



HOTĂRÂRE

privind validarea rezultatelor procedurilor de evaluare externă a calității educației

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

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

Luând în considerare:

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



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

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

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

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

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

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

Art. 1. (1) Se validează rezultatele procedurilor de evaluare externă a calității educației pentru programele de studii universitare de licență, domeniile de studii universitare de masterat și de doctorat, precum și pentru programul pregătitor de limba română pentru cetățenii străini, după caz, cuprinse în anexele nr. 1-13 care fac parte integrantă din prezenta hotărâre.

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

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

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

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



Art. 4. Prezenta hotărâre intră în vigoare la data de 17.09.2026.

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

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

Daniela Cristina GHIȚULICĂ

Director general

Carmen MIRIAN

Director Direcția Asigurarea Calității

Cristina-Vasilica ICOCIU

Director Direcția Juridică, Cooperare, Comunicare și Formare

Consilier juridic

NR. 286/H/17.09.2026

**AGENȚIA ROMÂNĂ DE ASIGURARE A CALITĂȚII ÎN ÎNVĂȚĂMÂNTUL SUPERIOR**Membră în Asociația Europeană pentru Asigurarea Calității în Învățământul Superior - **ENQA**Înscrisă în Registrul European pentru Asigurarea Calității în Învățământul Superior - **EQAR****ANEXA NR. 5**

Hotărârea Consiliului ARACIS nr. 286/H/17.09.2026

Anexa 5.1

DATE DE IDENTIFICARE		
Instituția de învățământ superior/organizația furnizoare de educație	Universitatea „Alexandru Ioan Cuza” din Iași	
Școala(ile) doctorală(e)	Studii Filologice	
Domeniul de studii universitare de doctorat (DSUD)	Filologie	
Procedura/procesul de evaluare externă a calității educației	Menținerea acreditării	
DECIZIA		
Descrierea pe scurt a procesului de luare a deciziei		
Raportul de evaluare externă (REE) a fost analizat în ședința Comisiei permanente de specialitate Științe Umaniste și Teologie (CPS_C2) din 03.09.2026, propunerea de decizie fiind consemnată în PV nr. 4523/03.09.2026. Propunerea de decizie a fost analizată de către Departamentul de evaluare Studii Universitare (DESU), opinia DESU fiind consemnată în PV nr. 4655/17.09.2026.		
Gradul de îndeplinire a standardelor și indicatorilor de performanță și motivarea deciziei		
Domeniul	Standarde Î / N	Indicatori de performanță Î / PÎ / N
A	Î: S.A.1.1, S.A.1.2., S.A.2.1., S.A.2.2., S.A.3.1., S.A.3.2., S.A.4.1. N:	Î: I.P.A.1.1.1, I.P.A.1.2.1, I.P.A.2.1.1, I.P.A.2.2.1, I.P.A.3.1.1, I.P.A.3.1.2, I.P.A.3.2.1, I.P.A.4.1.1 PÎ: N:
B	Î: S.B.1.1., S.B.2.1., S.B.3.1., S.B.3.2., S.B.4.1., S.B.5.1., S.B.7.1., S.B.7.2., S.B.8.1., S.B.9.1., S.B.9.2. N:	Î: I.P.B.1.1.1., I.P.B.2.1.2, I.P.B.3.1.1, I.P.B.3.1.2, I.P.B.3.2.1, I.P.B.4.1.1., , I.P.B.5.1.2, 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: I.P.B.5.1.1 N:
C	Î: S.C.1.1, S.C.1.2, S.C.2.2., S.C.3.1, S.C.4.1., S.C.5.1., S.C.6.1., S.C.8.1 N:	Î: I.P.C.1.1.1, I.P.C.1.2.1, I.P.C.2.2.2, I.P.C.3.1.1, I.P.C.3.1.2, I.P.C.4.1.1., I.P.C.5.1.1, I.P.C.6.1.1, I.P.C.6.1.2, I.P.C.8.1.1 PÎ: N:



Motivarea deciziei

Consiliul ARACIS în ședința din 17.09.2026 analizează și validează propunerea comisiei de experți în evaluarea externă a calității, constatând că din:

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| <ul style="list-style-type: none">• 32 indicatori: 31 sunt îndepliniți, 1 parțial îndeplinit și 0 neîndeplinit• 26 standarde: 26 sunt îndeplinite, 0 neîndeplinite, <p>și, astfel, prin aplicarea art. 63 din Metodologie decide că standardele sunt ÎNDEPLINITE.</p> |
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Decizia	Mentținerea acreditării
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External Evaluation Report (REE) for the procedure for obtaining a maintaining accreditation (MAC) of Doctoral Study Domain

Higher Education Institution/Education Provider Organization:	„Alexandru Ioan Cuza” University of Iași
Doctoral School:	Philology
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.	Iulian Boldea	Expert evaluator	
2.	Carolina Dodu-Savca	International Expert	
3.	Andi-Nicolae Alupei	PhD Student Evaluator	

Introduction

The present External Evaluation Report (EER) was prepared within the framework of the periodic external evaluation procedure for maintaining the accreditation of the Doctoral Study Domain Philology, organized within the Doctoral School of Philological Studies (SDSF), part of the Institution Organizing Doctoral Studies (IOSUD) of Alexandru Ioan Cuza University of Iași (UAIC).

The commission, approved by the ARACIS Council, was composed as follows:

1. **Professor Ph.D. Iulian Boldea** – “George Emil Palade” University of Medicine, Pharmacy, Science and Technology Tg. Mureș (chair);
2. **Associate Professor Ph.D. – Carolina Dodu Savca** – Free International University of Moldova;
3. **Andi-Nicolae Alupei** – student at “Babeș-Bolyai” University of Cluj-Napoca.

The external evaluation was conducted according to the ARACIS methodology for the periodic evaluation of doctoral study domains and was based on the analysis of the Internal Evaluation Report (IER), supporting documentation, [institutional regulations](#), publicly available information, and the findings collected during the evaluation visit.

Alexandru Ioan Cuza University of Iași, founded in 1860 ([Act of Establishment](#)), is the oldest modern university in Romania and one of the country's leading comprehensive research universities. Its mission focuses on advanced education and research, aiming to train highly qualified personnel, generate and disseminate 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 institution currently comprises fifteen faculties and fourteen doctoral schools, offering doctoral education in thirty doctoral domains. During the last institutional evaluations carried out by ARACIS, UAIC obtained the qualification High Degree of Confidence, while IOSUD-UAIC maintained accreditation for its doctoral studies following the 2021 external evaluation procedure.

Doctoral studies are coordinated by [the Council for Doctoral Studies](#) (CSUD), while the Doctoral School of Philological Studies is responsible for organizing doctoral education in the field of Philology. Established in 2006, SDSF has become one of the largest doctoral schools within UAIC, covering an extensive range of philological disciplines, including Romanian language and literature, comparative literature, linguistics, literary theory, Romance, Germanic, Classical and Slavic studies. The doctoral school currently benefits from an experienced body of doctoral supervisors with significant national and international academic recognition.

Since the previous external evaluation, the Doctoral School has continued its academic development through the diversification of research activities, the increase in international cooperation, the consolidation of joint supervision agreements, the attraction of international doctoral candidates, and the continuous adaptation of [institutional regulations](#) to the legislative framework introduced by [Higher Education Law no. 199/2023](#). Quantitative indicators regarding doctoral admissions, thesis defenses and habilitations demonstrate the sustainability and academic vitality of the doctoral domain.

The evaluation visit took place on July 30–31, 2026.

Methods used

The external evaluation was carried out in accordance with the ARACIS Methodology for the external evaluation of doctoral study domains.

The evaluation process included:

- * analysis of the Internal Evaluation Report and all supporting annexes;
- * examination of [institutional regulations](#) governing doctoral studies;
- * verification of the legal and organizational framework applicable to IOSUD-UAIC;
- * analysis of quantitative and qualitative institutional data;

- * review of information published on the university and doctoral school websites;
- * meetings with the university leadership, [CSUD representatives](#), the management of the Doctoral School of Philological Studies, doctoral supervisors, doctoral students, graduates, employers and administrative staff;
- * inspection of teaching facilities, research infrastructure, library services, laboratories and administrative offices;
- * verification of documents concerning doctoral admission, supervision, quality assurance, ethics and internationalization.

The evaluation combined documentary analysis with direct observation during the institutional visit and interviews with relevant stakeholders. Particular attention was paid to compliance with the [ARACIS standards and performance indicators](#), the effectiveness of institutional governance, the quality of doctoral supervision, research performance, internationalization, and quality assurance mechanisms.

The evidence collected during the evaluation was assessed in relation to the standards established by ARACIS, allowing the evaluation panel to formulate independent judgments concerning the degree of compliance with each performance indicator.

