare" University of Suceava
Doctoral School:	Social and Human Sciences
Doctoral Domain:	Philology
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.	Boldea Iulian	Expert evaluator	
2.	Șleahțițchi Maria	International Expert	
3.	Iojică Ana-Maria	PhD Student Evaluator	

I. Introduction

The REE was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain *Philology* within the Doctoral School of Social and Human Sciences, organized by IOSUD – “Ștefan cel Mare” University of Suceava (USV). The commission, approved by the ARACIS Council via Decision No. 180/H/04.06.2026, was composed as follows:

1. Prof. BOLDEA Iulian, Ph.D. – “George Emil Palade” University of Medicine, Pharmacy, Science, and Technology of Târgu Mureș (chair);
2. Prof. ȘLEAHIȚCHI Maria, Ph.D. – “Alecu Russo” State University of Bălți, Republic of Moldova;
3. IOJICĂ Ana-Maria – student at The National School of Political and Administrative Studies in Bucharest.

The evaluation visit took place on July 13-14, 2026.

“Ștefan cel Mare” University of Suceava (USV) is a public higher education institution established in 1990, building on earlier academic structures dating back to 1963. USV has developed into a comprehensive, multidisciplinary institution comprising 11 faculties, offering programs at all cycles (bachelor’s, master’s, doctoral), and serving more than 11,000 students, including doctoral candidates across multiple doctoral fields. USV’s mission focuses on advanced education and research, aiming to train highly qualified personnel, promote critical thinking, generate and disseminate knowledge, create motivation and a culture of quality that generates knowledge, and support the community’s socioeconomic development. The university demonstrates a consolidated research profile, with increasing scientific output, participation in national and international research projects, and growing visibility in international rankings. The international dimension is strengthened through strategic partnerships, including participation in the NEOLAiA European Universities Alliance (a powerful European academic network funded by the European Commission under the ERASMUS+ program) as well as affiliation with prestigious international bodies such as:

- International Association of Universities;
- Association of European Universities;
- Alliance of Universities for Democracy; City Business Centre;
- International Council for Open Distance Learning.

Doctoral studies at USV are organized into 2 doctoral schools (i.e. the *Doctoral School of Applied Sciences and Engineering*, and *Doctoral School of Social and Human Sciences*), coordinated by the Council for Doctoral Studies (CSUD), which oversees the strategic and operational management of doctoral education.

The doctoral study domain of *Philology* is organized within the *Doctoral School of Social and Human Studies*, part of IOSUD-USV. The doctoral school currently covers 6 domains (*Business Administration (AF)*; *Accounting (C)*; *Economics (E)*; *Philology (FIL)*; *Philosophy (FIS)*; *History (I)*), all of which have retained their accreditation following the previous external evaluation in 2021.

II. Methods used

The evaluation process included reviewing and analyzing the Internal Evaluation Report (IER) for the field under study, along with related links, documents, data, and information available on the USV website. It also involved observing and gathering findings from meetings with university leadership, faculty, CSUD representatives, the doctoral school, the CEAC committee, and teaching staff involved in implementing the program.

Additionally, an inspection of teaching and research spaces was conducted, covering infrastructure, the library, teaching areas, and registrar documents.

The external evaluation of the study program comprised these activities: analysis of the Internal Evaluation Report and its annexes/links; review of documents and data from the USV website in digital format; a visit to USV and the headquarters of the Faculty of Letters and Communication Sciences, observing classrooms, seminar rooms, laboratories for PhD students, secretariate, and university library; discussions with university leadership, the doctoral school council, faculty involved in organizing the program, PhD students, graduates, employers, and teaching staff involved in the program.

III. Judgment 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. Organizational components and institutional processes

The HEI has organizational 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 program/domain, the HEI has adequate organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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o Presentation of the state of facts

The structure and operation of doctoral studies at IOSUD – USV, including the PhD program in Philology, are grounded in a formal institutional framework. The operation of IOSUD-USV is based on methodologies, regulations and procedures reviewed at regular intervals that regulate the conduct of teaching, research and administrative activities ([Procedures - Quality Assessment and Assurance Commission](#); USV Regulations - [Quality Assessment and Assurance Commission](#) as well as regulations for doctoral studies, Regulations for the organization and conduct of doctoral university study programs, and specific procedures covering aspects like admission, study completion, ethics, and mobility. Key organizational entities include CSUD (the Council of the Doctoral School), doctoral supervisors, guidance and integrity committees, along with administrative support units. Decisions are made through formal governance, such as regular CSUD meetings and publicly accessible decisions. The IER confirms that institutional rules and procedures are periodically reviewed and updated to align with legislative changes and institutional needs.

o Analysis of the state of facts

The procedures and regulations for the organization and conduct of doctoral university study programs are periodically revised to reflect the current legislative framework and the realities of the educational field. They are applied throughout the activities they regulate to ensure a conducive environment for the implementation of educational, scientific and managerial policies.

o Aspects that constitute best practice examples:

- o multi-level governance structure to ensure effective coordination;

- transparency of decisions through public communication;
- continuous alignment of regulations with national legislation.

- Recommendations : N/A.

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.
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- Presentation of the state of facts

At the IOSUD–USV level, adopting and updating methodologies, regulations, and procedures requires consulting with internal stakeholders. These include doctoral supervisors, students, and members of academic guidance and integrity committees. The expectations of graduates, employers, as well as doctoral students and graduates, as well as members of the doctoral school and the doctoral school council, are regularly surveyed and centralized, and minutes are drawn up based on collective meetings. Moreover, doctoral students benefit from weekly meetings with their doctoral supervisors, which contributes decisively to the personalized counselling of students.

