

The Romanian Agency for Quality Assurance in Higher Education



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

Higher Education Institution/Education Provider Organization:	„Dunărea de Jos” University of Galați
Doctoral School:	Doctoral School of Social and Human Science
Doctoral Domain:	Philology
The objective of the external evaluation:	Maintaining accreditation (MAC)

**Members of the ARACIS Evaluation Panel**

<b>No.</b>	<b>Last Name and First Name</b>	<b>Team role</b>	<b>Signature</b>
1.	DIACONU MIRCEA	Expert evaluator	
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## I. Introduction

The evaluation report was prepared in the context of the application for accreditation of the doctoral studies program in philology at IOSUD – Dunărea de Jos in Galați, Doctoral School of Social and Human Sciences, in accordance with Article 28(d) of the Methodology for the external evaluation of the quality of higher education (Government Decision No. 962/2024). The evaluation committee studied the Internal Evaluation Report (REI), visited the organizing institution, held multiple meetings, and evaluated the facts and the degree of fulfillment of all the mandatory criteria for the accreditation of the philology branch of the Doctoral School of Social and Human Sciences. The last evaluation was carried out in 2021.

The field of doctoral studies in PHILOLOGY - established by Order no. 5382/2016 - is part of the Doctoral School of Social and Human Sciences, established within IOSUD-University "Dunărea de Jos" in Galați, starting in 2012. The mission of the Doctoral School of Social and Human Sciences is to develop a high-performance educational and research environment, focused on technological progress and innovation, competitive at national and international level, and aimed at increasing scientific performance, visibility, and the results of specific research in the socio-economic and cultural environment. The Doctoral School of Social and Human Sciences (SDSSU) Council consists of 11 people, 1 director and 10 members, 4 of whom are honorary members from other universities, 2 of whom are from universities in Valencia (Spain) and Norwich, UK. Each doctoral field has a coordinator.

In the field of Philology, there are 11 affiliated doctoral supervisors, 10 of whom are from UDJG and 1 from the Academy of Economic Studies in Bucharest.

The latest evaluation of the doctoral program in Philology resulted in the decision to maintain accreditation, according to the ARACIS decision (Validation date: 28/10/21). The Progress Report noted the implementation of the recommendations made. The Progress Report noted the implementation of the recommendations made in 07.08.2025.

Since the last evaluation, the following changes have taken place: According to Order of the Minister no. 6926/29.12.2023, Associate Professor Dr. Oana Celia-Gheorghiu obtained her habilitation at Transilvania University of Brașov and, in 2024, became affiliated with the doctoral field of Philology within the Doctoral School of Social and Human Sciences; Learning outcomes have been introduced into the curriculum and into the course descriptions (syllabi) of each discipline.

## II. Methods used

The evaluation process consisted in studying and analyzing the REI (Internal Evaluation Report) of the evaluated field of study, its associated links, and analyzing the documents, data, and information available on the UDJG website, as well as the observations and conclusions resulting from meetings with university management, teaching staff, representatives of the CSUD and the doctoral school, members of research centers, the CEAC commission, and teaching staff involved in the implementation of the program. In addition, the teaching facilities were visited. The visit to the Faculty of Letters (FL) of UDJG and the doctoral school, which also includes the field of philology, took place during the period 20-21.02.2026. Previously, the commission had two online meetings, in 4.02.2026 and 9.04.2026.

During the visit itself, the material resources, library, teaching facilities, secretarial documents, etc. were checked. The following activities were carried out as part of the external evaluation of the study program:

- Analysis of the internal evaluation report of the evaluated study program and its annexes/links;
- Analysis of the documents, data, and information available on the UDJG website in electronic format;
- Visit to the FL headquarters, during which the classrooms/seminar rooms, laboratories available to doctoral students, secretariat, university library, etc. were observed;
- Meetings/discussions with the university management, the doctoral school council, and the faculty involved in organizing the evaluated doctoral program; meetings/discussions with

doctoral students and graduates of the program and employers of program graduates; meetings/discussions with teaching staff involved in the evaluated study program.

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

#### DOMAIN A. Institutional capacity

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

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

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

###### Indicator I.P.A.1.1.1

For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.

UDJG operates on the basis of the University Charter, has a strategic plan, strategies for Research, Development, and Innovation (RDI) and technology transfer, internationalization, quality assurance, a strategic plan for entrepreneurial development, a digitization strategy, and operational plans that support the strategic objectives of UDJG. It also has a management system in accordance with the legislation in force, whose operation is based on methodologies, regulations, and procedures that are periodically reviewed in accordance with the legislation in force. The university senate operates on the basis of its own regulations and is organised into six specific committees, which also operate on the basis of their own regulations. UDJG provides a functional institutional framework with clearly distributed responsibilities among the governance structures. UDJG has implemented a quality management system that includes system procedures and operational procedures for planning, monitoring, and evaluating educational activities. The Ethics Committee and the Quality Committee are constituted in accordance with the legislation in force, operate on the basis of their own regulations, and prepare/publish annual reports.

The Council for Doctoral Studies (CSUD) was established in accordance with its own methodology and ensures the operational management of IOSUD–UDJG, which functions on the basis of regulations and methodologies. These are available on the institution’s website. The institution's website contains the Methodology for the organization and conduct of the selection and election process for the management structures of the doctoral schools at IOSUD – UDJG, the Methodology for the organization and conduct of admissions to the third cycle of doctoral studies, other information related to fields of study, fees, special conditions for enrolment, etc., the doctoral school regulations, the doctoral student guide, the admission regulations, the doctoral study contract, the regulations for completing studies, which also include the procedure for the public defense of the thesis, the content of the study programs, the scientific profile and research interests/topics of the doctoral supervisors in the school, etc. There is a methodology for evaluating doctoral studies and systems of criteria, standards, and performance indicators, as well as annual evaluation reports for each doctoral school. The scientific activity of doctoral supervisors is evaluated annually based on a procedure developed by IOSUD-UDJG; the scientific activity of doctoral students is also monitored annually.

#### The indicator is: fulfilled

###### Standard S.A.1.2. Stakeholder engagement

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

**Indicator  
I.P.A.1.2.1**

The opinions of the faculty and department members, of the subsidiary or extension<sup>1</sup> and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.

The REI explicitly identifies the following stakeholders: doctoral supervisors, doctoral students, graduates, and socio-economic partners. In addition, it appears that the research teams in the domains of Romanian, French and English Language, Literature and Civilization are a specific stakeholder, albeit not identified as such.

The submitted documents indicate that the revision of methodologies and regulations, as well as the implementation procedures, are mainly based on regular meetings of the Council for the domain of Philology within the doctoral school, as well as of the Council for Doctoral Studies (CSUD). Doctoral supervisors are supposed to be consulted during thematic meetings, but the nature of these, as detailed in the document (workshops, conferences, round tables) appear to have more to do with the research activity of the faculties than with the development of methodologies and regulations.

Doctoral students provide annual feedback about their doctoral supervisors, but they do not seem to be consulted about methodologies, regulations or implementation procedures. However, it is to be noted that students' representatives are members of all councils and other decisional bodies of UDJG; it is to be supposed that their opinions and suggestions about regulations and methodologies are thus taken into account.

There is no indication about the consultation of graduates (former doctoral students).

Finally, socio-economic partners are supposed to be consulted during educational fairs, or in relation with the internships they provide to UDJG students, but the links provided do not allow to understand the nature of this consultation (types of questions, documents submitted to the partners, feedback collection etc.)

**Recommendations**

- Offer the students the possibility to comment on regulations and procedures.
- Formalize the feedback received from socio-economic partners.

**The indicator is: fulfilled**

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

**Standard S.A.2.1. Material resources**

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

**Indicator  
I.P.A.2.1.1**

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

The HEI owns 43,096.96 square meters, out of which 33,080 m<sup>2</sup> are classrooms, seminar rooms and research rooms. In addition, students and staff have access to libraries, university restaurants and recreation areas. Also, students have access to dormitories, medical facilities, a sports complex, a stadium and a chapel. Research activities related to the evaluated domain are conducted within 4 research centers, benefiting from dedicated rooms, with computers and other infrastructures. It is not easy, though, to calculate ratios of square meters per staff/ student, both because the information is sometimes too general (concerning the entire university, or entire teaching departments) and scattered or missing. This is also the case with regards to the teaching activity performed within the doctoral school, and more largely with regards to the spaces doctoral students can access and use for conducting their researches. Annex IPA 2.1.1.6 is particularly unclear: while entitled "Sala activitatii programe de studiu doctorale", it enumerates a series of classrooms and offices without a clear indication about the space(s) specifically dedicated to doctoral students. In this section, the doctoral school provides information about the books detained by the library and the databases the students

<sup>1</sup> The faculty, department, subsidiary, extension - hereinafter "organisational components"

have access to; while this does not seem to align with the present indicator, it documents a quite rich study environment for doctoral studies in philology at UDJG.