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	The doctoral study domain is organized within a coherent institutional governance framework that provides the structures, regulations, methodologies and operational procedures necessary for the effective management of doctoral education. These documents are subject to periodic review and revision, ensuring their continued alignment with national legislation, institutional priorities and quality assurance requirements.
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o Presentation of the state of facts

The organization of doctoral studies within IOSUD-UAIC is based on a comprehensive institutional framework comprising [the University Charter](#), Institutional Regulation of the Doctoral Studies, the Regulation of the Doctoral School of Philological Studies, together with [specific methodologies](#) governing admission, supervision, mobility, ethics, thesis completion and quality assurance.

Doctoral education is coordinated by CSUD, while the Doctoral School Council ensures the operational management of the doctoral domain. The regulatory framework clearly establishes the responsibilities of doctoral supervisors, doctoral students, advisory committees and administrative structures. [Institutional regulations](#) are periodically revised in order to ensure compliance with national legislation and with the evolving requirements governing doctoral education.

o Analysis of the state of facts

The evaluation panel found that IOSUD-UAIC has established a coherent organizational structure supported by a comprehensive regulatory framework. Decision-making responsibilities are clearly allocated, while governance mechanisms ensure effective coordination between institutional and doctoral school levels. Periodic revision of regulations demonstrates the institution's capacity to adapt to legislative developments and maintain the effective functioning of doctoral studies.

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	IOSUD – Alexandru Ioan Cuza University of Iași ensures the participation of relevant internal and external stakeholders in the development, implementation and periodic review of the institutional framework governing doctoral studies. Through the University's governance structures and consultation mechanisms, academic staff, doctoral supervisors, doctoral students and other relevant stakeholders contribute to the continuous improvement of institutional regulations, methodologies and operational procedures.
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o Presentation of the state of facts

Internal stakeholders, including doctoral supervisors, doctoral students and university management, participate in the development and revision of [institutional regulations](#) through the University's governance bodies. Institutional procedures governing documented information establish a transparent workflow for drafting, reviewing and approving [methodologies](#) and [regulations](#). Public consultation is complemented by the publication of institutional documents on the university website, ensuring transparency and accessibility. The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași has established formal mechanisms to ensure the participation of relevant stakeholders in the development, implementation and periodic revision of the institutional framework governing doctoral studies. The preparation and approval of institutional regulations, methodologies and operational procedures are carried out through the University's governance structures, including the Senate, the Council for Doctoral Studies (CSUD) and the Council of the Doctoral School of Philological Studies.

o Analysis of the state of facts

The evaluation panel considers that the stakeholder engagement mechanisms established within IOSUD – Alexandru Ioan Cuza University of Iași operate effectively and contribute to the sound governance of doctoral studies. The participation of academic staff, doctoral supervisors and doctoral students in the University's governance structures supports the transparent development, implementation and periodic revision of [institutional regulations](#) and operational procedures. The panel appreciates the institution's commitment to participatory governance and continuous quality enhancement.

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 evaluation panel confirmed that IOSUD – Alexandru Ioan Cuza University of Iași benefits from adequate material resources and infrastructure to support doctoral education. The University provides legally owned or legally administered facilities for teaching, research, administration and student services, ensuring appropriate conditions for learning, scientific research and academic activities. Doctoral students have access to well-equipped teaching and research facilities, the Central University Library, digital information resources and institutional support services. The available infrastructure is maintained at an appropriate standard and includes measures to ensure accessibility for persons with disabilities, thereby contributing to an inclusive and supportive academic environment.
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o Presentation of the state of facts

UAIC provides appropriate teaching, research and administrative facilities supporting doctoral education. The Doctoral School of Philological Studies benefits from access to modern classrooms, research spaces, the Central University Library, electronic databases and digital infrastructure. Accessibility measures for students with disabilities are implemented throughout the university infrastructure. The Doctoral School benefits from a diversified infrastructure that supports teaching, research, administrative activities, and services for students and doctoral candidates.

o **Analysis of the state of facts**

The on-site inspection and the documentation examined during the evaluation confirm that Alexandru Ioan Cuza University of Iași provides an adequate material base for the organization and delivery of doctoral studies. The University benefits from a diversified infrastructure comprising teaching facilities, research spaces, administrative offices, modern IT resources and [comprehensive student support services](#), all of which contribute to creating an appropriate academic environment for doctoral education and scientific research. The material resources available to the Doctoral School of Philological Studies are consistent with the objectives and specific requirements of doctoral training and provide suitable conditions for the development of advanced research activities.

The evaluation panel also noted that the University's infrastructure is continuously maintained and upgraded through institutional investment programmes and externally funded projects, reflecting a sustained institutional commitment to providing a modern educational and research environment. The availability of digital infrastructure, including learning platforms, institutional information systems and electronic research resources, further enhances the quality and efficiency of doctoral education by supporting academic communication, access to scientific information and the management of educational activities.

o **Aspects that constitute best practice examples:**

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

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

Material resources are maintained through institutional financial planning and continuous investment programs. Classrooms, research facilities, IT equipment and library collections undergo periodic modernization.

o **Presentation of the state of facts**

Material resources are maintained through institutional financial planning and continuous investment programs. Classrooms, research facilities, IT equipment and library collections undergo periodic modernization. The doctoral domain of Philology is conducted at the institutional and faculty levels, guided by financial planning documents (annual budgets, balance sheets) and the institutional development strategy. The assets undergo periodic maintenance, repair, and modernization, supported by dedicated budget allocations. The infrastructure, including teaching spaces, research facilities, equipment, and library resources, have been evaluated as effective and appropriate for academic work, fostering a community spirit.

o **Analysis of the state of facts**

The evaluation confirmed that [infrastructure maintenance](#) is systematic and adequately funded, ensuring suitable working conditions for doctoral students and academic staff. The on-site visit showed that UAIC-CSUD-The Doctoral School of Philology has [the necessary mechanisms](#) for maintaining and managing

material resources, supported by financial planning and institutional strategies. Regular maintenance and modernization activities indicate a practical approach to providing proper working and study environments.

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 Doctoral School benefits from an experienced academic staff composed of nationally and internationally recognized doctoral supervisors whose academic qualifications satisfy the legal requirements for doctoral supervision. The multidisciplinary expertise of the academic staff covers all major areas of philological research.
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o **Presentation of the state of facts**

The Doctoral School benefits from an experienced academic staff composed of nationally and internationally recognized doctoral supervisors whose [academic qualifications](#) satisfy the legal requirements for doctoral supervision. The multidisciplinary expertise of the academic staff covers all major areas of philological research: research methodology, academic ethics, and current trends in linguistic and literary studies. The doctoral supervisors affiliated with the Doctoral School of Philology have been awarded [the habilitation certificate](#) in accordance with national regulations and institutional procedures. At the time of evaluation, the doctoral domain includes [23 doctoral supervisors in Philology](#), all of whom meet the minimum national standards required for habilitation, as confirmed by the documentation provided (Annexes and CNATDCU-related data).

The individual research activities of doctoral students are supervised by local and external experts.

o **Analysis of the state of facts**

The academic staff provides an appropriate balance between teaching, research and doctoral supervision. The number and academic profile of doctoral supervisors ensure the sustainability of the doctoral domain.

The indicator is: fulfilled.

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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o **Presentation of the state of facts**

The Doctoral School of Philology promotes the professional and personal growth of its academic staff through [strategic](#) and [operational tools](#) embedded in institutional strategies. These tools include goals for ongoing training, research advancement, and internationalization. The academic staff and doctoral supervisors participate in research and institutional development projects, have access to academic mobility programs, especially via Erasmus+ and avail of various opportunities of international collaboration and networking.

o **Analysis of the state of facts**

The Doctoral School of Philology has mechanisms that sustain academic competence and enhance international exposure. Professional development fits in a predictable and systematic institutional progress.

o **Aspects that constitute best practice examples:**

Support for participation in international mobility programs (Erasmus+);

Involvement of members in national and international research projects;

Integration of professional development objectives within institutional strategic documents;

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 national legislation and institutional regulations. Academic competitions are transparent, public and based upon clearly established eligibility criteria.
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o Presentation of the state of facts

Recruitment of academic staff and the affiliation of doctoral supervisors within IOSUD – Alexandru Ioan Cuza University of Iași are carried out in accordance with the provisions of [the Higher Education Law](#), [the institutional regulations](#) governing doctoral studies, and [the procedures](#) approved by the University Senate. The recruitment and promotion of academic staff follow transparent and competitive procedures based on academic merit, scientific achievements, and compliance with the national eligibility criteria applicable to higher education institutions. The documentation reviewed during the evaluation confirms that recruitment and affiliation procedures are publicly available, consistently applied, and ensure compliance with the legal framework regulating doctoral education.

o Analysis of the state of facts

The evaluation panel concludes that the [recruitment and affiliation procedures](#) are implemented in a transparent and consistent manner, in compliance with the applicable legal framework and institutional regulations. The use of clearly defined eligibility criteria and formal approval procedures ensures objectivity, equal treatment of candidates and the maintenance of high academic standards within the Doctoral School of Philological Studies.

