

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	„Ștefan cel Mare” University from Suceava
Doctoral School:	Doctoral School of Social and Human Sciences
Doctoral Domain:	Philosophy
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.	Staicu Laurențiu	Expert evaluator	
2.	Sleahitichi Mihai	International Expert	
3.	Zbrancă Ionuț Leonte	PhD Student Evaluator	



I. Introduction

This External Evaluation Report was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain Philosophy, organised within the Doctoral School of Social and Human Sciences of the “Ștefan cel Mare” University of Suceava. The evaluation was conducted by the ARACIS external evaluation panel, composed of the national expert evaluator Staicu Laurențiu, the international expert Sleahitichi Mihai and the PhD student evaluator Zbranca Ionuț Leonte, in accordance with the applicable quality assurance methodology. The evaluation mainly covered the period 2020–2025 and was based on the Internal Evaluation Report submitted by the institution, its supporting annexes, publicly available institutional information and the findings resulting from the evaluation visit carried out from 13 to 14 July 2026. The “Ștefan cel Mare” University of Suceava is a public higher education institution whose origins date back to 1963 and which has operated as a university under its present name since 1990. Its mission is centred on education, scientific research, innovation, knowledge transfer, human development and contribution to the social, cultural and economic development of the region and society. The university is governed by the University Senate and the Administrative Council, and its academic activity is organised through eleven faculties. Doctoral education is organised within IOSUD-USV, comprising thirteen doctoral domains, six of which — Business Administration, Accounting, Economics, Philology, Philosophy and History — operate within the Doctoral School of Social and Human Sciences. The doctoral study domain Philosophy has operated within IOSUD-USV for approximately fifteen years, the first doctoral thesis having been publicly defended in 2010. Since its establishment, seventeen doctoral theses have been completed, seven of them during the period covered by the present evaluation. Following the previous external evaluation procedure, completed in 2021 with the decision to maintain accreditation, the domain has continued to develop through changes in the composition of the PhD supervision staff, increased institutional support for research and mobility, the strengthening of publication requirements and the extension of international cooperation and co-supervision activities.

II. Methods used

The evaluation was based on the analysis of the Internal Evaluation Report and its annexes, the regulations, methodologies, decisions and statistical data provided by the institution, as well as the relevant information publicly available on the websites of the “Ștefan cel Mare” University of Suceava, IOSUD-USV and the Doctoral School of Social and Human Sciences. The on-site visit, carried out between 13 to 14 July 2026, included the verification of the educational, research and administrative facilities and meetings with representatives of the university, IOSUD and doctoral school management, the team responsible for drafting the Internal Evaluation Report, PhD supervisors, doctoral students, graduates, employers and other relevant stakeholders, as well as representatives of the quality assurance and academic ethics structures. The evaluation also involved the corroboration of documentary evidence with the information obtained during the meetings and through direct observation, the verification of the implementation of institutional procedures and the assessment of the doctoral domain against the applicable ARACIS standards and performance indicators.

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

DOMAIN A. Institutional capacity

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

stakeholders

Standard S.A.1.1. Organisational components and institutional processes

The HEI has organisational components in its structure, which function based on adequate competences, responsibilities, processes, and implementation procedures, and ensure an effective management system.

Indicator I.P.A.1.1.1	For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.
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Presentation of the state of facts:

The “Ștefan cel Mare” University of Suceava has a clearly defined organisational and management framework, reflected in its publicly available [academic, managerial, administrative and Senate organisational charts](#). The general organisation and functioning of the institution are governed by the [Regulation on the organisation and functioning of the University](#), together with the regulations governing the University Senate, the Administrative Council and the other academic and administrative structures. Doctoral studies are organised within IOSUD-USV and are strategically coordinated by the [Council for Doctoral Studies](#), while their implementation is ensured through the doctoral schools. The doctoral domain Philosophy operates within the Doctoral School of Social and Human Sciences. Its organisation and management are governed by the [Regulation on the organisation and conduct of doctoral study programmes](#), the [Regulation on the organisation and functioning of the Council for Doctoral Studies](#) and the [Regulation on the organisation and functioning of the Doctoral School of Social and Human Sciences](#). The institutional framework also includes the [Framework Regulation on the initiation, approval, monitoring and periodic evaluation of study programmes](#), as well as specific procedures concerning admission, doctoral training, supervision, evaluation, research ethics and the completion of doctoral studies. The relevant regulations are publicly available on the university’s [regulations webpage](#), and their editions and revision dates indicate that the institutional regulatory framework is periodically reviewed and updated.

Analysis of the state of facts:

The doctoral domain Philosophy functions within a clearly defined institutional and administrative framework. The distribution of responsibilities between IOSUD-USV, CSUD, the doctoral school and the Doctoral School Council is regulated through institutional documents, while the main academic and administrative processes are covered by specific regulations and procedures. The public availability of these documents and their periodic revision support the transparency and predictability of the management system. Therefore, the organisational components and institutional processes are adequate for the proper functioning of the doctoral domain Philosophy.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

The HEI proves that it engages the relevant stakeholders in developing methodologies and regulations, as well as implementation procedures.

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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* The faculty, department, subsidiary, extension - hereinafter “organisational components”

Presentation of the state of facts:

According to the Internal Evaluation Report, the adoption and revision of methodologies, regulations and implementation procedures are based on the consultation of both internal and external stakeholders. The categories consulted include members of the doctoral school, PhD supervisors, doctoral students, graduates, employers and institutional partners. Their opinions are collected through questionnaires, meetings and other formal consultation mechanisms, and the resulting proposals are centralised and analysed in relation to the educational and research objectives of the doctoral domain. The consultation process and the educational and research needs identified for the doctoral domain Philosophy are presented in [Anexa A.1.2.1 Implicarea partilor interesate Filosofie.pdf](#). The Internal Evaluation Report states that the feedback received is considered both in adapting the doctoral training framework and in adopting or revising the applicable methodologies, regulations and procedures. Stakeholder participation is also supported by the representation of doctoral students within the [Council for Doctoral Studies and the doctoral school management structures](#). The regulations and procedures governing the university and doctoral studies are made publicly available through the institutional pages dedicated to [USV regulations](#) and [USV procedures](#).

Analysis of the state of facts:

The information analysed indicates that the doctoral domain Philosophy operates within a participatory framework in which the views of academic staff, doctoral students, graduates and external stakeholders are taken into consideration. The use of several consultation instruments, together with the centralisation and analysis of the proposals received, provides an adequate basis for adapting both the doctoral training framework and the institutional regulations and procedures. The involvement of doctoral students in the relevant management structures further supports the consultative character of the decision-making process.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.A.2.1. Material resources

The HEI owns adequate movable and immovable assets to enable it to carry out the study programme/domain.