**Aspects that constitute best practice examples:**

- A material infrastructure of the highest standard, well maintained.

**The indicator is: fulfilled**

**Standard S.A.2.2. Management of material resources**

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

<b>Indicator</b> I.P.A.2.2.1	The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.
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In recent years, a vast rehabilitation program of the buildings and facilities took place at UDJG. All rooms mentioned in the provided documents, whether research center rooms or rooms for curricular and extracurricular activities, appear to be in very good state (see IPA 2.1.1.1 Spatii didactice si de cercetare UDJG and IPA 2.1.1.4 Dotare cu mijloace didactice; it is to be noted that these two documents are quite redundant and do not offer a specific perspective upon the facilities of the doctoral school in SSH). A maintenance plan exists and seems to be fully implemented. To a certain extent, information about existing documentary resources seemed more appropriated in this section. It is clear that the doctoral school in general and the philology domain in particular tries to offer the best access to specialized literature to all its doctoral students, within the limits of the financial resources of the institution.

**The indicator is: fulfilled**

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

**Standard S.A.3.1. Human resources**

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

<b>Indicator</b> I.P.A.3.1.1	The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.
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As a preliminary, it is to be noted that the template used for reporting about the scientific activity is extremely heavy and puts an unnecessary burden both on the reporting scholars and on the reviewers. A classic academic CV, with sections dedicated to books, edited books, proceedings etc. would be far more effective. In addition, it may be observed that the doctoral supervisors did not make the same presentation choices, resulting in an even greater difficulty to identify and to compare similar sections in the documents. Some have provided both their CVs from the beginning of their scientific activity and a second CV focused on the 2020-2025 period, others have provided one or another. Last but not least, it is a bit surprising that some publications miss basic bibliographic indications and/ or bibliographic information is not presented in a normalized format, whatever the choice of the doctoral school about the format to be adopted (MLA, Chicago etc.). Links towards resources on-line are provided, but this does not exonerate the scholars to indicate the place of the publication and the publishing house, or the issue of the journal, that are sometimes missing. As shown by the documents provided, all doctoral supervisors comply with the minimum standards for doctoral supervisor status, as defined by the Order No. 6129/2016 of 20/12/2016. This is valid both when looking at the entire scientific activity of the members, and when focusing on the evaluation period (2020-2025). However, as a general rule it can be noted that the publication activity is skewed towards oral communications during conferences (followed or not by the publication in conference proceedings), while the journal articles or book chapters are less frequent. Another tendency is to publish with local publishing houses and/ or in university journals (ex. Revista CIL). This is not a problem *per se*, except it confirms a publication distribution skewed towards proceedings to the detriment of papers in journals (since Revista CIL

publishes mainly the proceedings of conferences organized at UDJG), and therefore to the detriment of a more frequent confrontation with external peer review. Finally, several CVs indicate an effort to publish abroad, with interesting results (collective books published with Palgrave Macmillan, papers in journals such as Comparative Literature and Culture etc.); however, one finds also several books and chapters published with Cambridge Scholars (a publishing house that figures on certain lists of predatory publishers) or with L'Harmattan, of mixed reputation with regards to its selection process. All in all, there is no doubt that all scholars having submitted CVs are qualified for supervising doctoral students; however, the reputation of the doctoral school and of the doctoral supervisors remains to be consolidated, through greater outreach.

**Recommendations**

- Increase the number of papers in journals and monographs published with reputed publishing houses.
- Participate to scientific conferences abroad.

**The indicator is: fulfilled**

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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UDJG has a department for Lifelong learning, that proposes a vast array of online modules for professional development (see <https://dfc.ugal.ro/formare/>, accessed on the 6<sup>th</sup> of March 2026). However, this indicator is difficult to assess, for several reasons: 1° the number of modules adapted to the needs of SSH teaching staff appears very limited; 2° there are no indications, in the documents submitted, about the modules that the doctoral supervisors have followed (or intend to follow), and/ or validated. 3° The main modality for the professional development of doctoral supervisors appears to be the ERASMUS mobility and the participation in conferences. As for the ERASMUS mobilities of the staff, these are mentioned in some documents, but they are explicitly excluded from the template for declaring scientific activities (see point 3.5.1. Stagiu de cercetare în străinătate exclus Erasmus - staff mobility). Participations in conferences, especially abroad, can be tracked via the annex IPA 3.1.1.1, but there are no indications about the subsidies received (or not) from the university in order to participate; therefore, it is not clear to what extent the university actively supports this modality for professional development. All in all, it is difficult to assess how many members of the doctoral school have benefitted from the offer prepared by the Lifelong learning department, to what extent this offer has been prepared so as to answer the needs of the staff, and to what extent the HEI has a plan for addressing these needs (or even the potential professional gaps identified through a specific HR procedure).

**The indicator is: fulfilled**

Standard S.A.3.2. Recruitment procedures	
Teaching staff recruitment procedures compliant with the provisions of the law.	
Indicator I.P.A.3.2.1	Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.

The REI being extremely succinct on this aspect, other documents available on the website of the university have been consulted: Metodologie privind ocuparea posturilor didactice si de cercetare vacante pe perioada nedeterminata, 2024; some documents from previous recruitment campaigns, so as to observe the composition of the recruiting committees, the job profiles or the calendar. These documents prove that UDJG operates, for the recruitment of its staff, within the strict respect of the provisions of the law. Also, positions appear to be largely publicized, as well as the methodologies, the recruiting calendar and the composition of the recruiting committees.

**The indicator is: fulfilled**

**Criterion A.4. Digitalisation of institutional processes**

### Standard S.A.4.1. Digital transformation

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

<b>Indicator</b> I.P.A.4.1.1	The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.
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The REI presents the digital transformation process at the level of the university. This consists in:

- A plan for the modernization of the digital infrastructure, conducted with the financial support of the scheme “Grants for the Digitization of the Universities”, leading to the modernization of 33 departments and computing centers. It not clear, however, if the doctoral school for the SSH, and more specifically the philology domain, is one of these departments.
- The existing of a high-performance parallel computing system; once again, it is not clear to what extent the doctoral school, and moreover the doctoral candidates and supervisors from the philology domain, have access to this infrastructure.
- Guaranteed access to platforms and digital solutions such as Moodle, Microsoft Teams, Office 365 accounts, Wifi network.
- Progressive implementation of a student management system (Smart UMS); once again, it is not clear if this system is already in operation within the concerned doctoral school, or if it will be in future.

However, the evaluation of the doctoral supervisors by the students is supported by an online survey tool.

**The indicator is: fulfilled**

## DOMAIN B. Educational efficacy

### Criterion B.1. Content and relevance of study programmes

#### Standard S.B.1.1. Content of study programme/s<sup>2</sup>

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

<b>Indicator</b> I.P.B.1.1.1	The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.
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At the level of the field of study, there is a Curriculum for advanced university training and documentation (see legislation), which includes general and specific courses (chosen freely by the student), organized over two semesters and totaling 30 credits (18 in the first semester and 12 in the second semester).

The general courses are:

1. Academic Writing for the fields of socio-human sciences and Research Project Management (designing a research plan/project, dissemination of research results),
2. Ethics of Scientific Research,
3. Primary and Secondary Sources in Doctoral Research. Scientific Research in the Academic Environment,
4. Advanced Digital Skills.

The specific courses are optional, from which the student chooses one. Regarding the specific courses, the curriculum states: “The specific courses are freely chosen by the doctoral student. The student must select at least 2 out of the 12 specific courses.” The curriculum does not rigorously specify the targeted competencies, nor the learning outcomes, and contains no additional information beyond the course titles, semester allocation, and number of credits. For each course, there is a course description sheet (available on the UDJG website – <https://www.ugal.ro/studii/doctorat/scoli-doctorale/scoala-doctorala->

<sup>2</sup> The term “programmes” concerns the external quality evaluation for the study programmes contained in a master/doctoral domain. The term “programme” shall be used hereinafter.

