

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:	„Lucian Blaga” University of Sibiu
Doctoral School:	Philology and History
Doctoral Domain:	Philology
The objective of the external evaluation:	<b>Maintaining accreditation (MAC)</b>



### Members of the ARACIS Evaluation Panel

No.	Last Name and First Name	Team role	Signature
1.	Gheorghe Mihaela	Expert evaluator	
2.	Șlehtițchi Maria	International Expert	
3.	Iojiță Ana-Maria	PhD Student Evaluator	

## I. Introduction

The REE was drafted in the context of the periodic external evaluation procedure for maintaining the accreditation of the doctoral study domain *Philology* within the Doctoral School of Philology and History, organized by IOSUD – “Lucian Blaga” University of Sibiu (ULBS). The commission, approved by the ARACIS Council via Decision No. 70/H/05.03.2026, was composed as follows:

1. Prof. GHEORGHE Dana Mihaela, Ph.D. – “Transilvania” University of Braşov (chair);
2. Prof. ŞLEAHTIŢCHI Maria, Ph.D. – „Alecu Russo” Bălţi State University, Republic of Moldova;
3. IOJICĂ Ana-Maria – student at The National School of Political and Administrative Studies in Bucharest.

The evaluation visit took place on April 23–24, 2026. Prior to the visit, the committee met online on two occasions, on March 26 and April 16.

“Lucian Blaga” University of Sibiu (ULBS) is a public higher education institution established in 1990, building on earlier academic structures dating back to 1976. ULBS has developed into a comprehensive, multidisciplinary institution comprising nine faculties, offering programs at all cycles (bachelor’s, master’s, doctoral), and serving more than 14,000 students, including doctoral candidates across multiple doctoral fields. ULBS’s mission focuses on advanced education and research, aiming to train highly qualified personnel, generate and disseminate knowledge, and support the community’s socioeconomic development. The university demonstrates a consolidated research profile, with increasing scientific output, participation in national and international research projects, and growing visibility in international rankings. The international dimension is strengthened through strategic partnerships, including participation in the FORTHEM European University Alliance.

Doctoral studies at ULBS are organized into six doctoral schools, coordinated by the Council for Doctoral Studies (CSUD), which oversees the strategic and operational management of doctoral education. The doctoral study domain of *Philology* is organized within the *Doctoral School of Philology and History*, part of IOSUD-ULBS. The doctoral school currently covers two domains: Philology and History, both of which have retained their accreditation following the previous external evaluation in 2021.

## II. Methods used

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

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

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

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

#### DOMAIN A. Institutional capacity

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

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

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

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

The structure and operation of doctoral studies at IOSUD – ULBS, including the PhD program in Philology, are grounded in a formal institutional framework. This framework is governed by the [University Charter](#), regulations for doctoral studies, the [Regulations of the Doctoral School of Philology and History](#), and specific procedures covering aspects like admission, study completion, ethics, and mobility. Key organizational entities include CSUD, the Council of the Doctoral School (CSDFI), doctoral supervisors, guidance and integrity committees, along with administrative support units. Decisions are made through formal governance, such as regular CSUD meetings and publicly accessible decisions. The REI confirms that institutional rules and procedures are periodically reviewed and updated to align with legislative changes and institutional needs.

##### o Analysis of the state of facts

IOSUD-ULBS features a coherent and effective management system, underpinned by well-defined organizational units and a comprehensive regulatory framework that covers every phase of doctoral studies. Regularly updating regulations and involving stakeholders in governance fosters transparency and enhances organizational flexibility.

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

(i) multi-level governance structure to ensure effective coordination; (ii) representation of doctoral students in decision-making bodies; (iii) transparency of decisions through public communication; (iv) continuous alignment of regulations with national legislation.

##### o Recommendations - N/A

The indicator is: fulfilled.

Standard S.A.1.2. Stakeholder engagement

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

Indicator I.P.A.1.2.1	The opinions of the faculty and department members, of the subsidiary or extension* and of other stakeholders are considered in the process of adopting and revising methodologies, regulations and implementation procedures.
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- o Presentation of the state of facts

At the IOSUD–ULBS level, adopting and updating methodologies, regulations, and procedures requires consulting with internal stakeholders. These include doctoral supervisors, students, and members of academic guidance and integrity committees, primarily through their representation on governance bodies such as CSUD and CSDFI, as well as in institutional regulations that govern decision-making processes. The REI also refers to the involvement of other stakeholders (graduates, doctoral thesis committee members, external partners), mainly through consultative practices and the formulation of doctoral research topics. However, the documentation indicates that such involvement is not consistently supported by clearly formalized, systematized mechanisms.

- o Analysis of the state of facts

The analysis shows that stakeholder involvement is partially institutionalized, with a stronger emphasis on internal stakeholders, whose participation in governance structures ensures a minimum level of consultation and transparency. While the inclusion of doctoral students and academic staff in decision-making bodies is a positive step, evidence of the systematic and documented integration of stakeholder feedback into regulatory revisions remains limited. In particular, the involvement of external stakeholders (employers, alumni, socio-economic partners) appears sporadic and insufficiently formalized, with no clear procedures to ensure regular consultation, feedback collection, or traceability of their contributions to decision-making processes. Therefore, while stakeholder consultation is in place, it has not yet evolved into a fully developed, reliably implemented process that ensures meaningful influence on the creation and revision of institutional regulations and procedures.

- o Aspects that constitute best practice examples

- o Recommendations

Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined procedures.

**The indicator is: fulfilled.**

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

Standard S.A.2.1. Material resources

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

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

\* The faculty, department, subsidiary, extension - hereinafter “organisational components”

IOSUD–ULBS benefits from a [diversified infrastructure](#) that supports teaching, research, administrative activities, and services for students and doctoral candidates. The university holds legal ownership of its premises, including classrooms, laboratories, research spaces, library facilities, and administrative offices. According to REI and the website data, the total infrastructure comprises numerous spaces dedicated to educational and research activities (classrooms, laboratories, library spaces) as well as facilities for student services. These are distributed across the faculties and central university structures and are documented in [institutional asset records](#) and infrastructure documentation. The doctoral domain Philology operates primarily within the [Faculty of Letters and Arts](#), which provides access to teaching and research spaces, [library resources](#), and relevant databases. [The documents](#) indicate that the existing infrastructure is adequately equipped (including IT resources and access to digital databases) and includes measures to ensure accessibility for persons with disabilities.

