



Report on UAIC’s Actions and Measures in Support of the Sustainable Development Goals

2025



Table of Contents

A. ENVIRONMENTAL IMPACT	5
A.1. ENVIRONMENTAL EDUCATION	5
Climate Science and/or Sustainability Courses	5
A.2. RESEARCH CENTRES WITH A SUSTAINABILITY PROFILE	7
Research Centres with an Environmental Sustainability Focus	7
Research Centres and Research Infrastructures with an Environmental Sustainability Focus at UAIC	8
Synthesis	10
A.3. SUSTAINABILITY	11
Sustainable Procurement and Investments	11
Environmental Sustainability and Biodiversity	11
Strategic and Institutional Framework	12
Institutional Initiatives and Monitoring	12
A.4. STUDENT ORGANIZATION FOCUSED ON SUSTAINABILITY	13
Sustainability-Oriented Student Organizations	13
A.5. NET ZERO COMMITMENT	15
Policies	15
Actions	16
Results and Impact	16
A.6. EMISSIONS EFFICIENCY	16
Policies	16
Actions	17
Results and Impact	17
A.7. RENEWABLE ENERGY	17
Policies	17
Actions	17
Results and Impact	18
A.7. STRATEGIC PARTNERSHIPS	20
B. SOCIAL IMPACT	21
B.1 EQUALITY	21
Conceptual Framework of Equality, Diversity and Inclusion	21
International Context of Gender Equality	21



Institutional Commitment to Equality at UAIC	21
Gender Equality Policies and Implementation	22
Equality, Diversity and Inclusion in Academic and Institutional Life	22
B.2. SUPPORT FOR PERSONS WITH DISABILITIES	23
Institutional Accessibility and Core Support Services	23
Accessibility of Educational Spaces and Campus Infrastructure	23
Digital Accessibility and Inclusive Communication	24
B.3. PROJECTS DEDICATED TO ACCESS, INCLUSION, AND DISABILITY SUPPORT	25
EduACCES: Access to Education, Success in the Future	25
Support-HUB: Efficient Resources and Psycho-Educational Support	26
ACCESS: Accessibility, Awareness, and Connectivity	27
UAIC Bio LIFE: Inclusive Student Accommodation Infrastructure	28
Mobility, Counseling, and Inclusion in Academic Life	28
Additional Faculty-Level and Service-Based Examples of Inclusion	29
B.4. HEALTH SERVICES AVAILABLE ON CAMPUS	29
Activities within the EC2U European University Alliance	29
Blended Intensive Erasmus+ Programmes	29
European Projects Implemented at Faculty Level	29
Student Health, Accommodation and Nutrition Services	30
Health Promotion and Awareness Campaigns	30
B.5 KNOWLEDGE EXCHANGE	30
Support for Persons with Disabilities and Inclusive Community Engagement at “Alexandru Ioan Cuza” University of Iași	30
Institutional and Faculty-Level Outreach Activities	32
C. GOVERNANCE	40
Inclusive Academic Environment and Ethics Promotion	40
Sustainable Development and Institutional Capacity	40
Transparency	41
Student Representation in Administrative and Governance Structures	42



1. GENERAL INFORMATION

Environmental impact, in its educational dimension, reflects a university's capacity to contribute, in a systematic and lasting manner, to the development of knowledge, competencies, attitudes and behaviours oriented towards environmental protection, climate change mitigation and adaptation, the responsible use of resources, and the advancement of sustainable development. Within international sustainability assessments in higher education, environmental education is understood not merely as the existence of specialised disciplines, but as the expression of a broader institutional commitment through which sustainability is integrated across the curriculum, teaching and learning processes, the development of professional competencies, and the definition of the graduate profile.

In this context, particular importance is attributed to the dimension of Environmental Education, included within the broader category of Environmental Impact. More specifically, the presence of climate science and sustainability-related courses reflects the extent to which an institution offers structured educational opportunities dedicated to these fields, whether such courses are associated with officially recognised credits, and whether they are embedded in study programmes leading to relevant academic qualifications. From this perspective, environmental education becomes a fundamental instrument through which the university assumes its role as an active actor in the transition towards a sustainable society capable of responding to contemporary ecological, economic and social challenges.

For “Alexandru Ioan Cuza” University of Iași, this dimension is directly embedded in its institutional strategy for sustainable development. The UAIC Strategy for Sustainable Institutional Development for the period 2025–2029 explicitly affirms the university's commitment to an institutional model grounded in inclusive, equitable and quality education for sustainable development, well-being, social responsibility, climate neutrality and environmental protection. Furthermore, through Pillar 2 – Education for Sustainability, the university aims to integrate sustainability into the educational process, develop green skills, design transversal and interdisciplinary educational modules, and establish an annual mechanism for monitoring and evaluating the extent to which sustainability is embedded in the university curriculum. In this context, environmental impact through education is materialised at UAIC through a broad, diversified and interdisciplinary curricular offer developed across several faculties and complemented by institutional projects, European programmes, applied learning activities, and research and training infrastructures. The relevance and consistency of this dimension are also supported by the scale of the university's academic offer. Thus, out of a total of 92 bachelor's degree programmes and 134 master's degree programmes, 45 are university study programmes related to environmental science and sustainability. This demonstrates that environmental education at UAIC is not limited to isolated courses, but represents a consolidated institutional direction reflected in the structure of study programmes, curricular contents and the university's strategic orientation.

Therefore, environmental education at UAIC may be defined as a coherent set of curricular, extracurricular and institutional interventions through which the university contributes to the formation of graduates capable of understanding the relationship between human activity, the natural environment and climate change, using instruments for the analysis and management of environmental impact, and developing sustainable solutions of scientific, professional and social relevance. In line with its own development strategy, UAIC demonstrates that environmental impact is generated not only through research or responsible institutional management, but also through a systematic, credit-bearing, recognised and transformation-oriented educational process.



A. ENVIRONMENTAL IMPACT

A.1. ENVIRONMENTAL EDUCATION

Climate Science and/or Sustainability Courses

“Alexandru Ioan Cuza” University of Iași has a substantial and multidisciplinary educational offer in the fields of climate science, environmental protection and sustainability, which responds directly to the methodological requirements associated with the international assessment of universities’ environmental impact. This offer includes dedicated courses associated with officially recognised ECTS credits, as well as study programmes leading to explicit qualifications in environmental science, biodiversity conservation, sustainable development and other related fields. At the same time, curricular development in this area is supported by UAIC’s strategic orientation towards integrating sustainability into the educational process and developing green skills among students.

At institutional level, UAIC contributes to the master’s programme [Sustainable Cities and Communities](#), developed within the European University Alliance EC2U and coordinated by the University of Coimbra. This programme prepares students from diverse backgrounds in areas such as environment, energy, urban planning and resource management, offering an interdisciplinary perspective on sustainable urban development. UAIC’s participation in this programme confirms the university’s commitment to the internationalisation of sustainability education and to aligning its academic offer with the major European themes of the green transition.

In the same vein, the university implements institutional projects with an explicit educational component focused on sustainability. Within the project “Inclusion, Education and Success through Additional Financial Support for Erasmus+ Mobilities” (SMIS code 338961), co-financed through the Education and Employment Programme 2021–2027, information modules are organised on sustainable development and green jobs, addressing topics such as sustainable water management, renewable energy and energy efficiency, environmental protection and sustainable development, air pollution and climate change. In addition, within the project “Education and Practice – the Basis of Your Successful Career! Green EDU WORK UAIC”, also co-financed through the same programme, courses and training activities are provided that specifically address climate science and environmental issues. These activities are integrated both into entrepreneurial training programmes and into thematic workshops dedicated to the development of green competencies, covering subjects such as climate change, the transition to a green economy, the use of renewable resources, energy efficiency, circular economy and bioeconomy.

A central role in this curricular architecture is played by the Faculty of Biology, which offers courses addressing climate science and environmental issues within two bachelor’s programmes and two master’s programmes. At bachelor’s level, the curriculum includes subjects such as Environmental Geography, Fundamentals of Environmental Science, Environmental Chemistry, Pollution and Environmental Protection, Atmosphere and Air Quality, Ecological Monitoring, Environmental Physics, Environmental Law, Water Resource Management, Methodology for Environmental Impact Studies, Ecotoxicology, Environmental Geology, Biodiversity and Ecodiversity Management, Global Environmental Change and Nature Conservation. At master’s level, the offer includes subjects such as



Biodiversity of Aquatic Environments, Biodiversity of Terrestrial Environments, Strategies in Biodiversity Conservation, Legislation on Biodiversity Conservation, Bioindicators for Biodiversity Monitoring, Anthropised Ecosystems, Environmental Impact Assessment, Habitat Restoration, Habitats and Species of Community Importance, Environmental Project Management, Conservation and Management of Wetlands, Integrated Coastal Zone Management, Ecosystems and Risk Factors, Environmental Pollution – Assessment and Management, Ecological Reconstruction, Environment and Territorial Planning, Bioindicators of Environmental Quality, Environmental Impact Studies and Audit, Environmental Ethics, Sustainable Development and Management of Environmental Issues, Local Communities and Protected Areas, and Quality of Life in the Anthropogenic Ecosystem. All these disciplines are associated with officially recognised ECTS credits, ranging from 4 to 6 credits at bachelor's level and 5 or 6 credits at master's level, and are embedded in specialisations leading to recognised qualifications in the field, such as Ecology and Environmental Protection, Biology, Biodiversity Conservation and Environmental Counselling.

The Faculty of Chemistry contributes to environmental education through courses that address both climate science and a variety of environmental issues, structured around general themes regarding the role of chemistry in these fields at bachelor's level and specialised topics at master's level, such as educational strategies in the field of the environment, water and soil chemistry, environmental chemistry and green chemistry. Through this contribution, the sustainability dimension is also integrated into specialist education in the exact sciences.

At the Faculty of Geography and Geology, the curricular offer is particularly relevant to the fields of environment and climate. At bachelor's level, subjects include Meteorology–Climatology, Global Climate Change, Atmospheric Geochemistry, Climate Models and Scenarios, Environmental Geography, The Impact of Economic Activities on the Environment, Protected Area Management, Economic Geography and Natural Resources, General Ecology, Waste Management and Environmental Geochemistry. At master's level, the offer includes Principles of Sustainable Development, Water Treatment and Purification, Geochemistry and Soil Pollution, The Impact of Hydrocarbons and Drilling Fluids on the Environment, Urban Soils, Soils of Intensively Anthropically Modified Spaces, Energy Transition and Geological CO₂ Storage, Environmental Geochemical Risks, Air Quality Monitoring, Quality of Life and Territorial Resilience in Regional Development, National and International Environmental Law, Urban and Rural Planning and Policies, Potential and Use of Renewable Energies, and Ecological Reconstruction. These disciplines are integrated into dedicated specialisations such as Environmental Geography, Hydrology and Meteorology, Current Environment and Sustainable Development, and Environmental Geochemistry, which provide relevant qualifications and contribute to the education of specialists in environmental protection and sustainability.

The Faculty of Law includes in its curricula the optional course Environmental Law at bachelor's level, third year, as well as the course European Environmental Law at master's level, within the European Law specialisation in Iași and Bălți. These disciplines are associated with officially recognised credits, namely 3 credits at bachelor's level and 7 credits at master's level, and reflect the integration of environmental issues into the field of legal education.



At the level of other faculties, there are also relevant courses and curricular themes. Within the Faculty of Roman Catholic Theology, subjects such as Foundations of the Social Doctrine of the Catholic Church and Moral Theology: The Social Doctrine of the Church include themes related to environmental issues and responsibility towards creation. Within the Faculty of Physics, the course Elements of Environmental Physics, offered within the Physics specialisation, addresses essential physical phenomena related to the environment, such as atmospheric physics, hydrology and pollution, integrating concepts of thermodynamics, radiation and mass transfer. At the Faculty of Psychology and Educational Sciences, the contribution to environmental education is supported through courses such as Environmental Psychology, Knowledge of the Environment and the Didactics of Science, Foundations of Pedagogy, and Education for Sustainable Development, as well as through the master's programme in Geography Didactics.

The applied and experiential component of environmental education is further strengthened by the activity of the university's research and student practice stations. The Marine Biological Station "Prof. Dr. Ioan Borcea" Agigea organises training and professional development programmes for students and participants of various ages, with a focus on biodiversity conservation and environmental monitoring. These programmes develop practical and theoretical competences in areas such as wildlife monitoring, bird ringing, species identification, conservation status assessment and environmental data management. Although these programmes do not directly award transferable academic credits, they are officially recognised by the Romanian Ornithological Centre and make a significant contribution to professional skills development in the field of the environment. Similarly, the "Vasile Băcăuanu" Ștefănești Research and Student Practical Training Station provides the material base necessary for practical and research activities in ecology and environmental protection, thereby supporting the applied education of students in relevant fields.

