

**University of Szeged
Doctoral School of
Philosophy**

**QUALITY ASSURANCE
REGULATIONS**



2025

Effective as of September 1, 2025

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Chapter I: Data, Mission and Profile of the School

1. General and Organizational Characteristics

Name of the higher education institution operating the doctoral school	University of Szeged
Name of the doctoral school	Doctoral School of Philosophy (DSP) (from 01.06.2025) (formerly: György Málnási Bartók Doctoral School of Philosophy)
Address of the doctoral school	H-6722 Szeged, Petőfi Avenue 30-34
Website of the doctoral school	https://arts.u-szeged.hu/philo/doctoral-program/doctoral-school-of-180825
HAC identifier of the doctoral school, page in the National Doctoral Database (NDD):	D180 https://doktori.hu/doktori-kepzes/doktori-iskolak/154-doctoral-school-of-philosophy
Year of commencement of doctoral training	2007
Head of the doctoral school	Prof. Dr. Zoltán Gyenge
Contact person(s)	Prof. Dr. Zoltán Gyenge, Department of Philosophy, Head of the Doctoral School, University Professor gye(at)philo.u-szeged.hu +36 62 544179 Dr. habil. Emese Mogyoródi, Department of Philosophy, Deputy Head, Secretary, Associate Professor mse(at)philo.u-szeged.hu +36 32 544 179
Languages of institution	Hungarian, English
Forms of study:	full-time
Disciplinary classification of the doctoral school	Humanities
Field(s) of science of the doctoral school	Philosophy
within this:	Classics of Continental Philosophy, Hermeneutics, Phenomenology, Political Philosophy, Philosophy of Mind, Aesthetics, Philosophy of Language, Pragmatism, Metaphysics and Critique of Metaphysics, Social Philosophy, Ethics, Applied Philosophy, Philosophy of Art, Philosophy of Culture, Cultural Theory, Philosophy of Religion
Programs of the doctoral school	1. Metaphysics and Critique of Metaphysics 2. Ethics, Social and Applied Philosophy 3. Philosophy of Art 4. Philosophy of Culture and Cultural Theory 5. Philosophy of Religion
Title of doctoral degree awarded (DLA and/or PhD)	PhD

Preamble

The Quality Assurance Regulations and system of the Doctoral School of Philosophy (hereinafter: DSP, or School) of the University of Szeged (hereinafter: University) are based on the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG 2015), the “Salzburg Recommendations” (*Salzburg II RECOMMENDATIONS – European Universities’ Achievements since 2005 in Implementing the Salzburg Principles*, European University Association, 2010), and the recommendations of the Hungarian Accreditation Committee (HAC). It follows the principles and objectives set out in the University’s Quality Development Regulations (2022), the document entitled *Quality Assurance Guidelines for Doctoral Training and Doctoral Degree Awarding* (2022), the *Integrated Quality Management Handbook* (2023), and the *Institutional Development Plan* (2021–24). It complies with the applicable legislation, the provisions set forth in the Regulations Governing the Doctoral Training Programmes and the Awarding of the Doctoral Degree of the University of Szeged (27 January 2025, SZ-V/2024/2025) (hereinafter: UDR), as well as the effective Code of Ethics of the University.

2. Mission and Vision

2.1.

The aim of the DSP is to provide academically outstanding training, producing original research results, and to train new generations of university lecturers and researchers who are competitive in international philosophical research, as well as other professionals. Its mission includes the cultivation of the forefront of European and North American philosophical traditions, the communication of their societal and cultural applicability, and their general popularization within Hungarian culture.

2.2.

The small-group, workshop-like structure of the training enables practice-oriented, quality-conscious development of student competences, personalized support for academic and research excellence, and the international embedding of professional succession. It ensures the involvement of doctoral students in shaping training programmes, learning processes, as well as internal and external professional events.

2.3.

The above objectives align well with the Institutional Development Plan of the University. Beyond these goals, the DSP contributes to the general cultural development of the region and the shaping of its intellectual life through its various extracurricular forums, open to all interested parties (e.g., “*Ad hoc* Evenings,” “Bioethics Café,” “The Long Night of Philosophy”). These also foster the responsibility of higher education professionals in responding to societal challenges.