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

The on-site inspection confirms that ULBS provides an adequate material base for organizing doctoral studies, with legally owned premises and a diversified infrastructure that supports teaching, research, and administrative activities. The availability of dedicated spaces and access to the library and digital resources contribute to an enabling academic environment. The allocation of facilities at the Faculty of Letters and Arts appears appropriate for the needs of the doctoral domain of Philology. The Commission particularly praised the quality of the facilities and equipment at the Faculty of Letters and Arts. The laboratories have recently been renovated, are furnished in a modern style, and are equipped with the latest tools for the digital humanities.

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

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

o [Recommendations](#) - N/A

**The indicator is: fulfilled.**

Standard S.A.2.2. Management of material resources

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

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

Material resource management within IOSUD–ULBS, including the doctoral domain of Philology, is conducted at the institutional and faculty levels, guided by [financial planning documents](#) (annual budgets, balance sheets) and the institutional development strategy. The Faculty of Letters and Arts, where the doctoral domain operates, ensures the maintenance and use of both movable and immovable assets required for teaching, research, and administrative activities. According to the self-evaluation report, these assets undergo periodic maintenance, repair, and modernization, supported by dedicated budget allocations. The infrastructure, including teaching spaces, research facilities, equipment, and library resources, is described as effective and appropriate for academic work, fostering a supportive environment for study and research.

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

The on-site visit showed that ULBS has effective mechanisms for maintaining and managing material resources, supported by financial planning and institutional strategies. Regular maintenance and

modernization activities indicate a practical approach to providing proper working and study environments. The facilities of the Faculty of Letters and Arts serve as a model of efficient and aesthetically pleasing design.

o Aspects that constitute best practice examples

Furnishing and equipping classrooms and laboratories.

o Recommendations - N/A

**The indicator is: fulfilled.**

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

Standard S.A.3.1. Human resources	
The HEI has the required human resources to organize and deliver the evaluated study program/domain.	
Indicator I.P.A.3.1.1	The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.

o Presentation of the state of facts

The doctoral domain of Philology within IOSUD–ULBS benefits from qualified personnel, including doctoral supervisors, teaching staff involved in the advanced training program, academic guidance, and integrity committees. Doctoral supervisors are affiliated with the Doctoral School of Philology and History upon obtaining the habilitation certificate or its legal recognition, in accordance with national regulations and institutional procedures. At the time of evaluation, the doctoral domain includes [10 doctoral supervisors](#) in Philology, all of whom meet the minimum national standards required for habilitation, as confirmed by the documentation provided (Annexes and CNATDCU-related data).

Teaching activities in the advanced university studies training program are delivered by doctoral supervisors with relevant expertise and cover topics such as research methodology, academic ethics, and current trends in linguistic and literary studies. The individual research activities of doctoral students are supported by academic guidance and integrity committees, which include specialists from within the institution and, in some cases, from outside, ensuring disciplinary expertise and academic oversight.

o Analysis of the state of facts

The committee concluded that the PhD domain of Philology is backed by sufficient and qualified personnel, with 10 doctoral supervisors meeting legal habilitation standards and showing relevant academic and research credentials. Their participation in both teaching and supervising research fosters alignment between the training program and students' research activities. The organization of academic guidance and integrity committees supports the quality assurance of doctoral supervision.

o Aspects that constitute best practice examples

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

o Recommendations - N/A

**The indicator is: fulfilled.**

Indicator I.P.A.3.1.2	The HEI ensures professional and personal development for its staff.
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o [Presentation of the state of facts](#)

ULBS promotes the professional and personal growth of its academic staff through strategic and operational tools embedded in the Institutional Development Strategy and the multi-annual strategic plan. These tools include goals for ongoing training, research advancement, and internationalization. The self-evaluation report highlights that academic staff, including doctoral supervisors, benefit from: (i) participation in research and institutional development projects; (ii) access to academic mobility programs, especially via [Erasmus+](#) (for teaching and training); and (iii) opportunities for participating in national and [international research collaborations](#). Professional growth is also fostered indirectly through engagement in research activities, publishing scientific outputs, and attending academic events, all of which strengthen academic skills.

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

The analysis indicates that ULBS offers an overarching institutional framework that facilitates the professional growth of academic staff, mainly through research activities and mobility programs. These mechanisms help sustain academic competence and enhance international exposure. Conversations with doctoral supervisors showed that professional development is primarily driven by individual effort and research participation, rather than by a well-structured, systematic institutional program tailored to their needs.

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

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

o [Recommendations](#)

- o Implementing structured institutional programs for professional development, including training in doctoral supervision and teaching;

**The indicator is: fulfilled.**

Standard S.A.3.2. Recruitment procedures	
Teaching staff recruitment procedures compliant with the provisions of the law.	

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

Recruitment of teaching staff and doctoral supervisors within IOSUD–ULBS is conducted in accordance with the national legal framework governing higher education and with internal institutional regulations and methodologies. The procedures are governed by: (i) the [University Charter](#); (ii) national and internal regulations regarding the organization and conduct of competitions for academic positions; (iii) the [Regulations](#) for the organization and conduct of doctoral studies; (iv) [methodologies](#) for obtaining the habilitation certificate and affiliation to the doctoral school. The documents indicate that recruitment procedures are public, competitive, and based on clearly defined criteria, including compliance with minimum national standards (CNATDCU) for academic positions and doctoral supervision. Doctoral supervisors' [affiliation](#) with the Doctoral School of Philology and History depends on meeting these standards and obtaining institutional approval.

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

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

- Aspects that constitute best practice examples
- Use of clearly defined eligibility and evaluation criteria;
- Conditional appointment of doctoral supervisors contingent on proven academic achievements.
  
- Recommendations - N/A

**The indicator is: fulfilled.**

#### Criterion A.4. Digitalization of institutional processes

Standard S.A.4.1. Digital transformation	
The digital transformation process in the organisational component seeks to achieve administrative simplification and improve the quality of the services provided to the members of its own community, as well as to third parties.	
Indicator I.P.A.4.1.1	The organizational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.

- Presentation of the state of facts

IOSUD–ULBS integrates IT tools into its academic and administrative processes to improve access to information and service quality for doctoral students and staff. According to the documents presented, digitalization is supported by: (i) the use of [institutional online platforms](#) for communication and information access (including the IOSUD/doctoral studies website); (ii) the availability of [digital resources and databases](#) for research activities; (iii) the use of [software tools for plagiarism detection](#) in doctoral thesis evaluation; (iv) the implementation of [IT solutions](#) that support administrative procedures and academic activities. Digital tools also facilitate access to institutional documents, procedures, and decisions, contributing to transparency and administrative efficiency.