Overall, UAIC demonstrates a consistent, structural and strategic integration of environmental education into its academic offer. The existence of a significant number of courses dedicated to climate science and sustainability, their association with officially recognised ECTS credits, their integration into study programmes leading to relevant qualifications, and the development of complementary institutional initiatives confirm that the university generates a genuine environmental impact through education. Particularly relevant is the fact that, out of a total of 92 bachelor's degree programmes and 134 master's degree programmes, 45 are university study programmes related to environmental science and sustainability. This indicator clearly expresses the scale of UAIC's institutional commitment and consolidates the university's position as a relevant academic actor in the field of education for sustainable development, in accordance both with its own strategic objectives and with the international methodological standards used in sustainability assessment.

A.2. RESEARCH CENTRES WITH A SUSTAINABILITY PROFILE

Research Centres with an Environmental Sustainability Focus

A research centre with a sustainability profile may be defined as an institutional research structure that generates scientific knowledge, applied solutions and innovation in areas directly related to environmental sustainability, climate action, biodiversity conservation, sustainable resource use, environmental quality, and the mitigation of human impact on natural and socio-ecological systems.



Within the framework of international sustainability assessments, such centres are understood not merely as administrative entities, but as visible and functional components of a university's research ecosystem, capable of linking scientific inquiry with teaching, supervision, infrastructure development, interdisciplinary collaboration, and societal impact.

For the “Alexandru Ioan Cuza” University of Iași, the sustainability-oriented research centre is best understood as a strategically embedded structure through which the university advances environmentally relevant research, strengthens interdisciplinary cooperation, supports doctoral and postgraduate supervision, and translates scientific expertise into solutions of regional, national and international relevance. This interpretation is also consistent with the university's own sustainability strategy, which places research and innovation for sustainable development at the core of its institutional agenda. In the UAIC Strategy for Sustainable Institutional Development 2025–2029, Pillar 3 – Research and Innovation for Sustainable Development explicitly states the objective of integrating sustainability into the university's research and innovation processes and of developing solutions with tangible impact for a sustainable society; it further calls for the maintenance and development of existing centres such as CERNESIM, RECENT AIR and SIDNER, the creation of new interdisciplinary centres, the strengthening of strategic partnerships, the encouragement of technology transfer, and the annual monitoring of sustainability integration in the university's R&D ecosystem.

In this context, UAIC demonstrates that sustainability-focused research is not confined to a single unit, but is organised as a network of centres, laboratories, research stations, observatories and interdisciplinary initiatives addressing environmental quality, atmospheric processes, biodiversity, aquatic ecology, land-use change, conservation, sustainable urban development, and the environmental implications of human activity.

Research Centres and Research Infrastructures with an Environmental Sustainability Focus at UAIC

The “Alexandru Ioan Cuza” University of Iași has developed a diversified and institutionally visible research ecosystem in the field of environmental sustainability. This ecosystem includes interdisciplinary centres, specialised laboratories, field stations, observatories, and applied research platforms whose scientific activity addresses key themes corresponding to the environmental SDGs, particularly sustainable cities and communities, climate action, life below water, and life on land.

A central component of this ecosystem is the Integrated Centre for Environmental Science Studies for the North-East Development Region (CERNESIM), one of UAIC's flagship research infrastructures in the field of environment and impact studies. Its relevance is further reinforced by the SIDNER project — Integrated interdisciplinary system for sustainable development activities in the North-East Region of Romania — implemented within CERNESIM and co-financed through the North-East Regional Programme 2021–2027. According to the project description, SIDNER aims to promote excellence in research, development, and innovation in integrated environmental studies and in assessing the impact of human activities on climate change, biodiversity, and the regional socio-economic environment. Its actions include the modernisation of CERNESIM laboratories, investment in human resources, scientific valorisation through publications and events, and stronger engagement with socio-economic actors and SMEs in the environmental field.



Another major pillar is RECENT AIR – Research Center with Integrated Techniques for Atmospheric Aerosol Investigation in Romania, which provides a strong research platform for climate- and pollution-related work. Publicly available evidence shows that the centre comprises multiple laboratories and research nodes, including the Geography and Earth Physics Laboratory at the Tulnici Research Station, laboratories for applied meteorology and climatology, geochemistry of rural areas, mountain environment research, and marine-environment-related investigations. The centre’s scientific programme documents a broad portfolio of work on tropospheric ozone, atmospheric aerosols, climate scenarios, drought projections, air pollution tracking, geochemistry, invasive species monitoring, and the interaction between environmental measurements and modelling.

Within this broader geography and environmental sciences infrastructure, UAIC also operates the “Simion Mehedinți” Student Research and Field Practice Station, Tulnici, together with the Geography and Earth Physics Laboratory and the “Simion Mehedinți” Scientific Research Centre. Publicly available institutional information links this structure to the development of practical skills in the study of the environment and natural hazards, confirming its role as a field-based research and training environment for environmental analysis and territorial observation.

At the Faculty of Physics, the LOASL – Laboratory of Optics, Spectroscopy and Lasers, affiliated with ACTRIS-RO UAIC, strengthens UAIC’s environmental research capacity in the area of atmospheric monitoring and climate-relevant observation. Institutional and infrastructure records identify LOASL as a dedicated laboratory within UAIC’s research system, while public profiles and related documentation connect it to atmospheric aerosol measurements, remote sensing, spectroscopy, air-quality analysis, and pollution-related environmental physics. This makes LOASL particularly relevant for research on climate processes, air quality, and the environmental dynamics of complex urban and regional systems.

UAIC’s sustainability-oriented research profile is equally visible in the field of aquatic ecology and sustainable resource management through the Research and Development Station for Aquaculture and Aquatic Ecology, Iași. Institutional descriptions present this unit as a research and development structure focused on aquaculture and aquatic ecology, combining scientific, applied, and educational functions. Its activity includes research on aquatic environmental quality, biodiversity, reproduction and growth of aquatic organisms, sustainable aquaculture technologies, including recirculating systems, and the prevention of fish pathologies. The station also provides an extensive experimental infrastructure used both for applied research and for the training of students at bachelor’s, master’s, and doctoral levels,

A further important contribution comes from the Marine Biological Station “Prof. Dr. Ioan Borcea” Agigea, where sustainability-focused research is carried out through biodiversity monitoring, migration ecology, conservation biology, and environmental risk assessment. Within this station, the Agigea Bird Observatory functions as the first and only year-round bird migration study station in Romania, and its scientific relevance is reflected in its integration into international bird-monitoring and data-sharing practices. The station’s ongoing research projects demonstrate a clear environmental sustainability focus. BirdEnviroTox investigates microplastic and heavy metal contamination using birds as bioindicator species; CROSSBIRD examines population trends in bird bioindicators in relation to climate change and land-use change in eastern Romania and the Republic of Moldova; and EUFLYNET supports transnational research collaboration on migratory routes for the effective conservation of migratory landbirds.



Through these projects, the station contributes to long-term biodiversity monitoring, the study of global environmental change, and the production of evidence relevant for conservation policy and practice.

The university's contribution to sustainability-oriented research is further enhanced through EC2U, within which the Virtual Institute for Sustainable Cities and Communities supports research, doctoral networking, and civic engagement around SDG 11. Public EC2U documentation shows that the initiative promotes education, research, and community-oriented action focused on urban sustainability, resilience, and environmental challenges, thereby extending UAIC's sustainability research environment into an international collaborative framework.

At the Faculty of Chemistry, sustainability-related research is also institutionally visible through structured research groups and centres. The Advanced Studies in Chemistry research centre includes dedicated groups such as Environmental Analytical Chemistry and research directions explicitly connected to the environment, toxicology, materials for environmental protection, photocatalysis, and analytical investigation. The Environmental Analytical Chemistry subgroup is linked to CERNESIM laboratories and involves identifiable academic staff, demonstrating the existence of dedicated human resources and laboratory-based sustainability research within the faculty.

In addition, the “Vasile Băcăuanu” Scientific Research and Student Practical Training Station, Ștefănești, hosts a Centre for Expertise Transfer in Biodiversity Management in the Middle Prut River Basin, further illustrating UAIC's capacity to connect environmental research with field practice, biodiversity management, and knowledge transfer in regionally relevant ecological contexts.

Synthesis

Overall, UAIC provides substantial evidence of a mature and diversified research environment with a clear environmental sustainability focus. Its centres and research structures cover a wide spectrum of themes: integrated environmental studies, climate and aerosol monitoring, geochemistry, environmental risk, sustainable urban development, biodiversity conservation, migration ecology, aquatic ecology, and sustainable aquaculture. These activities are not isolated research endeavours; rather, they are embedded in laboratories, stations, and institutional platforms with visible infrastructure, dedicated staff, scientific output, project activity, and links to student training and supervision.

UAIC can demonstrate publicly identifiable structures with explicit environmental relevance, alongside evidence of staffing, interdisciplinary infrastructure, and contribution to the university's educational mission. From a strategic perspective, these research entities operationalise UAIC's own institutional priorities, especially the commitment to integrate sustainability into research and innovation, maintain and expand sustainability-focused centres, build strategic partnerships, and generate environmental solutions with societal impact.

In this sense, the sustainability-oriented research centre at UAIC should not be viewed as a single isolated structure, but as part of an interconnected institutional architecture of research excellence. Through CERNESIM, RECENT AIR, SIDNER, LOASL, the Aquaculture and Aquatic Ecology Station, the Agigea Research Station and Bird Observatory, the Simion Mehedinți structures, chemistry-based environmental research groups, and EC2U-linked research initiatives, UAIC demonstrates a coherent



capacity to produce knowledge, build competencies, and support evidence-based responses to environmental and climate-related challenges at multiple scales.

A.3. SUSTAINABILITY

Sustainability in higher education institutions represents a comprehensive and integrated paradigm that reflects the capacity of a university to balance environmental responsibility, social impact, and institutional governance. It encompasses the ability to minimize environmental impact through responsible resource management, to contribute positively to society through inclusive and equitable practices, and to ensure transparent and effective governance structures.

Sustainability is embedded across all institutional processes, including teaching, research, operations, and strategic development. It implies the alignment of procurement policies, investment strategies, infrastructure development, educational programs, and research agendas with long-term sustainable development objectives. Universities play a critical role in addressing global challenges such as climate change, resource depletion, and social inequality through both their internal practices and their external societal engagement.

Sustainable Procurement and Investments

The activity of procurement within Alexandru Ioan Cuza University of Iași is implemented in accordance with Government Decision no. 427 of 24 April 2025, approving the National Green Public Procurement Program for the period 2025–2030. This framework establishes annual targets regarding the percentage of green public procurement achieved within a budgetary year, referring to acquisitions that fall within categories of products, services, and works for which ecological criteria have been defined. The university ensures that a defined share of its procurement activities corresponds to environmentally sustainable options, integrating environmental considerations into decision-making processes. This approach reflects a transition from cost-based procurement toward a model that incorporates environmental impact and long-term value. UAIC applies Law no. 98/2016 on public procurement and the associated methodological norms, which allow for the inclusion of sustainability criteria such as life-cycle cost. This enables the evaluation of goods and services based on their environmental and economic performance over time. Projects financed through European mechanisms, including the National Recovery and Resilience Plan and Horizon Europe, incorporate the principle of Do No Significant Harm (DNSH). All procurement procedures and project implementation stages must comply with this principle, and economic operators are subject to contractual obligations ensuring adherence to environmental requirements.

Environmental Sustainability and Biodiversity

The Agigea Research Station operates in accordance with the procurement policy and institutional standards of the university and adopts sustainable models of institutional development through multiple complementary actions. Green space management focuses on the conservation of existing vegetation and the use of native species in landscaping and maintenance. This contributes to the preservation of local biodiversity and reduces the ecological footprint of activities. Environmentally friendly infrastructures have been developed using internal resources and the reuse of available materials. These



include artificial bird nests, bat shelters, insect hotels, reptile sunning areas, and bird feeders. These structures support biodiversity and create favorable ecological conditions within the station and surrounding areas. Educational and awareness activities are carried out through annual training sessions dedicated to staff from the research station and other university departments. These sessions promote sustainable behavior in daily professional activities.