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	Digitalization supports both academic and administrative processes through online information systems, digital document management, electronic access to scientific databases, plagiarism detection software and institutional communication platforms.
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o Presentation of the state of facts

IOSUD – Alexandru Ioan Cuza University of Iași has implemented a comprehensive digitalization strategy supporting both academic and administrative processes related to doctoral education. The Doctoral School of Philological Studies makes extensive use of institutional **digital platforms** and information systems to facilitate communication, learning, research and administrative management. Doctoral students and academic staff benefit from access to Moodle, Microsoft Teams and [the Office 365 environment](#), which support online teaching, collaborative work and the exchange of academic resources. Academic integrity is ensured through the systematic use of Turnitin for checking doctoral theses and other academic works.

The University also operates the [eSims](#) academic management system, which supports the monitoring of students' academic records and administrative processes throughout the doctoral cycle. Digital services are complemented by institutional websites providing access to regulations, methodologies, academic information and doctoral procedures, as well as by electronic access to scientific databases and digital library resources.

Analysis of the state of facts

The evaluation panel considers the digital transformation of IOSUD – Alexandru Ioan Cuza University of Iași to represent one of the strengths supporting the organization of doctoral studies. Digital platforms and information systems are consistently used to facilitate teaching, doctoral supervision, academic management, research activities and quality assurance. The integration of educational platforms, plagiarism detection software, electronic academic management systems and institutional digitalization projects demonstrates a strategic approach to digital transformation rather than the isolated adoption of individual digital tools.

o [Aspects that constitute best practice examples](#)

- o Comprehensive integration of digital platforms (Moodle, Microsoft Teams and Office 365) supporting teaching, learning, communication and academic collaboration.
- o Systematic use of institutional digital tools, including eSims, for the management and monitoring of doctoral students' academic activities and administrative processes.

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 I.P.B.1.1.1	The doctoral study programme is designed and implemented in accordance with the expected learning outcomes and the qualifications framework for doctoral education. It is structured on the basis of transferable study credits and integrates advanced academic training, independent scientific research, academic supervision and assessment activities, ensuring the acquisition of the competences required for the award of the doctoral degree.
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o [Presentation of the state of facts](#)

The Doctoral Study Programme in Philology, organized within the Doctoral School of Philological Studies (SDSF) of IOSUD – Alexandru Ioan Cuza University of Iași, is structured in accordance with the Higher Education Law No. 199/2023, the Framework Regulation on Doctoral Studies, [the University Charter](#) and [the institutional regulations on doctoral studies](#). The programme consists of two complementary components: an advanced university training programme, designed to develop doctoral students' methodological, ethical and disciplinary competences, and an individual scientific research programme carried out under the supervision of doctoral supervisors and guidance committees. The programme comprises 240 ECTS credits (EQF Level 8) and is designed to ensure the progressive development of advanced research competences through coursework, scientific research, periodic evaluations and the preparation and public defence of the doctoral thesis. The curriculum includes courses in research methodology, academic ethics and integrity, as well as specialized subjects reflecting the major fields of philological research represented within the Doctoral School. According to the Internal Evaluation Report, the programme aims to develop both professional and transferable competences, including advanced research skills, critical and analytical thinking, academic writing, scientific communication, project management, digital competences and the ability to conduct independent, original research in accordance with international academic standards.

o [Analysis of the state of facts](#)

The evaluation panel considers that the curriculum and course descriptions, the ARACIS review panel found several shortcomings. Specifically, the curriculum does not include the intended learning outcomes for the doctoral field, the specific and transversal competences, or the ESCO occupations relevant to the doctoral programme. The course descriptions do not include the intended learning outcomes, and many of them are inadequately completed, lacking both general and specific course

* 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.

objectives. In addition, teaching responsibilities are divided among all doctoral supervisors, who each deliver between four and eight hours across the three courses included in the programme. Furthermore, some course descriptions have not been updated since 2021.

o **Recommendations:**

- o Update the curriculum so that it includes all relevant information regarding the doctoral programme, including the intended learning outcomes, specific and transversal competences, and the occupations corresponding to the Romanian Classification of Occupations (COR).
- o Restructure and update the course descriptions annually, ensuring that there is a single course description for each course rather than separate descriptions for each member of the teaching staff involved in the doctoral field. The course descriptions should also include the intended learning outcomes associated with each course.
- o Reconsider the structure of the curriculum so that each compulsory course is coordinated by a single course coordinator rather than being shared among multiple instructors.

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 intended learning outcomes are designed to ensure the acquisition of competences corresponding to the doctoral qualification level and are broadly consistent with the professional profiles associated with careers in higher education, scientific research and related knowledge-intensive occupations, taking into account the principles of the European Qualifications Framework and the European Skills, Competences, Qualifications and Occupations (ESCO) classification.
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o **Presentation of the state of facts**

The evaluation panel found that the intended learning outcomes of the Doctoral Study Programme in Philology are consistent with the qualification requirements corresponding to Level 8 of the European Qualifications Framework and the National Qualifications Framework. The programme is designed to develop advanced disciplinary knowledge together with the research, methodological and transferable competences expected of doctoral graduates. The programme also supports the development of digital and communication skills necessary for participation in national and international research environments, thereby preparing graduates for academic careers, scientific research and other highly qualified professional activities.

o **Analysis of the state of facts**

The evaluation panel considers that the intended learning outcomes are appropriately aligned with the qualification requirements corresponding to doctoral studies (EQF Level 8) and reflect the academic profile of the Doctoral Study Programme in Philology. The programme promotes the acquisition of advanced disciplinary knowledge together with research, methodological and transferable competences necessary for independent scientific activity, academic communication and participation in national and international research environments. [The documentation](#) examined during the evaluation confirms that the curriculum, doctoral supervision and research activities collectively support the achievement of these competences.

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 framework of the Doctoral School promotes the principles of student-centred learning by providing individualized academic supervision, flexible
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research pathways and continuous support for doctoral students throughout their studies. Teaching, learning and research activities are designed to encourage academic autonomy, critical thinking, scientific collaboration and the progressive development of advanced research competences in accordance with the objectives of doctoral education.

○ **Presentation of the state of facts**

The documentation examined during the evaluation indicates that the Doctoral Study Programme in Philology is organized in accordance with the principles of student-centred learning, placing the doctoral student and the individual research project at the core of the educational process. Doctoral education combines an advanced university training programme with an individualized scientific research programme, allowing each doctoral student to develop a research trajectory tailored to the chosen research topic, scientific interests and professional objectives.

Throughout the doctoral cycle, each doctoral student benefits from continuous academic supervision provided by the doctoral supervisor and the guidance committee, which monitor research progress, provide scientific feedback and support the achievement of the intended learning outcomes. Progress is assessed periodically through research reports, seminars and meetings with the supervisory team, ensuring continuous academic guidance and timely feedback.

○ **Analysis of the state of facts**

The doctoral program incorporates key elements of student-centered learning, particularly through [individualized research pathways](#) and close supervision, both of which are intrinsic to doctoral education. The program's structure allows doctoral students to develop their own research topics and engage in [academic activities](#) aligned with their interests, reflecting flexibility and personalization. During the meetings with doctoral students, it was noted that attending classes is challenging because they are delivered in a modular format, which often overlaps with the students' work schedules.

○ **Aspects that constitute best practice examples**

Strong integration of doctoral students into research projects, scientific conferences and publication activities, promoting early academic visibility and research autonomy.

Flexible and personalized research pathways that support the development of original research aligned with doctoral students' scientific interests and career aspirations.

○ **Recommendations:**

Deliver the Advanced University Training Programme (PPUA) in the standard semester-long format rather than in a modular format, in order to better accommodate the schedules of doctoral students and allow classes to be held after 4:00 p.m.

The indicator is: fulfilled.

Indicator
I.P. B.3.1.2

The Doctoral School ensures that doctoral students have access to diverse academic mobility opportunities through Erasmus+, institutional partnerships, bilateral cooperation agreements and other national and international academic initiatives. The institutional framework supports both physical and virtual mobility, encouraging participation in research visits, scientific conferences, training activities and joint research projects, thereby contributing to the internationalization of doctoral education and the development of advanced research competences.

○ **Presentation of the state of facts**

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași actively promotes the internationalization of doctoral education by providing doctoral students with access to a broad range of [academic mobility opportunities](#). The institutional framework supports participation in international mobility programmes through [Erasmus+](#), bilateral cooperation agreements and partnerships established with higher education institutions and research organizations in Europe and beyond.

Doctoral students enrolled in the Doctoral School of Philological Studies have [the opportunity to participate](#) in study and research mobilities, international scientific conferences, workshops, summer schools and other academic events that contribute to the development of advanced research competences and international academic networking. The University also encourages the involvement of doctoral students in joint research activities, international research projects and, where appropriate, cotutelle arrangements with partner institutions.

o [Analysis of the state of facts](#)

The evaluation panel considers the international mobility opportunities available to doctoral students to represent one of the strengths of the Doctoral Study Programme. The institutional support provided through Erasmus+, bilateral cooperation agreements and other international partnerships enables doctoral students to participate in research visits, scientific conferences and collaborative academic activities that contribute directly to the development of advanced research competences and international scientific visibility.