[de-stiinte-socio-umane?view=article&id=15579:fisa-disciplinei-sd-ssu-2025-2026&catid=11](#)), which, in addition to professional and transversal competencies, specifies the learning outcomes, though without complying with the structure required by ARACIS standards. On the university website, a centralized document with the learning outcomes for all fields (including Philology) within the Doctoral School is published. The entire program operates within an approved curriculum and is supported by adequate infrastructure and highly qualified teaching staff, including accredited doctoral supervisors. Teaching, learning, research, and assessment activities are coherently integrated to ensure the acquisition of advanced competencies and to culminate in the awarding of a university qualification, in accordance with national and European quality standards in higher education. The program emphasizes advanced and diversified professional training, preparing graduates for careers in education, culture, media, translation, and research. Through the application of theoretical knowledge and investigative and research skills, the program addresses current topics in culture, cultural phenomena, and literary theory. Learning, teaching, practical training, research, and assessment experiences reflect a coherent and complex educational framework, in which theoretical, practical, and research-based learning interact within the Doctoral School of Interdisciplinary Studies and complement each other.

**Recommendations:**

- The introduction of learning outcomes into the curriculum.

**The indicator is: fulfilled**

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

Standard S.B.2.1. Alignment with the qualification level and the intended competences	
In the curriculum design and development process, the organisational component seeks to ensure the qualification level, as well as correlation with the envisaged occupations.	
<b>Indicator</b> I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).

The learning outcomes established at the level of the Doctoral School aim at developing doctoral students' capacity to conduct, based on the knowledge acquired, both theoretical and applied research approaches specific to the field of Philology, as well as interdisciplinary research. The knowledge, competencies, and skills acquired throughout university training enable appropriate professional integration. The program seeks to develop specific professional competencies—content-related, cognitive, and research-oriented—as well as transversal competencies, namely: knowledge, skills, responsibility, and autonomy. These include: knowledge at the most advanced level within the field of study; advanced and specialized skills and techniques, including the ability to synthesize and evaluate, necessary for solving research problems; and the demonstration of a high level of authority, innovation, autonomy, as well as scientific and professional integrity.

**The indicator is: fulfilled**

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

Standard S.B.3.1 Principles	
The organisational component implements the principles of student-centred learning.	
<b>Indicator</b> I.P.B.3.1.1	The organisational component ensures implementation of the student-centred learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.

The curriculum, which includes multiple optional courses and individualized work with each doctoral student depending on the specific nature of their research topic, reflects a clear concern for adapting teaching activities and supervision to each doctoral student. At the same time, doctoral students have the possibility to choose courses offered, within the same semester, by another doctoral school within UDJG. Each course attended by the doctoral student is allocated a number of ECTS credits. The general and specific courses within the advanced university training and documentation program enable

the development of both professional and transversal competencies (critical thinking, communication, teamwork, and autonomous learning). The organization of teaching, learning, and assessment processes, as well as research supervision, is centered on the development of professional and transversal competencies and contributes, through its adequacy, to achieving the intended objectives and learning outcomes. The evaluation system focuses on continuous and formative assessment and includes practical assignments, presentations, homework, portfolios, and individualized feedback, in order to support the personal and professional progress of each doctoral student. Research reports are tailored to the needs of each student. The doctoral student's annual activity report highlights the student-centered approach of the activities provided by the institution.

**The indicator is: fulfilled**

<b>Indicator</b> I.P. B.3.1.2	The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.
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At the level of UDJG, there are concrete opportunities for academic mobility, carried out through physical, virtual, or blended formats, within the framework of the Erasmus+ programme. At the level of DSUD–Philology, 37 doctoral students from the 2020–2025 period benefited from 8 mobility experiences (21.62%). IOSUD–UDJG has developed and implemented a strategic internationalization plan, as well as an operational procedure describing the ways of encouraging doctoral students' research performance, including participation in study/research stays abroad for the preparation of the doctoral thesis. At the same time, during the 2024–2025 period, doctoral students participated with a total of 174 papers in various international and national scientific events and published 35 articles in specialized journals in the field of philology

**The indicator is: fulfilled**

Standard S.B.3.2. Fairness	
The organisational component provides fair opportunities for students.	
<b>Indicator</b> I.P.B.3.2.1	The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities

Regardless of their social, ethnic, gender, economic, or geographical background, doctoral students have access to high-quality educational resources and opportunities developed within SDSSU, enabling them to overcome obstacles and reach their full potential. The curriculum includes courses on ethics and academic integrity, including research ethics. Teaching, research, and training activities are tailored to the individual potential and interests of doctoral students, allowing them to shape their research trajectory in accordance with their own aspirations. The diversity of learning styles and abilities is taken into account through flexibility in choosing research topics, as well as through individualized support mechanisms (tutoring, mentoring, academic and career counseling, supervisory and academic integrity committees, international mobility opportunities, student camps), while respecting the principles of inclusion and non-discrimination, in accordance with national legislation and institutional regulations. At the same time, there is no discrimination regarding access to diverse educational resources (digital libraries, databases, online platforms, research laboratories) or participation in scientific activities (workshops, conferences, summer schools) adapted to each student's field of interest. In conclusion, UDJG ensures equal opportunities for all doctoral students, regardless of prior experience, learning style, specific needs, or any other criteria that could imply discriminatory attitudes. UDJG has a Gender Equality Plan; however, the composition of selection committees (as evidenced by the archive available on the university website) indicates that, in the field of Philology, this plan has not always been consistently observed. In some cases, selection committees are composed exclusively of female academic staff, suggesting a lack of balanced gender representation in line with the stated principles.

Gender Equality Plan:  
<https://www.ugal.ro/informatii/informatii-publice/hotarari/hotarari-senat/103-hotarari-senat-2023/12353-hotarare-de-senat-nr-143-27-iunie-2023> Archive of Selection Committees:  
<https://www.ugal.ro/informatii/informatii-publice/arhiva-informatii-publice/concurs-cadre-didactice-arhiva>

**The indicator is: fulfilled**

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

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

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

<b>Indicator</b> <b>I.P.B.4.1.1</b>	The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.
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To facilitate the active participation of students with disabilities, UDJG has implemented measures to improve the accessibility of both infrastructure and the educational process, including the installation of access ramps, elevators, markings and signage adapted for persons with visual impairments, as well as the provision of differentiated educational support where necessary. Doctoral students benefit from multiple support services, including accommodation in student dormitories, access to the university canteen, recreational spaces and sports facilities, basic medical services, a chapel, and psychological counseling and career guidance services provided through the Center for Counseling and Career Guidance (CCOC). Doctoral students within DSUD–Philology have access to training courses in accordance with the SDSSU curriculum, which may be adapted to their individual needs where appropriate. Through the Supervisory and Academic Integrity Committees, doctoral students also benefit from personalized support tailored to their specific needs.

**The indicator is: fulfilled**

**Criterion B.5. Learning outcomes**

**Standard S.B.5.1. Definition and evaluation**

Learning outcomes are adequately defined and evaluated.

<b>Indicator</b> <b>I.P.B.5.1.1</b>	Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.
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At the level of the study field, there is a Curriculum for advanced university training and documentation (see legislation), which includes general and specific courses (freely chosen by the student), organized over two semesters and amounting to 30 credits (18 in the first semester and 12 in the second semester). The general courses are: Academic Writing for the fields corresponding to the social sciences and humanities and Research Project Management (drafting a research plan/project, dissemination of research results); Ethics of Scientific Research; Primary and Secondary Sources in Doctoral Research. Scientific Research in the Academic Environment; Advanced Digital Skills. The specific courses are optional, from which the student selects one. With regard to these, the curriculum states: "The specific courses are chosen freely by the doctoral student. The student selects a minimum of 2 out of the 12 available specific courses." The curriculum does not rigorously specify the targeted competencies or the learning outcomes and does not include information beyond the course titles, semester, and number of credits. For each course, there is a course description (available on the UDJG website) which, in addition to professional and transversal competencies, also specifies learning outcomes, although these do not follow the structure required by ARACIS standards. A centralized document with learning outcomes for all fields (including Philology) within the Doctoral School is published on the university's website. The entire program operates within an approved curriculum and is supported by adequate infrastructure and highly qualified teaching staff, including accredited doctoral supervisors. Teaching, learning, research, and assessment activities are coherently integrated to ensure the acquisition of advanced competencies and to culminate in the awarding of a university qualification, in accordance with national and European quality standards in higher education. The program emphasizes advanced and diversified professional training, preparing graduates for careers in education, culture, media, translation, and research. By applying theoretical knowledge and research and investigative skills, the program addresses current topics in culture, cultural phenomena, and