Staff members participate in international training and exchange programs within and outside the European Union, contributing to the development of expertise in environmental conservation, sustainable management, and international best practices. All these initiatives reflect the integration of sustainable development principles into research, education, and operational management.

Strategic and Institutional Framework

The university integrates sustainability principles into its strategic development. The Strategic Plan for the period 2024–2029 includes objectives related to sustainable development and the circular economy, emphasizing infrastructure modernization through environmentally compliant projects. As a public institution, UAIC operates within a legal framework that includes sustainability considerations in procurement processes. European-funded projects impose strict environmental criteria, ensuring that sustainability is embedded in all implementation stages. Resource management focuses on improving energy efficiency and reducing environmental impact within teaching and research facilities through targeted investments. The institutional approach is based on a combination of strategic objectives and project-based initiatives. Sustainability is implemented through specific projects, such as those financed through PNRR, which include training and certification components, although these are often linked to project-specific objectives. Awareness of environmental issues is promoted among staff and students through extracurricular activities, conferences, and the integration of sustainability topics into academic programs. The Department of Continuing Education provides professional development programs, including courses for trainers, project managers, and ethics, with participation based on individual choice rather than mandatory requirements.

Institutional Initiatives and Monitoring

The Institute for Corporate Governance and Sustainability, established in January 2025, organizes competitions and events that involve the evaluation of sustainability solutions and acts as a central resource for sustainability initiatives. The Green Edu Work UAIC platform supports the development of green competencies and career orientation toward sustainable sectors, providing resources for learning and self-assessment.

Performance evaluation systems include indicators related to energy efficiency and environmental protection, encouraging the development of innovative solutions. The university participates in international sustainability rankings, which require the periodic collection of internal data regarding sustainability efforts and social impact.

The university demonstrates a multidimensional approach to sustainability through the integration of environmental, social, and governance considerations into its activities. The implementation of sustainability is reflected in procurement practices, environmental management, strategic planning, education, and institutional initiatives. This approach supports the development of a sustainable



institutional model that contributes to environmental protection, resource efficiency, and societal well-being.

A.4. STUDENT ORGANIZATION FOCUSED ON SUSTAINABILITY

Alexandru Ioan Cuza University of Iași (UAIC) hosts a diverse and dynamic network of student organizations that contribute significantly to the academic, social, and civic life of the institution. These organizations represent an essential component of the university ecosystem, facilitating student engagement, professional development, and community involvement.

Within this ecosystem, a number of student organizations demonstrate a strong commitment to sustainability, environmental protection, and responsible societal engagement. Their activities reflect not only local initiatives but also broader global concerns aligned with contemporary sustainability frameworks.

This report presents a comprehensive overview of student organizations at UAIC, with a particular emphasis on those actively engaged in sustainability-related activities. All available information has been preserved and expanded, ensuring a detailed and academically rigorous analysis.

Sustainability-Oriented Student Organizations

T.E.R.IS – Young Romanian Ecologists from Iași

The Association “Tinerii Ecologi Români din Iași” (T.E.R.IS) stands as the most prominent student-affiliated organization dedicated explicitly to environmental protection and sustainability within the UAIC community. Established in 2004, the organization operates as a professional, independent, non-governmental, and non-profit entity with legal personality. The core mission of TERIS revolves around the conservation of natural resources, the protection and regeneration of ecosystem diversity, and the monitoring of the environmental impact generated by economic development. Furthermore, the organization actively promotes the prevention and reduction of pollution in all its forms, recognizing its implications for environmental integrity as well as human physical, psychological, and moral health. Over time, TERIS has developed and implemented a wide range of projects that combine education, community engagement, and direct environmental action. Among its flagship initiatives is the Iași School of Ecology (SIE), a youth-oriented project funded by the Ministry of Youth and Sport. This initiative focuses on environmental education and experiential learning, engaging participants in ecological activities such as conservation and cleaning actions along mountain routes. Another significant project is Iași Recycles, which aims to educate the local population both theoretically and practically on the importance of environmental protection. By encouraging individuals to adopt sustainable behaviors and engage in recycling practices, the project contributes to long-term behavioral change within the community.

TERIS is also actively involved in the national initiative “Plantăm fapte bune în România,” which focuses on increasing forested areas through organized afforestation campaigns in degraded regions prone to landslides. The organization’s involvement at the county level highlights its leadership role in



sustainability efforts beyond the university. Additionally, TERIS has contributed to the development of management plans for Natura 2000 sites, ensuring the conservation of habitats and species of national and European importance. Through projects such as the Friendship Park, implemented in partnership with UAIC, the organization has also contributed to improving green infrastructure within the university campus. Through these diverse activities, TERIS exemplifies a holistic approach to sustainability, integrating environmental education, practical intervention, and policy-level engagement.

Biology Students Association (SBI)

The Biology Students Association in Iași represents another important contributor to sustainability-related activities within UAIC. As a non-governmental, apolitical, and non-profit organization, it is dedicated to supporting the socio-professional development of students while promoting ecological awareness. The association works closely with the Faculty of Biology to organize activities that address both the academic community and the broader public. These initiatives frequently focus on environmental protection, biodiversity conservation, and the dissemination of scientific knowledge related to ecological systems. By engaging students in activities that highlight the importance of biodiversity and ecosystem preservation, the Biology Students Association fosters a deeper understanding of environmental issues and encourages responsible behavior toward natural resources. Its role is particularly significant in bridging academic knowledge with practical applications in sustainability.

Chemistry Students Association

Students within the Faculty of Chemistry are represented by the Chemistry Students Association, which plays an important role in promoting scientific education and student engagement. Although not exclusively focused on sustainability, the association contributes to this field by raising awareness of environmental challenges and emphasizing the role of chemistry in addressing issues such as pollution, resource efficiency, and sustainable technological development. Through workshops, presentations, and outreach activities, the association highlights the interdisciplinary nature of sustainability and the importance of scientific knowledge in developing innovative solutions to environmental problems.

Geography and Geology Students League

The Geography and Geology Students League is actively engaged in practical environmental protection activities, demonstrating a strong commitment to sustainability through direct action. The organization regularly participates in ecological campaigns, including the collection of plastic waste within student dormitories and environmental clean-up initiatives in natural areas such as the Ceahlău Mountains and the Repedea Natural Reserve in Iași. These activities not only contribute to the preservation of natural environments but also promote environmental responsibility among students. By combining theoretical knowledge with field-based action, the league plays a vital role in fostering a culture of sustainability within the university community.

Other Student Organizations and Their Indirect Contribution to Sustainability



History Students League

The History Students League contributes to the academic and cultural life of UAIC through various educational and extracurricular activities. While its focus is not directly related to environmental sustainability, the organization supports broader dimensions of sustainability, particularly social sustainability. By promoting cultural awareness, critical thinking, and civic engagement, the league contributes to the development of responsible and informed citizens, which is an essential component of sustainable societies.

Physics Students Association (ASFIZ)

The Physics Students Association, established in 2022, supports students through academic events, conferences, research activities, and networking opportunities. Although its primary focus lies in scientific development, the association contributes indirectly to sustainability by fostering innovation and critical thinking. Scientific research and technological advancement are fundamental drivers of sustainable development, and the association's activities support these processes.

SOPHYS – Physics Alumni Association

SOPHYS, the alumni association of the Faculty of Physics, plays an important role in supporting the student community through mentorship, collaboration, and networking initiatives. By facilitating connections between current students and alumni, SOPHYS contributes to knowledge transfer and professional development, which are essential elements of long-term sustainability in higher education.

The analysis of student organizations at UAIC reveals a complex and multifaceted ecosystem in which sustainability is addressed both directly and indirectly. Organizations such as TERIS demonstrate a comprehensive and proactive approach to environmental sustainability, combining education, community engagement, and practical interventions. Other organizations, including those from the fields of biology, chemistry, and geography, contribute significantly through awareness-raising, scientific education, and field-based activities. At the same time, organizations that are not explicitly focused on sustainability still contribute to its broader dimensions, particularly in terms of social sustainability, knowledge transfer, and innovation. Overall, student organizations at UAIC play a crucial role in complementing institutional sustainability strategies, fostering a culture of responsibility, and preparing students to actively contribute to sustainable development at local, national, and global levels.

A.5. NET ZERO COMMITMENT

Policies

UAIC has formally committed to achieving climate neutrality through its participation in the Iași NetZero City Coalition, publicly announced in July 2025. This commitment reflects the university's alignment with the long-term climate neutrality objectives of the Iași 2035 initiative, which aims to transform the city into a resilient, low-carbon urban ecosystem.

Institutional policies are designed to support the gradual reduction of greenhouse gas emissions, improved energy efficiency, and the integration of sustainability principles into academic and administrative processes. These policies are aligned with national frameworks such as the National



Strategy for Sustainable Development of Romania 2030, as well as European climate objectives, ensuring coherence between institutional and external priorities.

From a governance perspective, sustainability is embedded in decision-making processes related to infrastructure investment, procurement, and academic development. This ensures that climate neutrality is approached as a long-term institutional objective supported by policy coherence and strategic planning.

Actions

UAIC actively contributes to the operationalization of climate neutrality through its participation in the Iași NetZero City Coalition (<https://www.facebook.com/CoalitiaIasiNetZeroCity/>), which brings together public authorities, universities, and private stakeholders. Within this framework, the university contributes expertise in environmental sciences, supports policy co-creation, and facilitates knowledge exchange.

The university integrates sustainability into academic curricula and research agendas, ensuring that students and researchers are equipped to address climate challenges. Through participation in international initiatives such as the European Campus of City-Universities (EC2U) Alliance and the Durham Declaration on Climate Change and Sustainability, UAIC strengthens its role in global sustainability networks and enhances its capacity to contribute to climate action.

At the institutional level, UAIC promotes awareness and behavioral change through educational initiatives, workshops, and community engagement activities, contributing to the development of a sustainability-oriented organizational culture.

Results and Impact

UAIC's engagement in the Net Zero transition has generated measurable outcomes in terms of institutional capacity, stakeholder engagement, and policy influence. Participation in the Iași NetZero City Coalition has facilitated the development of collaborative projects and has strengthened the university's role as a knowledge provider for local climate strategies.

The impact of these actions is reflected in enhanced institutional readiness for climate transition, increased integration of sustainability into academic programs, and improved alignment with regional development strategies. UAIC's contribution to the Iași 2035 initiative supports the development of a climate-neutral urban model, based on innovation, research, and multi-stakeholder collaboration.

From an evidence-based perspective, the university's approach contributes to the progressive reduction of its environmental footprint and to the strengthening of institutional resilience in the context of climate change.

A.6.EMISSIONS EFFICIENCY

Policies

UAIC addresses emissions efficiency through a policy framework focused on optimizing energy use, improving infrastructure performance, and promoting responsible resource management. These policies are aligned with the objectives of Iași 2035 and emphasize the transition toward a low-carbon institutional model.



The university integrates principles of circular economy and sustainable consumption into its operational practices, ensuring that emissions reduction is approached both from a technical and behavioral perspective.

Actions

UAIC has implemented a series of measures aimed at improving energy efficiency and reducing emissions. These include the modernization of lighting systems through LED technology, the optimization of heating and hot water systems, and the thermal rehabilitation of buildings.

A flagship intervention is the infrastructure modernization project (<https://www.uaic.ro/organizare/biroul-proiecte-de-dezvoltare-bpd/modernizarea-infrastructurii-universitare-pentru-un-spatiu-academic-echitabil-in-cadrul-universitatii-alexandru-ioan-cuza-din-iasi/>), which includes insulation improvements, installation of energy-efficient systems, and energy audits. Planned measures include photovoltaic panel installation, LED lighting expansion, and smart energy management systems.

Complementary actions include awareness campaigns aimed at promoting energy-saving behaviors among students and staff, contributing to demand-side emissions reduction.

Results and Impact

UAIC monitors key environmental indicators to assess emissions efficiency. The university operates a building footprint of 25,234 square meters, with an annual water consumption of approximately 175,000 cubic meters and an annual energy consumption of 6,750,000 kWh.

The implementation of energy efficiency measures contributes to measurable reductions in energy intensity and operational costs. For example, LED lighting upgrades and thermal insulation interventions are expected to reduce energy consumption in renovated buildings by an estimated 20–30%, based on standard performance benchmarks for similar interventions.

These measures contribute to the reduction of CO₂ emissions associated with energy consumption and support the transition toward a more sustainable institutional infrastructure. In addition, awareness initiatives contribute to behavioral change, amplifying the impact of technical interventions.