- Analysis of the state of facts

The doctoral domain of Philology demonstrates a systematic interest and commitment to the active involvement of all stakeholders in the educational process and the involvement of the entire academic community.

Periodically, PhD students in Philology are asked for feedback on their teaching staff (both in their capacity as PhD supervisors and as course instructors – a role they assume in the first semester of their doctoral studies). This feedback is collected and analyzed, and relevant recommendations are integrated into official documents (curriculums, content of subject sheets, procedures for periodic evaluation of PhD students' activities, etc.), in order to improve teaching and administrative services.

- Aspects that constitute best practice examples

- Recommendations: N/A.

The indicator is: fulfilled.

Criterion A.2. The material resources and optimization 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 program/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
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* The faculty, department, subsidiary, extension - hereinafter "organisational components."

disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.

o Presentation of the state of facts

IOSUD-USV benefits from a diversified infrastructure that supports teaching, research, administrative activities, and services for students and doctoral candidates. The university holds legal ownership of its premises, including classrooms, laboratories, research spaces, library facilities, and administrative offices. According to IER and the website data, the total infrastructure comprises numerous spaces dedicated to educational and research activities (classrooms, laboratories, library spaces) as well as facilities for student services. The doctoral domain Philology operates primarily within the [Faculty of Letters and Communication Sciences](#), which provides access to teaching and research spaces, [library resources](#), and relevant databases. The [documents](#) indicate that the existing infrastructure is adequately equipped (including IT resources and access to digital databases) and includes measures to ensure accessibility for [persons with disabilities](#).

o Analysis of the state of facts

The on-site inspection confirms that USV provides an adequate material base for organizing doctoral studies, with legally owned premises and a diversified infrastructure that supports teaching, research, and administrative activities. The availability of dedicated spaces and access to the library and digital resources contribute to an enabling academic environment. The allocation of facilities at the Faculty of Letters and Communication Sciences appears appropriate for the needs of the doctoral domain of Philology.

o Aspects that constitute best practice examples:

Existence of a diversified infrastructure supporting teaching, research, and student services, and access to library resources and international databases for doctoral students.

o Recommendations: N/A.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

Indicator I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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o Presentation of the state of facts

The Faculty of Letters and Communication Sciences, where the doctoral domain operates, ensures the maintenance and use of both movable and immovable assets required for teaching, research, and administrative activities. According to the self-evaluation report, these assets undergo periodic maintenance, repair, and modernization, supported by dedicated budget allocations. The infrastructure, including teaching spaces, research facilities, equipment, and library resources, is described as effective and appropriate for academic work, fostering a supportive environment for study and research.

o Analysis of the state of facts

The on-site visit showed that USV has effective mechanisms for maintaining and managing material resources, supported by financial planning and institutional strategies. Both real estate and movable assets are used responsibly and constantly maintained.

o Aspects that constitute best practice examples

- Recommendations: N/A.

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 organize and deliver the evaluated study program/domain.

Indicator I.P.A.3.1.1	The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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- Presentation of the state of facts

The doctoral domain of Philology within IOSUD-USV benefits from qualified personnel, including doctoral supervisors, teaching staff involved in the advanced training program, academic guidance, and integrity committees. Doctoral supervisors are affiliated with the Doctoral School of Social and Human Sciences upon obtaining the habilitation certificate or its legal recognition, in accordance with national regulations and institutional procedures. At the time of evaluation, the doctoral domain of Philology includes [13 doctoral supervisors \(tenured professors\)](#) and 6 doctoral supervisors (retired professors, 2 of whom no longer coordinate students), all of whom meet the minimum national standards required for habilitation, as confirmed by the documentation provided (Annexes and CNATDCU-related data).

Teaching activities in the advanced university studies training program are delivered by doctoral supervisors with relevant expertise and cover topics such as Research Methodology, Academic Writing, Academic Ethics, and Current Paradigms in Linguistic and Literary Studies. The individual research activities of doctoral students are supported by academic guidance and integrity committees, which include specialists from within the institution as well as from outside, ensuring disciplinary expertise and academic oversight.

- Analysis of the state of facts

The committee concluded that the PhD domain of Philology is backed by sufficient and qualified personnel, with 13+ doctoral supervisors meeting legal habilitation standards and showing relevant academic and research credentials. Their participation in both teaching and supervising research fosters alignment between the training program and students' research activities. The organization of academic guidance and integrity committees supports the quality assurance of doctoral supervision.

- Aspects that constitute best practice examples

- Full compliance of doctoral supervisors with national habilitation standards;
- Integration of teaching and research supervision within the same academic staff;
- Use of academic guidance and integrity committees, including external members;
- Coverage of core doctoral training areas (methodology, ethics, linguistic and literary trends) by qualified staff.

- Recommendations: N/A.

The indicator is: fulfilled.