Indicator I.P.A.2.1.1	The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.
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Presentation of the state of facts:

According to the Internal Evaluation Report, the “Ștefan cel Mare” University of Suceava legally owns and administers the premises used for educational, research and administrative activities and provides the Doctoral School of Social and Human Sciences with the infrastructure required for the delivery of the doctoral study domain Philosophy. The premises used for doctoral teaching activities are presented in [Anexa A.2.1.1. Lista spatiilor de invatamant Filosofie.pdf](#). The annex identifies lecture rooms, seminar rooms and laboratories located mainly in Buildings A and E, with capacities and surfaces appropriate to the activities conducted. Offices and premises intended for PhD supervisors, teaching staff and administrative activities are documented in [Anexa A.2.1.2 Lista spatiilor destinate cadrelor didactice Filosofie.pdf](#). The equipment available in the teaching rooms and laboratories is presented in [Anexa A.2.1.3 Lista laboratoarelor dotarea acestora Filosofie.pdf](#). The spaces are equipped with computers, internet access, projection equipment and the software required for teaching, research and documentation activities. Doctoral students may also use the broader institutional infrastructure presented on the [USV campus map](#),

including the university library, student accommodation, dining and sports facilities. The [USV University Library](#) provides reading rooms, an internet room, lending services and access to printed and electronic academic resources. The institution has also established an institutional framework for equitable and inclusive access through the [Regulation on the organisation and functioning of the ACCES-USV Centre](#), which supports the participation of students with disabilities or special educational requirements in university activities.

Analysis of the state of facts:

The doctoral domain Philosophy benefits from adequate premises for teaching, research and administrative activities, as well as from office spaces for academic staff and access to the broader educational and social infrastructure of the university. The available rooms and laboratories are appropriately equipped, while access to the university library, accommodation, dining and sports facilities contributes to an environment favourable to study and academic life. The institutional measures concerning equitable and inclusive access provide an appropriate framework for supporting students with disabilities.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Standard S.A.2.2. Management of material resources

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

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

According to the Internal Evaluation Report, the maintenance of the university's infrastructure and of its movable and immovable assets is carried out on the basis of the procedures and work instructions published by the [Technical and Maintenance Office](#). The university has specialised staff responsible for monitoring, maintaining and repairing the premises and equipment used for educational, research, administrative and student-support activities. At faculty level, auxiliary staff members have responsibilities concerning the monitoring and maintenance of assets and equipment, including those used for doctoral research. Within the Faculty of History, Geography and Social Sciences, the [auxiliary teaching staff](#) includes personnel providing technical, documentary and IT support. The premises and equipment subject to these maintenance arrangements are presented in [Anexa A.2.1.1. Lista spatiilor de invatamant Filosofie.pdf](#), [Anexa A.2.1.2 Lista spatiilor destinate cadrelor didactice Filosofie.pdf](#), and [Anexa A.2.1.3 Lista laboratoarelor dotarea acestora Filosofie.pdf](#). The Internal Evaluation Report also provides examples of periodic modernisation works carried out within the broader university infrastructure, including the renovation and equipping of the sports hall in 2022, the replacement of the sports field surface in 2021 and the replacement of the pressurised dome in 2024.

Analysis of the state of facts:

The information analysed, corroborated with the findings made during the on-site visit, indicates that the university has defined institutional responsibilities and operational mechanisms for maintaining its movable and immovable assets. The existence of dedicated technical personnel, faculty-level support staff, publicly available maintenance procedures and periodic renovation and modernisation works supports the conclusion that the premises and equipment used for doctoral education are maintained in conditions appropriate for study, research, work and student life.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.A.3.1. Human resources

The HEI has the required human resources to organise and deliver the evaluated study programme/domain.

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

The Doctoral School of Social and Human Sciences provides the teaching and research staff required for the delivery of the doctoral study domain Philosophy. The teaching activities included in the advanced doctoral training programme are covered by academic staff whose qualifications and scientific profiles correspond to the subjects assigned to them, including research ethics and academic integrity, doctoral research methodology, academic writing and advanced philosophical analysis. The teaching and research staff involved in the advanced doctoral training programmes are presented in [Anexa A.3.1.1.1 Lista personalului PPSUA SDSSU.pdf](#), while the allocation of teaching activities is documented in [Anexa A.3.1.1.2 Stat functii SDSSU 2025-2026.pdf](#). Doctoral supervision in the field of Philosophy is ensured by four PhD supervisors. Their habilitation, academic positions and institutional affiliations are documented in [Anexa A.3.1.1.3 Conducatori de doctorat SDSSU.pdf](#). Their scientific activity during the evaluated period is presented in [Anexa A.3.1.1.4 Activitate conducatori doctorat 2020-2025 Filosofie.pdf](#), while compliance with the minimum national academic standards is documented in [Anexa A.3.1.1.5 Indeplinire standarde Filosofie.pdf](#). The documentation indicates that the PhD supervisors meet the applicable minimum academic standards and continue to be scientifically active. Their research profiles cover several areas relevant to the doctoral domain, while the correlation between the academic staff's expertise, the subjects included in the curriculum and the intended learning outcomes supports the delivery of the doctoral training programme.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy has human resources with the academic qualifications and professional competences required for teaching, research and doctoral supervision. The teaching activities are assigned in accordance with the scientific and professional profiles of the staff, while the qualifications and recent research activity of the PhD supervisors support the quality of the doctoral supervision process. The available human resources are therefore adequate for the current size and activities of the doctoral domain.

Recommendations:

It is recommended to continue the process of attracting and affiliating new PhD supervisors, in order to strengthen the critical mass of the doctoral domain and further diversify its thematic and methodological profile.

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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Presentation of the state of facts:

The "Ștefan cel Mare" University of Suceava supports the continuous professional and personal development of its academic and research staff through training activities, participation in research and institutional development projects, teaching innovation initiatives and opportunities for academic

cooperation. Staff participation in training activities conducted within projects financed through the Institutional Development Fund is documented in [Anexa A.3.1.2.1 Tabele participantii la programele FDI.pdf](#). These activities address areas such as academic ethics, teaching quality, psycho-pedagogical development, research competences and the use of digital tools in education. The professional development of the PhD supervisors is also supported through their involvement in national and international research, education and institutional development projects. Relevant examples are presented in [Anexa B.9.2.3 Participarea la proiecte de cercetare Filosofie.pdf](#). The projects listed in the annex provide opportunities for the development of research, project management, academic cooperation and educational innovation competences. In addition, the university provides career guidance, training, networking and personal development opportunities through the [COACH-USV Centre for Research Career Guidance, Association and Counselling](#). The Centre organises training programmes, workshops and events addressed to academic staff, researchers, doctoral students and other members of the academic community.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that USV has functional and diversified mechanisms supporting the professional and personal development of the staff involved in the doctoral domain Philosophy. Participation in training programmes, research and institutional development projects, together with the activities provided by the COACH-USV Centre, contributes to the continuous development of teaching, research, digital, managerial and transversal competences.