A.7. RENEWABLE ENERGY

Policies

The integration of renewable energy sources represents a strategic priority within UAIC's sustainability framework. Institutional policies support the adoption of clean energy technologies and the reduction of dependence on conventional energy sources, in alignment with European energy transition objectives and local strategies such as Iași 2035.

Actions

A key example of renewable energy implementation is the Agigea Research Station, where solar thermal systems are used to provide domestic hot water. During the warm season, these systems can cover a significant share of hot water demand, reducing reliance on conventional energy sources.

Additional planned measures include the installation of photovoltaic panels in campus buildings, including student accommodation facilities and university canteens, as part of ongoing infrastructure



modernization projects. These interventions are complemented by the use of energy-efficient technologies such as LED lighting and smart control systems.

Results and Impact

The Agigea Research Station is equipped with solar thermal boilers designed to provide domestic hot water. During the warm season, these systems are capable of fully covering the hot water demand, resulting in a significant reduction in the consumption of conventional electrical and thermal energy. This solution represents an efficient and sustainable energy practice, directly contributing to the reduction of the station's carbon footprint. By substituting conventional energy sources with solar thermal energy, the system supports lower greenhouse gas emissions and improved energy efficiency at the operational level.

From an evidence-based perspective, the implementation of solar thermal systems demonstrates UAIC's capacity to integrate renewable energy technologies into its research infrastructure, providing a practical model of sustainable resource management. This initiative aligns with the university's broader commitment to climate responsibility, energy transition, and the promotion of environmentally sustainable practices across its facilities. Although renewable energy currently represents a smaller share of total consumption (approximately 2,000 kWh/year from alternative sources), planned investments in photovoltaic systems are expected to significantly increase this share in the coming years.

From an evidence-based perspective, these interventions demonstrate the feasibility and scalability of renewable energy solutions within university infrastructure, supporting the long-term transition toward a low-carbon energy system.

The project **“Modernisation of University Infrastructure to Ensure an Equitable Academic Environment within the ‘Alexandru Ioan Cuza’ University of Iași”**, implemented between **22 July 2024 and 31 August 2026**, provides strong and concrete evidence of UAIC's institutional commitment to sustainability, climate responsibility, and the transition towards a low-carbon academic environment.

The overall objective of the project is to modernise UAIC's university infrastructure by strengthening the social and inclusive dimension of higher education and by offering students modern, safe, and high-quality campus conditions. Beyond its social relevance, the project also has a clear environmental significance, as it includes multiple interventions aimed at improving energy performance, reducing resource consumption, and supporting a more sustainable operational model.

The project objectives include the modernisation of two recreation and reading spaces by the third quarter of 2026, the rehabilitation and improvement of the energy performance of one university canteen, the rehabilitation of nine student accommodation spaces in order to improve living and learning conditions, especially for students from disadvantaged socio-economic backgrounds or other vulnerable groups, and the creation of conditions for the long-term sustainability of the project through effective project management and efficient use of human, financial, and logistical resources.

Several measures have already been completed, demonstrating that the project is not limited to planning, but is being translated into tangible action. These include improved waterproofing and thermal



insulation of the terraces of buildings **C10, C11, C12, and C13**, the installation of fire safety systems in the **Library Centre – Building O** and **Akados Dormitory**, the upgrading of thermal agent, domestic hot water, and cold water distribution systems in **Dormitory C17**, as well as the rehabilitation of bathroom spaces in the **“Titu Maiorescu” canteen** and **Dormitory C10 – Codrescu**.

Other interventions are currently in progress, including the improvement of the opaque thermal envelope of buildings **C10, C11, C12, and C13**, as well as the rehabilitation of bathroom spaces in **C1, C11, C12, and C13**. A substantial package of additional measures is planned, further strengthening the project’s relevance from a sustainability perspective. These include improvements to glazed building envelopes, the rehabilitation of pedestrian alleys in the **Codrescu Campus**, the installation of **LED lighting poles with photovoltaic panels**, the provision of **SMART furniture**, the installation of **photovoltaic panels** at the **“Titu Maiorescu” canteen** and **Dormitories C10 and C11**, the installation of **solar panels** at **Dormitories C12 and C13**, the modernization of climate systems, the replacement of conventional lighting with **LED technology** across multiple buildings, and the provision of **energy audit services** for the canteen and student residences.

Taken together, these interventions show that UAIC is pursuing sustainability through concrete investments in infrastructure that support **energy efficiency, renewable energy generation, and reduced emissions**. The use of photovoltaic panels, solar panels, LED lighting, building envelope improvements, and energy audits clearly indicates a strategic orientation toward lowering energy consumption and improving the environmental performance of university facilities. In this sense, the project is directly relevant to the university’s broader concern for **net zero transition**, as it contributes to decreasing dependence on conventional energy sources and to reducing the carbon footprint associated with campus operations.

The project also demonstrates that UAIC understands sustainability not only as an environmental objective, but also as a social and institutional one. By modernising student housing, common spaces, and service infrastructure, the university links environmental upgrading with quality of life, inclusion, and equal access to better study and living conditions. This integrated approach is particularly important because it reflects a broader institutional understanding of sustainability as the combination of environmental responsibility, social equity, and long-term resilience.

From an evaluative perspective, this project can be interpreted as a clear example of **evidence-based institutional action** in support of climate objectives. The completed, ongoing, and planned works all point toward a university that is actively investing in the modernization of its physical infrastructure in ways that are compatible with the principles of **net zero transition, renewable energy adoption, energy performance improvement, and emissions reduction**. The project therefore strengthens the argument that UAIC is not only formally aligned with sustainability objectives, but is also implementing them through visible, verifiable, and operational measures.

Relevant evidence and public project documentation are available at the following links:



UAIC official project page:

<https://www.uaic.ro/organizare/biroul-proiecte-de-dezvoltare-bpd/modernizarea-infrastructurii-universitare-pentru-un-spatiu-academic-echitabil-in-cadrul-universitatii-alexandru-ioan-cuza-din-iasi/>

Ziarul de Iași:

<https://www.ziaruldeiasi.ro/stiri/uaic-a-inceput-implementarea-proiectului-modernizarea-infrastructurii-universitare-pentru-asigurarea-unui-spatiu-academic-echitabil-in-cadrul-universitatii-alexandru-ioan-cuza-din--1681763.html>

BZI:

https://www.bzi.ro/uaic-va-incepe-modernizarea-infrastructurii-universitare-valoarea-totala-a-proiectului-este-de-25-225-53680-lei-5078414#goog_rewarded

TeleM:

https://telem.ro/lucrari-de-modernizare-la-7-camine-studentesti-uaic-din-codrescu-sitargusor/?fbclid=IwY2xjawFgFc5leHRuA2FlbQlxMQABHZHdWlXFasbP3rV87aLwiZmVjgX_djLkET16cwY2g8dV_HfonTVsN31tIQ_aem_Ysm2nudL_KHJFnMUb2oywA

Evenimentul:

<https://www.ziarulevenimentul.ro/stiri/moldova/uaic-investe-te-5-milioane-de-euro-in-modernizarea-caminelor-studente-ti--217571124.html>

ZiareOnline24:

<https://www.ziareonline24.ro/uaic-va-incepe-modernizarea-infrastructurii-universitare-valoarea-totala-a-proiectului-este-de-25-225-53680-lei-914567/>

A.7. STRATEGIC PARTNERSHIPS

UAIC's sustainability approach is reinforced through a network of national and international partnerships. The university is actively involved in the EC2U Alliance, which promotes sustainable education, research, and mobility across European institutions. Participation in the Durham Declaration on Climate Change and Sustainability further strengthens UAIC's commitment to integrating sustainability into all dimensions of academic life.

At local level, the Iași NetZero City Coalition and the Iași 2035 initiative provide a collaborative framework for implementing climate neutrality strategies. These partnerships facilitate knowledge exchange, joint research, and policy development, enhancing the university's capacity to address complex sustainability challenges.

At national level, UAIC aligns its activities with the National Strategy for Sustainable Development of Romania 2030, while at global level it contributes to the achievement of the United Nations Sustainable Development Goals (SDGs).

UAIC demonstrates a comprehensive and evidence-based approach to sustainability, combining strategic commitments, operational measures, and measurable impact. Through the integration of



sustainability into institutional strategy, infrastructure development, and partnerships, the university contributes to climate action and sustainable development at multiple levels.

The use of quantitative indicators, the implementation of large-scale infrastructure projects, and the active participation in collaborative governance platforms position UAIC as a leading actor in the transition toward a sustainable and climate-resilient future.

B. SOCIAL IMPACT

B.1 EQUALITY

Conceptual Framework of Equality, Diversity and Inclusion

Equality, diversity and inclusion represent fundamental dimensions of social sustainability within higher education institutions. These concepts reflect the capacity of a university to ensure fair access to opportunities, to promote respect for diversity, and to eliminate all forms of discrimination within its academic and administrative environment.

Equality refers to the principle that all individuals, regardless of gender, ethnicity, social background, or other characteristics, should have equal rights and access to resources and opportunities. Diversity acknowledges the existence and value of differences among individuals and groups, while inclusion emphasizes the creation of an environment in which all members of the academic community feel respected, supported, and able to fully participate.

Within this framework, gender equality occupies a central position, as it addresses structural imbalances and aims to ensure equal representation, participation, and recognition across all institutional levels. The promotion of equality, diversity and inclusion contributes not only to social justice, but also to the overall quality, relevance and impact of higher education institutions.

International Context of Gender Equality

Gender equality is recognized at the international level as a core objective of sustainable development. It is explicitly included among the United Nations Sustainable Development Goals, forming part of the 2030 Agenda for Sustainable Development. This global framework emphasizes the importance of reducing inequalities and eliminating discrimination across all sectors of society. The integration of gender equality into institutional policies reflects a broader commitment to aligning with international standards and contributing to global efforts aimed at achieving inclusive and equitable societies. Universities play a key role in this process by promoting equal opportunities, supporting diversity, and fostering inclusive academic environments.

Institutional Commitment to Equality at UAIC

In accordance with European values and requirements, Alexandru Ioan Cuza University of Iași assumes an institutional commitment to promoting, monitoring, and integrating gender equality within its organizational culture and practices.

This commitment is reflected in the adoption of specific policies dedicated to equality, diversity and inclusion, which aim to ensure a fair and inclusive academic environment for all members of the



university community. The institutional approach emphasizes not only formal compliance with legal and policy frameworks, but also the active integration of equality principles into everyday academic and administrative activities.

The university's policies on gender equality are publicly available and provide a structured framework for addressing issues related to discrimination, representation, and equal opportunities. These policies support the development of institutional mechanisms that facilitate the monitoring of progress and the continuous improvement of equality practices.

Gender Equality Policies and Implementation

The gender equality policies assumed by Alexandru Ioan Cuza University of Iași reflect a comprehensive approach to addressing inequalities and promoting inclusion. These policies are aligned with both national and European frameworks and aim to create a balanced and equitable institutional environment. The implementation of these policies involves multiple dimensions, including the promotion of equal opportunities in recruitment and career development, the prevention of discrimination and harassment, and the encouragement of balanced representation in decision-making processes. The integration of gender equality into institutional practices is supported by monitoring mechanisms and institutional structures that ensure the consistent application of these principles. Through these efforts, the university seeks to create a culture of respect, fairness, and inclusion that benefits both staff and students.

Access to detailed information regarding these policies is provided through the university's official platform dedicated to gender equality, which serves as a resource for transparency and institutional accountability.

Equality, Diversity and Inclusion in Academic and Institutional Life

The promotion of equality, diversity and inclusion at UAIC extends beyond formal policies and is reflected in the broader academic and institutional environment. Efforts are made to raise awareness among students and staff regarding the importance of inclusivity and respect for diversity. The integration of these principles into institutional culture contributes to the development of an academic environment in which individuals are encouraged to participate fully and to contribute to the university community without facing barriers related to discrimination or inequality. This approach supports the creation of a socially responsible academic environment, in which diversity is recognized as a valuable asset and inclusion is actively promoted through both institutional initiatives and everyday practices.

The approach to equality, diversity and inclusion at Alexandru Ioan Cuza University of Iași reflects a structured and ongoing commitment to social sustainability. By aligning institutional policies with international objectives and integrating equality principles into its practices, the university contributes to the development of an inclusive academic environment. The emphasis on gender equality, supported by dedicated policies and institutional mechanisms, demonstrates the university's engagement in addressing inequalities and promoting fair access to opportunities. This commitment supports not only the well-being of the academic community, but also the broader societal role of higher education institutions in fostering inclusive and equitable development.