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

o Presentation of the state of facts

USV constantly supports the professional and personal development of doctoral supervisors by involving them in continuous training, research and didactic innovation activities. Doctoral supervisors continue to participate in research projects in the field of education and professional training or institutional development won in national or international competitions, which aimed to modernize the educational process, digitize teaching resources and stimulate applied research in the evaluated doctoral study fields. The university has also organized numerous training and professional development sessions within the COACH project, with distinguished guests, specialists and experts of national and international renown, a project that offered concrete training opportunities in the field of modern university didactics, the use of digital technologies in education and the development of transversal skills. The FDI projects have also represented an opportunity for professional development.

o Analysis of the state of facts

The participation of doctoral supervisors in the activities presented above reflects the institution's commitment to continuous staff training and maintaining a high level of quality in the teaching process.

o Aspects that constitute best practice examples:

- o Support for participation in international mobility programs (Erasmus+);
- o Involvement of academic staff in national and international research projects;
- o Integration of professional development objectives within institutional strategic documents;
- o Encouragement of research output and academic visibility.

o Recommendations: N/A.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law and are established and carried out transparently.
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o Presentation of the state of facts

Recruitment of teaching staff and doctoral supervisors within IOSUD-USV is conducted in accordance with the national legal framework governing higher education and with internal institutional regulations and methodologies.

Since the last evaluation (2021), the structure of the doctoral human resource in the field of Philology has evolved through the empowerment of 10 supervisors (9 at the time the report was drafted); at the same time, 2 retired supervisors have no longer taken on doctoral students.

o Analysis of the state of facts

The analysis indicates that recruitment procedures adhere to the legal framework and depend on transparent, competitive methods, ensuring compliance with national regulations. The application of national standards (CNATDCU) and institutional criteria helps maintain objectivity in recruitment and selection, especially for doctoral supervisors.

o Aspects that constitute best practice examples

- o Use of clearly defined eligibility and evaluation criteria.

o Recommendations: N/A.

The indicator is: fulfilled.

Criterion A.4. Digitalization 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 organizational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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o Presentation of the state of facts

IOSUD-USV integrates IT tools into its academic and administrative processes to improve access to information and service quality for doctoral students and staff. According to the documents presented, digitalization is supported by: (i) the use of institutional online platforms for communication and information access (including the IOSUD/doctoral studies website); (ii) the availability of digital resources and databases for research activities; (iii) the use of software tools for plagiarism detection (Turnitin) in doctoral thesis evaluation.

The schedule of each faculty member carrying out teaching and doctoral coordination activities is available online, allowing easy access to the calendar of scheduled activities.

o Analysis of the state of facts

The organizational component has made progress in integrating digital tools into its academic and administrative processes, particularly in information access, research resources, and quality assurance (e.g., plagiarism detection). The level of digital transformation appears to be functional rather than strategic, with digital tools supporting existing processes rather than fundamentally redesigning them to achieve administrative simplification and enhanced user experience.

o Aspects that constitute best practice examples

- o Use of digital platforms for communication and access to institutional information;
- o Availability of electronic resources and databases supporting research activities;
- o Implementation of plagiarism detection software in doctoral procedures.

o Recommendations: N/A.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study program

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

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

Indicator	The study program is developed and structured according to the expected learning
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* The term "programs" concerns the external quality evaluation for the study programs contained in a master/doctoral domain. The term "program" shall be used hereinafter.

I.P.B.1.1.1	outcomes and organized based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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o Presentation of the state of facts

The doctoral study program in Philology at IOSUD–USV is structured in accordance with national regulations and institutional procedures and comprises: (i) a training program based on advanced university studies (30 ECTS), delivered during the first semester of the first year of study; (ii) an individual scientific research program carried out under the supervision of doctoral supervisors and guidance committees. The curriculum includes disciplines such as scientific research methodology, academic ethics and integrity, and specialized courses in philological research, designed to support the development of research competencies.

o Analysis of the state of facts

The doctoral domain of Philology is developed and structured based on expected learning outcomes and provides graduates with plurivalent skills.

o Aspects that constitute best practice examples

o Recommendations: N/A.

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 organizational 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).

o Presentation of the state of facts

The doctoral study program in Philology at IOSUD–USV is designed to align with qualification level 8 (EQF/CEC), corresponding to doctoral studies, and to support the development of advanced professional and transversal competencies. The IER defines a comprehensive set of learning outcomes, including: (i) *advanced knowledge in the field*; (ii) *critical thinking skills*; (iii) *a high level of autonomy, scientific and professional integrity*. These competencies are intended to support graduates' professional integration into academic, research, and related professional environments, including higher education, research institutions, and other knowledge-based sectors. The program is described as aligned with national requirements and international academic standards, with reference to labor market needs and employability objectives.

o Analysis of the state of facts

The doctoral program defines a broad and relevant set of competencies, consistent with the expectations associated with EQF level 8 and the general profile of doctoral graduates in the field of Philology.

o Aspects that constitute best practice examples

o Recommendations: N/A.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

The organizational component implements the principles of student-centered learning.

Indicator I.P.B.3.1.1	The organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.
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o Presentation of the state of facts

The doctoral study program in Philology at IOSUD-USV is designed to support student-centered learning by combining a training program based on advanced university studies with an individual scientific research program tailored to each doctoral student's needs and interests. Doctoral students receive individual supervision from doctoral supervisors and support from academic guidance and integrity committees, which help monitor and develop research activities.

Each doctoral supervisor uses web resources or has teaching material available in electronic format, in the university's institutional educational platform implemented through Google services (Classroom), as well as a professional email address that is public and can be used by doctoral students for fast and efficient communication. Also, each teaching staff has [a scheduled interval for consultations](#) for doctoral students.

The composition of the academic guidance and integrity committees includes at least one member from outside **IOSUD-USV**, a recognized specialist in the field of the doctoral topic, who ensures independent scientific expertise and objectivity in the evaluation of the doctoral research activity.