2.4.

From the aims of ESG 2015, the DSP particularly emphasizes: enhancing the attractiveness of the European Higher Education Area (training of Stipendium Hungaricum students, internationalization, mobility), cross-border cooperation, interdisciplinarity, development of a quality-oriented mindset, effective quality monitoring, transparency of information concerning the School, flexible and personalized learning pathways, practical opportunities integrated into and beyond education, exploitation of digital learning and research opportunities, student-centered learning, and active student participation in shaping processes.

3. Profile of the School

The focus of education and research is on the works and reception of the classics of the European continental philosophical tradition and its disciplines. Over the past decade, however, the DSP has also opened up to more contemporary and interdisciplinary fields of research that respond more directly to social challenges, including applied philosophy, environmental philosophy, bioethics, medical ethics; analytic philosophy, philosophy of mind, cognitive sciences; pragmatism, political philosophy,

philosophy of culture and cultural theory; philosophy of religion, and contemporary religious movements. Within Hungary, this profile is unique and, internationally, it is also rare, particularly because of its strong interdisciplinary and applied philosophical research directions.

Chapter II: ESG 1.1 Quality Assurance Policy

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1. General Framework and Procedures of the Quality Assurance Policy

1.1.

The Council of the Doctoral School of Philosophy (hereinafter: CDSP) is an organizational unit with specific responsibilities and rights, subordinated to the Disciplinary Doctoral Council of the Faculty of Humanities and Social Sciences (hereinafter: HDC), which in turn is subordinated to the Doctoral Council of the University of Szeged (UDC). The head of the DSP represents the School at both the HDC and the UDC. In quality assurance matters, within the University, the School reports directly to the Doctoral Institute of the University.

1.2.

Within the Faculty of Humanities and Social Sciences (hereinafter: FH), doctoral schools may address quality assurance issues to the HDC and to the Faculty's quality assurance officer (who is also a member of the University Quality Development Committee). The DSP has an internal quality assurance officer, who, with the approval of the CDSP, prepares an annual quality assurance report on the activities and achievements of the DSP, shares it with members of the School (teachers, students), and submits it to the Doctoral Institute of the University for analysis.

1.3.

The DSP's quality assurance officer is elected by the CDSP from among its internal voting members, at the request of the Doctoral Institute of the University. The current officer is the secretary of the DSP.

1.4.

Acting within the scope defined by the UDR (III. 34–45), and in accordance with legal requirements, the CDSP is an autonomous unit of the University in formulating its quality assurance objectives and practices in detail. At the same time, it follows the principles and objectives set out in the above-mentioned University documents. It develops its own internal procedures, monitors the achievement of quality objectives, regularly evaluates effectiveness, provides feedback to stakeholders, and, based on data and feedback, modifies regulations, programmes, training and action plans, and takes other necessary measures.

1.5.

The DSP Quality Assurance Regulations are adopted, reviewed, and monitored by the CDSP, under the leadership of the Head of the School and the quality assurance officer, taking into account the suggestions of the doctoral student representative (a non-voting internal member of the CDSP) as well as the members of the DSP.

1.6.

The general procedure of the CDSP's regular internal quality assurance coordination and monitoring activities are the following:

1.7.

At its annual regular meeting, based on the reports of programme leaders and other feedback and measurements, the CDSP reviews:

- the number of applicants and enrolled students, and their research directions,
- the number of students who obtained the absolutorium or suspended their studies,
- the results of comprehensive examinations,
- the ratio of degree holders and dropouts,

- survey results (doctoral student satisfaction survey, lecturer satisfaction survey, doctoral career tracking survey, external partner survey),
- the reports of programme leaders on the work of students, teachers, and supervisors,
- proposals for new programmes, teachers, supervisors, and dissertation topics based on societal trends, new professional directions, and international benchmarks.