B.2. SUPPORT FOR PERSONS WITH DISABILITIES

Support for persons with disabilities at Alexandru Ioan Cuza University of Iași is expressed through a broad range of measures that combine physical accessibility, digital accessibility, financial support, counseling, accommodation facilities, project-based interventions, and faculty-level services tailored to specific educational needs. The institutional approach is not limited to isolated adaptations, but extends across admission, academic participation, mobility, counseling, housing, student services, and extracurricular inclusion.

The university offers diversified support to students with disabilities through accessibility measures, financial support, and counseling, including dedicated projects such as FDI – ACCESS, focused on accessibility, awareness, and connectivity in relation to higher education. Through the Erasmus+ KA131 and KA171 mobility projects, the university also supports students with fewer opportunities and persons with special needs by awarding additional mobility grants. International students benefit from support through university services, the Erasmus Student Network student association, and student volunteers, thus reinforcing an institutional culture of inclusion and assistance.

Institutional Accessibility and Core Support Services

At institutional level, the university provides support through both permanent services and dedicated interventions aimed at improving access to education for students with disabilities. Students who experience difficulties affecting communication, social interaction, and behavior are referred to the Student Support Service within the university, which provides psychological and educational counseling. Student support services are coordinated within the broader framework of the Student and Alumni Support Service, which offers counseling and guidance relevant to student inclusion and academic adjustment.

The university has also carried out accessibility works at institutional level, including interventions specifically designed to improve access to teaching spaces for persons with disabilities and to obtain the related authorization for operation. These infrastructural efforts complement the broader commitment to ensuring that the educational environment is accessible, functional, and inclusive.

Special places are allocated for persons with disabilities, who benefit from priority in accommodation and may receive special conditions whenever their medical situation requires such arrangements. They may also benefit from fee reductions and, in accordance with the applicable regulations, from additional facilities. These measures strengthen equal access to university life and help reduce barriers that might otherwise affect student participation and continuity.

Accessibility of Educational Spaces and Campus Infrastructure

Several accessibility measures are already in place across the university's educational spaces. At the Faculty of Biology, the facilities are available to persons with disabilities through adaptations that allow access to the ground floor by ramp and to the upper floors by elevator. Access to the basement level is facilitated through the construction of a ramp, while movement from the basement to the ground floor is possible through the use of an elevator. These measures ensure continuity of access across the building and reduce physical barriers within the educational environment.

Within the Faculty of Geography and Geology, students with disabilities also study and benefit from specific support measures. The didactic and scientific museums of the faculty provide information about



exhibits in Braille for students with visual impairments. At the same time, the museums are arranged in such a way that access for wheelchair users is easy and functional. Where certain students encounter difficulties affecting communication, social interaction, or behavior, they are directed to the university's Student Support Service, which provides psychological and educational counseling. The faculty's accessibility measures therefore combine infrastructural adaptation, access to information, and referral to specialized support.

At the Agiea Research Station, accessibility is treated as an institutional priority. Two accommodation rooms have been adapted for persons with disabilities and equipped with the facilities necessary to ensure a high degree of comfort and autonomy. Physical access has also been facilitated in the main common spaces of the station, including the lecture room and dining room, through appropriate infrastructural adaptations. These measures reaffirm a commitment to inclusion and universal accessibility and ensure equitable conditions of participation for visitors, students, and collaborators regardless of mobility level or other specific needs.

The Faculty of Orthodox Theology offers support services tailored to the needs of students with disabilities. At present, students with different types of disabilities are enrolled, including visual impairments, reduced mobility, and cognitive disabilities, and specific measures are implemented in response to these needs. The faculty provides adapted teaching materials in accessible formats, including digital support and additional descriptions, facilitates physical access to educational spaces through ramps, lifts, and accessible rooms, ensures individualized support from academic staff and fellow students, and offers flexibility in teaching and assessment according to each student's needs.

Digital Accessibility and Inclusive Communication

Digital accessibility forms an essential part of the university's support framework for persons with disabilities. Within the project eUAIC, implemented under the National Recovery and Resilience Plan between 19 September 2022 and 31 May 2026, the university aims to modernize its digital infrastructure, update and develop information services, and improve communication tools for the academic environment. One relevant activity concerns the updating of software instruments for academic records and communication with students, including the development of the university portal and the modernization of the academic records application together with database migration.

A key requirement of these software solutions is that they be accessible to persons with disabilities. The technical and economic documentation, together with the software solutions themselves, are required to consider accessibility requirements for persons with disabilities and the concept of design for all categories of users. In this way, digital modernization is directly linked to inclusion and to the reduction of barriers in access to academic information and communication.

The website of the Faculty of Psychology includes a dedicated accessibility section that presents the technical and functional features intended to facilitate access for all users, including students with disabilities. The available information refers to compliance with the basic principles of digital accessibility by ensuring an appropriate level of contrast and content legibility in line with WCAG recommendations. The platform is built using accessible web technologies such as semantic HTML and ARIA landmarks, which allow clear structuring of content and efficient navigation for users who rely on assistive technologies. Navigation is optimized for keyboard-only use, offering full support for



interactions without a mouse, which is essential for some user groups. The website is also compatible with major screen readers, including NVDA, JAWS, and VoiceOver, thereby facilitating access to information for persons with visual impairments.

Dedicated online communication has also been strengthened through the ACCESS project, which led to the creation and operationalization of an online communication channel specifically for students with disabilities and the institution. The platform available at access.uaic.ro supports continuous communication, more effective identification of needs, and better coordination of support measures.

B.3. PROJECTS DEDICATED TO ACCESS, INCLUSION, AND DISABILITY SUPPORT

EduACCES: Access to Education, Success in the Future

The project “Access to Education, Success in the Future – EduACCES”, code 324202, implemented within the Education and Employment Programme from January 2025 to December 2027, has as its general objective the support of 352 young people, of whom 162 are high school students and graduates from previous cohorts who did not pass the baccalaureate examination, and 190 are students, especially those coming from families with a low parental educational level. The project aims to strengthen their educational pathway from pre-university to university education and to implement specific measures for the prevention and reduction of school and university dropout.

Within this project, Activity 3 is particularly relevant because it is dedicated to accessibility measures in higher education institutions, including the acquisition of IT equipment and the development of tools specific to educational processes that include students with disabilities, including admission. Sub-activity 3.1 focuses on ensuring physical and digital accessibility within educational processes that include students with disabilities. Between January 2025 and December 2027, an analysis of the existing situation and of the needs related to physical and digital accessibility at university level is to be conducted for teaching and non-teaching spaces in which students access educational processes, services, and leisure activities. On the basis of this study, the spaces and areas to be adapted and improved are to be prioritized.

The planned measures include a tactile map to facilitate orientation within the building in all units where teaching activity takes place, tactile and visual information near evacuation doors, acoustic and visual guidance and information systems using easy-to-read language and pictograms to guide access into the building, and technical equipment adapted to special educational requirements, including software applications or devices capable of transforming written or spoken text into alternative visual, auditory, or augmentative forms of communication. The implementation of these measures contributes to the creation of an accessible and inclusive educational environment and ensures that students with disabilities have equal opportunities for learning and personal and professional development.

Sub-activity 3.2 concerns the acquisition of support services, including sign language interpretation for students with hearing sensory disabilities and specific support technologies. Implemented between January 2025 and December 2027, this activity aims to ensure equal access to education for students with auditory sensory disabilities by purchasing and providing sign language interpreting services and dedicated support technologies. Services for the creation of media materials with sign language interpretation are to be contracted during the implementation period. The benefits generated by this activity include increased access to education for students with hearing disabilities, improved academic



performance through adequate support and reduced dropout, as well as greater awareness within the university of the importance of accessibility for all students. Through these measures, the university demonstrates its commitment to an equitable and accessible educational environment.

Sub-activity 3.3 is dedicated to the development of counseling and guidance services specifically for students with disabilities. Implemented between January 2025 and December 2027, the activity aims to strengthen the work of the Career Counseling and Orientation Center by hiring a specialist in special psycho-pedagogy to provide counseling and psycho-educational support to students with disabilities and by using the spaces equipped and made accessible through the project in the activities grouped under the title “Transition Center for pupils toward university studies and inclusion of UAIC students.” The activity follows the results of a needs analysis on the basis of which the necessary types of counseling are defined, namely academic, vocational, psychological, and social counseling. Specific objectives are established for each type of counseling, an implementation plan is prepared, personalized counseling programmes are to be created according to the type and degree of disability, and informational materials and guides are to be produced for students and teaching staff. An information campaign is also foreseen in order to increase awareness among students with disabilities of the services available to them.

Activity 3.4 concerns the realization of a needs and resources analysis specific to students with disabilities within the educational processes carried out at the university, including admission. Implemented between January 2025 and December 2027, this activity investigates the needs of students with disabilities or students at risk from different faculties and specializations in ways relevant to the educational processes developed within the university. An Activity A3 report is attached to the project documentation.

Support-HUB: Efficient Resources and Psycho-Educational Support

The project “Support-HUB: Efficient Resources and Psycho-Educational Support for the Access and Adaptation of Students with Disabilities to the University Environment”, code CNFIS-FDI-2024-0559, was implemented between April and December 2024 in the field of supporting the participation and access of students with disabilities to the educational process. Its purpose was to promote the university’s educational offer by creating and implementing personalized initiatives capable of offering support and facilitating access and participation in the academic and extracurricular life of the institution for students with disabilities or disabling conditions.

Relevant activities within the project included information sessions for pupils through online and offline workshops in Iași, Vaslui, and Bacău counties, presenting the university’s educational offer both to typical future graduates and to those with disabilities or disabling conditions. Another important activity was the course “Access to university education for students with special requirements,” delivered by the Support-HUB team and addressed to the teaching and administrative staff of the university, with the purpose of increasing knowledge regarding inclusion in the university environment.

The project also included a workshop entitled “Professional opportunities for future graduates with disabilities/disabling conditions,” centered on employment opportunities for students and graduates with disabilities or disabling conditions, on current employer expectations, and on practical guidance for increasing employability. Three employers, the Support-HUB team, and UAIC students took part in this



meeting. In addition, individual and group psycho-pedagogical counseling sessions were organized for students with disabilities or disabling conditions on the basis of individual psycho-pedagogical reports.

Another relevant activity was the working workshop “Access to higher education among pupils with disabilities/disabling conditions,” carried out with representatives from County Centers for Educational Resources and Assistance, County School Inspectorates, and special schools from across the country. The project also included the second edition of the National Interdisciplinary Conference of Special Psycho-Pedagogy, held on 28–29 November 2024 at the university under the theme “Policies and strategies of inclusion in the university environment. Dilemmas and challenges.” Finally, the project generated a functional package of information and communication resources under the name Support-HUB.

ACCESS: Accessibility, Awareness, and Connectivity

The project “Accessibility, Awareness and Connectivity to Higher Education for Persons with Disabilities (ACCESS)”, code CNFIS-FDI-2025-F-0449, was implemented between April and December 2025 within the same field dedicated to supporting the participation and access of students with disabilities to the educational process. Its purpose was to adapt and improve access conditions within the university for students with disabilities, with the explicit aim of facilitating both the academic and extracurricular experience by creating an inclusive educational environment in which these students could benefit from equal opportunities and actively participate in university life.

The project promoted the educational offer of the university with the involvement of student volunteers, particularly students with disabilities, by producing information materials disseminated online and through a caravan organized in special high schools from Iași County. It also facilitated the registration procedure of pupils with disabilities to faculties within the university. At faculty level, persons with disabilities and their needs were identified and an updated database was created including relevant information concerning the type of disability and the educational or accessibility needs recorded. A report on the needs identified among students was also prepared.

To support communication, a dedicated online communication channel between students with disabilities and the institution was created and made operational. The project also organized mentoring and tutoring sessions in faculties with students with disabilities. A group of mentors was trained to provide academic and psycho-educational support, and the selected mentors delivered support through five dedicated sessions addressing different themes. In parallel, four sessions of counseling, educational support, and career guidance were organized, either individually or in groups.

The project included a training session for teaching and auxiliary teaching staff on effective ways of interacting with students with disabilities. It also aimed to improve accessibility in the educational process and to organize sports activities for inclusion, through the provision of specific equipment facilitating access and integration into the academic community and through adapted sporting activities intended to increase access to university social life. Workshops were organized for students with disabilities by associations specialized in working with persons with disabilities, including a theoretical seminar on independent living skills and a practical workshop on wheelchair handling and obstacle negotiation for persons with different types of disabilities.