Aspects that constitute best practice examples:

The combination of training activities financed through institutional development projects, participation in competitive research projects and the career development opportunities provided through the COACH-USV Centre represents a positive institutional practice.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Standard S.A.3.2. Recruitment procedures

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

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

The recruitment and promotion of teaching and research staff at the “Ștefan cel Mare” University of Suceava are governed by institutional regulations aligned with the applicable national legal framework. The main documents include the [Regulation on filling vacant teaching positions through public competition](#), the [Regulation on filling vacant or temporarily vacant teaching and research positions for a fixed period](#) and the [Regulation on the organisation and conduct of promotion examinations in the teaching career](#). These regulations define the conditions for announcing vacant positions, the eligibility requirements, the composition and approval of selection committees, the evaluation of candidates, the communication of results and the settlement of appeals. Recruitment competitions are open and public, and the relevant information is published through the university’s dedicated [employment and teaching positions webpage](#), which provides access to current announcements and previous recruitment procedures. At doctoral level, the institutional framework includes the [Regulation on the organisation and conduct of the habilitation process](#), the [Regulation on the organisation and functioning of the Doctoral School of Social and Human Sciences](#) and the [operational procedure for the recognition of the status of PhD supervisor or of habilitation obtained abroad](#).

Analysis of the state of facts:

Staff recruitment, promotion, habilitation and affiliation are conducted on the basis of clearly defined and publicly available procedures. The successive approval stages, the use of professional and academic

eligibility criteria, the public announcement of positions and committees, and the possibility of submitting appeals support the transparency, legality and predictability of the recruitment process.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Criterion A.4. Digitalisation of institutional processes

Standard S.A.4.1. Digital transformation

The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.

Indicator I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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Presentation of the state of facts:

The “Ștefan cel Mare” University of Suceava uses digital tools to support teaching, research, academic administration and communication. The university’s digital infrastructure is managed by the [Communication and Information Technology Service – SCTI](#), which provides institutional network access, web services, information security and technical support. Within the doctoral domain Philosophy, Google Classroom and Google Drive are used for communication, the distribution of course materials and the submission of assignments, as documented in [Anexa A.4.1.4 Drive classroom Filosofie.pdf](#). Information concerning admission, doctoral training, PhD supervisors, regulations and academic activities is available through the [doctoral studies webpage](#) and the page of the [Doctoral School of Social and Human Sciences](#). The university also uses institutional e-mail, the [online timetable platform](#) and the [SmartPortal academic management platform](#) to provide access to academic and administrative information.

Analysis of the state of facts:

The university and the doctoral organisational structures systematically use digital tools in teaching, communication, academic administration and public information activities. The institutional network, collaborative educational platforms, dedicated doctoral webpages, online schedules, institutional e-mail and academic management systems facilitate access to information and resources and contribute to the efficiency and quality of the services provided to doctoral students, academic staff, prospective candidates and other beneficiaries.

Recommendations:

No recommendations.

The indicator is: fulfilled.

DOMAIN B. Educational efficacy

Criterion B.1. Content and relevance of study programmes

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

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

* The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

Indicator I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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Presentation of the state of facts:

The doctoral study programme in Philosophy is organised in accordance with the [Regulation on the organisation and conduct of doctoral study programmes](#) and comprises an advanced university training programme and an individual scientific research programme. The [2025–2026 curriculum for the doctoral domain Philosophy](#) includes four compulsory disciplines: Research Ethics and Academic Integrity, Academic Writing, Doctoral Research Methodology, and Ideas, Systems, Interpretations and Philosophical Perspectives. These disciplines total 30 ECTS and include teaching, individual study and defined assessment activities. An additional optional course in Applied Statistics in Doctoral Research is also available. The advanced training programme develops the knowledge and research competences required for the individual research programme. The latter includes the planning and conduct of doctoral research, participation in scientific activities, periodic assessment of research progress, dissemination of results and the preparation and defence of the doctoral thesis.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the curriculum, corroborated with the findings made during the on-site visit, indicates that the doctoral study programme is coherently structured and organised on the basis of transferable study credits. It combines taught activities, individual study, scientific research and successive forms of evaluation, supporting the achievement of the expected learning outcomes and the completion of the doctoral qualification.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences

In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).
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Presentation of the state of facts:

The expected learning outcomes of the doctoral programmes organised within the Doctoral School of Social and Human Sciences are aligned with Level 8 of the National Qualifications Framework. They are structured in terms of knowledge, skills, responsibility and autonomy, and are based on the [European Skills, Competences, Qualifications and Occupations classification – ESCO](#). The [2025–2026 curriculum for the doctoral domain Philosophy](#) includes a competence grid and a matrix correlating the disciplines with the expected learning outcomes. These outcomes concern advanced theoretical knowledge, critical analysis, the formulation and management of complex research projects, academic writing, scientific integrity, autonomy and responsibility in research. The Internal Evaluation Report indicates that these competences are relevant to occupations in academic education, scientific research and related professional fields.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the curriculum, corroborated with the findings made during the on-site visit, indicates that the learning outcomes are adequately aligned with Level 8 qualification requirements and with the advanced research, analytical, communication and autonomy competences associated with the occupational areas envisaged for Philosophy graduates. The

competence grid and the matrix linking disciplines to learning outcomes provide a coherent basis for this correlation.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.B.3.1 Principles

The organisational component implements the principles of student-centred learning.

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

Student-centred learning within the doctoral domain Philosophy is supported through individualised doctoral supervision, regular consultations, access to electronic learning resources and direct communication with the PhD supervisors. The [2025–2026 curriculum for the doctoral domain Philosophy](#) combines advanced academic training with an individual research programme adapted to the doctoral student's research topic and academic progress. Each doctoral student is supported by a PhD supervisor and a guidance and academic integrity committee. The composition of these committees is presented in [Anexa_B.3.1.1 Componenta comisiilor de indrumare si integritate.pdf](#). The committees include specialists whose expertise is relevant to the doctoral research topic, including academic staff from other Romanian and, in some cases, foreign universities. Teaching and supervision are also supported through Google Classroom, Microsoft 365, institutional e-mail and scheduled consultation hours. These instruments facilitate access to learning materials, academic dialogue, individual feedback and the monitoring of research progress.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annex, corroborated with the findings made during the on-site visit, indicates that student-centred learning is implemented through the individualisation of the doctoral research pathway, continuous guidance and feedback, flexible access to educational resources and the adaptation of supervision to each doctoral student's research needs. These mechanisms support academic autonomy, critical thinking and the gradual development of advanced research competences.