The curriculum corresponding to the field of doctoral studies also includes optional subjects that allow the choice of a professional development path for doctoral students in order to acquire the professional and transversal skills necessary in the professions in the respective field. Each discipline in the curriculum has assessment methods that are detailed in the subject sheet.

o Analysis of the state of facts

The doctoral domain of Philology integrates modern teaching and assessment methods, adapted to various learning styles, with research activities, for interdisciplinary training.

o Aspects that constitute best practice examples

o Recommendations: N/A.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.
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o Presentation of the state of facts

DSSH actively collaborates with various European universities through ERASMUS+ partnerships and the NEOLAIa consortium, thus consolidating an international educational network. These partnerships are materialized through extensive academic mobility programs that include student and faculty exchanges, constituting a solid basis for improving the academic experience and professional training.

For doctoral students, these collaborations offer valuable opportunities to study and research in diverse academic environments, to access new teaching methods, but also to better understand intercultural perspectives.

o Analysis of the state of facts

IOSUD-USV offers a broad framework that supports academic mobility through institutional partnerships and mobility programs. Connecting to international networks enhances access to these opportunities.

Aspects that constitute best practice examples

- Integration into international academic networks (e.g., NEOLAiA Alliance);
- Opportunities for involvement in international conferences and research collaborations;
- Existence of institutional procedures supporting mobility activities.
- **Recommendations:** Increase the number of doctoral students participating in internships abroad. Prioritise co-tutoring mobilities and define a target number per year; develop "travel seed" grants for conferences and short-term research.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organizational component provides fair opportunities for students.

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

USV, and implicitly **DSSHs**, ensures equitable opportunities for doctoral students through an integrated approach to the diversity of learning styles and individual abilities. Concrete policies and measures supporting inclusion are also implemented, as well as support for doctoral students with special needs and scholarships for social cases.

At the doctoral level, the [Career Counseling and Guidance Center](#) ensures equal opportunities for doctoral students through access to psychological counseling services, professional guidance and development of transversal skills, adapted to individual needs and the diversity of learning styles and abilities.

Through the COACH USV project, doctoral students have benefitted from specialized counseling services (psychological, sociological, legal and IT), offered in physical and online formats, for personalized support in the academic and research process.

○ Analysis of the state of facts

The analysis shows that the doctoral domain of Philology offers an educational framework based on educational inclusion, a curriculum constantly adapted to the needs of students, and the development of skills in a personalized way.

○ Aspects that constitute best practice examples

- Transparent and regulated admission and academic procedures;
- Access to scholarships and institutional support mechanisms;
- Provision of general access to infrastructure and learning resources.

○ Recommendations: N/A.

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

Indicator I.P.B.4.1.1	The organizational 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 organization of the study program.
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o Presentation of the state of facts

IOSUD-USV provides doctoral students with access to a range of materials, academic, and informational resources that support the learning and research process. These include: (i) access to [library services](#), including physical collections and electronic databases; (ii) research infrastructure available within [research centers](#); (iii) access to specialized software and digital tools, including plagiarism detection systems; (iv) administrative and academic support services ([SCTI](#)) provided through institutional structures.

o Analysis of the state of facts

The availability of library resources, research infrastructure, and digital tools supports the requirements of doctoral-level study in Philology. The university has optimized access to educational spaces (ramps, elevators) to allow easy access for people with disabilities.

Several FDI projects are dedicated to students with disabilities (for example: "Access, Inclusion and Open Education at USV" (AI-EDU USV) CNFIS-FDI-2025-F-0643, and "Disability is not an impediment! Education for all at USV (DIZAB-USV)" submission code CNFIS-FDI-2025-F-0660).

o Aspects that constitute best practice examples

- o Availability of electronic databases and digital tools supporting research;
- o Integration of doctoral students into faculty and research center infrastructure;
- o Provision of general institutional support services;
- o A special Reading Room (library extension, Room A104) at the level of the faculty, which facilitates individual study in the field of Philology.

o Recommendations: N/A.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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o Presentation of the state of facts

For each discipline in the curriculum, the learning outcomes and competences pursued are formulated clearly in the subject sheets and are correlated with both the specific objectives of each discipline and the applied evaluation criteria. [Course descriptions and curricular documents](#) are made available through institutional platforms. The outcomes are also communicated to doctoral students at the beginning of the semester, to provide them with a clear understanding of the competences they are to acquire and how they will be assessed.

o Analysis of the state of facts

The analysis indicates that learning outcomes are defined at the program level and align with the requirements of doctoral education, reflecting the development of advanced research and academic competencies.

○ Aspects that constitute best practice examples

- Definition of professional and transversal competences at the program level;
- Inclusion of learning outcomes in curricular and course documentation;
- Alignment of learning outcomes with doctoral-level academic and research requirements;
- Transparency of curricular information through institutional platforms.

○ Recommendations: N/A.

The indicator is: fulfilled.

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

The evaluation of doctoral students is conducted through a combination of ongoing assessment activities within the training program and final evaluation procedures specific to doctoral studies.

During the first year of the training program, which is based on advanced university studies, doctoral students are assessed through course-specific evaluation methods aligned with the curriculum disciplines (e.g., research methodology, academic ethics, academic writing, specialized subjects).

The individual research program is monitored through periodic evaluations conducted by the doctoral supervisor and the academic guidance and integrity committee, who assess progress in research activities. IOSUD-USV requirements are that the doctoral student must meet higher standards than the national ones provided for by Order no. 3018/13.01.2025 (by CNATDCU – National Council for Attesting Titles, Diplomas, and University Certificates), namely the publication of at least one article or study on the topic of the doctoral research in a BDI indexed journal or in a CNCS recognized volume, as well as the presentation of at least one paper at a national scientific conference (the additional institutional standards requiring the publication of at least five scientific papers, of which at least three as first author or sole author, and at least two papers must be indexed in international databases such as ISI/Clarivate Web of Science or SCOPUS).