literary theory. Learning, teaching, practical training, research, and assessment experiences reflect a coherent and complex educational framework in which theoretical, practical, and research-based learning interact within the Doctoral School of Interdisciplinary Studies and complement each other. Discussions with students, graduates, employers, and teaching staff have highlighted a sustained concern for the development of students' competencies. For the academic year 2026–2027, at the level of the Doctoral School, adapted to the PhD field of Philology, there is a centralized framework of learning outcomes structured according to Knowledge, Skills, Responsibility, and Autonomy, correlated with both professional and transversal competencies, as well as with the courses contributing to their achievement. The learning outcomes are appropriately formulated and meet the requirements of Level 8. Course descriptions likewise include the relevant competencies and learning outcomes. Doctoral students are informed about these learning outcomes, which are published on the institution's website, and they understand the requirements necessary for achieving them. Their formulation in operational terms facilitates a clear understanding of the expected level of performance for both doctoral students and teaching staff, thereby supporting the efficient planning of teaching, learning, and assessment activities.

**Recommendations:**

- The inclusion of learning outcomes in the curriculum, their alignment with the targeted competencies, and their systematic integration into course descriptions.

**The indicator is: fulfilled**

<b>Indicator</b> I.P.B.5.1.2	Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.
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At the IOSUD level, each doctoral student follows an Individual Doctoral Study Program, in which the promotion criteria are defined, while the completion of studies is carried out in accordance with the Regulations on the organization and conduct of doctoral studies completion within the Doctoral Schools of IOSUD–UDJG. Throughout their studies, doctoral students are assessed through homework assignments and the presentation of projects, in accordance with the course descriptions, within the advanced training courses. After completing the advanced training component, evaluation continues through the presentation and defense of documentation reports and annual scientific research reports before the Supervisory and Academic Integrity Committee, in line with the individual doctoral study program. This process is further supported by the annual activity report, which is verified and supervised by the doctoral supervisor and the Supervisory and Academic Integrity Committee. In addition, doctoral students are evaluated through the preparation and publication of papers/studies in specialized journals and the presentation of scientific communications, which are validated by the doctoral supervisor and/or members of the Supervisory and Academic Integrity Committee, and subsequently assessed through peer-review publication systems at conferences or workshops. Institutional regulations provide clear criteria, accessible to students, regarding the quality standards required for achieving the learning outcomes.

**The indicator is: fulfilled**

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

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

State-funded places are allocated at the level of the doctoral schools within IOSUD-UDJG in accordance with the research topics approved by the councils of the doctoral schools and for the vacant doctoral student positions that doctoral supervisors within these schools decide to propose for competition during the admission sessions organized by IOSUD-UDJG. The allocation of these places is subject to approval by the CSUD. The doctoral admission colloquium consists of:

- an oral presentation of a brief statement outlining the candidate's own scientific research interests,

the bibliography studied, with direct reference to the proposed doctoral thesis topic agreed upon with the doctoral supervisor, followed by a question-and-answer session;

- the evaluation of the application file. Candidates are assessed based on their level of training and knowledge in the field, their ability to address specific research problems, to formulate innovative (theoretical and experimental) solutions and approaches, and on the measurable results of their previous scientific research (published or presented papers and participation in research projects). At the same time, candidates are evaluated according to their ability to argue for the innovative character of the proposed research topic in relation to the current state of research in the chosen field and the relevant specialized bibliography, highlighting their personal contribution to the approach of the selected doctoral topic, as agreed with the doctoral supervisor.

### Recommendations

- The development of a standard evaluation grid based on rigorously defined criteria for the purpose of ranking candidates in the admission process.
- The publication of admission-related information (including the research topics proposed by doctoral supervisors) six months prior to the admission process.

### The indicator is: fulfilled

<b>Indicator</b> I.P.B.7.1.2	Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.
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At the level of UDJG, a Gender Equality Plan is implemented, through which fundamental rights, non-discrimination, and equal opportunities for all citizens are promoted. Equal opportunities are grounded in ensuring the full participation of every individual involved in academic activities or in circumstances related to the university, without distinction based on ethnic origin, citizenship, gender, religion, age, disability, or sexual orientation. The admission process takes into account the observance of the principles of fairness and equal opportunities, as well as the establishment of support measures to ensure access for vulnerable groups in situations of social and educational risk, including candidates with special educational needs and/or disabilities.

### The indicator is: fulfilled

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

The regulations governing the professional activity of doctoral students are specified in the Regulations of the Doctoral Schools within IOSUD-UDJG (approved by Senate Decision no. 411 of October 14, 2024), in the Methodology for the organization and conduct of admission to the third cycle of university doctoral studies, and in the Doctoral Student Guide, and are in accordance with the Framework Regulation. The academic progress of doctoral students is monitored through the periodic evaluation of their activity, carried out by the submission of annual reports, which are analyzed by the supervisory and academic integrity committee and by the doctoral supervisor. The Evaluation Procedure, which includes a self-assessment form, is applied.

### The indicator is: fulfilled

#### Criterion B.8. Internationalisation process

Standard S.B.8.1. Internationalisation Improving the quality of education and research through internationalisation actions.	
<b>Indicator</b> I.P.B.8.1.1	The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.

The Strategic Development Plan 2024–2029 identifies the internationalization process as a priority. At the level of the doctoral field of Philology, internationalization consists in the participation of doctoral students in international scientific events, Erasmus mobility programs, the invitation of international scholars to deliver lectures, and the implementation of joint doctoral supervision (cotutelle). Between 2020 and 2025, all 35 doctoral students from DSUD–Philology who completed their doctoral studies participated in at least two international scientific conferences. Out of a total of 37 doctoral students, 8 benefited from mobility programs (21.62%). During the 2024–2025 period, doctoral students from DSUD–Philology delivered 100 presentations at international conferences and published 26 articles in proceedings volumes and journals abroad. Additionally, at the level of DSUD–Philology, two international cotutelle agreements have been established: one with the University of Clermont Auvergne, France (doctoral student Valentin Cezar Teodorescu – supervisor Prof. Dr. Habil. Veronica Grecu Balan), and one with the University of Burgundy, France (doctoral student Nicoleta Dima – supervisor Prof. Dr. Habil. Carmen Andrei).

**The indicator is: fulfilled**

**Criterion B.9. Scientific research results**

Standard S.B.9.1 Scientific research in the education process Scientific research activities support students in achieving the learning outcomes.	
<b>Indicator</b> I.P.B.9.1.1	Learning based on scientific investigation and research results support and are capitalised upon in achieving the learning outcomes envisaged through the study programme.

The results of doctoral research are reflected in participation in national and international conferences, the publication of scientific studies, involvement in research projects, and the defense and awarding of the doctoral degree. Thus, over the past five years, 35 doctoral students within DSUD–Philology have completed their doctoral studies, all of whom were awarded the PhD degree. All 35 graduates participated in at least one prestigious scientific event, with an average of 5 papers presented per doctoral student who completed the program, and a total of 174 papers presented by doctoral candidates in progress, with an average of approximately 5 presentations per student. Regarding the dissemination of research results in journals indexed in internationally recognized databases (BDI) in the field of Philology, a total of 31 papers published by doctoral candidates in progress can be noted. Inquiry-based learning is achieved through the direct involvement of doctoral students in research projects carried out at the institutional level. Between 2020 and 2025, doctoral supervisors within DSUD–Philology conducted 11 scientific research, institutional development, and human resources projects in which students were involved. Each year, UDJG organizes the Scientific Conference of the Doctoral Schools. For doctoral students from DSUD–Philology, the following sections are предусмотрены: Section 13 – *Contemporary Critical Approaches to Romanian Literature* and Section 14 – *Cultural Spaces: Retrospective and Prospective Views* (14.1 – *English Literature, Linguistics and Translation Studies* and 14.2 – *French Language and Literature*).

**The indicator is: fulfilled**

Standard S.B.9.2. Scientific research pertaining to the objectives of the study programme The organisational component carries out scientific research activities aligned with the objectives of the evaluated study programme.	
<b>Indicator</b> I.P.B.9.2.1	The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.