Aspects that constitute best practice examples:

The establishment of guidance and academic integrity committees whose members are selected according to the specific topic of each doctoral thesis, including specialists from other national and international academic institutions, represents a positive practice.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Indicator I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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Presentation of the state of facts:

The Doctoral School of Social and Human Sciences provides doctoral students with access to academic mobility opportunities through Erasmus+ partnerships, the NEOLAiA European University Alliance and other international cooperation agreements. At faculty level, nine Erasmus+ agreements are available for doctoral mobility in Philosophy and related fields of the social sciences and humanities. The implementation of these opportunities is documented in [Anexa_B.8.1.1 Lista mobilitati doctoranzi 2020-2025 SD.pdf](#). In

the doctoral domain Philosophy, a doctoral student participated in a training mobility in Germany in 2021, leading to certification in the Konstanz Method of Dilemma Discussion. International mobility and cooperation are also supported through doctoral co-supervision arrangements. [Anexa B.8.1.3 Lista doctoratelor în cotutela SD.pdf](#) records an ongoing co-supervised doctorate in Philosophy with the State University of Moldova. The institutional framework allows mobility activities to be organised in person and, where appropriate, through blended or virtual formats.

Analysis of the state of facts:

Doctoral students in Philosophy have access to institutional partnerships and programmes supporting academic mobility and international cooperation. Erasmus+ agreements, participation in the NEOLAIA alliance and international co-supervision arrangements provide an adequate framework for research, training and academic exchange. Although the available opportunities are appropriate, their effective use by doctoral students in Philosophy remained limited during the evaluated period.

Recommendations:

It is recommended to increase the participation of Philosophy doctoral students in academic mobility by providing more systematic information, individual support during the application process and further opportunities for short-term, blended and virtual mobility.

The indicator is: fulfilled.

Standard S.B.3.2. Fairness

The organisational component provides fair opportunities for students.

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

The Doctoral School of Social and Human Sciences provides equitable learning opportunities through individualised doctoral supervision, varied teaching methods and access to digital educational resources. Teaching approaches include active and interactive learning, case studies and activities adapted to the doctoral students' research topics and individual learning needs. Online access to materials and communication is supported through Google Classroom and Google Drive, as documented in [Anexa A.4.1.4 Drive classroom Filosofie.pdf](#). The university provides support for students with disabilities or special educational needs through the [ACCES-USV Centre for Equitable Access to Education](#). Financial support, including social scholarships, is regulated through the [Framework Regulation on the awarding of scholarships](#). Doctoral students also have access to psychological counselling, career guidance and activities for developing transversal competences through the [Career Counselling and Guidance Centre](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy provides a flexible and equitable educational framework, adapted to the potential, aspirations and individual needs of doctoral students. Individualised supervision, varied teaching approaches, digital access to learning resources and the availability of counselling, inclusion and financial support services contribute to accommodating different learning styles and abilities.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.B.4.1. Access to resources and services

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

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

Doctoral students have access to learning and research resources appropriate to the doctoral study cycle and the domain of Philosophy. The University Library provides five reading rooms, an internet room and lending services. Its collection includes 245,817 volumes and 44,842 periodical titles, while the specialised Philosophy collection contains more than 2,500 entries, as documented in [Anexa B.4.1.1 Fond de carte de specialitate Filosofie.pdf](#). Access to Romanian and international journals, e-books and major scientific databases is provided through the Anelis Plus programme and other institutional subscriptions presented in [Anexa B.4.1.2 Abonamente la periodice Filosofie.pdf](#). Course materials and other educational resources are also available electronically through Google Classroom. Doctoral students benefit from counselling, career guidance, mentoring and professional development services, including those provided through the Career Counselling and Guidance Centre and the COACH-USV Centre. Access for persons with disabilities is supported through ramps and lifts, as well as through institutional projects dedicated to inclusion and equitable access to education.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that doctoral students in Philosophy have access to adequate learning resources and support services. The specialised library collection, international scientific databases, digital teaching resources, counselling services and accessibility measures provide appropriate support for individual learning and research needs, including those of students with special educational needs or disabilities.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Criterion B.5. Learning outcomes

Standard S.B.5.1. Definition and evaluation

Learning outcomes are adequately defined and evaluated.

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

According to the Internal Evaluation Report, the expected learning outcomes are included in the [2025–2026 curriculum for the doctoral domain Philosophy](#) and further detailed in the course syllabi available on the webpage of the [Doctoral School of Social and Human Sciences](#). For each discipline, the learning outcomes and intended competences are correlated with the objectives, course content, teaching methods and assessment criteria. The syllabi follow a common institutional format and include information concerning the distribution of learning activities, professional and transversal competences, expected learning outcomes, contents, bibliography and assessment methods. The expected outcomes are communicated to doctoral students at the beginning of the semester.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the curricular documents, corroborated with the findings made during the on-site visit, indicates that the learning outcomes are clearly and coherently described. Their integration into the curriculum and course syllabi supports a common understanding by doctoral students and teaching staff of the content, competences and assessment expectations associated with each discipline.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

The achievement of the expected learning outcomes is assessed throughout the doctoral programme. The course syllabi available on the webpage of the [Doctoral School of Social and Human Sciences](#) specify the ongoing and final assessment methods used for the disciplines included in the advanced university training programme. The examinations are organised according to the schedule published on the [doctoral studies webpage](#). During the individual research programme, learning outcomes and research progress are assessed through scientific reports, annual progress reports, the fulfilment of publication requirements and regular evaluation by the PhD supervisor and the guidance and academic integrity committee. Completion of the programme involves the evaluation of the doctoral thesis by the guidance and academic integrity committee, followed by its public defence in accordance with the [Regulation on the organisation and conduct of doctoral study programmes](#). Information concerning scheduled doctoral thesis defences is publicly available on the [PhD public defence webpage](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the relevant curricular and regulatory documents, corroborated with the findings made during the on-site visit, indicates that the achievement of learning outcomes is verified through complementary and successive forms of assessment. Ongoing examinations, progress reports, evaluation of research outputs, thesis pre-defence and the final public defence ensure the systematic monitoring of doctoral students' academic and research progress.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

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

Presentation of the state of facts:

According to the Internal Evaluation Report, admission to doctoral studies is organised in accordance with the [Regulation on the organisation and conduct of admission examinations](#) and the [specific admission criteria for doctoral studies](#), approved by the University Senate. Information concerning the admission calendar, admission committees, required documents, available research topics, number of places and applicable fees is publicly available on the [doctoral admission webpage](#). The admission process includes verification of the application file and linguistic competence, followed by an admission colloquium. Candidates are assessed according to a standard evaluation grid covering the quality and originality of the doctoral research proposal, the presentation and defence of the proposal, and their previous academic,

research and professional performance. The admission results and the deadlines for submitting and resolving appeals are published according to the approved [admission calendar](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the applicable institutional documents, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy applies the established admission procedures consistently. The use of approved criteria, standard evaluation instruments, formally appointed committees and publicly announced stages supports the transparency and predictability of the admission process.