The panel also notes that academic mobility is effectively integrated into the broader internationalization strategy of the Doctoral School, promoting scientific collaboration, intercultural exchange and participation in international research networks.

[Aspects that constitute best practice examples](#)

Well-developed institutional framework supporting international academic mobility through Erasmus+, bilateral cooperation agreements and international partnerships.

Strong institutional encouragement for doctoral students to participate in international conferences, research projects and scientific dissemination activities.

[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 Doctoral School provides an inclusive and student-oriented academic environment that ensures equal opportunities for all doctoral students throughout the doctoral cycle. Institutional regulations and support mechanisms guarantee fair access to admission, supervision, educational and research resources, scholarships, mobility opportunities and student support services. The organizational framework promotes equal treatment, academic integrity and respect for diversity, while enabling doctoral students to pursue individualized research pathways in accordance with their academic potential, research interests and professional aspirations.
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o [Presentation of the state of facts](#)

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași ensures equal access to doctoral studies and guarantees fair treatment throughout the doctoral cycle by applying institutional regulations governing admission, academic progression and the completion of doctoral studies, in accordance with the Higher Education Law and the University's internal regulations. [The institutional framework](#) promotes the principles of equal opportunities, non-discrimination and inclusion, ensuring that doctoral students benefit from equitable access to educational, research and administrative resources. The University provides all doctoral students with equal access to research infrastructure, library services, digital learning platforms and international scientific databases. Institutional measures are also in place to support students with disabilities or special educational needs, ensuring accessibility to educational facilities and academic services. Doctoral students participate in the governance of doctoral education through their representation within the Council for Doctoral Studies (CSUD) and the Doctoral School Council, thereby contributing to a transparent, inclusive and student-centred academic environment.

o [Analysis of the state of facts](#)

The evaluation panel considers that the principles of fairness, equal opportunities and inclusion are effectively embedded within the organization of doctoral studies at IOSUD – Alexandru Ioan Cuza University of Iași. The institutional framework provides transparent regulations, equitable access to academic and research resources, individualized scientific supervision and a broad range of support services that enable doctoral students to progress according to their academic potential and research interests.

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 Doctoral School provides doctoral students with comprehensive educational, research and support resources that are appropriate to the objectives and specific requirements of doctoral education. Doctoral students benefit from access to modern research infrastructure, the "Mihai Eminescu" Central University Library, international scientific databases, digital learning platforms, administrative and counselling services, as well as institutional support mechanisms that facilitate academic success and research development. The organizational framework also ensures accessibility and equitable access to educational and support services for doctoral students with disabilities or special educational needs, in accordance with the University's policies on inclusion and equal opportunities.
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o Presentation of the state of facts

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași provides doctoral students with comprehensive educational, research and support resources appropriate to the objectives and specific requirements of doctoral education. The University offers access to modern teaching and research facilities, administrative support services, digital learning environments and information resources that facilitate the successful completion of doctoral studies.

Doctoral students enrolled in the Doctoral School of Philological Studies benefit from the infrastructure of the Faculty of Letters and from the University's research facilities, including specialized research centres and laboratories relevant to the field of Philology. They have access to the "Mihai Eminescu" Central University Library, one of the largest academic libraries in Romania, which provides extensive print collections together with access to international electronic journals, bibliographic databases and other digital scientific resources available through national and institutional subscriptions, including [ANELIS Plus](#).

o Analysis of the state of facts

The evaluation panel considers that the educational, research and support resources available within IOSUD – Alexandru Ioan Cuza University of Iași represent one of the strengths of the Doctoral Study Programme in Philology. The University provides doctoral students with access to high-quality library services, advanced digital infrastructure, specialized research facilities and comprehensive administrative support, all of which create an enabling environment for doctoral education and scientific research.

The discussions held with doctoral students, graduates and doctoral supervisors during the evaluation visit confirmed the effective accessibility and practical use of these resources throughout the doctoral cycle. Doctoral students highlighted the value of the University's research infrastructure, electronic scientific resources and [digital learning platforms](#) in supporting the preparation of doctoral theses, participation in research projects and dissemination of research results.

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	The intended learning outcomes of the Doctoral Study Programme are clearly defined and aligned with the objectives of doctoral education, the qualification requirements corresponding to EQF Level 8 and the academic profile of the Doctoral School. They provide a transparent framework for doctoral students, doctoral supervisors and other stakeholders by defining the professional and transferable competences, research objectives and academic standards expected throughout the doctoral cycle, thereby supporting the coherent organization, supervision and evaluation of doctoral studies.
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○ Presentation of the state of facts

The documentation examined during the evaluation indicates that the intended learning outcomes of the Doctoral Study Programme in Philology are not defined and consistently reflected in the institutional regulations, programme documentation and curriculum. The programme is designed to ensure the acquisition of advanced professional and transferable competences corresponding to [Level 8 of the European Qualifications Framework](#), supporting the development of independent researchers capable of producing original scientific contributions in the field of Philology.

○ Analysis of the state of facts

The ARACIS review panel found that intended learning outcomes are not included either in the curriculum or in the course descriptions.

To further enhance transparency and support evidence-based quality assurance, the evaluation panel encourages the continued development of systematic curriculum mapping, explicitly linking intended learning outcomes with learning activities, research milestones and assessment methods throughout the doctoral cycle.

○ Recommendations

Develop and incorporate intended learning outcomes appropriate to the doctoral field of Philology into both the curriculum and the course descriptions.

The indicator is: partially 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 documentation examined during the evaluation indicates that the assessment of doctoral students within the Doctoral Study Programme in Philology is carried out through a structured and transparent framework that combines the evaluation of academic performance during the advanced university training programme with the continuous monitoring of scientific research activities throughout the doctoral cycle. Assessment procedures are governed by the Higher Education Law, the [institutional regulations on doctoral studies](#) and [the specific regulations](#) adopted by IOSUD – Alexandru Ioan Cuza University of Iași.

During the advanced training programme, doctoral students are evaluated through [course-specific assessment methods](#) established by the teaching staff responsible for each discipline. The assessment methods are aligned with the intended learning outcomes and include written assignments, oral presentations, research papers and other forms of academic evaluation appropriate to doctoral-level education.

○ Analysis of the state of facts

The evaluation panel considers that the assessment system implemented within the Doctoral Study Programme in Philology effectively supports the achievement. The assessment process combines continuous formative evaluation throughout the doctoral cycle with rigorous summative assessment at the completion of doctoral studies, ensuring that doctoral students progressively develop the knowledge, research competences and transferable skills expected at EQF Level 8.

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.

o Presentation of the state of facts

The documentation examined during the evaluation indicates that [admission](#) to the Doctoral Study Programme in Philology at IOSUD – Alexandru Ioan Cuza University of Iași is organized in accordance with the Higher Education Law, the institutional Regulation on Doctoral Studies and the annual admission methodology approved by the University Senate. The admission process is coordinated by IOSUD in collaboration with the Doctoral School of Philological Studies and is conducted on the basis of transparent, publicly available procedures ensuring equal opportunities and merit-based selection.

Candidates are evaluated according to academic and scientific criteria established in the admission methodology, with particular emphasis on their academic background, research potential and the quality of the proposed research topic. [The admission process](#) includes interviews and the evaluation of candidates' academic achievements and research proposals, in accordance with the specific requirements of the doctoral field. The documentation reviewed during the evaluation confirms that the admission procedures are consistently implemented, transparent and fully aligned with the national legal framework governing doctoral education.

o Analysis of the state of facts

The evaluation panel found that the admission procedures implemented by IOSUD – Alexandru Ioan Cuza University of Iași are coherent, transparent and fully compliant with the national legislative framework governing doctoral education. The annual admission methodology provides [a clear and predictable framework](#) for the organization of the competition, ensuring equal opportunities, transparency and merit-based selection of doctoral candidates.

o Aspects that constitute best practice examples

Comprehensive evaluation of candidates through the assessment of academic achievements, research potential and proposed doctoral research topics.

The indicator is: fulfilled.

Indicator

I.P.B.7.1.2

The Doctoral School ensures that admission to the Doctoral Study Programme is conducted in accordance with the principles of fairness, equal opportunities, transparency and non-discrimination. The institutional admission framework provides equal access to all eligible candidates through objective selection criteria, transparent evaluation procedures and publicly available admission information. Appropriate institutional measures are in place to facilitate the participation of candidates with disabilities or special educational needs, ensuring accessible admission procedures and equal treatment throughout the competition, in accordance with the University's policies on inclusion and the applicable national legislation.

o Presentation of the state of facts

The documentation examined during the evaluation indicates that admission to the Doctoral Study Programme in Philology at IOSUD – Alexandru Ioan Cuza University of Iași is organized in accordance with the Higher Education Law, the Institutional Regulation on Doctoral Studies and the annual admission methodology approved by the University Senate. The admission process is based on the principles of fairness, transparency, equal opportunities and non-discrimination, ensuring that all eligible candidates are evaluated according to the same academic and scientific criteria.