- Analysis of the state of facts

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

- Aspects that constitute best practice examples
- Use of digital platforms for communication and access to institutional information;
- Availability of electronic resources and databases supporting research activities;
- Implementation of plagiarism detection software in doctoral procedures;
- Use of IT tools to support transparency in administrative processes.
  
- Recommendations
- Developing and implementing an integrated digital management system for doctoral studies (admission, monitoring, evaluation, and reporting).

**The indicator is: fulfilled.**

## DOMAIN B. Educational efficacy

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

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

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

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

The doctoral study program in Philology at IOSUD–ULBS is structured in accordance with national regulations and institutional procedures and comprises: (i) a training program based on advanced university studies (30 ECTS), delivered during the first year; (ii) an individual scientific research program carried out under the supervision of doctoral supervisors and guidance committees. [The curriculum](#) includes disciplines such as scientific research methodology, academic ethics and integrity, and specialized courses in philological research, designed to support the development of research competencies. The program is organized into 240 ECTS credits, corresponding to doctoral studies (EQF level 8), and integrates teaching, research, and evaluation activities that lead to the award of the doctoral degree. The self-evaluation report specifies a set of professional and transversal competencies, including advanced research skills, critical thinking, academic writing, and communication skills, that constitute the program's expected learning outcomes.

#### o Analysis of the state of facts

The analysis indicates that the doctoral program is formally structured in accordance with national requirements, with a clear division between the training component and the individual research program, and with the allocation of transferable credits. The inclusion of core disciplines (*methodology, ethics, and domain-specific courses - Specificul cercetării filologice: tehnici, strategii, practice; Direcții actuale în studiile literare; Direcții actuale în studiile lingvistice*) provides a relevant framework for developing doctoral competencies. The definition of professional and transversal competencies reflects alignment with general expectations for doctoral-level qualifications.

However, the documentation provides limited explicit evidence of operational alignment among learning outcomes, curriculum design, and assessment methods, particularly regarding how learning outcomes are systematically mapped to specific activities and evaluation procedures. In addition, while the program structure is clearly defined, there is less detail on the diversity of learning experiences (e.g., practical training, transferable skills development, interdisciplinary exposure) and their measurable contribution to achieving the stated outcomes.

#### o Aspects that constitute best practice examples

#### o Recommendations

- o Enhance the clear connection between learning outcomes, curriculum components, and assessment methods, and offer more transparent evidence of how expected competences align with specific learning activities.

**The indicator is: fulfilled.**

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

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

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

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

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

The doctoral study program in Philology at IOSUD–ULBS is designed to align with [qualification level 8](#) (EQF/CEC), corresponding to doctoral studies, and to support the development of advanced professional and transversal competencies. The REI defines a comprehensive set of learning outcomes, including: (i) advanced knowledge in the field; (ii) research design and implementation skills; (iii) academic writing and dissemination competencies; (iv) critical thinking and data analysis; (v) communication and teamwork abilities; (vi) digital and language skills. These competencies are intended to support graduates' professional integration into academic, research, and related professional environments, including higher education, research institutions, and other knowledge-based sectors. The program is described as aligned with national requirements and international academic standards, with reference to labor market needs and employability objectives.

- o Analysis of the state of facts

The doctoral program defines a broad and relevant set of competencies, consistent with the expectations associated with EQF level 8 and the general profile of doctoral graduates in the field of Philology. However, the documentation provides limited explicit evidence of a systematic correlation between the defined learning outcomes and specific occupational standards or ESCO descriptors. The link between competencies and targeted occupations is stated in general terms, without a clear, traceable mapping to concrete occupational profiles or competence frameworks. While the program demonstrates implicit alignment with academic and research careers, the extent to which it addresses a broader range of professional trajectories and their corresponding competencies is less clearly documented.

- o Aspects that constitute best practice examples

- o Recommendations

Develop a systematic mapping of learning outcomes to ESCO competences and occupational standards.

**The indicator is: fulfilled.**

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

Standard S.B.3.1 Principles

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

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

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

competencies. The REI also notes that doctoral students have opportunities to participate in research activities, conferences, and the publication process, thereby contributing to their academic and professional development.

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

The doctoral program incorporates key elements of student-centered learning, particularly through [individualized research pathways](#) and close supervision, both of which are intrinsic to doctoral education. The program's structure allows doctoral students to develop their own research topics and engage in academic activities aligned with their interests, reflecting flexibility and personalization.

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

o Integration of research-based learning within the doctoral program.

o Recommendations: N/A.

**The indicator is: fulfilled.**

<b>Indicator</b> I.P. B.3.1.2	The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.
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o [Presentation of the state of facts](#)

IOSUD-ULBS provides doctoral students with opportunities to participate in [academic mobility programs](#), primarily through institutional participation in Erasmus+ mobility schemes and international partnerships. The REI indicates that doctoral students may access: (i) study and research mobilities, organized within Erasmus+ frameworks; (ii) participation in international conferences, workshops, and research projects; (iii) collaboration opportunities facilitated through institutional partnerships, including those developed within the [FORTHEM Alliance](#). Mobility is supported by institutional regulations and procedures, including methodologies governing academic mobility and the allocation of mobility grants.

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

IOSUD-ULBS offers a broad framework that supports academic mobility through institutional partnerships and mobility programs. Connecting to international networks enhances access to these opportunities. The documentation presents both quantitative and qualitative data on doctoral students' participation in mobility programs, including the number of mobilities and their durations. There are documented 40 participations by doctoral students in international grants and 8 Erasmus+ mobilities within the period of evaluation.

[Aspects that constitute best practice examples](#)

- o Integration into international academic networks (e.g., FORTHEM Alliance);
- o Opportunities for involvement in international conferences and research collaborations;
- o Existence of institutional procedures supporting mobility activities.

o Recommendations - N/A

**The indicator is: fulfilled.**

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

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

ULBS–IOSUD ensures equal access to doctoral studies and academic activities by applying [institutional regulations](#) governing admission, progression, and completion of studies, in line with national legislation and the principles of fairness and equal opportunities. Doctoral students receive individual supervision and support from academic guidance and integrity committees, enabling them to adapt their research pathways to their interests and capacities. The REI also notes the availability of [support measures](#), including access to scholarships (such as institutional scholarships for high-performing students without state funding) and opportunities to participate in research and academic activities. Access to infrastructure and learning resources is ensured for all doctoral students, including provisions for persons with disabilities, as part of the general institutional framework.