Aspects that constitute best practice examples:

The centralisation of the regulations, criteria, committees, research topics, calendar and other relevant information on a dedicated doctoral admission webpage represents a positive practice.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Admission to doctoral studies is organised in accordance with the principles of fairness, equal opportunities and non-discrimination. These principles are included in the [Regulation on the organisation and conduct of admission examinations](#), while the relevant admission documents, criteria and allocation of places are publicly available on the [doctoral admission webpage](#). The Internal Evaluation Report indicates that separate admission places are allocated to candidates from socially and educationally vulnerable backgrounds. Candidates with disabilities or special educational needs may receive additional support throughout the admission process, adapted to their individual needs. The admission regulations require the submission of the relevant medical or disability documentation, while the [Framework Regulation on students' professional activity](#) provides for additional assistance during admission. Institutional support for inclusion and accessibility is also provided through the [ACCES-USV Centre for Equitable Access to Education](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the applicable institutional regulations, corroborated with the findings made during the on-site visit, indicates that admission to the doctoral domain Philosophy is organised in accordance with the principles of fairness and equal opportunities. The allocation of places for candidates from vulnerable backgrounds, together with the possibility of adapting admission conditions and providing specialised institutional support for candidates with disabilities or special educational needs, ensures equitable access to doctoral studies.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Presentation of the state of facts:

The professional activity of students is governed by the [Framework Regulation on students' professional activity](#) and, at doctoral level, by the [Regulation on the organisation and conduct of doctoral study programmes](#). The academic journey of each doctoral student is formalised through the doctoral study contract and the individual training plan, which establish the research topic, the advanced training activities, the rights and obligations of the parties and the main stages of the doctoral programme. Research progress is monitored through annual progress reports, regular consultations with the PhD supervisor and evaluation by the guidance and academic integrity committee. The broader institutional framework also includes procedures concerning the [recognition of study periods completed during non-regulated mobility programmes](#) and the [recording and preservation of students' professional activity](#). The application of these regulations is supported by the relevant university, doctoral school and faculty-level structures.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the applicable institutional regulations, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy consistently applies the regulations concerning the professional activity of doctoral students. The study contract, the individual training and research plan, annual progress reports and regular academic guidance provide a structured framework for monitoring the doctoral journey. Consultations with the PhD supervisor and additional academic support also contribute to the early identification and remediation of difficulties that could affect academic progress.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation

Improving the quality of education and research through internationalisation actions.

Indicator
I.P.B.8.1.1

The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

Presentation of the state of facts:

International cooperation is supported through Erasmus+ agreements, the university's participation in the [NEOLAiA European University Alliance](#) and other institutional partnerships. Mobility opportunities for doctoral students and academic staff are managed with the support of the [Office of International Relations and European Affairs](#), which provides information and administrative support for [student mobility](#) and [staff mobility](#). The implementation of these opportunities is documented in [Anexa B.8.1.1 Lista mobilitati doctoranzi 2020-2025 SD.pdf](#) and [Anexa B.8.1.2 Lista mobilitatilor cadre didactice Filosofie 2020-2025.pdf](#). The annexes record a training mobility abroad undertaken by a Philosophy doctoral student, as well as several international teaching, training and conference activities involving the PhD supervisors. International academic cooperation is further supported through doctoral co-supervision. [Anexa B.8.1.3 Lista doctoratelor în cotutela SD.pdf](#) records an ongoing co-supervised doctorate in Philosophy with the State University of Moldova.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy benefits from institutional mechanisms supporting international mobility and academic and research cooperation. Erasmus+ partnerships, the NEOLAiA framework, the international activities of PhD supervisors and the doctoral co-supervision arrangement provide relevant opportunities for members of the academic community to participate in international education, research and professional development activities.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Criterion B.9. Scientific research results

Standard S.B.9.1 Scientific research in the education process

Scientific research activities support students in achieving the learning outcomes.

Indicator I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.
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Presentation of the state of facts:

According to the Internal Evaluation Report, the doctoral programme in Philosophy is centred on advanced scientific research. Research-based learning begins with the formulation of the doctoral research project and is further supported through the disciplines included in the [2025–2026 curriculum for the doctoral domain Philosophy](#). During the individual research programme, doctoral students carry out independent research activities, prepare and present progress reports and receive regular feedback from the PhD supervisor and the guidance and academic integrity committee. The results of scientific investigation are capitalised upon through doctoral theses, publications, conference participation and, where applicable, involvement in research projects. These results are documented in [Anexa B.9.2.1 Lista lucrari doctoranzi Filosofie.pdf](#), [Anexa B.9.2.3 Participarea la proiecte de cercetare Filosofie.pdf](#) and [Anexa B.9.2.4 Conferinte concursuri doctoranzi Filosofie.pdf](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that scientific investigation is structurally integrated into the doctoral training process. The combination of methodological training, individual research, periodic progress evaluation, academic supervision and dissemination of results supports the achievement of the expected learning outcomes, particularly advanced research skills, critical analysis, academic communication, autonomy and responsibility.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme

The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.
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Presentation of the state of facts:

The research directions of the doctoral domain Philosophy are integrated into the strategic research framework of the faculty, IOSUD-USV and the university. The scientific results of PhD supervisors, doctoral students and graduates are disseminated through publications, doctoral theses, research projects and participation in national and international academic events. The publications of doctoral students and graduates are presented in [Anexa B.9.2.1 Lista lucrari doctoranzi Filosofie.pdf](#), which includes articles published in Romanian and international journals and specialised volumes. The results of completed doctoral research are reflected in [Anexa B.9.2.2 Lista tezelor doctorat sustinute public in perioada evaluata.pdf](#). Research results are also capitalised upon through participation in projects and academic events, documented in [Anexa B.9.2.3 Participarea la proiecte de cercetare Filosofie.pdf](#) and [Anexa B.9.2.4 Conferinte concursuri doctoranzi Filosofie.pdf](#). The international visibility of the PhD supervisors is further supported by membership in editorial and professional bodies, invited lectures,

conference organisation and doctoral co-supervision, as documented in [Anexa B.9.2.5 Vizibilitate internationala conducatori doctorat Filosofie.pdf](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and its supporting annexes, corroborated with the findings made during the on-site visit, indicates that the scientific results associated with the doctoral domain Philosophy have adequate national and international visibility. Publications in specialised journals and volumes, participation in conferences and research projects, publicly defended doctoral theses and the international academic activities of the PhD supervisors demonstrate that research results are disseminated and capitalised upon within relevant scholarly communities.