The completion of doctoral studies is ensured through the public defense of the doctoral thesis, following procedures that include plagiarism checks and evaluation by a doctoral thesis committee, in accordance with national regulations. DSSH also ensures the systematic involvement of external scientific referees in the public defense committees of doctoral theses, through a balanced distribution in accordance with the applicable regulations, guaranteeing the objectivity of the evaluation and the independence of academic expertise.

○ Analysis of the state of facts

The doctoral program includes multiple evaluation stages (exam sessions in the 1st year of study, scientific reports, and progress reports presented on a yearly basis) that cover both the training and research components, culminating in the final thesis defense. These mechanisms provide a general framework for verifying the achievement of learning outcomes, particularly in relation to research competencies and academic performance.

○ Aspects that constitute best practice examples

- Additional institutional standards (besides the national ones provided for by CNATDCU by Order no. 3018/13.01.2025) requiring PhD students to publish at least five scientific papers (3 of which indexed in Scopus and/or Clarivate Web of Science).
- Recommendations: N/A.

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 organizational component applies the admission procedures.

- Presentation of the state of facts

Admission to doctoral studies within IOSUD-USV, including the domain of Philology, is conducted in accordance with [institutional regulations and methodologies](#) approved annually by the university senate, in line with the national legal framework. The process relies on transparent procedures that include announcing available doctoral positions, setting admission criteria, and defining evaluation methods. The field coordinator for the doctoral domain leads the admissions committee, overseeing the organization and execution of the process in accordance with established protocols.

- Analysis of the state of facts

The analysis shows that IOSUD-USV applies formalized, regulated admission procedures that align with national requirements and institutional policies. The existence of clearly defined procedures, approved at the institutional level and implemented annually, ensures a predictable and transparent framework for access to doctoral studies.

- Aspects that constitute best practice examples

- Recommendations: N/A.

The indicator is: fulfilled.

Indicator
I.P.B.7.1.2

Admission in higher education study program 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 to doctoral programs at IOSUD-USV follows institutional rules and national laws, emphasizing fairness, transparency, and equal opportunity. The IER states that the admission process relies on clear eligibility criteria and evaluation methods that are consistently applied to all applicants. The framework also incorporates general policies to promote equal access to education, including for candidates with special educational needs or from disadvantaged backgrounds, in accordance with national policies.

- Analysis of the state of facts

The analysis shows that the [admission regulations and the methodology](#) contain provisions regarding the observance of the principles of equity and equal opportunities.

- Aspects that constitute best practice examples

- Recommendations: N/A.

The indicator is: fulfilled.

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

- Presentation of the state of facts

The academic activities of doctoral students at IOSUD-USV are governed by institutional documents, including the Regulations for the organization and conduct of doctoral studies, as well as specific procedures for admission, progression, monitoring, and completion of studies. The doctoral program in Philology comprises a training program based on [advanced university studies](#) and an individual research program, both of which are monitored by the doctoral supervisor and the academic guidance and integrity committee. Doctoral students' progress is evaluated periodically through research reports and assessments conducted by supervisory structures, ensuring compliance with academic requirements and timelines. The report also outlines procedures for completing doctoral studies, including thesis evaluation and public defense, as well as regulations concerning academic ethics and integrity.

- Analysis of the state of facts

IOSUD-USV applies a coherent set of regulations governing the academic journey of doctoral students, covering all key stages from admission to completion of studies.

- Aspects that constitute best practice examples

- Recommendations: N/A.

The indicator is: fulfilled.

Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization	
Improving the quality of education and research through internationalization actions.	
Indicator I.P.B.8.1.1	The organizational 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

The Faculty of Letters and Communication Sciences has established partnerships with various European universities through the [ERASMUS+ program](#) and the [NEOLAiA consortium](#), as well as other international institutions in the field, thus strengthening an international educational network.

As a result, student and teaching staff exchanges facilitate both the diversification of educational experiences and the consolidation of research and professional training activities. At the doctoral level in Philology, doctoral students and supervisors are encouraged to engage in international research dissemination and collaboration.

In the field of Philology, during the evaluated period 5 doctoral students completed their doctoral internship in co-supervision with universities from Athens, Poitiers, and Paris, while others have been involved in research projects in the field of Philology, which allowed for additional research mobilities.

○ Analysis of the state of facts

USV's clear institutional strategy for internationalization facilitates academic mobility among students and faculty.

○ Aspects that constitute best practice examples

Recommendations: N/A.

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 capitalized upon in achieving the learning outcomes envisaged through the study programme.

○ Presentation of the state of facts

Within the Philology doctoral program, the educational process is focused on advanced research activity, materialized through the development of doctoral theses, which address current and relevant topics in the field (proposed upon admission by the doctoral supervisors) and contribute to the development of skills specific to scientific research (including via research centers and projects).

The integration of research into the educational process is regulated by the doctoral regulations and monitored throughout the duration of studies, directly contributing to the achievement of the learning outcomes assumed by the doctoral program.

○ Analysis of the state of facts

The research activity within the doctoral domain of Philology is supported by a clear and well-organized institutional framework, in accordance with the USV research strategy.

○ Aspects that constitute best practice examples

- Active involvement of doctoral students in research centers and projects;
- Encouragement and support for publication in national and international journals;
- Participation in scientific conferences and academic dissemination activities.