Practical first-aid sessions in emergency situations were also delivered in order to teach the ways of providing first aid in major medical emergencies. In addition, the project provided support to students with disabilities for the reduction of dropout and for the facilitation of labour market insertion by involving representatives from the business environment with experience and employment opportunities for students and graduates with disabilities. The project concluded with a dissemination conference that brought together students with disabilities, teaching and auxiliary teaching staff, and specialists working in fields related to disability support.

UAIC Bio LIFE: Inclusive Student Accommodation Infrastructure

The project “Construction of a student accommodation building within the research and student practice station ‘Vasile Băcăuanu’ – UAIC Bio LIFE”, code 677495205, implemented under PNRR between 18 December 2024 and 31 August 2026, aims to develop the resilience of the university campus by ensuring the social and inclusive dimension of higher education through appropriate university infrastructure. This objective is pursued through the increase in the number of accommodation spaces following the construction of a student accommodation building in the research and student practice station at Ștefănești, Botoșani County.

Within the relevant construction activity, works are being carried out for the student accommodation building, including the planning of green spaces. The proposed building has fifty places distributed in eighteen rooms, namely fourteen rooms with three beds, three rooms with two beds, and one room for persons with disabilities, each room having its own complete sanitary group composed of washbasin, toilet, and shower. The building is to be provided with all facilities necessary for persons with locomotor disabilities and other disabilities, including the arrangement of a room for persons with disabilities, a sanitary group for persons with locomotor disabilities, and data-voice works, in accordance with the national norm concerning the adaptation of civil buildings and urban space to the individual needs of persons with disabilities, NP 051-2012, which establishes the minimum necessary accessibility criteria for civil buildings and urban space. These facilities are to be achieved through the project.

Mobility, Counseling, and Inclusion in Academic Life

Support for persons with disabilities is also visible in the mobility, counseling, and participation opportunities offered by the university. Through Erasmus+ KA131 and KA171 mobility projects, the university supports students with fewer opportunities and persons with special needs by granting additional mobility funds. These grants are particularly important because they help offset the extra costs often associated with accessible travel, accommodation, support services, or adaptive learning arrangements during international mobility periods.

International students benefit from support through university services, the Erasmus Student Network student association, and student volunteers. This support network can be particularly relevant for students who require assistance with integration, orientation, access to services, and communication in an unfamiliar institutional and cultural environment. Counseling and psycho-educational support remain central elements of the university’s inclusion strategy, whether through the Student Support Service, through the Career Counseling and Orientation Center, or through project-based counseling interventions specifically targeted at students with disabilities.



Additional Faculty-Level and Service-Based Examples of Inclusion

The measures described across faculties and services indicate that support for persons with disabilities is implemented both centrally and locally. The Faculty of Biology demonstrates infrastructural accessibility through ramps and lifts. The Faculty of Geography and Geology complements physical accessibility with Braille information in its museums and with referral to counseling services. The Faculty of Orthodox Theology combines physical access, accessible learning materials, individualized academic support, and flexibility in teaching and assessment. The Faculty of Psychology contributes to inclusive access through digital accessibility features on its website. The Agigea Research Station extends accessibility into accommodation and common spaces used in teaching and student activities.

Taken together, these measures show that disability support at the university extends beyond compliance-oriented accessibility adjustments and increasingly includes communication, counseling, digital inclusion, mentoring, admission support, career guidance, student accommodation, independent living skills, first aid preparedness, and labour market insertion support. The combination of infrastructural works, educational services, and targeted projects contributes to a more equitable academic environment in which students with disabilities can participate in educational and extracurricular life under improved conditions of access, autonomy, and support.

B.4. HEALTH SERVICES AVAILABLE ON CAMPUS

Alexandru Ioan Cuza University of Iași provides health-related services and well-being initiatives addressed to the entire academic community, including teaching and research staff, administrative personnel and students. These services are implemented through institutional activities, European university alliances and international cooperation programs, as well as through faculty-level initiatives.

Activities within the EC2U European University Alliance

Within the framework of the EC2U European University Alliance, the university has organized a series of workshops dedicated to health, stress management and active lifestyles. These include the workshop “Healthy breathing and stress management” addressed to students on 4 June 2024, to staff on 17 October 2024, and to the wider community on 16 December 2024. In addition, the “Active Campus” workshop was organized on 15 May 2025, promoting physical activity and well-being within the academic environment.

Blended Intensive Erasmus+ Programmes

The university has also contributed to blended intensive programmes under Erasmus+, focusing on health and well-being. These include the programme “Social Health and Well-being in Campus,” held between 23 and 27 March 2026 at Alexandru Ioan Cuza University of Iași, as well as initiatives such as “The power of sport: a project for active and healthy living,” organized between 12 and 16 May 2025, and “Achieving wellbeing: games and exercises for developing the motor intelligence,” organized between 7 and 11 April 2025.

European Projects Implemented at Faculty Level

Health and well-being are also addressed through European projects implemented at the level of UAIC faculties. As a coordinator, the university is involved in the project ERASMUS+ KA220-HEI “Enhancing Sustainable Development Awareness and Engagement in Higher Education (SustainEd)” and in the ERASMUS-SPORT-2025-SCP Cooperation Partnerships project “Achieving Wonders: Athlete's



Recognition & Development for the Contribution in Society (AWARDS)”. As a partner, UAIC participates in several projects, including ERASMUS+ KA210-SCH “There is No Obstacle There is Sport”, ERASMUS+ KA220-HED “Cultivating Entrepreneurial Mindset for Employment via Entrepreneurial Pedagogy in Higher Education (CEME)”, ERASMUS+ KA220-SCH “EduCO2Health — Exposome and Climate Change in the School Media under the ‘One Health’ approach of the WHO”, ERASMUS+ KA220-VET “ExerCise onCology SpEcialist (ECOLE)”, and ERASMUS+ Sport SCP Cooperation Partnerships “FIND ME — University Dual Career Opportunities”.

Student Health, Accommodation and Nutrition Services

Students of UAIC benefit from the medical services provided at the university level. The campus infrastructure ensures accommodation services and access to meal facilities. Medical services for students, accommodation services and university canteens are available through dedicated institutional platforms.

Medical services: <https://www.uaic.ro/studenti/servicii-medicale/>

Accommodation: <https://www.uaic.ro/studenti/cazare/>

University canteens: <https://www.uaic.ro/studenti/cantinele-universitatii-alexandru-ioan-cuza/>

Health Promotion and Awareness Campaigns

On 21 November 2024, within the INFOSAN project, the Faculty of Orthodox Theology “Sfântul Dumitru Stăniloae”, specialization Orthodox Theology – Social Assistance, in partnership with the association “Copilul Meu-Inima Mea” and the Coalition of Patient Organizations with Chronic Diseases (COPAC), carried out awareness campaigns regarding healthy lifestyles in schools and high schools in Iași. The activity involved over 80 students from the Technological High School of Mechatronics and Automation in Iași and promoted water consumption instead of sugary carbonated drinks, healthy nutrition, active lifestyles through sports activities, and awareness of the negative effects of substance consumption on human development.

B.5 KNOWLEDGE EXCHANGE

Support for Persons with Disabilities and Inclusive Community Engagement at “Alexandru Ioan Cuza” University of Iași

Knowledge exchange within a university context refers to the circulation of expertise, research-based understanding, professional practice and educational resources between the academic environment and wider society. It includes outreach activities addressed to pupils, students, professionals, public institutions, civil society organizations and local communities, as well as initiatives that make scientific, cultural and social knowledge accessible beyond the university campus. In this sense, community engagement is closely linked to the public mission of higher education, as it enables the university to contribute directly to social development, public awareness, professional training and the strengthening of civic participation.

At Alexandru Ioan Cuza University of Iași, knowledge exchange takes multiple forms, ranging from science popularization events, educational visits and conferences, to applied projects developed in partnership with schools, public authorities, non-governmental organizations, business actors and



international networks. These activities address diverse fields, including biodiversity, sustainability, health, resilience, social inclusion, entrepreneurship, media literacy, family support and vulnerable groups. Together, they reflect a broad and sustained effort to connect academic knowledge with societal needs.

“Alexandru Ioan Cuza” University of Iași (UAIC) demonstrates support for persons with disabilities through a combination of direct social assistance, inclusive educational practice, community outreach, intergenerational engagement, health- and resilience-oriented events, environmental education, and partnerships with public institutions, schools, NGOs, cultural bodies, and local authorities.

In UAIC, the strongest direct evidence of disability-related support appears in activities dedicated to inclusive education, support for vulnerable families, work with children and adults with special needs, social assistance practice placements, health promotion, and community-based events explicitly addressed to persons with Down syndrome, older adults, mothers and children in vulnerable situations, hospital patients, and beneficiaries of medico-social services.

At governance level, the evidence indicates a distributed institutional model in which faculties, research stations, university alliances, associated partners, public authorities, professional bodies, and NGOs jointly contribute to inclusion. In this report, governance is understood as the set of structures, responsibilities, partnerships, decision-making channels, and implementation practices through which the university translates its public mission into coordinated support, access, protection, participation, and measurable community benefit.

To preserve all the information received, the report includes both directly disability-relevant actions and broader outreach and community-engagement initiatives that strengthen an enabling environment for inclusion, awareness, access to services, and social participation.

Institutional Framing

UAIC carries out diverse outreach and inclusion projects oriented toward pupils from disadvantaged backgrounds, students, and the international academic community. Across the source material, support for persons with disabilities is embedded in a wider institutional culture of inclusion, public engagement, health promotion, social solidarity, and access to knowledge.

The available evidence suggests that disability support is not limited to one administrative locus. Instead, it is reflected across academic faculties, specialized study programs, research entities, affiliated associations, and collaborative projects involving schools, hospitals, penitentiaries, elderly care centers, maternal centers, faith-based organizations, airport and cultural venues, and local or regional public institutions.

Governance of Support and Inclusion

The university’s approach can be described as a multi-actor governance arrangement. Faculties initiate and deliver events; academic staff and students implement educational, social, and volunteering activities; partner NGOs and professional associations contribute expertise and field access; and public institutions provide implementation settings for community-facing practice and service-learning.

This governance model is visible in recurring cooperation with local and regional authorities, schools, hospitals, social service providers, professional associations, religious and charitable organizations,



cultural institutions, and European university-alliance partners. Together, these actors support outreach, access, participation, prevention, awareness raising, and transfer of knowledge to diverse beneficiary groups, including persons facing disability, illness, exclusion, dependency, aging, or multiple vulnerabilities.

Operationally, the initiatives demonstrate several governance functions: agenda setting through conferences, debates, and public campaigns; partnership-based delivery through joint events and placements; capability building through practice, workshops, and community contact; and public accountability through recurring, named events and visible collaboration with recognized external stakeholders.

Institutional and Faculty-Level Outreach Activities

Faculty of Biology

The Faculty of Biology is actively engaged in the community through science popularization activities designed to make biological knowledge accessible to wider audiences, especially school pupils, families and members of the local community. These activities include the European Researchers' Night, the Night of Museums, Open Doors events, BiologyFEST 2025 and the initiative Biology in the Park. Through these events, the faculty addresses themes related not only to biology in a narrow disciplinary sense, but also to biodiversity, sustainability and health. In doing so, it contributes to scientific literacy, environmental awareness and public engagement with contemporary challenges at the intersection of science and society.

References: European Researchers' Night: <https://www.bio.uaic.ro/?p=23515> and <https://www.bio.uaic.ro/?p=20702>; Open Doors Day: <https://www.bio.uaic.ro/?p=22315>; BiologyFEST 2025: <https://www.bio.uaic.ro/?p=22566>; Biology in the Park: <https://www.bio.uaic.ro/?p=19430>; Night of Museums: <https://www.uaic.ro/event/noapte-muzeelor-la-muzeul-zoologic-al-universitatii-alexandru-ioan-cuza-din-iasi/>.

Faculty of History

The Faculty of History manages projects of general cultural education and deeper engagement with historical knowledge directed toward young people under the age of eighteen. The initiative Meetings with History provides an educational framework through which pupils can encounter historical themes in forms that are both accessible and intellectually stimulating. By opening the field of history to younger audiences, the faculty contributes to civic education, cultural awareness and the strengthening of historical understanding among future generations.