Recommendations:

No recommendations.

The indicator is: fulfilled.

DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

Indicator I.P.C.1.1.1	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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Presentation of the state of facts:

According to the Internal Evaluation Report, quality assurance activities are carried out continuously at university, IOSUD and doctoral school level. The institutional framework is based on the [USV quality assurance system](#), the Quality Code, the institutional quality policy, the applicable [regulations](#) and [operational procedures](#). At CSUD level, an annual internal quality evaluation report is prepared and used to support strategic and operational decisions concerning doctoral studies. The quality policy of the Doctoral School of Social and Human Sciences is integrated into its strategic and operational planning and is correlated with the annual operational plan of CEAC-USV. The application of quality assurance procedures has contributed to the periodic revision of the regulatory framework and doctoral training activities. Following the previous external evaluation, measures were taken to strengthen academic integrity mechanisms, research and publication requirements, support for doctoral students' scientific activities and mobility, and international academic cooperation.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report, corroborated with the findings made during the on-site visit, indicates that quality assurance actions and procedures are consistently applied within the doctoral domain Philosophy. Annual internal evaluations, institutional monitoring, periodic revision of regulations and the implementation of measures following previous external evaluation recommendations demonstrate that the quality assurance framework is not limited to formal compliance, but contributes to the improvement of doctoral education, research support and academic organisation.

Recommendations:

No recommendations.

The indicator is: fulfilled.

Standard S.C.1.2. Stakeholder engagement

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

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

Members of the academic community and other stakeholders are informed by institutional e-mail and public announcements about methodologies, regulations and procedures submitted for consultation. Draft documents are made publicly available, and interested persons may submit proposals and observations before their approval or revision. The opinions of PhD supervisors and doctoral students, including those collected through evaluation questionnaires, are considered in the implementation and revision of the regulations and procedures applicable to doctoral studies. The consultation mechanisms and the involvement of doctoral students, graduates, employers and other relevant stakeholders are further described in [Anexa A.1.2.1 Implicarea partilor interesate Filosofie.pdf](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report, corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy uses accessible mechanisms for collecting and considering the opinions of members of the academic community and other stakeholders. Public consultation of draft documents, evaluation questionnaires and direct feedback from PhD supervisors and doctoral students contribute to the implementation, adaptation and periodic revision of institutional procedures.

Recommendations:

No recommendations.

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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Presentation of the state of facts:

The Academic Ethics Commission of the "Ștefan cel Mare" University of Suceava operates in accordance with the [Code of Academic Ethics and Deontology](#), which forms part of the University Charter, and with its own [Regulation on the organisation and functioning of the Academic Ethics Commission](#), approved by the University Senate. The Regulation defines the Commission as a deliberative structure and provides that it performs its duties independently, impartially and collegially. Its responsibilities include monitoring compliance with the Code of Ethics, examining possible breaches, preparing an annual report and carrying out preventive activities intended to promote academic integrity. A research ethics subcommittee also operates within the Commission and includes student representation, generally at doctoral or master's level. The Commission's composition, annual reports, case reports, decisions and procedure for submitting complaints are publicly available on the [Academic Ethics Commission webpage](#). At doctoral level, the institutional framework is complemented by the [Procedure on informing, preventing and sanctioning breaches of ethical standards in doctoral studies](#).

Analysis of the state of facts:

The Academic Ethics Commission operates on the basis of a regulation approved by the University Senate and performs its duties independently and in accordance with the law. The existence of a dedicated

research ethics subcommittee, together with the publication of annual reports and decisions, supports the transparency and effective implementation of academic ethics mechanisms relevant to doctoral studies.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.C.3.1. Procedures and implementation of procedures

The HEI has procedures for initiating, monitoring, and periodically reviewing the study programmes and domains and the performed activities, and applies them systematically.

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

The initiation, monitoring and periodic review of study programmes and doctoral domains are governed by the [Framework Regulation on the initiation, approval, monitoring and periodic evaluation of study programmes](#) and by the institutional procedure concerning the preparation, revision and approval of curricula. These provisions are applied when study programmes are initiated, authorised, monitored or periodically evaluated. The related proposals and decisions undergo successive stages of analysis and approval at doctoral school, CSUD, Administrative Council and University Senate level. The applicable regulations and procedures are publicly available through the institutional pages dedicated to [USV regulations](#) and [USV procedures](#). The application of these procedures supports the periodic revision of curricular and regulatory documents, the monitoring of doctoral activities and the traceability of the decisions concerning the organisation of doctoral studies.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the supplementary information provided by the university (see [Standardul dovezi proceduri Indicatorul I.P.C.3.1.1.pdf](#)), corroborated with the findings made during the on-site visit, indicates that the doctoral domain Philosophy consistently applies the institutional procedures concerning the initiation, monitoring and periodic review of study programmes and activities. The successive analysis and approval stages, the periodic updating of curricula and regulations and the formal documentation of institutional decisions contribute to the coherence, transparency and predictability of the quality assurance process.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

According to the Internal Evaluation Report, the university and CSUD involve doctoral students, academic staff, administrative staff, employers and other stakeholders in the implementation of quality assurance procedures. Doctoral students are represented in university and doctoral governance structures, including the University Senate, CSUD and the Doctoral School Council. They are also involved through the evaluation of teaching activities and courses and through the provision of feedback concerning the doctoral programme. Academic staff participate in the monitoring and periodic review of doctoral activities and in the implementation of the relevant academic and quality assurance procedures. The Internal Evaluation Report also refers to consultations with employers and institutional partners, conducted through meetings,

questionnaires and other feedback mechanisms. These activities are presented in [Anexa A.1.2.1 Implicarea partilor interesate Filosofie.pdf](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and in [Annex A.1.2.1](#), corroborated with the findings made during the on-site visit, indicates that members of the academic community and other relevant stakeholders are involved in the implementation of procedures concerning the doctoral domain Philosophy. Doctoral students and academic staff participate through institutional representation, evaluation and feedback mechanisms, while graduates, employers and institutional partners are consulted in relation to the educational and research needs of the doctoral programme. The documented consultation activities and the use of the resulting feedback support the conclusion that stakeholder involvement is integrated into the implementation and review of institutional procedures.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.C.4.1. Procedures

Applying the methodologies and procedures contributes to improving the quality of the staff's activities.