The documentation reviewed during the evaluation confirms that the admission procedures are consistently implemented and supported by transparent institutional regulations, thereby ensuring an objective, merit-based and inclusive selection process for doctoral candidates.

o Analysis of the state of facts

The evaluation panel found that the admission procedures implemented by IOSUD – Alexandru Ioan Cuza University of Iași are fully consistent with the principles of fairness, transparency, equal opportunities and non-discrimination. The institutional regulatory framework provides a clear and objective basis for the organization of the admission process, ensuring that all candidates are assessed according to uniform academic and scientific criteria and that admission decisions are based exclusively on merit and research potential.

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.
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o Presentation of the state of facts

The documentation examined during the evaluation indicates that the academic journey of doctoral students enrolled in the Doctoral Study Programme in Philology is governed by a coherent institutional framework comprising the Higher Education Law, the Institutional Regulation on Doctoral Studies, the regulations of IOSUD – Alexandru Ioan Cuza University of Iași and the internal regulations of the Doctoral School of Philological Studies. These documents define the rights and responsibilities of doctoral students and supervisors, as well as the procedures governing the organization, monitoring and successful completion of doctoral studies. The institutional framework establishes clear [procedures](#) governing the modification, suspension or extension of doctoral studies, the recognition of academic activities, mobility periods and other aspects related to the academic progression of doctoral students. The completion of doctoral studies follows transparent [procedures](#) that include the fulfilment of all programme requirements, originality verification of the doctoral thesis through Turnitin, evaluation by the doctoral examination committee and the public defence of the doctoral thesis, in accordance with national legislation and institutional regulations.

o Analysis of the state of facts

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has established a coherent and comprehensive regulatory framework governing the academic journey of doctoral students, covering all stages of doctoral education, from admission to the public defence of the doctoral thesis. Institutional regulations clearly define the rights and responsibilities of doctoral students, doctoral supervisors and governance bodies, while ensuring the transparent organization and monitoring of doctoral studies.

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 Doctoral School implements a coherent internationalization strategy that promotes international academic cooperation, research collaboration and mobility for doctoral students and doctoral supervisors. Through Erasmus+, bilateral cooperation agreements, strategic partnerships and participation in international research projects and scientific networks, IOSUD – Alexandru Ioan Cuza University of Iași provides a supportive framework for international academic exchange, collaborative research and scientific dissemination. These activities contribute to the development of doctoral students' international research experience, strengthen the quality of doctoral education and enhance the international visibility of the Doctoral Study Programme in Philology.
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o Presentation of the state of facts

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași has established a comprehensive institutional framework supporting the internationalization of doctoral education, in accordance with the University's Internationalization Strategy and its broader institutional development objectives. [International cooperation](#) is promoted through an extensive network of bilateral agreements, [Erasmus+](#) partnerships and [collaborative arrangements](#) with higher education institutions and research organizations worldwide.

[The documentation](#) reviewed during the evaluation confirms that internationalization is embedded within the doctoral education process and contributes to strengthening the quality of research, expanding international scientific collaboration and enhancing the international visibility of the Doctoral Study Programme in Philology.

o [Analysis of the state of facts](#)

The evaluation panel considers internationalization to be one of the strengths of the Doctoral Study Programme in Philology. The University's sustained commitment to international cooperation, supported by an extensive network of academic partnerships, Erasmus+ mobility programmes and participation in international research initiatives, creates a favourable environment for the international development of doctoral students and doctoral supervisors.

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	The Doctoral Study Programme is organized according to the principles of research-based learning, ensuring that the acquisition of knowledge and competences is achieved through active engagement in original scientific research. Doctoral students participate in research projects, scientific dissemination activities and academic collaboration under the supervision of experienced researchers, while current research results and developments in the field of Philology are continuously integrated into doctoral training. This approach effectively supports the achievement of the intended learning outcomes and the development of the advanced competences expected at EQF Level 8.

o [Presentation of the state of facts](#)

The documentation examined during the evaluation indicates that the Doctoral Study Programme in Philology at IOSUD – Alexandru Ioan Cuza University of Iași is intrinsically research-oriented, with scientific investigation constituting the core component of doctoral education. The programme combines advanced academic training with an individualized research programme, enabling doctoral students to develop original scientific research under the continuous supervision of doctoral supervisors and the guidance committee.

Doctoral students are actively involved in the University's research environment through participation in the activities of the Faculty of Letters and its affiliated research centres and institutes, as well as through their involvement in nationally and internationally funded research projects. Throughout the doctoral cycle, they are encouraged to engage in [scientific collaboration](#), participate in conferences, workshops and summer schools, and disseminate their research findings through publications in national and international scientific journals, collective volumes and conference proceedings.

o [Analysis of the state of facts](#)

The doctoral program ensures strong integration of research into the learning process, with scientific investigation at the core of doctoral training. Involving doctoral students in research activities, disseminating results, and participating in research centers support the development of advanced competencies and contribute directly to achieving learning outcomes. Available evidence and testimonials from students and graduates indicate that research results are effectively capitalized on, both through academic outputs and through their integration into the educational process.

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.
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o Presentation of the state of facts

The documentation examined during the evaluation indicates that scientific research within the Doctoral School of Philological Studies at IOSUD – Alexandru Ioan Cuza University of Iași is conducted within a well-established institutional research environment that supports the production, dissemination and international visibility of research results. The University promotes research excellence through its research strategy, specialized research centers and institutes, competitive research projects and the active involvement of doctoral students and doctoral supervisors in national and international scientific activities.

Doctoral students are encouraged to disseminate their research results through publications in peer-reviewed journals indexed in international scientific databases, chapters in collective volumes, monographs and conference proceedings, as well as through participation in national and international scientific conferences, workshops and other academic events. Research activities are supported by access to advanced research infrastructure, international scientific databases, the "Mihai Eminescu" Central University Library and the University's digital research resources.

o Analysis of the state of facts

The Doctoral Study Programme in Philology demonstrates a strong and sustained [research profile](#), with scientific outputs that are visible at both national and international levels. The publications of doctoral supervisors and doctoral students in peer-reviewed journals indexed in international databases, authored and edited books, book chapters and conference proceedings, together with their active participation in national and international scientific events, contribute significantly to the dissemination and visibility of research results. Institutional support for scientific publishing, participation in academic networks and access to advanced research infrastructure further strengthens the capitalization of research outcomes and consolidates the academic profile of the Doctoral School.

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 implements quality assurance actions and applies institutional procedures, demonstrating their positive impact on the continuous improvement of the doctoral study programme. Through regular self-evaluation, systematic monitoring of academic activities, and the implementation of corrective measures whenever necessary, the Doctoral School ensures the effectiveness of its quality assurance system and the continuous enhancement of educational and research performance.
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o Presentation of the state of facts

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași has established a comprehensive internal quality assurance system governing all aspects of doctoral education, in accordance with the Higher Education Law, the ARACIS quality assurance framework and the European Standards and Guidelines for Quality Assurance in the

European Higher Education Area (ESG 2015). Quality assurance is embedded within the University's [institutional strategy](#) and is implemented through clearly defined regulations, methodologies and [operational procedures](#) applicable to the organization, monitoring and continuous improvement of doctoral studies.

The documentation reviewed during the evaluation demonstrates that quality assurance activities include periodic internal evaluations, [annual monitoring of doctoral programmes](#), the preparation of self-evaluation reports, the analysis of performance indicators, the review of institutional regulations and the implementation of improvement measures where appropriate. Academic staff, doctoral students and relevant stakeholders participate in quality assurance processes through representation in governance structures, consultation mechanisms and regular feedback activities, contributing to the continuous enhancement of the quality of doctoral education.

o [Analysis of the state of facts](#)

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has established a coherent and effective internal quality assurance system that is fully integrated into the governance and management of doctoral education. The institutional framework is supported by clearly defined regulations, dedicated quality assurance structures and systematic monitoring procedures, ensuring that quality assurance is embedded in all stages of the doctoral programme, from programme design and implementation to research supervision, student assessment and programme evaluation.

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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o [Presentation of the state of facts](#)

[The documentation](#) examined during the evaluation indicates that stakeholder engagement is an integral component of the quality assurance system implemented by IOSUD – Alexandru Ioan Cuza University of Iași. Internal stakeholders, including doctoral supervisors, doctoral students and members of the governance structures of IOSUD and the Doctoral School of Philological Studies, actively participate in the [development, implementation and periodic review of institutional regulations, quality assurance procedures and academic policies governing doctoral education](#).