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

The analysis shows that IOSUD-ULBS provides a general framework for fairness and equal opportunities, particularly through transparent admission procedures, access to supervision, and availability of academic resources. The individualized nature of doctoral supervision helps accommodate different research interests and capacities, consistent with the principles of student-centered and equitable learning. However, there is a lack of detailed information on targeted support mechanisms for students from vulnerable or underrepresented groups, structured approaches to accommodate diverse learning needs and abilities, and systematic monitoring of equity and inclusiveness in doctoral education.

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

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

o [Recommendations](#)

- o Ensure systematic collection of data on student profiles and needs to inform policy development.

**The indicator is: fulfilled.**

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

Standard S.B.4.1. Access to resources and services	
The organizational component provides access to adequate resources and support services, according to the needs of the students.	
<b>Indicator</b> I.P.B.4.1.1	The organizational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organization of the study program.

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

IOSUD–ULBS provides doctoral students with access to a range of materials, academic, and informational resources that support the learning and research process. These include: (i) access to [library services](#), including physical collections and electronic databases; (ii) [research infrastructure](#) available within faculties and affiliated research centers; (iii) access to specialized software and digital tools, including plagiarism detection systems; (iv) [administrative and academic support services](#) provided through institutional structures. Doctoral students in the Philology domain particularly benefit from the resources of the Faculty of Letters and Arts and affiliated research centers, as well as from access to national and international academic databases. The REI also indicates that the institution ensures the general accessibility of its infrastructure and services, including for persons with disabilities, in accordance with institutional policies and legal requirements.

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

IOSUD-ULBS provides a functional framework for accessing resources and support services, ensuring that doctoral students have the infrastructure and tools necessary for academic and research activities. The availability of library resources, research infrastructure, and digital tools supports the requirements of doctoral-level study in Philology. Discussions between the committee and students and graduates revealed that, during their doctoral studies and even after graduation, they have access to all of the institution's research resources, and many are recruited as members of project teams within the faculty. However, the documentation offers limited evidence of how resources and services are adapted to individual learning needs, particularly for students with special educational needs or disabilities. The information on accessibility is general and lacks detailed evidence of specific measures implemented or their effectiveness.

- Aspects that constitute best practice examples
- Availability of electronic databases and digital tools supporting research;
- Integration of doctoral students into faculty and research center infrastructure;
- Provision of general institutional support services.

- Recommendations

The indicator is: fulfilled.

### Criterion B.5. Learning outcomes

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

Learning outcomes are adequately defined and evaluated.

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

Within IOSUD-ULBS, the doctoral study program in Philology defines a set of professional and transversal [learning outcomes](#), including advanced knowledge in the field, research competencies, academic writing skills, critical thinking, and communication abilities. These learning outcomes are reflected in the program's structure, particularly in the training program based on advanced university studies, which includes disciplines such as research methodology, academic ethics, and specialized courses in philological studies. Course descriptions and [curricular documents](#), made available through institutional platforms, include information on the objectives and expected outcomes of individual disciplines, contributing to the transparency of academic expectations.

- Analysis of the state of facts

The analysis indicates that learning outcomes are generally defined at the program level and align with the requirements of doctoral education, reflecting the development of advanced research and academic competencies. Including learning outcomes in course descriptions helps clarify expectations for both students and teaching staff. However, although learning outcomes are defined in general terms, their granularity, consistency, and practical utility in guiding the learning process could be further strengthened.

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

- Recommendations

- Ensure a more detailed and consistent formulation of learning outcomes at the course level.

The indicator is: fulfilled.

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

The [evaluation of doctoral students](#) is conducted through a combination of ongoing [assessment](#) activities within the training program and final evaluation procedures specific to doctoral studies. During the first year of the training program, which is based on advanced university studies, doctoral students are assessed through course-specific evaluation methods aligned with the curriculum disciplines (e.g., research methodology, academic ethics, specialized subjects). The individual research program is monitored through periodic evaluations conducted by the doctoral supervisor and the academic guidance and integrity committee, which assesses progress in research activities. The completion of doctoral studies is ensured through the public defense of the doctoral thesis, following procedures that include plagiarism checks and evaluation by a doctoral thesis committee, in accordance with national regulations.

- Analysis of the state of facts

The doctoral program includes multiple evaluation stages that cover both the training and research components, culminating in the final thesis defense. These mechanisms provide a general framework for verifying the achievement of learning outcomes, particularly in relation to research competencies and academic performance. However, the evaluation process appears to be primarily oriented toward academic progression and final research output, and less structured around the continuous measurement of defined learning outcomes.

- Aspects that constitute best practice examples

- Recommendations

- Develop clearer and more standardized assessment criteria and procedures within the training program.
- Provide more detailed documentation on the evaluation of intermediate learning outcomes throughout the doctoral program.

The indicator is: fulfilled.

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

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

- Presentation of the state of facts

Admission to doctoral studies within IOSUD–ULBS, including the domain of Philology, is conducted in accordance with [institutional regulations](#) and methodologies approved annually by the university senate, in line with the national legal framework. The process relies on transparent procedures that include announcing available doctoral positions, setting admission criteria, and defining evaluation methods. The field coordinator for the doctoral domain leads the admissions committee, overseeing the organization and execution of the process in accordance with established protocols. These procedures are applied uniformly to ensure access to doctoral programs based on academic merit and compliance with eligibility requirements.

o Analysis of the state of facts

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

o Aspects that constitute best practice examples

o Recommendations

**The indicator is: fulfilled.**

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

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

o Analysis of the state of facts

The analysis shows that the [admission procedures](#) align with the principles of fairness and equal opportunity, ensuring nondiscriminatory access to doctoral studies. The institutional framework includes provisions to support equal access, including for candidates from vulnerable groups or with special educational needs. However, the documentation provides limited explicit evidence of how these measures are implemented at the doctoral admissions level.

o Aspects that constitute best practice examples

o Recommendations

o Integrate inclusion policies more explicitly into the doctoral admission framework.

**The indicator is: fulfilled.**

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

o Presentation of the state of facts

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

- Analysis of the state of facts

IOSUD-ULBS applies a coherent set of regulations governing the academic journey of doctoral students, covering all key stages from admission to completion of studies. Structured procedures for monitoring academic progress, together with the involvement of doctoral supervisors and guidance committees, support the effective implementation of these regulations. The documentation indicates that doctoral students' academic activity is consistently regulated and monitored, ensuring clarity of expectations and continuity in the doctoral process. While the REI provides a general overview of these mechanisms, additional detail on their operational monitoring and feedback processes could further strengthen the documentation.