1.8

On this basis, it assesses the achievement of quality objectives and prepares the annual quality assurance report for the Doctoral Institute of the University. The report is published for DSP members and discussed (via the Coospace Doctoral School Forum). For urgent issues, a memorandum is prepared for CDSP members, specifying tasks, responsibilities, and deadlines.

1.9.

The CDSP decides on new members, dissertation topic announcers, and dissertation topics, and submits them to the HDC.

1.10.

Due to the small number of students, results can only be assessed in the long term. Therefore, a comprehensive quality assurance review (with an Action Plan) is carried out every 3–4 years. Based on the analyzed data (see Chapter VIII), the Head of the DSP evaluates effectiveness and provides feedback to stakeholders: an internal report is prepared for participants of the Doctoral School and, together with the draft Action Plan, is published for discussion in the Coospace Doctoral School Forum (external partners may also be involved if necessary).

1.11.

Annual Research Group Reports, held with personal attendance at least once a year, also provide a regular forum for feedback regarding the School's operation, performance, and plans. Here, teachers, supervisors, and students can broadly discuss questions and problems.

1.12.

Based on proposals arising from the comprehensive quality assurance report and Action Plan, the Head of the DSP and the quality assurance officer adjust the scope, deadlines, actions, and responsibilities of necessary interventions for the following years, and, if necessary, revise the regulations and related documents. These are submitted to the CDSP for approval. Once adopted, the secretary republishes the finalized Action Plan in the Doctoral School Coospace Forum.

1.13.

If regulations are amended, the CDSP submits them to the HDC in accordance with UDR (III.24). Upon approval, the website officer publishes them on the DSP website.

1.14.

Comprehensive review of regulations takes place every 3–4 years or in response to changes in the legal environment. Based on analyzed data and proposals from CDSP members and programme leaders, the Head of the DSP and the quality assurance officer compile a list of necessary changes, publish and discuss them in the Doctoral School Forum and at the Research Group Report. After summarizing the results of the discussion, they prepare documents for CDSP approval, which are voted on at its annual meeting and then submitted to the HDC. Approved new regulations are published on the DSP website by the website officer.

1.15.

The DSP strives to ensure that compliance with the Quality Assurance and Operational Regulations, particularly process administration, does not exceed the School's human resource capacity. Over-regulation of processes, evaluation criteria, monitoring and feedback mechanisms, and the expansion or excessive frequency of information-sharing obligations beyond legal requirements and recommendations should be avoided.

1.16.

The CDSP reserves the right to share internal information, specific measures, plans, actions, and decisions concerning the preservation of the School's competitiveness only with the relevant stakeholders (the School community).

1.17.

Information violating personal rights or data protection rights cannot be made public.

1.18.

Information affecting the academic freedom of teachers may only be shared with the relevant parties

(applicants, students, transfer students).

1.19.

The CDSP (to the extent of available financial and human resources) bears collective responsibility for monitoring the quality of the work carried out at the School and achieving its quality assurance objectives.

1.20.

The rules for evaluating and providing feedback on the work of students, teachers, topic announcers, supervisors, core members, and programme leaders are detailed below (see IV.2 and VI.3).

2. Objectives and Achievements since the Previous Accreditation

Regarding the operation of the DSP (adequacy of core members, operational and quality assurance regulations, training plan, website), the 2019 accreditation report of the Hungarian Accreditation Committee (HAC) did not identify any quality issues.

From the very beginning, the School has strived to achieve an adequate number of successfully defended dissertations. However, mainly due to external constraints (limited number of scholarship positions, three-year training programme), success rates were low in the first years (around 10%), which was criticized in the quality review. Therefore, the CDSP (in line with the objectives of the University's Institutional Development Plan) set as a fundamental goal the increase of doctoral graduates.

Adaptation to changes in the digital and social world, internationalization, increased student activity, strengthening of practical competences, excellence-based support for new generations, and raising quality awareness were also set as important objectives.