Research centers carry out very relevant activities. At the institutional level, there are regulations that regulate the functioning of research centers, research centers prepare an annual report of activities, participate in competitions for internal grants, organize competitions for doctoral students, organize conferences, publish journals with very good visibility. Also, doctoral students are involved in the projects of doctoral coordinators. The national and international visibility of doctoral students and supervisors is reflected in their membership in the scientific committees of recognized international journals and conferences in their field of activity, their participation on the boards of international

professional associations, and their roles as invited speakers at conferences or members of expert groups organized abroad. Doctoral supervisors have at least five publications indexed in Web of Science, ERIH+, Scopus, or other databases recognized in the field of Philology, or volumes published by CNCS-recognized publishing houses, representing achievements of significant relevance in the discipline. The international visibility of doctoral supervisors within DSUD–Philology is also confirmed by their Hirsch index values. Furthermore, project proposals indicate a sustained concern for the application and practical use of research results.

**The indicator is: fulfilled**

## DOMAIN C. Quality management

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

### Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures

<b>Indicator</b> <b>I.P.C.1.1.1</b>	The organisational component consistently carries out actions and applies procedures, proving their impact on improving the quality of education at the level of the study programme
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The operation of the Doctoral School of Socio-Human Sciences (SDSSU) is based on regulations and methodologies available on the IOSUD-UDJG website. IOSUD-UDJG applies a procedure for granting and revoking doctoral school membership, alongside an annual self-evaluation procedure for doctoral supervisors. Both doctoral supervisors and doctoral students complete an annual Self-Evaluation Form. The advanced university training program is taught by staff holding the title of doctoral supervisor, habilitated doctor, or teaching staff with proven expertise. SDSSU implements feedback mechanisms to identify doctoral students' needs and satisfaction levels. The students' activity is assessed annually by their supervisors. Concurrently, the activity of doctoral supervisors is evaluated annually by the SDSSU management. Additionally, doctoral students evaluate their supervisors based on a specific operational procedure.

The summary evaluation reports (Annexes IPC.1.1.1\_1, IPC.1.1.1\_2, IPC.1.1.1\_3) demonstrate the systematic application of quality procedures. From the doctoral students' perspective, aspects regarding the level of exigency, involvement, resources, and support provided during the doctoral program were rated as "excellent" by 50% of the respondents. Teaching staff evaluated the students' activity with "good" and "very good". They also formulated recommendations for students to publish research results in representative philological journals and to participate in recognized international conferences. The evaluation of the doctoral programs by the students indicates that they awarded the maximum score (5 – very high) to the vast majority of the questionnaire items. The reciprocal evaluation system functions properly and proves its direct impact on improving the quality of education at the study program level.

### Aspects that constitute best practice examples

- The implementation of a comprehensive cross-evaluation system, including the evaluation of supervisors by students, of students by supervisors, and of supervisors by the SDSSU management

**The indicator is: fulfilled**

### Standard S.C.1.2. Stakeholder engagement

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

<b>Indicator</b> <b>I.P.C.1.2.1</b>	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.
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The "Dunărea de Jos" University of Galați (UDJG) cultivates and encourages the consultation and active involvement of the academic community members and other stakeholders (students, graduates,

employers, institutional partners) in the process of developing, reviewing, and implementing internal quality procedures. At the institutional level, the opinions of teaching staff, students, and administrative personnel are systematically collected through:

- Public consultations organized during the approval process of regulations and methodologies.
- Faculty councils, specialized committees within the faculties and the Senate, the Board of Administration, and the Ethics Committee.
- Satisfaction surveys and internal evaluations periodically applied to students through a dedicated digital platform (evaluate.ugal.ro).

Students, including PhD students, are represented in all leadership and decision-making structures, in accordance with the representation norms set out in the Methodology approved by the Senate. Furthermore, UDJG has implemented regulations for periodic surveys to gauge students' opinions regarding their satisfaction with the educational process, student services, and infrastructure, such as the Operational Procedure for Evaluating Teaching Staff by Students and the Operational Procedure for Evaluating the Learning Environment. Consultations are also held with employers and representatives of the economic environment, their opinions being analyzed and integrated into the process of reviewing documents and procedures

The analysis of the Internal Evaluation Report (IER) and the supporting procedures demonstrates that the HEI systematically considers the feedback provided by both internal and external stakeholders in its quality management system. The formal representation of doctoral students in the Council for University Doctoral Studies (CSUD) and the Council of the Doctoral School (CSD), correlated with the standardized questionnaires applied via the institutional platform, ensures that the beneficiaries' opinions actively shape the implementation of quality assurance procedures. The interaction with socio-economic partners is active, but the formalization of their feedback in the specific procedure implementation process could be further documented to ensure an even more rigorous traceability of the decisions made based on their input.

#### Aspects that constitute best practice examples

- The use of a dedicated digital platform (evaluate.ugal.ro) for periodic and anonymous satisfaction surveys applied to doctoral students, ensuring a continuous and transparent feedback loop regarding the teaching staff and the academic learning environment.
- The direct and active representation of doctoral students in all relevant decision-making and quality assurance structures (CSUD, CSD, Faculty Councils, University Senate).

#### The indicator is: fulfilled.

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

##### Standard S.C.2.2. Operation

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

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

"Dunărea de Jos" University of Galați (UDJG) operates a University Ethics Committee (CEU) based on the Code of Ethics and Academic Conduct and its specific Regulation of organization and functioning, both developed in accordance with legal provisions and approved by the University Senate. The CEU functions as an autonomous and independent structure. The composition of the committee, alongside its decisions and annual activity reports, are transparently published on the institution's website (<https://ugal.ro/informatii/organizare/comisia-de-etica-universitara/componenta-ceu>). The institution emphasizes a prevention-based policy regarding violations of academic integrity. The discipline "Academic ethics and integrity / Scientific research ethics" is mandatorily included in the doctoral study plans. Furthermore, UDJG organizes a specific postgraduate course in Academic Ethics and Deontology addressed to teaching staff and doctoral students. To ensure academic integrity, originality checks are systematically applied to all scientific outputs (doctoral theses, dissertation and bachelor theses, articles in university journals, and books published by the university press) using the

sistemantiplagiat.ro platform. Additionally, system procedures are in place for managing sensitive positions, conflicts of interest, incompatibilities, and the reporting of irregularities.

The analysis of the Internal Evaluation Report (IER) and the institutional website confirms that the quality assurance and academic ethics structures adequately perform their specific roles. The University Ethics Committee acts independently from any other structure or person within the HEI, in strict compliance with the law. The systemic integration of ethics courses in the doctoral curriculum, doubled by the mandatory originality verification for all academic outputs, proves that the institution has functional, proactive mechanisms to prevent academic fraud. The public availability of the CEU's annual reports demonstrates transparency and accountability in managing academic conduct and resolving ethical issues.

### Aspects that constitute best practice examples

- The provision of a dedicated postgraduate course in "Academic ethics and deontology" accessible to both academics and doctoral students.
- The comprehensive and mandatory application of originality checks (sistemantiplagiat.ro) not only for doctoral theses but for all scientific outputs produced under the university's auspices (books, articles).

### The indicator is: fulfilled

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

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

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

<b>Indicator</b>	The organisational component consistently applies the procedures, and proves their
<b>I.P.C.3.1.1</b>	impact on quality assurance.

"Dunărea de Jos" University of Galați (UDJG) has implemented the "Regulation on the initiation, monitoring, and periodic review of study programs", approved by the University Senate Decision no. 133 on April 11, 2025. This regulation establishes the institutional framework for the initiation, monitoring, and periodic review of all study programs, including the doctoral ones. The internal evaluation of the quality of doctoral study programs, alongside the performance of PhD supervisors and PhD students, is conducted annually. This process is coordinated by an internal evaluation committee appointed annually by the Council for University Doctoral Studies (CSUD), upon the proposal of the Council of the Doctoral School (CSD). The annual internal evaluation reports of the doctoral schools within IOSUD-UDJG are subsequently approved by the University Senate. Monitoring of the Philology doctoral domain is carried out based on the information and data from the self-assessment files proposed for analysis by the teaching committee and the Quality Council (CEAC).