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

The evaluation of teaching staff by students is carried out each semester, in accordance with the [Regulation on the evaluation of teaching staff performance](#) and the [Procedure on the evaluation of teaching staff by students](#). The evaluation is conducted electronically through a standardised questionnaire, normally during the final weeks of the semester. At doctoral level, students are also invited, after completing the advanced university training programme, to assess its usefulness through an online questionnaire. The results are centralised and communicated to the relevant teaching staff and PhD supervisors during semester meetings. Aggregated results and reports concerning the evaluation process are made publicly available through the university's [annual quality reports webpage](#) and, at faculty level, through the webpage dedicated to the [evaluation reports of teaching staff](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the publicly available institutional documents, corroborated with the findings made during the on-site visit, indicates that the results of the students' semester-based evaluation of teaching staff are centralised, communicated and analysed within the institutional quality assurance framework. Their discussion during semester meetings and the publication of aggregated reports support the use of student feedback in monitoring and improving teaching activities.

Recommendations:

No recommendations.

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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Presentation of the state of facts:

USV uses an integrated information system to collect data required for institutional management, statutory reporting and the monitoring of academic activities. Data concerning educational quality and student life are collected, processed and analysed by CEAC-USV, the Career Counselling and Guidance Centre, the Rectorate and the relevant academic and administrative structures. The results are included in the [annual quality assurance reports](#), as well as in the reports prepared at faculty and CSUD level. The university also collects feedback through electronic questionnaires, forums and institutional communication platforms. Aggregated data concerning the students' evaluation of teaching staff are analysed and published within the institutional quality assurance framework. At the level of the doctoral domain Philosophy, the data collected cover the academic journey and completion of doctoral studies, research output, mobility and the activity of PhD supervisors. Relevant datasets are presented in [Anexa B.8.1.1 Lista mobilitati doctoranzi 2020-2025 SD.pdf](#), [Anexa B.9.2.1 Lista lucrari doctoranzi Filosofie.pdf](#) and [Anexa B.9.2.2 Lista tezelor doctorat sustinute public in perioada evaluata.pdf](#).

Analysis of the state of facts:

The information provided in the Internal Evaluation Report and the supporting documentation, corroborated with the findings made during the on-site visit, indicates that the university systematically collects and analyses data relevant to internal quality assurance. The use of institutional information systems, periodic reports, student evaluations and datasets concerning doctoral progress, research and mobility provides an adequate evidence base for monitoring the doctoral domain and supporting quality-related decisions.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.C.6.1. Transparency

The organisational component ensures transparency of information, as required by the law.

Indicator	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.
I.P.C.6.1.1	

Presentation of the state of facts:

Information of public interest concerning doctoral studies is available on the [IOSUD-USV doctoral studies webpage](#) and on the page of the [Doctoral School of Social and Human Sciences](#). The latter provides access to the curriculum, course syllabi and timetable for the doctoral domain Philosophy. Information relevant to prospective students, including admission regulations, calendar, available places, research topics, fees and required documents, is published on the [doctoral admission webpage](#). The university also publishes the [doctoral domains and PhD supervisors](#), the applicable regulations and information concerning [public doctoral thesis defences](#), including thesis titles, abstracts, supervisors and defence committees.

Analysis of the state of facts:

The information of public interest concerning the doctoral domain Philosophy is published in an accessible manner. The available information addresses the needs of current doctoral students, prospective candidates and other interested parties and covers the main academic, administrative and regulatory aspects of the doctoral programme.

Aspects that constitute best practice examples:

The publication of curricula, course syllabi, admission information and detailed documentation concerning public doctoral thesis defences on dedicated institutional webpages represents a positive practice.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Transparency of institutional decision-making is supported through the online publication of the [decisions of the University Senate](#) and the [decisions of the Administrative Council](#), as well as through the publication of [annual institutional activity reports](#) and [quality assurance reports](#). Decision-making is governed by the University Charter and the regulations of the relevant management structures. Proposals concerning academic and administrative matters undergo successive stages of analysis, endorsement and approval. Members of the academic community, including student representatives, participate in the University Senate, faculty councils, CSUD and doctoral school structures. At doctoral level, the [CSUD webpage](#) provides access to the institutional framework and information relevant to the organisation of doctoral studies. Decisions concerning admission, doctoral training, regulations and other aspects of doctoral education are reflected in the documents approved and published by the competent university structures.

Analysis of the state of facts:

The information provided in the Internal Evaluation Report, corroborated with the findings made during the on-site visit and the direct examination of the institutional webpages, indicates that the decision-making processes relevant to the doctoral domain Philosophy are conducted within a regulated and participatory framework. The public availability of Senate and Administrative Council decisions, institutional reports and doctoral regulations enables members of the academic community and other stakeholders to follow the decisions and strategic directions relevant to doctoral education.

Aspects that constitute best practice examples:

The systematic online publication and archiving of the decisions adopted by the University Senate and the Administrative Council represents a positive practice, supporting institutional accountability and public access to decision-making outcomes.

Recommendations:

No recommendations.

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI undergoes external quality evaluation as required by the law.

Indicator I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.
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Presentation of the state of facts:

The doctoral domain Philosophy underwent a previous external quality evaluation procedure in 2021, following which the accreditation of the domain was maintained. The Internal Evaluation Report includes a dedicated section presenting the recommendations and conclusions resulting from the previous external evaluation and the measures subsequently implemented. For the current periodic evaluation procedure, the Doctoral School of Social and Human Sciences prepared and submitted the [Internal Evaluation Report for the doctoral domain Philosophy](#), registered under no. 4042 of 3 March 2026, together with the supporting annexes required for assessing compliance with the applicable standards and performance indicators. The evaluation documentation was prepared by a team including the Director of the Doctoral School, the person responsible for the doctoral domain and members of the academic staff. The institution also provided additional documents and clarifications and participated in the meetings and verification activities organised during the external evaluation visit.