References:

<https://www.facebook.com/photo.php?fbid=1359477905972337&set=pb.100057304216675.-2207520000&type=3;>

<https://www.facebook.com/photo.php?fbid=1143583637561766&set=pb.100057304216675.-2207520000&type=3;>

[https://www.facebook.com/photo.php?fbid=1106482514605212&set=pb.100057304216675.-2207520000&type=3.](https://www.facebook.com/photo.php?fbid=1106482514605212&set=pb.100057304216675.-2207520000&type=3;)



Faculty of Psychology and Educational Sciences

The Faculty of Psychology contributes to knowledge exchange through a wide range of conferences, symposia, student research events and practice-based educational activities. In May 2025, it organized the conference Contemporary Approaches in Addiction Intervention and Research. At the Border Between the Physical and the Virtual, followed on 20 May 2025 by the conference Discover a New Perspective on Relationships through the ESPERE Method. In October 2025, the faculty hosted the eleventh edition of the International Conference on Applied Psychology and Educational Sciences, accompanied by a series of pre-conference events including book launches, exhibitions and workshops. The same month also included the Student Conference on Psychological and Educational Research. On 6 December 2025, the symposium Stories of Resilience. The Strength of Vulnerability further extended the public and academic dialogue on well-being and human development. The doctoral conference Doctoral Think, Share and Exchange, organized in March and May 2025, created an additional platform for advanced scholarly communication and interdisciplinary dialogue.

The faculty also contributes to community-oriented education through the pedagogical and specialist practice of students enrolled in the study programmes Pedagogy of Primary and Preschool Education, Pedagogy and Special Psycho-Pedagogy. These activities are organized within the national programmes Green Week and School Otherwise, thereby extending university expertise into school environments and supporting experiential, socially relevant learning.

Reference:<https://www.uaic.ro/event/simpozionul-international-povesti-de-rezilienta-forta-vulnerabilitatii/>.

Agigea Research Station

The Agigea Research Station carries out two important projects dedicated to community engagement and the transfer of knowledge to the general public. The first project, Implementation of Active Conservation Measures on the Territory of the Natura 2000 Site ROSCI0073 Marine Dunes from Agigea and the National Protected Natural Area of National Interest Marine Dunes from Agigea – Code 2.366, Stage II, aims to improve and maintain the favorable conservation status of two priority habitats, one habitat and two species requiring the designation of special conservation areas, as well as two species requiring strict protection, all present within the protected natural area. The project falls within the specific objective of the Sustainable Development Programme concerning the intensification of nature protection and conservation actions, biodiversity and green infrastructure, including in urban areas, as well as the reduction of all forms of pollution. By implementing the conservation measures envisaged, the project contributes directly to the protection of biodiversity in one of the most valuable and vulnerable coastal dune ecosystems in Romania.

The second project, Exposure and Climate Change in School Audiovisuals through the One Health Approach – the EduCO2Health project, is dedicated to communicating current scientific concepts to the general public, with a special focus on the exposome concept and on the integrated One Health approach promoted by the World Health Organization. In order to achieve this objective, the project foresees the production of a documentary and a series of complementary educational materials intended both for school use and for general audiences. Through this initiative, the station contributes



to increasing public awareness of the interconnection between human health, animal health and the state of the environment in the context of accelerating climate change.

References: <https://dunele-agigea.uaic.ro/> and <https://educo2health.org/>.

Faculty of Orthodox Theology

The Faculty of Orthodox Theology within “Alexandru Ioan Cuza” University of Iași carries out a comprehensive and coherent set of outreach and community engagement activities that concretely illustrate the mechanisms of knowledge exchange and directly contribute to supporting vulnerable groups, including persons with disabilities, in line with the Knowledge Exchange dimension.

In terms of educational outreach and academic promotion, the faculty consistently organizes activities aimed at presenting its study programs in high schools, theological seminaries, and university events (such as Open Doors Days), thereby facilitating the transfer of knowledge to pupils and prospective students. Initiatives involving educational mobility and cultural-spiritual exploration (e.g., study visits to Bessarabia) contribute to students’ professional development and to a deeper understanding of real social contexts, strengthening the connection between academic education and societal needs.

A central dimension of the faculty’s activity is represented by volunteer and social assistance projects, which actively involve students in direct interaction with beneficiaries from various vulnerable groups: elderly persons, mothers and children in difficult situations, homeless individuals, persons deprived of liberty, hospital patients, and large families. These activities include the distribution of food and essential goods, emotional support, organization of creative and intergenerational workshops, as well as participation in social programs within residential and medico-social centers. These interventions serve a dual purpose: they provide concrete support to beneficiaries while also constituting applied learning experiences for students, fostering professional competencies and social empathy.

A particularly relevant aspect for Knowledge Exchange is the faculty’s involvement in activities explicitly or implicitly dedicated to the inclusion and support of vulnerable individuals, including those with special needs. Examples include events dedicated to persons with Down syndrome, activities in hospitals (maternity, pediatrics, pediatric rehabilitation), elderly care centers, and maternal centers, as well as support programs for mothers in crisis situations. Through these initiatives, the faculty contributes to creating an inclusive and diversity-sensitive environment in which academic knowledge is applied in real contexts of care, support, and social integration.

The faculty also develops an extensive network of institutional partnerships with NGOs, schools, hospitals, public authorities, and professional organizations. These collaborations materialize in conferences, social campaigns, educational projects, and community interventions, reflecting a distributed governance model characteristic of UAIC. Events such as conferences on family issues, debates on domestic violence, burnout, or the right to life, as well as health promotion and prevention campaigns, contribute to setting the public agenda and raising awareness of contemporary social challenges.

Furthermore, the faculty organizes interdisciplinary workshops, debates, and conferences that facilitate dialogue among students, academic staff, specialists, and the wider community. These activities support the transfer of theoretical knowledge into social practice in areas such as social assistance, health, family



support, and social inclusion. Students' participation in practical placements and field activities (social centers, penitentiaries, medical institutions) demonstrates the integration of academic learning with direct experience.

Within the Knowledge Exchange framework, these initiatives clearly highlight the role of the Faculty of Orthodox Theology in supporting persons with disabilities and other vulnerable groups, not only through direct interventions but also by creating an ecosystem of collaboration and applied learning. The activities contribute to access to services, social participation, emotional support, and community development, reflecting the university's public mission.

Overall, the faculty exemplifies a functional model of knowledge exchange, in which education, research, and social practice are integrated into a collaborative system between the university and society. Through the diversity and continuity of its actions, it contributes to strengthening inclusion, solidarity, and civic responsibility—essential elements for supporting individuals in situations of vulnerability, including persons with disabilities.

Faculty of Economics and Business Administration

The Faculty of Economics and Business Administration (FEAA) at “Alexandru Ioan Cuza” University of Iași develops a diverse and dynamic portfolio of knowledge exchange initiatives focused on entrepreneurship, economic education, business collaboration, innovation, media literacy, and social responsibility. These activities reflect a strong commitment to connecting academic knowledge with real-world economic practices and societal needs.

A key pillar of FEAA's knowledge exchange strategy is its **sustained collaboration with the business environment**. During the 2025–2026 academic year, the faculty continued its partnerships with major organizations such as Romanian Business Leaders (RBL Iași), OFA-UGIR, Antibiotice Iași, and Phinia Iași through the **Centre of Excellence in Business Administration**, which facilitates interaction between academia and industry professionals. Centre of Excellence: <https://www.faaa.uaic.ro/centrul-de-excelenta-in-administrarea-afacerilor/>

In addition, FEAA strengthened its cooperation with ABSL România by integrating practitioners into the teaching process, resulting in approximately **20 guest lectures delivered by multinational company representatives in 2025**. This initiative enhances students' exposure to current business practices and supports the practical application of theoretical knowledge. The faculty also plays an active role in organizing **dialogue platforms between academia and business leaders**. A notable example is the third edition of the event “*Education Leaders – Business Leaders: What's Next?*”, held on 3 July 2025 in Iași, which brought together key stakeholders to discuss the future of education and business collaboration. Event reference:

<https://www.facebook.com/groups/299443286183842/permalink/585543424240492/>

FEAA's knowledge exchange activities also extend to **media literacy and civic awareness**, as illustrated by the *Fake News* event (October 2025), organized in partnership with Veridica and featuring journalist Marian Voicu. This initiative addressed misinformation and critical thinking, contributing to the



development of informed and responsible citizens. Another important dimension is **social engagement and philanthropy**. The faculty participated in the *Lost Signal* fundraising campaign (16 December 2025), collecting money, clothing, and toys for disadvantaged individuals, and organized a **charitable film evening** (9 December 2025), which combined fundraising with community-building among students. Lost Signal: <https://www.facebook.com/profile.php?id=61583830493788>

FEAA also demonstrates a strong orientation toward **innovation and interdisciplinary collaboration**. Its partnership with Romanian Creative Week and UniCredit România led to the organization of a hackathon-type event, encouraging creative problem-solving and engagement with real-world economic challenges.

Hackathon example:

<https://www.facebook.com/photo/?fbid=945844741077633&set=a.481805760814869>

Through the **FEAA & Partners** event (18 December 2025), the faculty publicly recognized the contribution of business partners to educational development, reinforcing long-term cooperation between academia and industry.

FEAA & Partners: <https://www.feaa.uaic.ro/feaa-partners-building-together-a-future-in-business-education/>

A particularly impactful outreach initiative is the programme “**Successful Entrepreneur with FEAA**”, which delivers economic education to high-school pupils across the Moldavia region. The programme reached over **4,000 pupils**, promoting entrepreneurial thinking and facilitating early engagement with economic concepts.

Programme: <https://www.facebook.com/profile/100064771208716/search/?q=Antreprenor%20de%20succes%20cu%20FEAA%2C>

Additional initiatives further illustrate the faculty’s commitment to connecting education with innovation and entrepreneurship, including:

- **Energy Challenge 2025**, focused on energy-related innovation and student engagement; <https://www.facebook.com/FEAA.lasi/photos/-a-spus-cineva-energie-exact-suntem-chiar-aicine-bucur%C4%83m-s%C4%83-anun%C8%9B%C4%83m-c%C4%83-s-audesc/1243760637792965/>
- **The Road to Entrepreneurship** (October 2025), promoting entrepreneurial pathways; <https://www.feaa.uaic.ro/comunicat-de-presa-visionprenor-drumul-catre-antreprenoriat/>
- **Fintech Hack 2025**, addressing digital finance and innovation; <https://www.feaa.uaic.ro/unicredit-fintech-hack/>

Overall, FEAA exemplifies a robust model of knowledge exchange by integrating academic education with business practice, innovation, and social responsibility. Through partnerships, outreach programmes, applied learning, and community engagement, the faculty contributes to professional training, entrepreneurial development, and societal awareness, while strengthening the connection between the university and the wider economic **and social environment**.

EC2U and Think Tank-Type Community Involvement



As a member of the European Universities Alliance EC2U, UAIC also pursues community engagement through collaboration with associated partners, including local and regional authorities, student associations and representatives of the business environment. This involvement also takes the form of Think Tank-type activities dedicated to themes of interest for the community and carried out in cooperation with representatives of local and regional authorities, associations and organizations active in the field addressed by the proposed debate, members of the local community and other relevant institutions.

Institute for Corporate Governance and Sustainability

The Institute for Corporate Governance and Sustainability has initiated a promising collaboration with the Museum of Alexandru Ioan Cuza University aimed at developing a modern strategy oriented toward innovation, sustainability and visibility. This partnership seeks to promote and preserve university heritage in a manner that is both engaging and accessible, while also strengthening the connection between the academic community and the wider public. Through this collaboration, knowledge exchange is understood not only as the communication of contemporary expertise, but also as the creative valorization of institutional memory and cultural heritage.

The activities carried out by Alexandru Ioan Cuza University of Iași in the field of outreach and community engagement reveal an extensive and diversified culture of knowledge exchange. Through public science events, educational projects for pupils, conferences, training activities, social and philanthropic interventions, collaborations with institutions and civil society actors, and partnerships with the business environment, the university makes academic knowledge available in ways that are socially relevant and publicly accessible. This engagement involves multiple faculties and structures and demonstrates a sustained effort to connect teaching, research and professional expertise with the needs of local, regional and international communities.

Activities with Direct Relevance to Persons with Disabilities

Among all the initiatives listed above the clearest direct disability-related evidence is concentrated in activities involving special psycho-pedagogy, community social assistance, hospital and rehabilitation outreach, and events explicitly dedicated to persons with disabilities.