The monitoring procedures are consistently applied and consist of the following actions:

- a) Analysis of the content of the curriculum.
- b) Analysis of course syllabi and their approval at the beginning of the academic year or whenever necessary.
- c) Establishment of teaching positions and assignment of courses based on the competencies, role, and professional achievements of the teaching staff at the beginning of each academic year.
- d) Analysis of learning outcomes, expressed through the performance of students in ongoing and final assessments, as well as through success/failure indicators.
- e) Analysis of teaching staff performance, carried out through self-assessment, evaluation by students, and the annual evaluation conducted by the academic leadership.

The analysis of the Internal Evaluation Report (IER) and the supporting procedures demonstrates that the organizational component systematically applies its procedures for monitoring and periodically reviewing the doctoral study domain. The rigorous evaluation timeline conducted annually and consolidated through the CEAC analyses ensures a continuous feedback loop. By systematically assessing the curricula, course syllabi, staff competencies, and direct learning outcomes, the institution proves its capacity to provide an effective operational response to identified needs. This constant, multi-

criteria monitoring has a proven, direct impact on maintaining and improving the quality of the doctoral educational process.

### Aspects that constitute best practice examples

- The comprehensive, multi-layered monitoring approach that assesses five distinct academic dimensions: curriculum content, course syllabi, staffing based on specific professional competencies, direct learning outcomes (student performance), and comprehensive staff evaluation (self-assessment, student feedback, and leadership evaluation)

### Recommendations

- The conduct of an annual internal audit encompassing analyses of the processes carried out, as well as recommendations and improvement measures, and the publication of the document on the institutional website.

### The indicator is: fulfilled

<b>Indicator</b> I.P.C.3.1.2	Members of its own community and other stakeholders are involved in the procedure implementation process.
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At "Dunărea de Jos" University of Galați (UDJG), members of the academic community and external stakeholders actively participate in the implementation of quality assurance procedures, particularly concerning the monitoring and periodic review of the Philology doctoral domain. According to the institutional regulations, teaching staff and doctoral students are directly involved in the activities of the Quality Assurance Committee (CEAC), the Council for University Doctoral Studies (CSUD), and the Doctoral School Council. These representatives actively contribute to the analysis of performance indicators, the evaluation of the study domain, and the formulation of proposals for its improvement. Furthermore, doctoral students continuously provide feedback through the annual evaluations of teaching activities. The results of these evaluations are systematically analyzed and utilized by the structures responsible for quality management to apply the procedures and implement improvement measures.

The analysis of the Internal Evaluation Report (IER) confirms that the organisational component ensures a participatory framework in the implementation of quality procedures. The formal inclusion of doctoral students and teaching staff in key structures such as CEAC, CSUD, and the Doctoral School Council guarantees that internal community members have a direct role in monitoring and reviewing the study programs. The continuous feedback collected through standardized evaluations ensures an active loop of quality improvement, proving that beneficiaries' opinions are actively shaping the implementation process. While the internal academic community is well represented, the formal documentation of how external stakeholders (such as employers or socio-economic partners) are involved in the specific process of implementing these periodic review procedures could be further detailed. As noted in the expert evaluation preparation documents, the formalization of feedback received from socio-economic partners must be thoroughly verified on-site through minutes or specific reports.

### The indicator is: fulfilled

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

Standard S.C.4.1. Procedures Applying the methodologies and procedures contributes to improving the quality of the staff's activities.	
<b>Indicator</b> I.P.C.4.1.1	The organisational component analyses the results of the students' biannual evaluation of teachers.

"Dunărea de Jos" University of Galați (UDJG) implements clear procedures for the periodic evaluation of the activities of teaching, auxiliary, and administrative staff, in accordance with internal and national regulations. The evaluation of the teaching staff by the doctoral students is conducted each semester through standardized anonymous questionnaires applied via the dedicated institutional platform (evaluare.ugal.ro). These questionnaires address key aspects such as scientific and pedagogical

competence, the quality of the teaching process, the clarity of presentation, the availability for guidance, and adherence to academic ethics. Analysis of the state of facts, in relation with the state of facts acknowledged from documents and considering the analysed performance indicator, to justify judgement on the extent to which the indicator was fulfilled. The analysis of the Internal Evaluation Report (IER) confirms that the organisational component systematically collects and analyses the results of the students' biannual evaluations. The evaluation results are centralized and analyzed by the responsible structures, specifically the Quality Assurance Committee (CEAC) and the Council of the Doctoral School. The conclusions are subsequently communicated to the program management and the evaluated teaching staff. The institutional mechanism ensures that, based on these results, concrete measures are proposed to improve the teaching activity and strengthen the relationship between the teaching staff and the PhD students. The periodic evaluation process thus plays an active and documented role in ensuring and enhancing the quality of the doctoral study program.

### Aspects that constitute best practice examples

- The use of a centralized, secure digital platform ([evaluare.ugal.ro](http://evaluare.ugal.ro)) to conduct evaluations, ensuring the complete anonymity of respondents and enabling the efficient processing of data.
- The implementation of a direct feedback loop that informs both the evaluated staff and the program management, generating measures for continuous pedagogical improvement

### Recommendations

- It is recommended that the institution publish a periodic summary report on its website, highlighting the general trends emerging from student evaluations, as well as the specific corrective or improvement measures adopted by the Doctoral School level

### The indicator is: fulfilled

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

Standard S.C.5.1. Databases	
The HEI uses databases to support internal quality assurance activities.	
Indicator	The organisational component systematically collects and analyses data required for
I.P.C.5.1.1	the internal quality assurance process.

"Dunărea de Jos" University of Galați (UDJG) utilizes an institutionalized, secure, and integrated IT system to directly support the operation of internal quality assurance mechanisms by systematically collecting, organizing, and analyzing relevant data. The university employs several dedicated databases and platforms:

- A dedicated human resources and academic management platform (<https://hr.ugal.ro/secure/>), operational since the 2012-2013 academic year, ensures the unified administration of academic information, human resources, curricula, teaching resources allocation, staffing, and attendance records.
- A student-oriented IT platform (<https://student.ugal.ro/note>), where students have secure access to their academic records, facilitating academic traceability and direct involvement in monitoring their educational progress.
- A dedicated online evaluation platform (<https://www.evaluare.ugal.ro/>) used by doctoral students for evaluating teaching staff, PhD supervisors, and the learning environment.

The information collected through these platforms is systematically analyzed by the Quality Assurance Committee (CEAC) established at the UDJG level. The reports prepared by this committee are subsequently discussed, approved, and published on the university's public documents website and the Doctoral School's website

The analysis of the Internal Evaluation Report (IER) demonstrates that the organisational component possesses a robust digital infrastructure for quality assurance. By utilizing specific databases for HR management, student grading, and anonymous evaluations, the institution effectively collects and centralizes critical academic and administrative data. The systematic analysis of this data by CEAC, followed by the public dissemination of the annual reports, confirms that the data is not simply stored, but actively utilized to monitor, inform, and improve the internal quality assurance process. The databases are structurally integrated into the daily management of the doctoral school, actively supporting strategic decision-making.

### Aspects that constitute best practice examples

- The implementation and consistent use of a dedicated, centralized evaluation platform (evaluare.ugal.ro) for collecting student feedback securely and anonymously, which directly informs CEAC's analytical work.
- The high degree of transparency demonstrated by publishing the annual quality reports derived from these databases on the university and doctoral school websites

### The indicator is: fulfilled

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

Standard S.C.6.1. Transparency	
The organisational component ensures transparency of information, as required by the law.	
Indicator I.P.C.6.1.1	The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.

IOSUD "Dunărea de Jos" University of Galați (UDJG) complies with the legal provisions regarding the transparency of public interest information and ensures free, unhindered access to data related to the Philology doctoral study program. Detailed information is published and periodically updated on the institution's official websites (e.g., ugal.ro/studii/doctorat, admitere.ugal.ro/doctorat). The published information includes: the doctoral school regulations, the doctoral student guide, program objectives, curriculum structure, admission procedures, the rights and obligations of PhD students, as well as data regarding language certificates, diplomas, and qualifications. Furthermore, the university makes publicly available the annual activity reports, announcements about admission contests, research topics proposed by PhD supervisors, the list of accredited coordinators, and opportunities for international mobility and student camps. To support internationalization, all essential documents related to the preparation for doctoral studies are also published on the university's website in English

The analysis of the Internal Evaluation Report (IER) and the institutional websites demonstrates that the organisational component fully ensures transparency and public access to relevant information. The digital platforms provide comprehensive, consistently updated, and easily accessible data for all stakeholders, including prospective candidates, current students, academic staff, and the general public. The availability of detailed information regarding not just administrative and admission procedures, but also academic aspects (curricula, specific research topics, accredited supervisors' profiles) proves a solid institutional commitment to transparency. This proactive approach strengthens public trust in the quality and relevance of the doctoral study program.