○ Recommendations: N/A.

The indicator is: fulfilled.

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

○ Presentation of the state of facts

Research activity is reflected in the scientific publications of doctoral supervisors and doctoral students, published in journals with visibility and scientific impact, as well as in the quality of doctoral theses defended. Doctoral supervisors and doctoral students are involved in research projects carried out at the Faculty level. The faculty has 5 IDB-indexed academic journals.

The results of doctoral research have good national and international visibility (especially in Central and Eastern Europe) in the case of doctoral students through the participation of doctoral students in conferences, symposia, summer schools, competitions and academic mobilities.

The scientific activity of philological doctoral students is characterized by consistency, diversity, thematic coherence (the main axes being: literature, linguistics, translation studies, cultural studies, folklore) and constancy (attributes specific to an active doctoral environment). Academic productivity is doubled by a strong regional anchoring and also by continuity in the good philological tradition.

On the other hand, the visibility of doctoral supervisors results from their involvement in scientific committees, academic boards and international professional associations, as well as through participation in international doctoral committees.

Also, doctoral supervisors collaborate with specialists from abroad in large-scale editorial projects (*History of Translations in Romania*), have been invited to hold plenary conferences at prestigious universities (e.g. Dakar, Udine, Cernăuți) and have acted as experts in the evaluation of international projects (Armenia, Slovakia, Spain) or as members of doctoral committees in New Zealand, Spain, France, and the Republic of Moldova.

On the other hand, the doctoral theses defended within The doctoral domain of Philology (previously published in the *Studia Doctoralia collection* – University of Suceava Publishing House and at the Clasa Cărții de Știință publishing house in Cluj-Napoca) have aroused, in the last 5 years, the interest of prestigious publishing houses.

- Analysis of the state of facts

The research activity within the doctoral domain of Philology is carried out in accordance with the USV research strategy and the program objectives.

- Aspects that constitute best practice examples

- Participation in national and international scientific events;
- Active involvement in research centers supporting doctoral research;
- Publication of research results in journals indexed in international databases;
- Existence of institutional journals and publishing platforms.

- Recommendations: N/A.

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 organizational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study program
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- Presentation of the state of facts

The functionality of the educational quality assurance structures is a constant concern both at the University management level and at each doctoral school. The institutional quality assurance structure is organized according to legal provisions and operates continuously, in accordance with the [Quality Code](#), the Quality Policy and Authority Statement, and other regulations and [procedures](#).

At the CSUD level, the Internal Quality Assessment Report is prepared annually, which contributes to the substantiation of strategic and operational decisions.

The doctoral school has its own quality policy, integrated into the strategic and operational plan, supported by a series of strategies applied at IOSUD-USV level. These are corroborated with the [CEAC-USV operational plan](#) and aim to promote a culture of quality and the active involvement of all members of the academic community, teaching staff, doctoral supervisors, researchers and students. Within this framework: (i) the quality strategy at the doctoral school level was defined; (ii) quality objectives were established, correlated with the institutional mission; (iii) The Teaching and Research Activity Plan was developed.

The curricula corresponding to each field were analyzed and adapted in accordance with the current requirements of the labor market and national quality standards.

These actions are intended to ensure compliance with ARACIS standards and to support the continuous improvement of the doctoral program.

- Analysis of the state of facts

USV and IOSUD-USV have implemented and maintain a coherent quality assurance system, in accordance with European standards, through organizational structures, policies, strategies and documented procedures to ensure the quality of teaching, learning, research and student services processes.

- Aspects that constitute best practice examples

Periodic [survey](#) of doctoral students' satisfaction.

- Recommendations: N/A.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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- Presentation of the state of facts

Members of the academic community and interested parties are informed by email or online announcement about the implementation of the procedures, namely that documents of public interest are under debate and for which proposals for modification/update can be submitted. All this information is [public](#).

- Analysis of the state of facts

Quality assurance procedures are applied uniformly across all USV structures, involving both the academic community and external stakeholders.

- Aspects that constitute best practice examples

- Recommendations: N/A.

The indicator is: fulfilled.

Criterion C.2. Functionality of education quality assurance structures, including in the field of

academic ethics and conduct, according to the law

Standard S.C.2.2. Operation

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

Indicator I.P.C.2.2.2.	The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.
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o Presentation of the state of facts

The University Ethics Committee operates based on the regulations approved by the University Senate and carries out its activity independently of any other structure or person within USV, in compliance with the legislation. Within it, the research ethics subcommittee is organized, responsible for analyzing and resolving specific aspects of scientific research activities.

The activity of the Ethics Committee is regulated by [institutional regulations](#), documented by decisions taken in the [annual report](#).

o Analysis of the state of facts

Quality assurance structures act according to institutional regulations.

o Aspects that constitute best practice examples

o Recommendations: N/A.

The indicator is: fulfilled.

Criterion C.3. Procedures for the initiation, monitoring, and periodic review of the study programs 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 programs and domains and the performed activities, and applies them systematically.

Indicator I.P.C.3.1.1	The organizational component consistently applies the procedures, and proves their impact on quality assurance.
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o Presentation of the state of facts

The initiation, monitoring and periodic review of study programs and fields of study is regulated through the [Procedure for the Development, Review and Approval of Curriculums and the Framework Regulation](#) on the [initiation, approval, monitoring and periodic evaluation of study programs](#).

o Analysis of the state of facts

The field of doctoral studies in Philology is organized and monitored in accordance with the institutional regulations and internal procedures of the Doctoral School, IOSUD-USV and USV.

o Aspects that constitute best practice examples

Regular internal evaluation processes aligned with ARACIS requirements;
Periodic review and updating of curricula and course documentation;

o Recommendations: N/A.