The documentation further indicates that external stakeholders, including alumni, employers, members of doctoral examination committees, representatives of research institutions and national and international academic partners, contribute to the development and evaluation of doctoral education through participation in advisory activities, collaborative research, thesis evaluation, professional consultation and academic partnerships. Stakeholder feedback is considered in the periodic review of doctoral programmes and contributes to aligning doctoral education with developments in research, higher education and the labour market.

o [Analysis of the state of facts](#)

The evaluation panel found that stakeholder engagement is effectively embedded within the quality assurance system of IOSUD – Alexandru Ioan Cuza University of Iași. The institutional framework provides formal mechanisms that enable the active participation of doctoral supervisors, doctoral students and governance bodies in the development, implementation and periodic review of institutional policies, doctoral regulations and quality assurance procedures. This [participatory approach](#) contributes to transparent decision-making and supports the continuous enhancement of doctoral education.

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 documentation examined during the evaluation indicates that the organizational structures responsible for quality assurance and academic ethics at IOSUD – Alexandru Ioan Cuza University of Iași operate within a well-defined institutional framework established in accordance with the Higher Education Law, [the University's Charter](#) and the institutional regulations governing doctoral education. The quality assurance and academic integrity system is implemented through dedicated governance bodies, including the Council for Doctoral Studies (CSUD), the Council of the Doctoral School of Philological Studies, the University's Quality Assurance structures and the University Ethics Commission, each exercising clearly defined responsibilities within the management of doctoral education.

The institutional framework incorporates the University's [Code of Ethics and Academic Integrity](#), the Regulation on Doctoral Studies, procedures governing the prevention of academic misconduct and the mechanisms for investigating and resolving ethical issues. Academic integrity is further supported through mandatory originality verification of doctoral theses using Turnitin prior to the public defence, as well as through the systematic promotion of ethical standards during doctoral training and research supervision.

o Analysis of the state of facts

UAIC has established a functional institutional framework for quality assurance and academic ethics, supported by [clear regulations and dedicated structures](#). The presence of a university-level ethics commission, along with the integration of ethical requirements into doctoral procedures (e.g., plagiarism checks, supervision mechanisms), supports compliance with legal and academic standards. Available evidence suggests that the ethics structures operate in accordance with their designated roles. Overall, the framework appears to ensure the independence and proper functioning of ethics-related structures, although more detailed evidence on their operational activity would further strengthen the assessment.

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 documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași has established a [comprehensive institutional framework](#) governing the initiation, monitoring and periodic review of doctoral study programmes and doctoral domains, in accordance with the Higher Education Law, the ARACIS quality assurance methodology and the University's internal quality assurance regulations. These procedures are integrated into the University's quality assurance system and are designed to support the continuous improvement of doctoral education and research.

The documentation further indicates that the Council for Doctoral Studies (CSUD), the Council of the Doctoral School of Philological Studies, the University's quality assurance structures and academic management bodies are actively involved in the monitoring and periodic review of doctoral education.

Doctoral students, academic staff, alumni, employers and other relevant stakeholders contribute to programme evaluation and development through participation in governance structures, consultation processes and feedback mechanisms, ensuring that doctoral education remains responsive to developments in research, higher education and the labour market.

o **Analysis of the state of facts**

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has implemented a coherent and effective framework for the initiation, [monitoring and periodic review](#) of doctoral study programmes and doctoral domains. The institutional procedures are well integrated into the University's [quality assurance system](#) and ensure the systematic evaluation of academic, research and organizational performance through clearly defined responsibilities, periodic reviews and evidence-based decision-making.

The indicator is: fulfilled.

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

o **Presentation of the state of facts**

The documentation examined during the evaluation indicates that the implementation and periodic review of doctoral education procedures at IOSUD – Alexandru Ioan Cuza University of Iași actively involve both internal and external stakeholders through formal governance structures and institutional consultation mechanisms. Internal stakeholders, including doctoral supervisors, doctoral students and members of the Council for Doctoral Studies (CSUD), the Council of the Doctoral School of Philological Studies and the University's quality assurance structures, participate in the implementation, monitoring and continuous improvement of institutional regulations, academic procedures and quality assurance policies.

The documentation further indicates that external stakeholders, including alumni, employers, representatives of research institutions, members of doctoral examination committees and national and international academic partners, contribute to programme implementation and development through collaborative research activities, professional consultation, thesis evaluation and participation in academic partnerships. Their feedback is considered in the periodic review of doctoral education, supporting the continuous adaptation of the programme to developments in scientific research, higher education and labour market requirements.

o **Analysis of the state of facts**

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has established an effective participatory framework for the implementation and continuous improvement of doctoral education procedures. Internal stakeholders, including doctoral supervisors, doctoral students and members of the institutional governance bodies, are actively involved in quality assurance processes, academic decision-making and the periodic review of doctoral [regulations and procedures](#). This participatory approach contributes to the transparency, effectiveness and continuous enhancement of doctoral education.

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	The organisational component analyses the results of the students' biannual evaluation
I.P.C.4.1.1	of teachers.

o **Presentation of the state of facts**

Student evaluations of teaching staff are conducted through institutional procedures that provide for the periodic (biannual/semester-based) collection of student feedback on teaching activities.

The REI indicates that these evaluations are part of the internal quality assurance system and are applied across study cycles, including doctoral studies where applicable. The results of student evaluations are processed at the institutional level and are intended to support the monitoring and improvement of teaching activities and the overall quality of the educational process.

o **Analysis of the state of facts**

Interviews with PhD students and graduates revealed that UAIC has a [structured system](#) for gathering student [feedback](#) on teaching, incorporated into its overall quality assurance framework. [Regular evaluations](#) help monitor teaching quality and serve as a foundation for enhancement. Discussions with doctoral supervisors indicated that evaluation outcomes are examined at the institutional level.

The indicator is: fulfilled.

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

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organisational component systematically collects and analyses data required for the internal quality assurance process.
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o **Presentation of the state of facts**

The documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași has established an [integrated institutional information system](#) that supports the collection, processing and analysis of data relevant to the quality assurance of doctoral education. Institutional databases and digital management systems are used to monitor academic, administrative and research activities, providing reliable information to support evidence-based decision-making and the continuous improvement of doctoral programmes.

The documentation further indicates that these data are used for the preparation of annual reports, self-evaluation reports, institutional analyses and external evaluation documentation, while also supporting the activities of the Council for Doctoral Studies (CSUD), the Doctoral School Council and the University's quality assurance structures. The institutional information system contributes to the monitoring of key performance indicators and facilitates compliance with national reporting requirements and quality assurance standards.

o **Analysis of the state of facts**

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has established effective mechanisms for the [systematic collection](#) and management of data supporting the quality assurance of doctoral education. The institutional information systems provide reliable data on doctoral students, research activities, academic performance and programme implementation, which are regularly used in internal evaluations, self-assessment reports and institutional decision-making.

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 I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study program.
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o **Presentation of the state of facts**

UAIC ensures access to information of public interest through its **institutional website and dedicated online platforms**, including the doctoral studies website. The REI indicates that the following categories of information are made publicly available: (i) regulations and methodologies governing doctoral studies; (ii) information regarding **admission procedures, doctoral programmes, and study domains**; (iii) details on doctoral supervisors and research areas; (iv) information related to doctoral thesis defenses and

outcomes; (v) decisions of governance structures (e.g., CSUD), published online. These resources help ensure the transparency and accessibility of information for students, candidates, and other stakeholders.

o **Analysis of the state of facts**

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași ensures a high level of [transparency regarding information](#) of [public interest](#) through its institutional digital platforms and [dedicated webpages](#) for doctoral studies. The documentation examined during the evaluation confirms that prospective applicants, doctoral students, academic staff and external stakeholders have timely access to comprehensive information concerning doctoral regulations, admission procedures, doctoral schools, doctoral supervisors, governance structures, public thesis defences, institutional decisions and quality assurance documentation.

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**

Decision-making processes related to doctoral studies are carried out within **formal governance structures**, including the Council for Doctoral Studies (CSUD) and the councils of doctoral schools. The REI indicates that decision-making is regulated by institutional documents ([the University Charter](#), regulations for doctoral studies), which define the **roles, responsibilities, and procedures** of governance bodies. Transparency is supported by: (i) the **publication of decisions and relevant documents** on institutional websites; (ii) the involvement of stakeholders (academic staff, doctoral students) in governance structures; (iii) the use of formal procedures for adopting and communicating decisions.

o **Analysis of the state of facts**

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași has established a transparent and well-structured institutional framework for governance and decision-making. Institutional regulations clearly define the responsibilities of the University's governance bodies, while decisions concerning doctoral education are communicated through official institutional channels and made publicly available whenever required by the applicable legal and regulatory framework.

The documentation examined during the evaluation confirms that transparency is supported through the publication of [institutional regulations, governance decisions, quality assurance documentation and information relevant to doctoral education](#). The participation of doctoral students and academic staff in governance structures further contributes to the openness, accountability and legitimacy of institutional decision-making processes.

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 documentation examined during the evaluation indicates that IOSUD – Alexandru Ioan Cuza University of Iași actively participates in external quality assurance processes in accordance with the Higher Education Law, the ARACIS external evaluation methodology and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). External evaluation is integrated into the University's institutional quality assurance framework and is regarded as

an important mechanism for validating academic quality and supporting the continuous improvement of doctoral education.