To achieve these goals, the DSP carried out developments in the following areas:

1. Increasing the number of admitted students
 - website development
 - dissemination
 - science popularization.
2. Development of education and training
 - expansion of teaching and research portfolio
 - flexible learning pathways
 - curriculum development based on expectations
 - strengthening of practical and foreign language competences
 - expansion and rejuvenation of human resources.
3. Internationalization
 - launch of English-language training (Stipendium Hungaricum)
 - courses taught in foreign languages
 - involvement of students in international professional life
 - foreign mobility
 - strengthening of cross-border relations.
4. Reduction of dropout rates, increase in doctoral graduates
 - admission requirements defined on the basis of excellence
 - closer monitoring of student work, personalized support, multi-level feedback
 - professional support for dissertation preparation through feedback mechanisms
5. Support for academic and research succession
 - expansion and support of excellence-based doctoral scholarships
 - involvement of students in research group projects, undergraduate and postgraduate employment opportunities.

The measurable results of these objectives are presented in *Annex 1*.

3. Objectives until the Next Accreditation

In accordance with the procedures described above (II.1) and with the involvement of the relevant persons, the CDSP has set the following quality improvement objectives for the period between the academic years 2025/26 and 2029/30:

- Increasing the proportion of degree holders
 - increasing the number of admitted students
 - increasing the success rate of comprehensive examinations
 - increasing the proportion of students obtaining the absolutorium
 - reducing the proportion of dropouts
 - increasing the proportion of doctoral graduates.
2. Objectives to improve the quality, competitiveness, and the student satisfaction of training
- further expansion and rejuvenation of the body of teachers and supervisors
 - supporting the advancement of core members
 - increasing the number of publications by teachers and students
 - development of teaching methodology
 - supporting teachers' research activities and conference participation
 - improving internationalization (increasing the number of Stipendium Hungaricum students and invited foreign lecturers)
 - developing students' practical competences
 - increasing student participation in the design of programs, improvement of their functioning, and self-organization
 - improving tools supporting student success (grants, conference participation)
 - ensuring student representation (in the CDSP), maintaining the formal complaint and appeal mechanisms
 - protecting the freedom and integrity of scientific life, taking action against misconduct
 - protecting intellectual property.

The above quality improvement objectives, together with the corresponding actions, responsible persons, indicators, and target values, are detailed in the *Action Plan (2025/26–2029/30)* published in the Coospace Doctoral School Forum.

Chapter III: ESG 1.2 and 1.9 Design and Approval of Programmes; On-Going Monitoring and Periodic Review of Programmes

Standards: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned

Since its foundation, the DSP has launched two new programmes (*Philosophy of Culture and Cultural Theory*, *Philosophy of Religion*). Its current programme portfolio covers those areas of philosophy and related disciplines that have emerged over the last decade as societal demands due to increased demand for interdisciplinarity and social transformations, while also aligning with national and international

research directions in the philosophical sciences, the traditional academic profiles and mission of the DSP, and its longstanding relationships (in some cases spanning decades) with other doctoral schools (e.g. Doctoral School of Literary Studies) or Departments and Institutes within the University (e.g. Department of Religious Studies, Department of Cultural Heritage and Human Information Science, FH; Institute of Behavioral Sciences, Faculty of Medicine).

At present, the DSP considers its core research and educational profiles and its programme portfolio to be adequate, but it remains open to launching new programmes.

1. Monitoring and Evaluation of Programmes

1.1.

The direct monitoring of ongoing programmes is primarily the responsibility of the programme leaders. At the annual meeting of the CDSP, programme leaders evaluate the operation and success of the ongoing programmes, the work and progress of the teachers, supervisors, and students belonging to each programme, and the achievement of the School's stated objectives.

1.2.

Based on the results of these reports, and on the regularly collected data (see Chapter VIII), the CDSP annually assesses the adequacy of the programmes and makes any necessary modifications to their operation.

2. Development and Approval of New Programmes

2.1.

The need to launch a new programme may primarily be indicated to the CDSP by its members and programme leaders. It is the task of the CDSP and the programme leaders to assess professional and social needs on the basis of societal changes, new research trends, feedback from external partners, and career tracking data. Such needs may also be indicated to the Head of the School by external and internal teachers, supervisors, current or former students, and external partners. The Head collects these proposals, which are discussed by the CDSP at its annual meeting.