- Aspects that constitute best practice examples
- Recommendations - N/A

**The indicator is: fulfilled.**

### Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization

Improving the quality of education and research through internationalization actions.

Indicator  
I.P.B.8.1.1

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

- Presentation of the state of facts

IOSUD-ULBS is actively engaged in international cooperation, supported by the institutional strategy for internationalization and participation in European and global academic networks. The REI highlights several forms of [international engagement](#), including: (i) participation in Erasmus+ mobility programs for academic staff and doctoral students (8 mobilities in the last 5 years); (ii) involvement in international research projects and collaborations (40 participations by doctoral students); (iii) organization and participation in international conferences, workshops, and academic events; (iv) integration within the FORTHEM European University Alliance, which facilitates academic cooperation, mobility, and joint initiatives. At the doctoral level in Philology, doctoral students and supervisors are encouraged to engage in international research dissemination and collaboration.

- Analysis of the state of facts

IOSUD-ULBS offers a functional and effective framework for international collaboration, fostering both academic mobility and joint research efforts. Engagement in Erasmus+ initiatives and global academic networks helps embed the doctoral program within the European Higher Education and Research Areas. The participation in the FORTHEM Alliance is a valuable institutional asset in this context. The evidence indicates that international cooperation is actively encouraged and incorporated into academic and research activities, enhancing the program's quality and visibility. The number of [national and international research projects](#) at the Faculty of Letters and Arts is impressive.

- Aspects that constitute best practice examples
- Involvement in numerous international research projects and academic networks.
- Recommendations
- Expand opportunities for joint research and co-supervision with international partners.

**The indicator is: fulfilled.**

## Criterion B.9. Scientific research results

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

Scientific research activities support students in achieving the learning outcomes.

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

The doctoral study program in Philology at IOSUD–ULBS is research-oriented by design, integrating scientific investigation as a central component of the learning process. Doctoral students participate in: an individual scientific research program carried out under the supervision of doctoral supervisors and guidance committees; research activities within institutional research centers, such as the Center for Linguistic, Literary, and Cultural Studies ([CSLLC](#)); and scientific dissemination activities, including participation in conferences and the publication of research results. The REI indicates that doctoral students are encouraged and supported to publish in national and international journals, and that research results are integrated into the academic process. Over the evaluated period, doctoral students have contributed to [a significant number of publications and scientific events](#).

### o Analysis of the state of facts

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

### o Aspects that constitute best practice examples

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

### o Recommendations - N/A

**The indicator is: fulfilled.**

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

The organizational component carries out scientific research activities aligned with the objectives of the evaluated study program.

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

Scientific research within IOSUD–ULBS and the doctoral domain of Philology is conducted within an institutional framework that supports research production, dissemination, and visibility. The REI indicates that research results are reflected in: publications in journals indexed in international databases (e.g., Web of Science, ERIH+, EBSCO); collective volumes and monographs published by recognized national and international publishers; participation in national and international scientific conferences and events; and involvement in research centers, such as the Center for Linguistic, Literary, and Cultural Studies (CSLLC), which supports research activities and dissemination. The university has also developed institutional journals and publication platforms, contributing to the visibility of research outputs. The REI highlights

a growing number of publications and research outputs in recent years, as well as increased participation in international research activities.

o Analysis of the state of facts

The doctoral domain of Philology demonstrates a solid level of research activity, with visible outputs at both the national and international levels. The presence of publications in indexed journals, participation in scientific events, and involvement in research centers support the visibility and dissemination of research results. Institutional support for publishing and participation in academic networks contributes to the capitalization of research outputs and to the consolidation of the program's academic profile. During the period under evaluation, the doctoral supervisors and their doctoral students, former or current, have participated in many research projects: (i ) PNNR–MCID CF163/31.07.2023: Measuring Tragedy: Geographical Diffusion, Comparative Morphology, and Computational Analysis of European Tragic Form (METRA), 2024–2026. Contracted value for ULBS: 5,999,960 RON (1,206,604.19 EUR). Executive Manager: Andrei Terian; PI: Franco Moretti (<https://grants.ulbsibiu.ro/metra/team/>); Andreea Popescu, Teodora Susarencu; (ii) PNNR–MCID CF141/31.07.2023: Theorizing (Sub)peripheries: Strategies of Synchronization in Southeast European Literary and Cultural Criticism (STRASYN), 2024–2026. Contracted value for ULBS: 5,999,960 RON (1,206,604.19 EUR). Executive Manager: Andrei Terian; PI: Galin Tihanov (<https://grants.ulbsibiu.ro/strasyn/team/>) (iii) PNNR–MCID CF292/30.11.2022: Networks of (Dis)similarities: The Circulation of Western Romance Literatures in Eastern Europe (NETSIM), 2023–2026. Contracted value for ULBS: 6,999,975 RON (1,417,285.89 EUR). Executive Manager: Andrei Terian; PI: Igor Pilshchikov (<https://grants.ulbsibiu.ro/netsim/team/>); Costi Rogozanu, Maria David, Roxana Maria Chiorean etc. (iv) PNNR–MCID CF25/27.07.2023: The coverage and reception of the Russian-Ukrainian conflict in Polish, Romanian and English-language media: A comparative critical discourse study with recommendations for journalism training (CORECON), 2024–2026. Budget: 1,206,612 EUR. Executive Manager: Simina Terian-Dan; PI: Katarzyna Molek- Kozakowska (<https://grants.ulbsibiu.ro/corecon/team/>) (v) CNCS-UEFISCDI, code PN-IV-P8-8.1-PRE-HE-ORG-2023-0035: Preservation, Transformation and Study of the Romanian Linguistic Heritage in the Context of Globalization (PATLIRO), 2023–2025. Budget: 822,021 RON. PI: Simina Terian-Dan (<https://grants.ulbsibiu.ro/patliro/team/>). Moreover, doctoral students who have earned a PhD within the last 5 years have published more than 150 articles in BDI-indexed journals or in the proceedings of national and international scientific events.

o Aspects that constitute best practice examples

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

o Recommendations - N/A

The indicator is: fulfilled.