The documentation confirms that the University has substantial experience in institutional and [programme-level external evaluations](#), including [the periodic external evaluation of doctoral studies](#). The preparation of the Internal Evaluation Report (REI), together with the supporting documentation, demonstrates the implementation of a structured self-evaluation process based on the systematic collection and analysis of institutional data, performance indicators and documentary evidence relevant to doctoral education.

o [Analysis of the state of facts](#)

The evaluation panel found that IOSUD – Alexandru Ioan Cuza University of Iași demonstrates a mature and well-established approach to external quality assurance. Participation in external [evaluation processes](#) is effectively integrated into the University's quality management system and is supported by comprehensive self-evaluation procedures, systematic data collection and active institutional coordination.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths:		Weaknesses:
Coherent institutional and regulatory framework, ensuring the organization and functioning of doctoral studies in full compliance with national legislation and ARACIS standards; Qualified and experienced academic staff, with doctoral supervisors meeting national habilitation standards and actively involved in teaching and research activities; Strong integration of research into the doctoral program, with individualized research pathways, active supervision, and consistent involvement of doctoral students in scientific activities (publications, conferences, research projects); Functional multi-level governance structure (CSUD, doctoral school councils), ensuring effective coordination, participatory decision-making, and stakeholder representation (including doctoral students); Availability of adequate material and academic resources, including access to library collections, international databases, research infrastructure, and digital tools supporting doctoral activities; Active participation in international cooperation frameworks, including Erasmus+ mobility programmes and the FORTHEM European University Alliance, supporting	INTERNAL FACTORS 	Limited attractiveness of Philology studies, as the field is not widely perceived as offering strong employment prospects, which may reduce the interest of prospective applicants. Learning outcomes are not explicitly defined in the curriculum Course descriptions are outdated and incomplete Modular organization of courses creates accessibility problems for working doctoral students

academic exchange and research collaboration; Established quality assurance mechanisms, including periodic internal evaluation processes, regulatory procedures, and alignment with ARACIS standards; Transparent institutional practices, including public access to regulations, procedures, and governance decisions through institutional platforms; Institutional experience in external evaluation processes, demonstrating maturity in quality assurance and compliance with accreditation requirements. Robust integration of research activities within the doctoral curriculum, supported by individual research plans and consistent student publications. Rigorous implementation of academic integrity tools, including specialized anti-plagiarism software and ethics committee oversight. Student-centered mentoring approach, fostering individualized guidance and flexible research pathways. Proven institutional maturity in undergoing external evaluation cycles and incorporating peer feedback.		
SWOT analysis		
Opportunities: Development of integrated digital platforms and databases to support quality assurance, monitoring, and decision-making processes; Expansion of international partnerships and joint programmes, including co-supervision and collaborative research projects; Increased participation in European research and mobility programmes, building on existing frameworks such as Erasmus+ and FORTHM; Development of structured professional development programmes for academic staff, including training in supervision, pedagogy, and digital competences; Increasing the international visibility of research outputs through publication in high-impact venues and international	 EXTERNAL FACTORS	Threats: Increasing competition at national and international level for attracting high-quality doctoral candidates and academic staff; Dependence on external funding sources (e.g., mobility programmes, research grants), which may affect the sustainability of internationalization activities; Potential mismatch between doctoral training and labour market dynamics, particularly outside the academic sector; Demographic and socio-economic factors that may affect the pool of prospective doctoral candidates; Digital transformation challenges,

collaboration; Development of interdisciplinary research and training opportunities within the doctoral programme. Structuring mandatory training modules within the advanced university studies program (PPUA) focused on scientific indexing, data retrieval, and advanced open-access tools.		including the need for continuous investment in infrastructure and competences; Risk of limited international visibility if research dissemination is not consistently strengthened.
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V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
MAIN 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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and professional competences to teach the subject matters assigned to them in the job list.		
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
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	
MAIN 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 and evaluation experiences, which, together, lead to a higher education qualification.	F	-Update the curriculum so that it includes all relevant information regarding the doctoral programme, including the intended learning outcomes, specific and transversal competences, and the occupations corresponding to the Romanian Classification of Occupations (COR). -Restructure and update the course descriptions annually, ensuring that there is a single course description for each course rather than separate descriptions for each member of the teaching staff involved in the doctoral field. The course descriptions should also include the intended learning outcomes associated with each course. -Reconsider the structure of the curriculum so that each compulsory course is coordinated by a single course coordinator rather than being shared among multiple instructors.
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	-Deliver the Advanced University Training Programme (PPUA) in the standard semester-long format rather than in a modular format, in order to better accommodate the schedules of doctoral students and allow classes to be held after 4:00 p.m.
12.	I.P.B.3.1.2 The organizational component ensures opportunities for students to	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	participate in academic mobility programs organized in person and/or virtually.		
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.	PF	Develop and incorporate intended learning outcomes appropriate to the doctoral field of Philology into both the curriculum and the course descriptions.
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 applies the regulations concerning the students' professional activity.	F	
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	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and capitalized upon in an adequate manner.		
MAIN 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	
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 processes.	F	
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	13	1	-
Domain C. Quality management	10	-	-
Total	31	1	-

VI. Conclusions

The evaluation of the doctoral study domain Philology within IOSUD – Alexandru Ioan Cuza University of Iași demonstrates that the programme is delivered within a mature institutional framework, supported by well-established governance structures, transparent regulations and an effective internal quality assurance system, fully aligned with the national legislative framework, the ARACIS methodology and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The institutional organization of doctoral education provides a coherent environment for the achievement of the programme's educational and research objectives and ensures the effective implementation of quality assurance policies throughout the doctoral cycle.

The doctoral study domain benefits from highly qualified academic staff, with doctoral supervisors fulfilling the national standards required for doctoral supervision and demonstrating significant scientific achievements, sustained research activity and strong national and international academic visibility. The programme is firmly based on research-led education, providing doctoral students with opportunities to participate in competitive research projects, scientific publications, conferences, international mobility programmes and collaborative research initiatives. The University's research infrastructure, extensive library resources, digital services and institutional support mechanisms create favourable conditions for high-quality doctoral education and advanced scientific research.

The evaluation confirms the existence of a robust quality assurance system characterised by systematic internal monitoring, periodic programme evaluation, stakeholder participation, transparent governance and effective mechanisms for ensuring academic integrity and research ethics. The University has developed a strong quality culture, integrating institutional self-evaluation, performance monitoring and participation in external evaluation processes into its continuous quality enhancement strategy. The active involvement of doctoral students, academic staff, alumni, employers and international partners further contributes to the relevance, transparency and continuous development of the doctoral programme.

Overall, the doctoral study domain Philology demonstrates a high level of compliance with the ARACIS quality standards and performance indicators applicable to doctoral education. The evaluation identified no major deficiencies affecting the organization, functioning or quality of the programme. The recommendations formulated in this report are intended to support the University's continuous quality enhancement and strategic development rather than to address structural shortcomings.

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

- maintaining accreditation** (MAC).

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



VII. Annexes

Site Visit Schedule
Minutes of the Meetings
Institutional Agreement



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

Instituția de învățământ superior/Organizația furnizoare de educație/ Higher Education Institution / Education Provider Organization:
Universitatea “Al. Ioan Cuza” din Iași

Școala doctorală/ Doctoral School:

Domeniul de doctorat/ Doctoral Domain: Filologie/Philology

Obiectivul evaluării externe/ The objective of the external evaluation: *menținerea acreditării domeniului de doctorat/ maintaining accreditation*

Perioada vizitei de evaluare/ The evaluation period: 30-31 iulie 2026

Comisia de experți evaluatori ai ARACIS/ Evaluation panel:

Reprezentantul ÎÎS/OFE:

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof. dr. Iulian Boldea	<i>Membru - Cadru didactic RNE</i>
2.	Conf. dr. Carolina Dodu Savca	<i>Membru - Evaluator internațional RNE-I</i>
3.	Andi-Nicolae Alupei	<i>Membru - Student doctorand RNE-S</i>

Nr./No.	Numele și prenumele/ Last Name and First Name	Calitatea/Team role
1.	Prof. dr. Antonio Patraș	<i>Persoană de contact/Contact person</i>

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
Joi/ Thursday, 30.07.2026			
11:00- 11:30	Discuții tehnice în cadrul comisiei de experți în evaluarea externă a calității/ <i>Technical discussions within the expert committee for external quality evaluation</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd
11:30- 12:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanții conducerii componentei organizatorice/ <i>Meeting of the external quality evaluation experts' panel with the representatives of the management of the organisational component</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii componentei organizatorice aferente domeniului de studii de doctorat evaluat/ <i>Representatives of the management of the organisational component</i> - Persoana de contact/ <i>Contact person</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. , director CSUD/ Director of the Doctoral School Council - Prof. univ. dr. , director Școala Doctorală de Studii Filologice/ Director of the Doctoral School of Philological Studies -Prof.univ.dr. , decanul Facultății de