### Aspects that constitute best practice examples

- Publishing all essential documents and information related to doctoral studies in English on the university's website, which ensures easy and transparent access for foreign candidates, international students, and foreign members of the supervisory or defense committees.

### The indicator is: fulfilled

Indicator I.P.C.6.1.2	The organisational component ensures transparent decision-making processes.
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IOSUD-UDJG ensures the transparency of decision-making processes by publishing and communicating the decisions made by its governing bodies, which include the Doctoral School Council, the University Senate, and the Administrative Council. These processes strictly adhere to the procedures outlined in the specific internal regulations of the institution. The decision-making processes are built on the continuous consultation of the academic community members and rely on the active participation of PhD students in the governing bodies, in accordance with the applicable legislation. All decisions regarding the organization of the doctoral program, admission procedures, resource allocation, evaluation of academic performance, mobility, and international collaborations are constantly communicated through official channels. These channels include the institution's website, online platforms, institutional displays, and official emails.

The analysis of the Internal Evaluation Report (IER) and the institutional practices confirms that the organisational component provides an open, accountable, and participatory framework, guaranteeing the fairness and equity of the decision-making process. By systematically publishing the decisions of the leadership structures and actively involving doctoral students in these bodies, the institution ensures that all stakeholders are fully aware of and can contribute to the policies affecting the doctoral program. The multi-channel communication strategy effectively prevents information gaps and consolidates a culture of institutional transparency.

**Aspects that constitute best practice examples**

- The systematic publication of all decisions made by the University Senate, the Administrative Council, and the Council for University Doctoral Studies (CSUD) on the university's public platforms, ensuring immediate access to information.
- The active integration of PhD students in the governing bodies, providing them with a direct and equitable voice in the decision-making processes that shape their academic and research environment.

**The indicator is: fulfilled**

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
<b>Indicator</b> I.P.C.8.1.1	The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.

The Doctoral School of Socio-Human Sciences (SDSSU) and the Philology doctoral study domain undergo periodic external quality evaluation as required by the law. The domain was subjected to a periodic external evaluation by ARACIS in 2021, which confirmed the maintenance of its accreditation. External quality evaluation procedures are carried out based on the internal IOSUD-DJUG Regulations. The initiation of the current evaluation process was carried out following the approval by the Council for University Doctoral Studies (CSUD), strictly in accordance with the applicable methodological requirements (<https://ugal.ro/informatii/informatii-publice/hotarari/hotarari-csud/114-hotarari-csud-2025/15059-hotararea-csud-nr-15-16-06-2025>). Furthermore, the internal evaluation report of SDSSU for the year 2024, which serves as the basis for the current evaluation, was officially approved by the University Senate Decision no. 151 on May 9, 2025 ([https://www.ugal.ro/files/hotarari/hs/2025/HS\\_151\\_2025\\_Anexa\\_4-Raport\\_SDSSU.pdf](https://www.ugal.ro/files/hotarari/hs/2025/HS_151_2025_Anexa_4-Raport_SDSSU.pdf))

Analysis of the submitted documents demonstrates that the respective organizational unit of UDJG carries out all procedures related to the external quality assessment process appropriately and systematically. The institution fulfills its legal obligations regarding periodic evaluations. Following the previous external evaluation in 2021, the institution prepared and submitted a progress report for the field of Philology in 2024. ARACIS Council Decision No. 193/H/07.08.2025 regarding the interim progress evaluation of the Ph.D. field of Philology officially confirmed that the recommendations previously formulated by the evaluation experts were successfully implemented (<https://www.aracis.ro/wp-content/uploads/2025/08/07.08.2025Hotarari-ale-Consiliului-ARACIS.pdf>). This underscores the institutional capacity to respond appropriately to external feedback and to integrate it effectively into the quality management and operational development of the doctoral program.

**Aspects that constitute best practice examples**

- The prompt submission of the intermediate progress report and the full implementation of all the recommendations formulated during the previous external evaluation process

**The indicator is: fulfilled**

**IV. SWOT Analysis**

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>✓ For the operation of the DSUD–Philology, UDJG has adequate organizational components and a management system, whose functioning is based on methodologies, regulations, and procedures periodically revised in accordance with the law.</li> <li>✓ Within the DSUD–Philology, the activity of 11 doctoral supervisors is carried out, of whom 8 are full members of IOSUD–UDJG, holding full-time, open-ended employment contracts with UDJG, while 3 doctoral supervisors are affiliated with IOSUD–UDJG. All doctoral supervisors meet the criteria set out in Order no. 6129/20.12.2016, corresponding to Annex no. 29 – Philology.</li> <li>✓ Over the past 5 years, all doctoral supervisors within the DSUD–Philology have produced at least 5 publications indexed in Web of Science, ERIH+, or Scopus, in impact-factor journals, or other achievements of significant relevance to the field of philology, including contributions at an international level that demonstrate progress in research–development– innovation within the evaluated domain. International visibility is validated through Hirsch indices (WoS and Google Scholar), as well as through membership in the scientific committees of international publications and conferences.</li> <li>✓ A percentage of 90.9% of the doctoral supervisors within DSUD–Philology have achieved, based on their scientific results over the past 5 years, at least 25% of the score required by the CNATDCU minimum standards for habilitation.</li> <li>✓ Providing financial support in various forms (such as the purchase of laptops, grants for conference participation, and funding for publication) for doctoral students.</li> <li>✓ A material infrastructure of the highest standard, well maintained.</li> </ul>	<p><b>INTERNAL FACTORS</b></p> <p>⑨</p>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>✓ The relatively low number of doctoral students in relation to the number of doctoral supervisors;</li> <li>✓ The small number of doctoral students in philology who take advantage of mobility opportunities and study/research stays abroad through Erasmus programmes;</li> <li>✓ The lack of funding opportunities for doctoral students in philology from sources other than government funding;</li> <li>✓ A modest level of participation in prestigious international conferences in the field of philology;</li> <li>✓ The need to develop clearer mechanisms for recording the opinions of students and employers regarding the doctoral training process;</li> <li>✓ The implementation of a genuine research information system enabling the monitoring of research activity at different levels.</li> </ul>
<p><b>SWOT analysis</b></p>		
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>✓ UDJG has an infrastructure base adapted to current requirements, modern and robust, which enables the development of research, development, innovation, and</li> </ul>	<p>⑩</p> <p><b>EXTERNAL FACTORS</b></p>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>✓ A low number of state-funded places, leading to a reduction in the funds allocated to research, development, and innovation activities at the highest level in the</li> </ul>

<p>technology transfer activities aligned with European and international policies in the field of food engineering.</p> <p>✓ A curriculum tailored to the professional and personal development needs of doctoral students, with flexibility in choosing their educational and research pathways.</p> <p>✓ Doctoral supervisors have the capacity to develop highly topical research themes, enjoy strong national and international recognition, and demonstrate significant intellectual potential.</p> <p>✓ The long-standing tradition of doctoral studies within the Faculty of Letters at UDJG.</p> <p>✓ UDJG's ability to develop partnerships with national and international institutions for the transfer of technologies and knowledge.</p> <p>✓ Access to national and European/international funding resources that support the development of doctoral students' research and development plans.</p> <p>✓ Research centers carry out very relevant activities. At the institutional level, there are regulations that regulate the functioning of research centers, research centers prepare an annual report of activities, participate in competitions for internal grants, organize competitions for doctoral students, organize conferences, publish journals with very good visibility. Also, doctoral students are involved in the projects of doctoral coordinators.</p>		<p>field of philology.</p> <p>✓ A decline in the number of higher education graduates interested in pursuing advanced qualifications through doctoral studies.</p> <p>✓ A potential risk of dropout due to the low level of funding, combined with the general tendency of doctoral students to be employed during their studies.</p> <p>✓ A low level of budget allocations, which limits the development of advanced studies in the field of philology.</p>
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## V. Extent to which the standards and performance indicators are fulfilled, and recommendations

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
<b>DOMAIN A. Institutional capacity</b>			
1.	<b>I.P.A.1.1.1</b> For delivering the study programme/domain, the HEI has adequate organisational components and an adequate management system, which operate based on methodologies, regulations and	<b>F</b>	.