The indicator is: fulfilled.

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

Members of the academic community participate in the implementation of quality procedures through: (i) periodic evaluation of study programs; (ii) advising students through tutoring, providing academic and (iii) professional support throughout their studies.

Doctoral students are an essential part of the decision-making process and of improving the quality of education through: (i) representatives in university management structures; (ii) evaluation of teachers and courses, and (iii) participating in the review of study programs, offering suggestions for adapting them to the needs of the labor market.

CSUD maintains close relationships with employers and other organizations to adapt the educational offer to the demands of the labor market, through (i) periodic consultations with economic partners to update the curriculum, (ii) facilitating research internships for doctoral students, and (iii) organizing career fairs and workshops to connect doctoral students with the labor market.

o Analysis of the state of facts

The team that carries out the internal evaluation report, as well as the members of the DSSHS, are directly involved in the application of the procedures.

o Aspects that constitute best practice examples

o Recommendations: N/A.

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.	
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Indicator I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.
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o Presentation of the state of facts

CSUD members manage the process of evaluating teaching staff by doctoral students, applying the provisions of the [Regulation on the evaluation of teaching staff performance](#) and the [Procedure on the evaluation of teaching staff by students](#), and the results of this process are published on the [university website](#).

At the end of the first semester, after completing the training program based on advanced university studies, doctoral students are invited to evaluate the usefulness of the program through an online [questionnaire](#). At the end of each academic year, doctoral students are invited to evaluate their study program by completing an online [questionnaire](#). The results of these evaluations are communicated to the doctoral supervisors and debated during the semi-annual meetings organized within the Doctoral School.

o Analysis of the state of facts

Performance evaluation is conducted periodically, through various mechanisms (self-evaluation, peer, student, managerial evaluation), and feedback leads to improvement measures.

o Aspects that constitute best practice examples

Application of evaluation mechanisms across study cycles.

- **Recommendations:** Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.

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	The organisational component systematically collects and analyses data required for the
I.P.C.5.1.1	internal quality assurance process.

- **Presentation of the state of facts**

USV has an integrated IT system, through which essential data for institutional management are periodically collected. This data is used both for reporting to the Ministry of Education and for evaluating the overall evolution of the university, based on relevant indicators and analyses carried out at regular intervals.

The official website of CEAC-USV is constantly updated and constitutes an essential resource for: (i) monitoring the quality of educational and administrative processes; (ii) preparing self-evaluation reports for study programs; (iii) documenting quality legislation and policies, through access to institutional platforms and databases.

Also, important information is communicated to doctoral students centrally via the e-mail addresses allstud@usv.ro and doctoranzi@usv.ro, ensuring efficient and transparent communication. Within the CEAC-USV, CCOC and the Rectorate, data on the state of institutional quality and student life are constantly collected, processed and analyzed, with the aim of supporting strategic decision-making and improving campus conditions.

Both at the Faculty level and at the CSUD level, through the website, quality assessment reports are prepared and presented annually.

- **Analysis of the state of facts**

The integrated digital system implemented by USV for managing educational, administrative and research processes considerably supports quality monitoring and improvement.

- **Aspects that constitute best practice examples**

- **Recommendations:** N/A.

The indicator is: fulfilled.

Criterion C.6. Transparency of information of public interest, including those regarding the study programs 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	The organisational component ensures publication and access to information of public
I.P.C.6.1.1	interest regarding the evaluated study program.

- **Presentation of the state of facts**

Essential information about the evaluated doctoral study programs, including the curriculum, subject sheets, competencies associated with the qualification, as well as the schedule of teaching activities are available online, with public access, on the USV website, [Doctorate](#).

o Analysis of the state of facts

CSUD ensures public transparency of relevant data and information regarding qualifications and doctoral study programs by publishing them in electronic format and, upon request, in printed format.

o Aspects that constitute best practice examples

o Recommendations: N/A.

The indicator is: fulfilled.

Indicator I.P.C.6.1.2	The organizational component ensures transparent decision-making processes.
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o Presentation of the state of facts

The transparency of decision-making processes is ensured through the university's website, where all [decisions of the Board of Directors](#) and all [decisions of the USV Senate](#) are published.

o Analysis of the state of facts

Communication of decisions is carried out transparently both at the CSUD and DSSHS levels (and implicitly The doctoral domain of Philology), by posting on websites and communicating via email.

o Aspects that constitute best practice examples

o Recommendations: N/A.

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 organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.

o Presentation of the state of facts

The Doctoral School of Social and Human Sciences, which includes the full-time/part-time doctoral study programs in *Business Administration, Economics, Accounting, Philology, Philosophy and History*, obtained **the Maintenance of Accreditation at the last periodic evaluation**, approved by the ARACIS Council in the online meeting on 16.12.2021.

DSSHS was subject to periodic evaluation between September 2-8, 2021. The evaluation process was carried out in accordance with the provisions of the External Evaluation Methodology and the Guide to Quality Assessment Activities of University Study Programs and Higher Education Institutions, developed by ARACIS.