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			Litere, UAIC/ Dean, Faculty of Letters. UAIC -Conf.univ.dr. , prodecan Facultatea de Litere, UAIC/ Vice Dean, Faculty of Letters -Lect.univ.dr. , prodecan Facultatea de Litere, UAIC/ Vice Dean, Faculty of Letters, UAIC
12:30-13:20	Întâlnirea comisiei de experți evaluatori în evaluarea externă a calității cu echipa care a realizat raportul de evaluare internă (REI)/ <i>Meeting of the external quality evaluation experts' panel with the team that has drafted the internal evaluation report</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Echipa care a realizat REI/ <i>Team that has drafted the IER</i>	Sala Ferdinand, Universitatea „A.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "A.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Prof. univ. dr. , director Școala Doctorală de Studii Filologice/ Director of the Doctoral School of Philological Studies/ persoana de contact/ contact person , Secretar Școala Doctorală de Studii Filologice/ Secretary Doctoral School of Philological Studies , administrator-șef, Facultatea de Litere, UAIC/ chief administrator, Faculty of

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			Letters
13:30-14:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu personalul didactic implicat în activitățile din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with the teaching staff involved in the activities within the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Cadre didactice conducători de doctorat/ <i>Teaching staff who are PhD supervisors</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor - Prof. univ. dr. – funcția: conducător de doctorat / position: PhD supervisor -Prof.univ.dr. – funcția: conducător de doctorat / position: PhD supervisor -Prof.univ.dr. – funcția: conducător de doctorat / position: PhD supervisor

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			-CSI dr. – funcția: conducător de doctorat / position: PhD supervisor
14:30-15:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu studenți ¹ doctoranzi din cadrul DSUD/ <i>Meeting of the external quality evaluation experts' panel with doctoral students of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Studenți doctoranzi/ <i>Doctoral students</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Drd. , an de studii I/ 1st year of study Drd. , an de studii I/ 1st year of study Drd. , an de studii II/ 2nd year of study Drd , an de studii II/ 2nd year of study Drd , an de studii II/ 2nd year of study Drd , an de studii II/ 2nd year of study Drd , an de studii II/ 2nd year of study Drd an de studii III/ 3rd year of study Drd , an de studii III/ 3rd year of study Drd , an de studii III/ 3rd year of study Drd an de studii III/ 3rd year of study Drd. , an de studii IV/ 4th year of study

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

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
15:30- 16:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu absolvenți ^{2,3} ai DSUD/ <i>Meeting of the external quality evaluation experts' panel with alumni⁴ of the DSUD</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Absolvenți ai domeniului de studii evaluat/ <i>Graduates</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - - 2017 - – 2018 - – 2019 - – 2019 - – 2022 - - 2022 - – 2023 - – 2023 - – 2024 - – 2024 - – 2025 - - 2025

² Se va evita invitarea absolvenților care sunt angajați ai ÎIS 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	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
16:30- 17:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu angajatori ai absolvenților DSUD/ <i>Meeting of the external quality evaluation experts' panel with employers⁵ of the DSUD alumni</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Angajatori/ <i>Employers</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: Prof.univ.dr. , Directorul Bibliotecii Centrale Universitare „Mihai Eminescu”, Iași/ Director of the „Mihai Eminescu” Central University Library, Iași – Directorul Muzeului Național al Literaturii Române, Iași/ Director of the National Museum of Romanian Literature, Iași Profesor , Inspector management educațional, ISJ Iași/ Inspector Educational Management, ISJ Iași Dna , Director Adjunct Biblioteca Județeană „Gh. Asachi”, Iași/ Deputy Director of the „Gh. Asachi” County Library, Iași Prof.univ.dr. – Directorul Editurii

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

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			Universității „Al.I.Cuza” din Iași/ Director of the University „Al.I.Cuza” Publishing House , manager al Memorialului „Mihai Eminescu”, Ipotești/ manager of the „Mihai Eminescu” Memorial, Ipotești
17:30- 18:30	Vizitarea bazei materiale/ <i>Visiting the material resources</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai instituției sau Academiei Române, după caz/ <i>Representatives of the HEI or the Romanian Academy, as applicable</i>	Prof.univ.dr. , Directorul Școlii Doctorale de Studii Filologice, UAIC/ Director of the Doctoral School of Philological Studies Lect.univ.dr. , Prodecan, Facultatea de Litere, UAIC/ Vice Dean, Faculty of Letters, UAIC
Vineri/ Friday, 31.07.2026			
9:00 - 9:30	Întâlnirea tehnică a comisiei de experți evaluatori (Activitate în colaborare pentru clarificarea aspectelor prezentate în REI)/ <i>Technical meeting of the expert evaluation panel (Collaborative activity for clarifying the aspects presented in the Internal Evaluation Report - IER)</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd
9:30 - 10:20	Întâlnirea comisiei de experți în evaluarea externă a calității cu responsabilii centrelor/laboratoarelor de cercetare / <i>Meeting of the external quality evaluation experts' panel with the staff in charge with the</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Responsabilii centrelor/laboratoarelor de cercetare/ <i>Staff in charge with research centres/laboratories</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
	<i>research centres/laboratories</i>		- Prof.univ.dr. , LINGUACULTURE - Conf.univ.dr. , Centrul de Reușită Universitară/ University Success Center/ CRU - Conf.univ.dr. , Centrul de Cercetare a Culturii Germane/ Center for German Culture Research/ ZDK -CSI dr , Digital Humanities Laboratory (DHL), DSU-ICI -Conf.univ.dr. , Centrul de Studii Coreene/ Center for Corean Studies/ ROK
10:30 - 11:10	Întâlnirea comisiei de experți în evaluarea externă a calității cu reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Meeting of the external quality evaluation experts' panel with representatives of the quality assurance organisational structures</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai structurilor organizatorice în domeniul asigurării calității/ <i>Representatives of quality assurance organisational structures</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: -Prof.univ.dr. , Prorector pentru Resurse Umane și Managementul Calității, Universitatea ”Alexandru Ioan Cuza” din Iași/ Vice-Rector for Human Resources

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			and Quality Management, Alexandru Ioan Cuza University of Iași - membru în Compartimentul Managementul Calității, Universitatea „Alexandru Ioan Cuza” din Iași / Quality Assurance Officer, Alexandru Ioan Cuza University of Iași - membru în Compartimentul Managementul Calității, Universitatea „Alexandru Ioan Cuza” din Iași / Quality Assurance Officer, Alexandru Ioan Cuza University of Iași -Conf.univ.dr. , Prodecan responsabil cu asigurarea calității, Facultatea de Litere, Universitatea „Alexandru ioan Cuza” din Iași/ Vice Dean for Quality Assurance, ”Alexandru Inan Cuza” University of Iași
11:20 - 12:00	Întâlnirea comisiei de experți în evaluarea externă a calității cu membri ai Comisiei de etică universitară/ <i>Meeting of the experts panel with members of the University Ethics Committee</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Membri ai Comisiei de etică universitară/ <i>Members of the University Ethics Committee</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd Lista persoanelor care vor participa la întâlnire/ List of participants attending the meeting: - Lect. univ. dr. , președinte Comisie de

Intervalul orar/ Hour	Activități de evaluare/ <i>Evaluation activities</i>	Participanți/ <i>Participants</i>	Locație/ <i>Location</i> /Listă participanți/ <i>List of Participants</i>
			etică/ Chair of the Ethics Committee, Alexandru Ioan Cuza University of Iași - prof.univ.dr. , membru Comisie de etică, Universitatea „Alexandru Ioan Cuza” din Iași/ Member of the Ethics Committee, Alexandru Ioan Cuza University of Iași
12:10 - 12:50	Finalizarea activităților de evaluare/ <i>Completion of evaluation activities</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd
13:00-14:00	Întâlnirea membrilor comisiei de experți evaluatori cu reprezentanții conducerii ÎS sau a OFE, după caz și ai conducerii componentei organizatorice pentru comunicarea concluziilor procesului de evaluare/ <i>Meeting of the members of the expert evaluators' panel with representatives of the management of the HEI or the EP, as applicable, and management of the organisational component, to communicate the conclusions of the evaluation process</i>	- Comisia de experți evaluatori ai ARACIS/ <i>Panel members</i> - Reprezentanți ai conducerii și ai domeniului de studii evaluat/ <i>Representatives of the management</i> - Persoana de contact/ <i>Contact person</i>	Sala Ferdinand, Universitatea „Al.I. Cuza” din Iași, Corp A, etajul al II-lea, Bdul Carol I, nr.11 / Ferdinand Room, "Al.I. Cuza" University of Iași, Building A, 2nd Floor – 11 Carol I Blvd - Prof. univ. dr. , director CSUD/ Director of the Doctoral School Council - Prof. univ. dr. , director Școala Doctorală de Studii Filologice/ Director of the Doctoral School of Philological Studies/ persoana de contact/ contact person



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

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

*Prepared by,
Iulian Boldea
Antonio Patraş*