<b>No.</b>	<b>Performance Indicator</b>	<b>Extent to which it was fulfilled (F/PF/UF)</b>	<b>Recommendations</b>
	procedures that are periodically reviewed as required by law.		
2.	<b>I.P.A.1.2.1</b> The opinions of the faculty and department members, of the subsidiary or extension and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.	<b>F</b>	Offer the students the possibility to comment on regulations and procedures. Formalize the feedback received from socio-economic partners
3.	<b>I.P.A.2.1.1</b> The HEI legally owns venues for the related education, research and administrative processes, as well as for services for students, doctoral students and trainees, thus providing an enabling environment for living and studying, including for disabled persons. Optimal venues are also provided for activities of the staff. Such venues are adequately equipped.	<b>F</b>	
4.	<b>I.P.A.2.2.1</b> The movable and immovable assets are properly maintained to ensure optimal conditions for studying, living and research, as well as for work.	<b>F</b>	
5.	<b>I.P.A.3.1.1</b> The human resources of the organisational component are suitable to perform the activities pertaining to the evaluated study programme/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	<b>F</b>	Increase the number of papers in journals and monographs published with reputed publishing houses. Participate to scientific conferences abroad.
6.	<b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.	<b>F</b>	
7.	<b>I.P.A.3.2.1</b> Recruitment procedures comply with the provisions of the law, and are established and carried out transparently.	<b>F</b>	
8.	<b>I.P.A.4.1.1</b> The organisational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	<b>F</b>	
<b>DOMAIN B. Educational efficacy</b>			
9.	<b>I.P.B.1.1.1</b> The study programme is developed and structured according to the expected learning outcomes, and organised based on transferable study credits. It includes all learning, teaching, practical training, research and evaluation experiences, which, together, lead to a higher education qualification.	<b>F</b>	
10.	<b>I.P.B.2.1.2</b> The expected learning outcomes are correlated with the competences required by those occupations, according to the occupational standards and/or the European Skills, Competences and Occupations (ESCO).	<b>F</b>	-
11.	<b>I.P.B.3.1.1</b> The organisational component ensures implementation of the student-centred learning in the curriculum and through	<b>F</b>	

<b>No.</b>	<b>Performance Indicator</b>	<b>Extent to which it was fulfilled (F/PF/UF)</b>	<b>Recommendations</b>
	the teaching strategies used in the learning and teaching activities and experiences.		
12.	<b>I.P.B.3.1.2</b> The organisational component ensures opportunities for students to participate in academic mobility programmes organised in person and/or virtually.	<b>F</b>	
13.	<b>I.P.B.3.2.1</b> The organisational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.	<b>F</b>	
14.	<b>I.P.B.4.1.1</b> The organisational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organisation of the study programme.	<b>F</b>	
15.	<b>I.P.B.5.1.1</b> Learning outcomes are adequately described, and they support understanding of the students' and teachers' expectations regarding the content of the subject matters in the curriculum.	<b>F</b>	The inclusion of learning outcomes in the curriculum, their alignment with the targeted competencies, and their systematic integration into course descriptions.
16.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.	<b>F</b>	
17.	<b>I.P.B.7.1.1</b> The organisational component applies the admission procedures.	<b>F</b>	The development of a standard evaluation grid based on rigorously defined criteria for the purpose of ranking candidates in the admission process. The publication of admission-related information (including the research topics proposed by doctoral supervisors) six months prior to the admission process.
18.	<b>I.P.B.7.1.2</b> Admission in higher education study programmes complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.	<b>F</b>	
19.	<b>I.P.B.7.2.1</b> The organisational component applies the regulations concerning the students' professional activity.	<b>F</b>	
20.	<b>I.P.B.8.1.1</b> The organisational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.	<b>F</b>	
21.	<b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalised upon in achieving the	<b>F</b>	

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	learning outcomes envisaged through the study programme.		
22.	<b>I.P.B.9.2.1</b> The results of scientific research are visible at national and international level in that scientific domain, and capitalised upon in an adequate manner.	<b>F</b>	
<b>DOMAIN C. Quality management</b>			
23.	<b>I.P.C.1.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	<b>F</b>	
24.	<b>I.P.C.1.2.1</b> The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.	<b>F</b>	
25.	<b>I.P.C.2.2.2.</b> The academic ethics commission operates based on the regulation approved by the University Senate, and performs actions that are compliant with the law, independently from any other structure or person in the higher education institution.	<b>F</b>	
26.	<b>I.P.C.3.1.1</b> The organisational component consistently applies the procedures, and proves their impact on quality assurance.	<b>F</b>	The conduct of an annual internal audit encompassing analyses of the processes carried out, as well as recommendations and improvement measures, and the publication of the document on the institutional website.
27.	<b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.	<b>F</b>	
28.	<b>I.P.C.4.1.1</b> The organisational component analyses the results of the students' biannual evaluation of teachers.	<b>F</b>	It is recommended that the institution publish a periodic summary report on its website, highlighting the general trends emerging from student evaluations, as well as the specific corrective or improvement measures adopted by the Doctoral School
29.	<b>I.P.C.5.1.1</b> The organisational component systematically collects and analyses data required for the internal quality assurance process.	<b>F</b>	
30.	<b>I.P.C.6.1.1</b> The organisational component ensures publication and access to information of public interest regarding the evaluated study programme.	<b>F</b>	
31.	<b>I.P.C.6.1.2</b> The organisational component ensures transparent decision-making processes.	<b>F</b>	
32.	<b>I.P.C.8.1.1</b> The organisational component carries out the procedures pertaining to the external quality evaluation process, aiming to organise the evaluated study programme as provided by the law.	<b>F</b>	

**Summary Table of Performance Indicators – Degree of Fulfillment**

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

*Other, general recommendations that were not given within the analysis of a specific performance indicator can be presented here.*

*Sum up the number of analysed performance indicators, and specify how many were assessed as fulfilled, partially fulfilled, and unfulfilled, if any.*

## VI. Conclusions

Following the analysis of the documents included in the Internal Evaluation Report, the discussions held during the on-site visit, and the assessment of the degree of compliance with standards and performance indicators, the committee finds that UDJG is a stable institutional structure, with well-regulated administrative processes based on methodologies that are periodically updated and consistently implemented. The leadership of IOSUD and the management of the Doctoral School, together with the administrative structures and specialized committees, cooperate effectively and ensure an organizational framework that is predictable and open to consultation with stakeholders. The teaching process at the level of the Philology field within the Doctoral School of Social and Human Sciences is appropriate for a professional doctorate. The study program includes an advanced university training component and a scientific research program focused on applied research. The learning outcomes are clearly and operationally formulated and are aligned with the requirements of Level 8 of the National Qualifications Framework (NQF) and with the occupations specific to the field of Philology. Based on the review of curricular documents and the discussions held with students and teaching staff, the committee found that the learning outcomes are intelligible, appropriately communicated, and effectively used to guide the teaching process. The ongoing assessment of doctoral students is carried out on the basis of an annual evaluation report, which also includes the results obtained from the completion of scientific reports. Doctoral theses have, without exception, been validated by CNATDCU. Several doctoral theses have been published by prestigious publishing houses, and discussions with graduates have highlighted the alignment of the final research outcomes with aspects of their professional activity, as well as their materialization in initiatives with social and community impact. Doctoral supervisors meet the CNATDCU criteria and carry out relevant research activity recognized at both national and international levels, while the proposed research topics reflect areas of high interest and strong contemporary relevance. The material infrastructure generally meets the needs of doctoral students, and the digitalization process is currently undergoing improvement.

Overall, the committee considers that the doctoral field of Philology operates within a coherent institutional framework, in accordance with the legislation in force, relying on adequate resources and an institutional culture oriented toward quality. The functioning of the program complies with legal norms, procedures are consistently implemented, and teaching and administrative activities are carried out with professionalism and transparency.

Based on the analyzed data, the consulted documents, and the findings from the site visit, the committee concludes that the program meets the current standards and provides assurance of a high-quality educational process.

*Following the completion of the accreditation/maintaining accreditation procedure, the decision of the evaluation panel is*

- a) **maintaining accreditation** (MAC)

## VII. Annexes



**THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION**

*Member of the European Association for Quality Assurance in Higher Education - ENQA*  
*Listed in the European Quality Assurance Register for Higher Education - EQAR*

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