2.3.

A comprehensive review of the need for new programmes takes place every 4–5 years, considering the accumulated proposals, feedback, evaluations, the Institutional Development Plan of the University, the School's objectives, and available infrastructure and human resources. The CDSP discusses the collected proposals, prepares a programme draft, and shares and debates it with the wider community of the School (via the Coospace Doctoral School Forum and Research Group Reports).

2.4.

Following consultation, the CDSP decides whether to develop the programme. If approved, the Head of the School and the prospective programme leader prepare the programme (together with its model curriculum) and submit it to the CDSP. The CDSP also proposes the person to serve as programme leader.

2.5.

The approval of launching a new programme and the appointment of the programme leader are decided by the HDC (UDR III.39). Once approved, the new programme is published in the revised Training Plan on the DSP website.

3. Expected Learning Outcomes Provided by the Programmes

3.1.

The programmes consistently and systematically ensure the expected learning outcomes and acquisition of competences through training frameworks, their evaluations and criteria, milestones, and the system of recognition of studies (see IV.1–2 and V.2). Independent competence assessment is not considered necessary.

3.2.

The qualification obtainable through the training programmes ("Doctor of Philosophy in Philosophical Sciences") corresponds to Level 8 of the Hungarian Qualifications Framework (HQF). The description

of the relevant competences and expected learning outcomes can be found in the School's Training Plan.

Chapter IV: ESG 1.3 Student-Centered Learning, Teaching and Assessment

Standard: Institutions shall ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1. Teaching Frameworks and Learning Process

The training system of the DSP balances common and programme-specific courses, theoretical and practical subjects. It enables flexible learning pathways, accommodates diverse individual needs, provides continuous personal tutoring, multi-level feedback on student progress and performance, active student involvement in shaping learning processes, and the acquisition of comprehensive teaching, lecturing, and research competences.

1.1

The training system of the DSP requires students in all five programmes to complete both common and programme-specific theoretical and practical courses. Common courses are usually taken in the first three semesters, while programme-specific courses can be completed in the fourth semester. The syllabi of the compulsory common theoretical courses, announced each semester, are designed to flexibly accommodate the research directions of most students required to enroll.

1.2

During the “training and research” phase, students may also take freely chosen courses (lectures and seminars), either from other Doctoral Schools of the University or from other universities. Students must notify the DSP course planner (currently the School secretary) at least one week before course registration.

1.3.

Knowledge acquired through mobility programmes, partial studies, or informal learning may be credited by the CDSP (upon submission of official documentation from the host institution). Credit transfer is based on an application submitted via the Modulo system, according to the Study and Examination Regulations of the University, supplemented by the rule that credit recognition is decided by the CDSP. Technically, recognition is carried out in the Neptun system, under a thematically relevant compulsory or freely chosen course.

1.4.

The compulsory practical courses *Research Methodology* and *Workshop Seminar* are common to all programmes and are usually completed during the first three semesters. The former provides research methodology knowledge applicable across all programmes, while the latter allows students, under the coordination of a lecturer, to jointly discuss their completed or ongoing publications and conference presentations in a workshop setting.

1.5.

Among the optional practical courses in the “training and research” phase, several consist of independent student work (*Research Work, Research Report, Publication, Review, Conference Presentation, Taught Course*), which are individually supervised, guided, and evaluated by the supervisor. These courses provide flexible planning of performance, continuous supervisor-student contact, individually guided work processes, fulfillment of expectations aligned with study and research progression, acquisition of practical competences, systematic documentation and evaluation of student performance, and continuous feedback on progress.

1.6.

It is expected that students and their supervisors regularly discuss their mutual expectations (e.g.,

regarding theoretical frameworks and methods, research schedule, student independence, and division of responsibilities) during consultations and in relation to the semesterly *Research Report*.

1.7.