Analysis of the state of facts:

The doctoral domain Philosophy complies with the obligation to undergo periodic external quality evaluation. The preparation and submission of the Internal Evaluation Report, the provision of supporting

evidence, the follow-up of the recommendations resulting from the previous evaluation and the institution's participation in the current evaluation procedure demonstrate that the relevant external evaluation requirements are being applied in accordance with the legal and institutional framework.

Recommendations:

No recommendations.

The indicator is: fulfilled.

IV. SWOT Analysis

Strengths: 1.The combination of training activities financed through institutional development projects, participation in competitive research projects and the career development opportunities provided through the COACH-USV Centre represents a positive institutional practice. 2.The establishment of guidance and academic integrity committees whose members are selected according to the specific topic of each doctoral thesis, including specialists from other national and international academic institutions. 3.The centralisation of the regulations, criteria, committees, research topics, calendar and other relevant information on a dedicated doctoral admission webpage. 4.The publication of curricula, course syllabi, admission information and detailed documentation concerning public doctoral thesis defences on dedicated institutional webpages. 5.The systematic online publication and archiving of the decisions adopted by the University Senate and the Administrative Council	INTERNAL FACTORS ↑	Weaknesses: 1.The relatively small number of PhD supervisors and doctoral students limits the critical mass required for the further academic and research development of the doctoral domain. 2.The absence of a bachelor's programme in Philosophy at USV affects the continuity of the educational pathway and reduces the institution's direct recruitment base for doctoral studies. 3.Although several institutional opportunities for international mobility are available, their effective use by doctoral students in Philosophy remained limited during the evaluated period.
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represents a positive practice, supporting institutional accountability and public access to decision-making outcomes.		
SWOT analysis		
Opportunities: The doctoral domain Philosophy may benefit from the growing academic and public interest in areas such as applied ethics, bioethics, philosophy of technology and the ethics of artificial intelligence. Further opportunities are provided by the development of interdisciplinary research, participation in the NEOLAiA European University Alliance, Erasmus+ partnerships, international co-supervision and the broader inclusion of the humanities and social sciences in European research programmes. These developments may support the diversification of research topics, international mobility, collaborative projects and greater visibility of the doctoral domain.	 EXTERNAL FACTORS	Threats: The main threats are related to demographic decline and the decreasing attractiveness of humanities programmes, which may reduce the future recruitment base for doctoral studies in Philosophy. Additional risks arise from the migration of young researchers towards larger Romanian or foreign universities, the chronic underfunding of fundamental research in the humanities and the increasing pressure on non-STEM fields to demonstrate immediate economic relevance. The comparatively limited public visibility of Philosophy may also affect the capacity of the domain to attract candidates and external research resources.

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For delivering the study programme/domain, the HEI has adequate		

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	I.P.A.1.2.1 The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	F	
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 organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	It is recommended to continue the process of attracting and affiliating new PhD supervisors, in order to strengthen the critical mass of the doctoral domain and further diversify its thematic and methodological profile.
6.	I.P.A.3.1.2 The HEI ensures professional and personal development for its staff.	F	
7.	I.P.A.3.2.1 Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	F	
8.	I.P.A.4.1.1 The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	
DOMAIN B. Educational efficacy			
9.	I.P.B.1.1.1 The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	F	
10.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competences required by those occupations, according to the	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	occupational standards and/or the European Skills, Competences and Occupations (ESCO).		
11.	I.P.B.3.1.1 The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.	F	
12.	I.P.B.3.1.2 The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	F	It is recommended to increase the participation of Philosophy doctoral students in academic mobility by providing more systematic information, individual support during the application process and further opportunities for short-term, blended and virtual mobility.
13.	I.P.B.3.2.1 The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	F	
14.	I.P.B.4.1.1 The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	F	
15.	I.P.B.5.1.1 Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	F	
16.	I.P.B.5.1.2 Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	F	
17.	I.P.B.7.1.1 The organisational component applies the admission procedures.	F	
18.	I.P.B.7.1.2 Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	F	
19.	I.P.B.7.2.1 The organisational component applies the regulations concerning the students' professional activity.	F	
20.	I.P.B.8.1.1 The organisational component carries out international cooperation actions supporting mobility of the members	F	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	of its own community and collaboration in academic and research activities.		
21.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.	F	
22.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	F	
DOMAIN C. Quality management			
23.	I.P.C.1.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
24.	I.P.C.1.2.1 The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	F	
25.	I.P.C.2.2.2. The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	F	
26.	I.P.C.3.1.1 The organisational component consistently applies the procedures, and proves their impact on quality assurance.	F	
27.	I.P.C.3.1.2 Members of its own community and other stakeholders are involved in the procedure implementation process.	F	
28.	I.P.C.4.1.1 The organisational component analyses the results of the students' biannual evaluation of teachers.	F	
29.	I.P.C.5.1.1 The organisational component systematically collects and analyses data required for the internal quality assurance process.	F	
30.	I.P.C.6.1.1 The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	F	
31.	I.P.C.6.1.2 The organisational component ensures transparent decision-making processes.	F	
32.	I.P.C.8.1.1 The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	F	

Summary Table of Performance Indicators – Degree of Fulfillment

Evaluation Domain	Number of Performance Indicators		
	Fulfilled	Partially fulfilled	Unfulfilled
Domain A. Institutional capacity	8	0	0
Domain B. Educational efficacy	14	0	0
Domain C. Quality management	10	0	0
Total	32	0	0

VI. Conclusions

Based on the analysis of the Internal Evaluation Report, the supporting annexes, the documents made publicly available by the “Ștefan cel Mare” University of Suceava and the findings made during the on-site evaluation visit, the evaluation panel concludes that the doctoral domain Philosophy operates within an adequate institutional, academic and administrative framework. The domain benefits from appropriate organisational structures, qualified human resources, adequate material and digital infrastructure, transparent procedures, mechanisms for quality assurance and academic ethics, as well as opportunities for research, mobility and international cooperation. The curriculum, doctoral supervision arrangements and research activities are consistent with the objectives of doctoral education and support the achievement of the expected learning outcomes. Although further development is recommended with regard to the systematic documentation of the impact of monitoring and review procedures, the strengthening and diversification of the doctoral supervision capacity, and the increased participation of doctoral students in international mobility activities, the overall evidence supports the conclusion that the doctoral domain Philosophy fulfils the standards and performance indicators required for maintaining accreditation.

Therefore, the decision of the evaluation panel is the following:

a) maintaining accreditation (MAC).

VII. Annexes

Annex 1 – Timetable for the evaluation visit

Annex 2 – Documents reviewed:

- The Internal Evaluation Report submitted by the institution;
- The annexes to the Internal Evaluation Report;
- Publicly available resources on the websites of the higher education institution, IOSUD and the doctoral school.