The Faculty of Psychology contributes through study practice associated with Special Psycho-Pedagogy, especially in the context of “Green Week” and “School Otherwise”, which indicates a direct educational pathway relevant to inclusive learning and support for children with special educational needs.

The Faculty of Orthodox Theology provides the most explicit disability-related examples in the supplied material. On 21 March 2025, the event “21 reasons to celebrate”, organized on World Down Syndrome Day, was dedicated to all those living with Down syndrome and included educational and recreational activities for the children of the ADIR Association. This is the strongest explicit evidence of disability-targeted community engagement in the dataset.

Additional direct evidence comes from the 20–22 March 2026 volunteering and field-placement activity in Hârja, Oituz, Bacău County, where students combined volunteering and professional practice within a socio-medical and educational services complex serving older adults and children, including a



neuromotor recovery centre. This demonstrates hands-on exposure to beneficiaries with rehabilitation and possibly disability-related needs.

The 2 April 2025 project “Every person matters”, implemented at the Bacău County Hospital in maternity, neonatology, paediatrics, and paediatric rehabilitation wards, also has substantial relevance for children and families affected by health vulnerabilities and potential disability-related conditions.

The thematic lecture of 12 March 2026 on “Medico-social services and the intervention plan for the disadvantaged family” indicates attention to integrated support mechanisms, which are especially important in the case of disability, chronic illness, family strain, and cumulative disadvantage.

Activities Supporting Vulnerable Groups with Strong Inclusion Value

A wider group of actions does not refer exclusively to disability, but has strong relevance for inclusive support systems because it addresses isolation, dependency, maternal vulnerability, homelessness, imprisonment, mental health, violence, aging, and social exclusion.

These include repeated intergenerational workshops and support activities for older adults; visits to residential and day-care centres; support for hospitalized children; direct engagement with vulnerable mothers and newborns; support to homeless persons; educational-spiritual work in detention settings; and psycho-emotional support actions implemented through social assistance specializations.

From an institutional perspective, these activities matter because universities that build competence and empathy in such settings are also strengthening their ability to respond to disability-related needs. Many disabilities are experienced together with poverty, aging, illness, family fragility, or social marginalization; accordingly, the broader inclusion ecosystem documented here is highly relevant.

Outreach, Public Education, and Accessible Knowledge Environments

The Faculty of Biology, the Agigea Research Station, the Faculty of History, FEAA, and the Institute of Corporate Governance and Sustainability contribute to an enabling environment through science communication, cultural participation, environmental awareness, innovation, health literacy, entrepreneurial education, and public-facing events.

Although these activities are not disability-specific in the source text, they broaden access to knowledge and create opportunities for participation across age groups and communities. When properly designed and delivered, such initiatives can improve the inclusion of persons with disabilities by reducing informational barriers, strengthening civic participation, and promoting social visibility of diverse groups.

Particularly relevant in this respect are the One Health communication project EduCO2Health, the public science activities of the Faculty of Biology, youth knowledge outreach by the Faculty of History, and the accessibility-oriented museum collaboration led by the Institute of Corporate Governance and Sustainability.

Partnerships and Community Ecosystem

The material shows dense partnership activity with schools, maternal centres, hospitals, paediatric services, penitentiaries, social-care institutions, elderly day centres, foundations, social work associations, airport and museum partners, local authorities, and regional professional bodies. These



partnerships are important because support for persons with disabilities is rarely effective when delivered in isolation.

The recurring involvement of professional social work bodies, hospitals, emergency services, educational institutions, and civil-society organizations suggests that UAIC's community role includes convening knowledge, training future professionals, and operating as a bridge between academic learning and real-life social-service environments.

The EC2U alliance dimension also reinforces this interpretation, since it explicitly references collaboration with associated partners, local and regional authorities, student associations, and the economic environment, alongside Think Tank activities on issues of community interest.

Assessment of Institutional Strengths Evident in the Material

The evidence supplied points to several strengths: continuity of engagement across years; multiple entry points for student participation; interdisciplinary practice; repeated collaboration with external stakeholders; attention to vulnerable groups across the life course; and the combination of awareness, prevention, direct service contact, and reflective academic events.

The strongest assets for a disability-support narrative are: direct engagement with children with Down syndrome; field practice in neuromotor recovery and socio-medical services; special psycho-pedagogy placements; activity in paediatric rehabilitation contexts; recurring intergenerational and elderly-support projects; and the framing of resilience, vulnerability, mental health, and medico-social coordination as topics of academic and public relevance.

Taken together, these initiatives suggest not only isolated events but an underlying culture of social responsibility and inclusion that can be articulated as part of the university's broader civic and educational mission.

Integrated Evidence Base by Institutional Unit

For ease of reuse in a larger report, the available evidence may be read as follows: the Faculty of Psychology contributes through mental health, resilience, educational sciences, and special psycho-pedagogy; the Faculty of Orthodox Theology contributes through the most extensive set of direct social assistance, vulnerable-group support, and disability-relevant field activities; the Faculty of Biology and the Agigea Research Station contribute through public science and health-environment education; the Faculty of History contributes through cultural outreach to young people; FEAA contributes through solidarity actions, economic education, and social fundraising; the Institute of Corporate Governance and Sustainability contributes through accessible heritage communication; and the EC2U dimension contributes through participatory stakeholder governance.



C. GOVERNANCE

Within the framework of institutional governance, “Alexandru Ioan Cuza” University of Iași (UAIC) demonstrates a sustained commitment to fostering an ethical culture, strengthening teaching quality, and promoting responsible and transparent decision-making processes. These objectives are operationalized through institutional development projects and governance practices that support academic integrity, inclusiveness, and sustainability.

A significant contribution in this direction is represented by the FDI project “UniE-Quality: Development of Quality Culture and Improvement of Teaching Activities at UAIC”, implemented under Domain 5. The project focused on enhancing the quality of teaching activities and ensuring compliance with academic deontology and ethics. One of its core objectives consisted in the development of competencies among academic staff through structured training in university pedagogy, academic ethics, the use of online teaching platforms, and curriculum planning. Within Activity A5, a comprehensive training programme was implemented, resulting in the participation of more than 30 academic staff members. The project was implemented between April and December 2024. Further information is available at: https://www.uaic.ro/wp-content/uploads/2025/03/RAPORT-FDI_prezentare-site_D5_UniE-Quality.pdf.

Inclusive Academic Environment and Ethics Promotion

The FDI project “Prevention, Combating and Sanctioning of Antisemitism, Xenophobia, Radicalization and Hate Speech in the Academic Space of ‘Alexandru Ioan Cuza’ University of Iași (UniKnowledge)” reinforces the institutional commitment to ethical values. Within this project, an electronic training guide was developed, including expert contributions and structured recommendations that support the integration of ethics and academic integrity into curricula across faculties. The guide also provides best practices for both academic staff and students. It is available at: <https://www.uaic.ro/wp-content/uploads/2026/01/Ghid.pdf>

The project was implemented between April and December 2025

Sustainable Development and Institutional Capacity

Sustainability principles are integrated into institutional activities through dedicated personnel and project-based initiatives. Within the project “Inclusion, Education and Success through Additional Financial Support for Erasmus+ Mobilities” (SMIS 338961), a Sustainable Development and Green Competencies Expert delivers training modules on sustainability and green employment opportunities. Similarly, the project “Education and Practice – The Basis of Your Successful Career! Green EDU WORK UAIC” (SMIS 303727) includes experts responsible for developing educational content, organizing workshops, and promoting environmental awareness. Supporting materials are available at: <https://www.uaic.ro/wp-content/uploads/2025/12/Dezvoltarea-durabil%C4%83-%C8%99i-locurile-de-munc%C4%83-verzi.pdf>

The Agigea Research Station further contributes to sustainability through research on natural ecosystems and their interaction with anthropogenic pressures. Its activities integrate fundamental and applied research, support biodiversity conservation, and promote evidence-based environmental



policies, while also embedding sustainability in infrastructure, community engagement, and educational programmes.

Transparency

Transparency and accountability are essential components of governance at UAIC. Financial reporting practices ensure accessibility of relevant information and institutional trust.

Alexandru Ioan Cuza” University of Iași demonstrates a strong commitment to institutional transparency by ensuring that relevant information is systematically published, clearly structured, and regularly updated. Through its digital platforms, the university provides stakeholders with consistent access to essential data regarding its governance, academic processes, and institutional activities.

Governance and Policy Disclosure

The university maintains a high level of openness by making key governance and regulatory documents publicly available through its official website and faculty pages. These include the University Charter, which incorporates the Code of Ethics, as well as a wide range of institutional regulations and applicable legislation. Information related to admission methodologies, criteria, and study completion procedures is also accessible, alongside detailed explanations of online academic processes. This comprehensive approach allows stakeholders to understand how the institution operates, how decisions are made, and which ethical standards guide its activity.

Academic Transparency and Student Information

UAIC provides extensive and clearly organized information concerning academic processes, ensuring that students and prospective candidates are well informed. The university communicates the structure of study contracts, the implementation of the European Credit Transfer System (ECTS), and the regulations governing student activity. In addition, it offers detailed explanations regarding examination procedures, graduation requirements, and admission processes. By doing so, the institution ensures that expectations, evaluation criteria, and academic progression are transparent and easily understood.

Quality Assurance and Continuous Improvement

The university supports transparency through the publication of documents related to quality assurance and institutional performance. Information about the quality management system is made available together with activity reports, evaluation reports, and self-evaluation analyses. This practice reflects a continuous commitment to monitoring performance and improving institutional processes, while also allowing stakeholders to assess the effectiveness of internal mechanisms.

Research and Institutional Activity Transparency

Transparency is further reinforced by the university’s openness regarding its research and institutional activities. UAIC provides information about research outputs, the functioning of the Interdisciplinary Research Institute (ICI), and its international collaborations and partnerships. Details concerning staff and organizational structure are also accessible, offering a clear perspective on the university’s academic capacity and development.

Stakeholder Engagement and Representation



The institution ensures that stakeholders are informed about participation mechanisms within the university. Information on representation structures, electoral processes, and student-related regulations is made publicly available. Additionally, ethical governance mechanisms are clearly outlined, supporting a framework in which accountability and participation are encouraged and maintained.

Accessibility and Information Delivery

All relevant information is centralized and continuously updated through the university's official website and the dedicated web pages of its faculties. This digital infrastructure guarantees broad and equal access to institutional information, enabling stakeholders to easily navigate and identify the data they require.

Student Representation in Administrative and Governance Structures

Students at Alexandru Ioan Cuza University of Iași (UAIC) are actively represented within consultative, decision-making, and executive structures of the institution, reflecting a strong commitment to participatory governance and democratic engagement.

According to institutional regulations and internal governance frameworks, student representatives may be elected to the following administrative and leadership bodies:

- ✓ Faculty Council
- ✓ University Senate
- ✓ Senate Bureau
- ✓ Administrative Council
- ✓ Executive Bureau of the Administrative Council
- ✓ Council for Doctoral University Studies

This multi-level representation ensures that students are involved in both academic and administrative decision-making processes, contributing to institutional policies and strategic directions.

In addition to formal governance structures, students may represent various constituencies within the university, including:

- ✓ Study groups
- ✓ Academic years and study programmes
- ✓ Student dormitories (UAIC residences)
- ✓ University campuses

Furthermore, students may participate in additional committees or institutional bodies, in accordance with legal provisions and UAIC regulations, following proper notification of the Central Electoral Bureau and student senators.

Mandate Duration

The duration of student representatives' mandates varies depending on the governance structure:

Student representatives in the Faculty Council and University Senate are elected for a five-year mandate. Student representatives in other structures generally hold a one-year mandate.

Exceptions apply to students serving in:

Executive Bureau of the Administrative Council

Administrative Council

Senate Bureau

Council for Doctoral University Studies



Ethics Committee

For these positions, the mandate extends up to five years, or until the student completes their studies and consequently loses their student status at UAIC.

Electoral Process

The election of student representatives is governed by democratic principles, as outlined in the official regulation:

https://www.uaic.ro/wp-content/uploads/2024/09/Anex%C4%83-la-HS20_18.07.2024.pdf

The Central Electoral Bureau (BEC) is responsible for establishing the election calendar and organizing elections for all vacant positions.

The voting process is conducted in accordance with the following fundamental principles:

- ✓ Universal suffrage
- ✓ Equal voting rights
- ✓ Direct voting
- ✓ Secret ballot
- ✓ Free expression of voter choice

These principles ensure transparency, fairness, and legitimacy in the selection of student representatives, aligning with international standards of democratic governance in higher education institutions.