## DOMAIN C. Quality management

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

Standard S.C.1.1. Application

Adequately implemented strategic directions, actions, and procedures



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

IOSUD-ULBS applies a set of [quality assurance procedures](#) and [institutional regulations](#) governing doctoral studies, including those related to curriculum design, student evaluation, academic integrity, and research activity. [Quality assurance](#) is supported by: [institutional strategies](#) and [development plans](#) that include objectives to improve the quality of education and research; internal regulations and procedures applicable to all stages of doctoral studies; periodic internal evaluation processes, including the preparation of the Internal Evaluation Report; and involvement of academic staff and governance structures (CSUD, doctoral school councils) in implementing and monitoring quality assurance measures. These actions are intended to ensure compliance with ARACIS standards and to support the continuous improvement of the doctoral program.

o Analysis of the state of facts

The existence of institutional strategies, regulatory tools, and regular evaluation processes indicates a unified approach to implementing quality assurance measures. IOSUD-ULBS employs a consistent set of procedures and actions that underpin quality assurance in doctoral programs. Available evidence shows that these procedures support maintaining the program's quality and ensure adherence to external evaluation standards.

o Aspects that constitute best practice examples

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

o Recommendations

**The indicator is: fulfilled.**

Standard S.C.1.2. Stakeholder engagement	
The HEI proves that it engages the stakeholders who have relevant activity in applying the procedures.	
Indicator I.P.C.1.2.1	The opinions of the members of its own community and of other stakeholders are taken into account in the procedure implementation process.

o Presentation of the state of facts

At the institutional level, stakeholder engagement in implementing procedures is ensured through the involvement of members of the academic community, including doctoral supervisors, doctoral students, and members of governance structures (CSUD, doctoral school councils). The REI indicates that stakeholders contribute to institutional processes through (i) participation in decision-making and governance structures; (ii) involvement in academic activities and evaluation processes; (iii) and consultation on doctoral research topics and academic development. External stakeholders (e.g., graduates, members of thesis committees, and academic collaborators) are primarily involved through academic and research activities and informal consultation mechanisms.

o Analysis of the state of facts

IOSUD-ULBS ensures the involvement of internal stakeholders in the implementation of procedures, particularly through their participation in governance structures and academic activities. This supports a participatory approach to quality assurance and institutional functioning. External stakeholder involvement is also present, though it appears less formalized and more context-dependent, primarily linked to academic collaboration and research activities. The available evidence supports the conclusion that stakeholder input is considered during the implementation of procedures. At the same time, more structured documentation of how stakeholder feedback is systematically collected and integrated into decision-making processes would further strengthen the demonstration of this indicator.

- Aspects that constitute best practice examples
- Recommendations
- Strengthen the formalization of stakeholder engagement mechanisms, particularly for external stakeholders

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

- Presentation of the state of facts

At ULBS, the teams responsible for quality assurance and academic ethics operate in accordance with institutional policies approved by the University Senate and aligned with national legal standards. These policies include: (i) [the University Code of Academic Ethics and Professional Conduct](#); (ii) [rules](#) for organizing and conducting doctoral programs, including academic integrity measures; (iii) the use of plagiarism detection tools during thesis evaluation; and (iv) engagement of academic bodies such as CSUD, doctoral school councils, and [ethics committees](#) to uphold ethical standards. The academic ethics commission operates under institutional regulations and legal requirements, ensuring ethical concerns are properly analyzed and addressed within the university.

- Analysis of the state of facts

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

- Aspects that constitute best practice examples
- Recommendations: N/A

**The indicator is: fulfilled.**

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

Standard S.C.3.1. Procedures and implementation of procedures	
The HEI has procedures for initiating, monitoring, and periodically reviewing the study programs and domains and the performed activities, and applies them systematically.	
<b>Indicator</b> I.P.C.3.1.1	The organizational component consistently applies the procedures, and proves their impact on quality assurance.

- Presentation of the state of facts

IOSUD–ULBS implements a set of institutional procedures that govern the initiation, monitoring, and periodic evaluation of doctoral study programs and domains, in accordance with national regulations and

internal quality assurance frameworks. These [procedures](#) include: (i) periodic internal evaluation of doctoral domains, including preparation of the Internal Evaluation Report; (ii) review and updating of curricula and course descriptions in line with legislative changes and academic requirements; (iii) monitoring of academic and research activities, including doctoral students' progress and research outputs; (iv) involvement of governance structures (CSUD, doctoral school councils) in decision-making and quality assurance processes. These procedures are supported by institutional regulations and integrated into the university's broader quality assurance system.

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

The analysis shows that IOSUD-ULBS has established and applies procedures for monitoring and periodically reviewing doctoral programs, and that these procedures are integrated into the institutional quality assurance framework. The implementation of periodic internal evaluations and the updating of curricular elements demonstrate a consistent application of these procedures, helping maintain academic standards. The available evidence indicates that these processes support quality assurance at the program level. Overall, the procedures appear to be applied in practice, although further evidence of their direct impact on quality improvement would strengthen the assessment.

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

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

- o [Recommendations](#)

Strengthen the use of performance indicators and documented follow-up actions.

**The indicator is: fulfilled.**

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

At the IOSUD-ULBS level, [implementing procedures](#) for doctoral studies involves [members of the academic community](#), including doctoral supervisors and doctoral students, as well as governance structures such as CSUD and the doctoral school councils. The REI indicates that stakeholders participate in implementing procedures through: (i) involvement in decision-making and management structures; (ii) participation in academic and research activities, including supervision and evaluation processes; (iii) contributions to internal evaluation processes and program development activities. External stakeholders (e.g., members of doctoral thesis committees, academic collaborators, and, to some extent, graduates) are involved mainly through academic evaluation, research-related activities, and consultative practices.

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

The analysis shows that IOSUD-ULBS ensures the active involvement of internal stakeholders in implementing procedures, particularly through their participation in governance and academic processes. This supports a participatory approach to quality assurance and program management. External stakeholders are also involved, particularly in [doctoral evaluation](#) and [research collaboration](#). The available evidence supports the conclusion that stakeholder participation is integrated into the implementation of procedures. At the same time, more detailed documentation on the systematic and structured involvement of external stakeholders, as well as on the mechanisms used to collect and integrate their input, would further strengthen the assessment.

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

- o [Recommendations](#)

The indicator is: fulfilled.

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

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

o Presentation of the state of facts

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

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

o Analysis of the state of facts

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

o Aspects that constitute best practice examples

Application of evaluation mechanisms across study cycles.

o Recommendations

Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.

The indicator is: fulfilled.