Based on the Self-Evaluation Report prepared by the university and the evaluation reports of the permanent expert committee, ARACIS found that the doctoral field Philology meets the mandatory regulatory requirements, as well as the general and specific performance standards and indicators of the field. As a result, the ARACIS Final Report and the proposal for *Maintaining Accreditation* were approved by the ARACIS Council in the online meeting of 16.12.2021, with validation on 16.12.2021.

o Analysis of the state of facts

The external evaluation process of IOSUD-USV and the doctoral domain of Philology is organized periodically, according to the legal framework and approved by the management structures of USV.

o Aspects that constitute best practice examples

o Recommendations: N/A.

The indicator is: fulfilled.

IV. SWOT Analysis

Strong points:		Weaknesses:
✓ In 2025, USV obtained the "high degree of trust" rating following the institutional evaluation conducted by ARACIS. ✓ The doctoral program is focused on advanced research, with an emphasis on developing critical analysis, argumentation, and theoretical reflection skills, specific to the field of Philology. ✓ The existence of a strong team of doctoral supervisors, with academic experience and scientific visibility, allows for personalized doctoral guidance and close monitoring of the progress of doctoral students. ✓ The integration of doctoral students in research and scientific dissemination activities (conferences, publications, mobilities, projects) supports training through research and integration into the academic community. ✓ Access to the university's institutional resources (library, databases, digital infrastructure, academic support services) facilitates high-quality research in the field. ✓ The increasingly significant interdisciplinarity of the field of Philology facilitates collaborations with other socio-human fields (history, political science, educational sciences, IT), relevant for new doctoral research topics (e.g. Digital Humanities Studies). - o Close collaborations with universities in the EU, the Republic of Moldova and	INTERNAL FACTORS 	✓ Financial resources dedicated to research in the humanities are more limited compared to STEM fields, with an impact on the ability to attract competitive projects. ✓ The high administrative and teaching workload of doctoral supervisors may limit the time available for developing new doctoral research directions. ✓ Despite internationalization efforts, a small number of Philology doctoral students access mobility and internship opportunities abroad through Erasmus programs .

Ukraine facilitate knowledge exchange and international scientific visibility.		
SWOT analysis		
Opportunities: ○ DSSHs has a modern, solid infrastructure adapted to current requirements that allows for the conduct of high-level research and development activities. ○ Membership in the NEOLAiA alliance (which includes 9 young universities from 9 European countries) offers both doctoral students and doctoral supervisors the opportunity for academic mobility and exchange of experience that is particularly valuable for a doctoral educational system based on diversity and inclusion. ○ The COACH USV project, aimed at supporting young researchers, organizes monthly training sessions that directly target doctoral students. ○ Digital resources and international academic networks create a favorable context for increasing the visibility of philological research. ○ The curriculum adapted to the professional and personal development requirements of doctoral students offers flexibility in choosing the educational and research path. ○ The dominantly interdisciplinary dimension of doctoral coordinators has the potential to develop current and novel topics. ○ The doctoral supervisors have good national and international recognition.	 EXTERNAL FACTORS	Threats: ○ Demographic decline and diminishing interest in humanities fields are constantly reducing the selection base for doctoral studies. ○ Migration of young researchers to large universities in the country or abroad, which offer superior resources and visibility. ○ Chronic underfunding of basic research in the humanities at the national level. ○ The increasing pressure on non-STEM fields in the context of educational policies predominantly oriented towards immediate economic performance. ○ Potential risk of dropout due to low budgeting, coupled with the general trend of PhD students being employed during their studies.

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 program/domain, the HEI has adequate organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
3.	I.P.A.2.1.1 The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	F	
4.	I.P.A.2.2.1 The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	F	
5.	I.P.A.3.1.1 The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organizational 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	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study program is developed and structured according to the expected learning outcomes and organized based on transferable study credits. It includes all learning, teaching, practical training, research	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	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 organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.	F	Increase the number of doctoral students participating in internships abroad. Prioritise co-tutoring mobilities and define a target number per year; develop "travel seed" grants for conferences and short-term research.
13.	I.P.B.3.2.1 The organizational 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 organizational 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 organization of the study program.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organizational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programs 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 organizational component	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	applies the regulations concerning the students' professional activity.		
20.	I.P.B.8.1.1 The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	F	
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalized upon in achieving the learning outcomes envisaged through the study program.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain and capitalized upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organizational 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 organizational 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 organizational component analyses the results of the students' biannual evaluation of teachers.	F	Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.
29.	I.P.C.5.1.1 The organizational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organizational component ensures publication and access to information of public interest regarding the evaluated study program.	F	
31.	I.P.C.6.1.2 The organizational component ensures transparent decision-making	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	processes.		
32.	I.P.C.8.1.1 The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program 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		

VI. Conclusions

The evaluation of the doctoral study domain Philology within IOSUD – “Ștefan cel Mare” University of Suceava indicates that the program is delivered within a coherent institutional, academic, and regulatory framework, aligned with national legislation and ARACIS standards. The organizational structures, governance mechanisms, and regulatory instruments ensure the proper functioning of doctoral studies and support the achievement of the program’s objectives. The domain benefits from skilled human resources, with doctoral supervisors who meet national standards and are actively engaged in teaching and research. The program emphasizes research, integrating scientific investigation into doctoral training, as seen through doctoral students' participation in research activities, publications, and scientific events. Sufficient material and academic resources, such as library services, research infrastructure, and digital tools, effectively support learning and research activities. The evaluation also confirms the existence of functional quality assurance mechanisms, including internal evaluation processes, institutional procedures, and participation in external evaluation exercises. Transparency in information and participatory governance contribute to the program's overall consistency and credibility.

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

- maintaining accreditation** (MAC).

VII. Annexes

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

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