The above-mentioned courses in both phases are supplemented by annual (or, depending on student numbers, semi-annual) *Research Group Reports*. These workshops, jointly attended by DSP teachers, supervisors, and students, allow doctoral candidates to present the progress of their research, the development of their dissertation concept and structure, and their professional activities of the semester (PowerPoint presentations may be used). By the third semester at the latest, students are expected to present the planned main theses and chapter outlines of their dissertation, based on a draft table of contents, as well as the stage of completion.

1.8.

The Research Group Reports provide students with broad professional feedback on their work, dissertations, and progress, independent of their supervisor's guidance, including comments on the theoretical and methodological foundations of their concepts. They also allow students to become more familiar with each other's work, fostering interdisciplinary synergies and collaborations.

1.9.

The Research Group Reports also serve as a forum for members of the Doctoral School (teachers, supervisors, students) to express and discuss their observations and suggestions concerning the operation of the School (training structure, programmes, teaching, infrastructure, student services, etc.) with programme leaders and teachers in the presence of the School's community.

1.10.

DSP students regularly participate in domestic and international conferences and professional events of their choice, and DSP teachers frequently involve them in research projects funded through grants. In the latter case, students receive additional allowances or, on the basis of excellence, are employed in postgraduate positions. Participation in conferences is recognized with credits.

1.11.

The School does not require students to engage in teaching activities; however, teaching is available as an optional course (*Taught Course*) recognized with credits. To advertise the planned course, a supervisor's recommendation is necessary, and the CDSP (with the involvement of the relevant department heads) decides on its approval. Teaching activities are monitored by the supervisor, who assists with preparation, supports in case of difficulties, provides professional feedback on the student's performance, and validates the credits.

1.12.

Over the entire training period, a student may teach no more than four courses.

1.13.

Teaching activity is not recommended in the first two semesters. Teaching outside the FH may be carried out but is not recognized with credits.

1.14.

The syllabi of compulsory and optional courses are reviewed by DSP every 2–3 years to ensure they meet current quality objectives, align with students' research areas, and reflect new research trends.

2. Evaluation Process and Criteria of Study Progress

2.1.

The evaluation of student performance and progress is systematically implemented through the compulsory and optional courses of the model curriculum and their criteria, the recommended semesters and criteria for publications and conference participation, the *Research Group Reports* and their requirements, the milestones (Comprehensive Examination, in-house defense) and their criteria, as well as the minimum semesterly credit requirements.

2.2.

The content descriptions, completion requirements, and expected learning outcomes of the courses announced each semester for the subjects are made available to doctoral students on the Coospace digital learning environment platform, in accordance with the applicable University regulations, at the beginning of the academic periods and prior to course registration. The publication of the course

descriptions is verified by the Educational Directorate of the University of Szeged at the start of each semester.

2.3.

Students are expected to hold at least five consultations per semester with their supervisors. These consultations are recognized under the *Research Work* courses. Regular individual consultations naturally facilitate the ongoing alignment of mutual expectations between student and supervisor, the continuous clarification of performance criteria, and the provision of personalized support.

2.4

The written *Research Report* (required for completion of the Research Report course) must be submitted by the doctoral student at the end of each semester to the supervisor and programme leader, and also sent to the members of the CDSP. In this way, student progress and performance are monitored not only by supervisors but also by programme leaders and the CDSP, who can provide feedback independently of the supervisor if necessary. (The content requirements of the Research Report are specified in the Training Plan.)

2.5

At the *Research Group Reports*, students receive direct, personalized, and public feedback on their progress from other DSP supervisors and teachers as well. This makes the objective expectations regarding progress clear to all students.

2.6

Programme leaders collect the Research Reports of students participating in their programmes, review them each semester, summarize the results at the annual CDSP meeting, identify possible quality issues, and propose corrective measures. In their summaries, they take into account not only the Research Reports, but also students' performance at the Research Group Reports, the development and elaboration of dissertation drafts, their conference presentations, publications, scholarships, other professional activities (e.g. conference organization, journal editing, dissemination), personal circumstances (family, health issues), and their feedback on supervisors.