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

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

o Presentation of the state of facts

IOSUD-ULBS collects and processes quality-assurance data through its institutional information systems and databases, which support academic, administrative, and research activities. According to the REI, data collection covers: (i) doctoral students' academic progress and research activity; (ii) teaching and research performance of academic staff; (iii) evaluation processes (including internal evaluations and program reviews); (iv) research outputs and participation in academic activities. These data are used to prepare institutional reports (e.g., the Internal Evaluation Report) and to support decision-making within governance structures (CSUD, doctoral school councils).

o Analysis of the state of facts

IOSUD-ULBS systematically collects data relevant to quality assurance, which supports institutional evaluation and monitoring. The integration of this data into [internal reports](#) and decision-making processes demonstrates that these activities help maintain the quality assurance system. However, the documentation offers limited detail on the structure, integration, and analytical use of databases, especially regarding

centralized systems or advanced data analysis tools that support quality assurance. Providing further clarification on how data analysis informs evidence-based improvements and performance indicators would enhance the indicator's clarity and strength.

- o Aspects that constitute best practice examples

Integration of data into institutional decision-making structures.

- o Recommendations - N/A  
**The indicator is: fulfilled.**

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

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

- o Presentation of the state of facts

IOSUD–ULBS ensures access to information of public interest through its institutional website and dedicated online platforms, including the [doctoral studies website](#). The REI indicates that the following categories of information are made publicly available: (i) [regulations and methodologies governing doctoral studies](#); (ii) [information](#) regarding admission procedures, doctoral programmes, and study domains; (iii) details on [doctoral supervisors and research areas](#); (iv) information related to [doctoral thesis defenses and outcomes](#); (v) [decisions of governance structures](#) (e.g., CSUD), published online. These resources help ensure the transparency and accessibility of information for students, candidates, and other stakeholders.

- o Analysis of the state of facts

IOSUD-ULBS provides access to relevant information of public interest through institutional digital platforms, ensuring compliance with transparency requirements. The availability of regulations, program-related information, and governance decisions supports the visibility of the doctoral study domain and facilitates access for prospective and current students. The documentation indicates that transparency is ensured in a consistent and functional manner.

- o Aspects that constitute best practice examples
- o Recommendations - N/A

**The indicator is: fulfilled.**

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

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

o Analysis of the state of facts

IOSUD-ULBS ensures a transparent framework for decision-making, based on clearly defined structures and procedures. The publication of decisions and the involvement of stakeholders in governance bodies contribute to the visibility and openness of decision-making processes. The available evidence indicates that transparency is ensured in a consistent and functional manner, supporting accountability and institutional trust.

- o Aspects that constitute best practice examples
- o Recommendations - N/A

The indicator is: fulfilled.

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

Standard S.C.8.1. Compliance with the external evaluation obligation The HEI undergoes external quality evaluation as required by the law.	
Indicator I.P.C.8.1.1	The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.

o Presentation of the state of facts

IOSUD-ULBS participates in external quality assessments in accordance with national laws and ARACIS guidelines, ensuring compliance with legal standards for doctoral programs. The REI shows that the institution has previously undergone external evaluations at both the institutional and program levels, including doctoral studies, and has received or maintained accreditation following these reviews. The current Internal Evaluation Report (REI), along with supporting documents, reflects the implementation of external evaluation procedures, such as data collection, self-assessment, and institutional coordination. Governance bodies like CSUD and doctoral school councils are engaged in organizing and supporting the evaluation, ensuring adherence to ARACIS requirements, and facilitating interactions with the evaluation panel.

o Analysis of the state of facts

IOSUD-ULBS complies with the legal obligation to undergo external evaluation and implements the corresponding procedures in a structured and consistent manner. The preparation of the REI and the availability of supporting documentation indicate a functional internal process of self-evaluation and institutional coordination, aligned with ARACIS standards. The institutional experience in previous evaluation processes supports the effective organization of the current evaluation and reflects a mature approach to quality assurance and external accountability. The available evidence demonstrates that external evaluation procedures are not only formally implemented but also integrated into the institution's broader quality assurance framework.


- o Aspects that constitute best practice examples
- o Recommendations

The indicator is: fulfilled.

IV. SWOT Analysis

<b>Strengths:</b>	<b>INTERNAL FACTORS</b>	<b>Weaknesses:</b>
o Coherent institutional and regulatory framework, ensuring the organization and		o N/A

<p>functioning of doctoral studies in full compliance with national legislation and ARACIS standards;</p> <ul style="list-style-type: none"> <li>o Qualified and experienced academic staff, with doctoral supervisors meeting national habilitation standards and actively involved in teaching and research activities;</li> <li>o Strong integration of research into the doctoral program, with individualized research pathways, active supervision, and consistent involvement of doctoral students in scientific activities (publications, conferences, research projects);</li> <li>o Functional multi-level governance structure (CSUD, doctoral school councils), ensuring effective coordination, participatory decision-making, and stakeholder representation (including doctoral students);</li> <li>o Availability of adequate material and academic resources, including access to library collections, international databases, research infrastructure, and digital tools supporting doctoral activities;</li> <li>o Active participation in international cooperation frameworks, including Erasmus+ mobility programmes and the FORTHEM European University Alliance, supporting academic exchange and research collaboration;</li> <li>o Established quality assurance mechanisms, including periodic internal evaluation processes, regulatory procedures, and alignment with ARACIS standards;</li> <li>o Transparent institutional practices, including public access to regulations, procedures, and governance decisions through institutional platforms;</li> <li>o Use of academic integrity instruments, including plagiarism detection systems and clearly defined ethical regulations;</li> <li>o Structured doctoral programme design, combining advanced training (ECTS-based) with individual research programmes aligned with EQF level 8 requirements;</li> <li>o Student-centred elements inherent to doctoral education, including individualized supervision and flexible</li> </ul>		
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<p>research trajectories;</p> <ul style="list-style-type: none"> <li>o Institutional experience in external evaluation processes, demonstrating maturity in quality assurance and compliance with accreditation requirements.</li> </ul>		
<p><b>SWOT analysis</b></p>		
<p style="text-align: center;"><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>o Identify external factors that could create opportunities to improve the quality of education in the study domain.</li> <li>o Development of integrated digital platforms and databases to support quality assurance, monitoring, and decision-making processes;</li> <li>o Expansion of international partnerships and joint programmes, including co-supervision and collaborative research projects;</li> <li>o Increased participation in European research and mobility programmes, building on existing frameworks such as Erasmus+ and FORTHEM;</li> <li>o Development of structured professional development programmes for academic staff, including training in supervision, pedagogy, and digital competences;</li> <li>o Increasing the international visibility of research outputs through publication in high-impact venues and international collaboration;</li> <li>o Development of interdisciplinary research and training opportunities within the doctoral programme.</li> </ul>	 <p><b>EXTERNAL FACTORS</b></p>	<p style="text-align: center;"><b>Threats:</b></p> <ul style="list-style-type: none"> <li>o Identify external factors that could constitute threats to the quality of education in the study domain.</li> <li>o Increasing competition at national and international level for attracting high-quality doctoral candidates and academic staff;</li> <li>o Dependence on external funding sources (e.g., mobility programmes, research grants), which may affect the sustainability of internationalization activities;</li> <li>o Potential mismatch between doctoral training and labour market dynamics, particularly outside the academic sector;</li> <li>o Demographic and socio-economic factors that may affect the pool of prospective doctoral candidates;</li> <li>o Digital transformation challenges, including the need for continuous investment in infrastructure and competences;</li> <li>o Risk of limited international visibility if research dissemination is not consistently strengthened.</li> </ul>

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

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
DOMAIN A. Institutional capacity			

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
1.	<b>I.P.A.1.1.1</b> For delivering the study program/domain, the HEI has adequate organizational components and an adequate management system, which operate based on methodologies, regulations and procedures that are periodically reviewed as required by law.	F	
2.	<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.	F	Formalize stakeholder consultation processes, particularly for external stakeholders, through clearly defined procedures.
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.	F	
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.	F	
5.	<b>I.P.A.3.1.1</b> The human resources of the organizational component are suitable to perform the activities pertaining to the evaluated study program/domain. The teaching staff has the required qualifications and professional competences to teach the subject matters assigned to them in the job list.	F	
6.	<b>I.P.A.3.1.2</b> The HEI ensures professional and personal development for its staff.	F	Implementing structured institutional programs for professional development, including training in doctoral supervision and teaching;
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.	F	
8.	<b>I.P.A.4.1.1</b> The organizational component uses IT tools in its own procedures, to improve access and provide good quality services for the members of its own community and the indirect beneficiaries of education.	F	Developing and implementing an integrated digital management system for doctoral studies (admission, monitoring, evaluation, and reporting).
<b>DOMAIN B. Educational efficacy</b>			
9.	<b>I.P.B.1.1.1</b> The study program is developed and structured according to the expected learning outcomes and organized based on transferable study credits. It includes all learning, teaching, practical training, research	F	Enhance the clear connection between learning outcomes, curriculum components, and assessment methods, and offer more transparent evidence of how expected competences align with specific learning activities.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
	and evaluation experiences, which, together, lead to a higher education qualification.		
10.	<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).	F	Develop a systematic mapping of learning outcomes to ESCO competences and occupational standards.
11.	<b>I.P.B.3.1.1</b> The organizational component ensures implementation of the student-centered learning in the curriculum and through the teaching strategies used in the learning and teaching activities and experiences.		
12.	<b>I.P.B.3.1.2</b> The organizational component ensures opportunities for students to participate in academic mobility programs organized in person and/or virtually.		
13.	<b>I.P.B.3.2.1</b> The organizational component provides fair opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.		Ensure systematic collection of data on student profiles and needs to inform policy development.
14.	<b>I.P.B.4.1.1</b> The organizational component provides students, including those with special educational needs/disabilities, with access to resources and services designed to support the learning process, adequate for the individual learning needs, the study domain, the study cycle, and the form of organization of the study program.		
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.		Ensure a more detailed and consistent formulation of learning outcomes at the course level.
16.	<b>I.P.B.5.1.2</b> Achievement of the learning outcomes is checked in ongoing examinations and study completion exams.		Develop clearer and more standardized assessment criteria and procedures within the training program. Provide more detailed documentation on the evaluation of intermediate learning outcomes throughout the doctoral program.
17.	<b>I.P.B.7.1.1</b> The organizational component applies the admission procedures.		
18.	<b>I.P.B.7.1.2</b> Admission in higher education study programs complies with the principles of fairness and equal opportunities, and with the establishing of support measures to ensure access of vulnerable groups at social and educational risk, including candidates with special educational needs and/or disabilities.		Integrate inclusion policies more explicitly into the doctoral admission framework.

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
19.	<b>I.P.B.7.2.1</b> The organizational component applies the regulations concerning the students' professional activity.		
20.	<b>I.P.B.8.1.1</b> The organizational component carries out international cooperation actions supporting mobility of the members of its own community and collaboration in academic and research activities.		Expand opportunities for joint research and co-supervision with international partners.
21.	<b>I.P.B.9.1.1</b> Learning based on scientific investigation and research results support and are capitalized upon in achieving the learning outcomes envisaged through the study program.		
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 capitalized upon in an adequate manner.		
<b>DOMAIN C. Quality management</b>			
23.	<b>I.P.C.1.1.1</b> The organizational component consistently applies the procedures and proves their impact on quality assurance.		
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.		Strengthen the formalization of stakeholder engagement mechanisms, particularly for external stakeholders.
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.		
26.	<b>I.P.C.3.1.1</b> The organizational component consistently applies the procedures and proves their impact on quality assurance.		Strengthen the use of performance indicators and documented follow-up actions.
27.	<b>I.P.C.3.1.2</b> Members of its own community and other stakeholders are involved in the procedure implementation process.		
28.	<b>I.P.C.4.1.1</b> The organizational component analyses the results of the students' biannual evaluation of teachers.		Strengthen feedback mechanisms linking evaluation results to concrete improvement measures.
29.	<b>I.P.C.5.1.1</b> The organizational component systematically collects and analyses data required for the internal quality assurance process.		
30.	<b>I.P.C.6.1.1</b> The organizational component ensures publication and access to information of public interest regarding the evaluated study program.		

No.	Performance Indicator	Extent to which it was fulfilled (F/PF/UF)	Recommendations
31.	<b>I.P.C.6.1.2</b> The organizational component ensures transparent decision-making processes.		
32.	<b>I.P.C.8.1.1</b> The organizational component carries out the procedures pertaining to the external quality evaluation process, aiming to organize the evaluated study program as provided by the law.		

Summary Table of Performance Indicators – Degree of Fulfillment

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

## VI. Conclusions

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

At the same time, the analysis has identified areas where further consolidation would enhance the overall quality and visibility of the doctoral program. These include strengthening the evidence base demonstrating the impact of quality assurance processes, enhancing the explicit alignment among learning outcomes, curriculum, and assessment, expanding the systematic use of data and digital tools in program management, and further developing structured stakeholder engagement and support measures for diversity and inclusion. Additional attention to monitoring and documenting internationalization outcomes and professional development activities would also contribute to the program's continuous improvement. Overall, the doctoral study domain Philology demonstrates a good level of compliance with ARACIS standards, with no major deficiencies affecting its functioning. The identified areas for improvement represent directions for development rather than structural weaknesses



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

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

## **VII. Annexes**

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

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