2.7

In cases of more serious deficiencies in student progress, the supervisor, programme leader, or Head of the School may initiate a written, CDSP-level, comprehensive student evaluation and feedback. Such an initiative is submitted to the Head of DSP (or, if they are affected, to the CDSP). The evaluation must include a detailed list of deficiencies (e.g. low course grades, fewer than expected conference participations or publications, insufficient progress on the dissertation, lack of engagement with research or literature, neglect of the supervisor's academic advice), as well as recommendations for addressing them, with deadlines (e.g. producing a publication within a set time).

2.8

The comprehensive student evaluation is prepared by the Head of School (in consultation with the programme leader and supervisor) and approved by the CDSP. Before drafting the evaluation, the CDSP is required to hear the student in person at a regular or extraordinary meeting. The written evaluation is then finalized by the Head of the School with CDSP approval and sent to the student, who must confirm receipt and acknowledgment.

2.9

Students are required to record the bibliographic data of their publications in the Hungarian Science Bibliography (hereinafter: HSB) database no later than one month after publication. Compliance is verified by the HSB officer of the Department of Philosophy.

2.10

Without the registration of publication data in the HSB, the CDSP cannot evaluate excellence scholarship applications, grant support for conference participation and book acquisition, or organize a workplace defense.

3. Complaints and Appeals

3.1.

Within the DSP, doctoral students have access to a formal system for submitting complaints, grievances, and appeals. Complaints may be submitted to the CDSP (through the Head of the School or the secretary) or to programme leaders, preferably in writing (though oral reports are also possible), either personally,

through the doctoral student representative, or anonymously. The CDSP investigates the complaint and seeks solutions acceptable to all parties involved.

3.2

In handling complaints, the DSP follows the Code of Ethics and the Regulations on Ensuring Equal Opportunities and Equal Treatment for Students of the University.

3.3

Complaints and grievances concerning supervision may be addressed directly, or through the doctoral student representative, primarily to the programme leader. The programme leader examines and assesses the situation, discusses minor issues directly with those concerned, and proposes solutions. In cases of more serious deficiencies, the issue is presented to the CDSP.

3.4

Complaints may also be submitted directly to the Head of the DSP, either personally or through the student representative. In such cases, the Head of the School presents the matter to the CDSP.

3.5

Problems that cannot be resolved by the programme leader are discussed by the CDSP and the programme leader (with the involvement of the doctoral student representative). If necessary, the supervisor (and, if requested, the student concerned) is also involved in developing solutions. A change of supervisor may also be proposed.

3.6

Doctoral students may initiate a change of supervisor. Based on the recommendation of the CDSP, the HDC decides on the change of supervisor and the appointment of a new supervisor (UDR III.22).

3.7

In matters concerning student status, the DSP follows University regulations (UDR IV.43–49). Supplementing these: if the planned research project or its proportional part has not been carried out due to the student's fault (cf. UDR IV.46), the CDSP's proposal for dismissal must be discussed at a meeting with the personal presence of members. The student's supervisor must be invited to this meeting. Before the meeting, the Head of the School and/or the programme leader is obliged to hear the student in person, if requested, in the presence of the doctoral student representative.

3.8

“Appeals may be submitted against the decisions of doctoral councils—if they violate the Doctoral Regulations—to the HDC; against the decisions of the HDC to the UDC; and against the decisions of the UDC to the Rector” (UDR III.11).

Chapter V: ESG 1.4 Student Admission, Progression, Recognition and Certification

Standard: Institutions should consistently apply their pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

1. Admission Procedure and Requirements

1.1.

In regulating entrance examinations, the DSP generally follows the provisions of the UDR (IV.17–27).

1.2

The rules, conditions, and requirements of the admission procedure are published by the DSP on its website:

<https://arts.u-szeged.hu/philo/doctoral-programme/application-180825>

1.3

The DSP applies the same requirements to applicants under the Stipendium Hungaricum programme as to those applying for Hungarian-language training. The requirements are available in English on the

website of the Doctoral Institute of the University, on the University Dream Apply site, on the DSP's own website, and on the SH Study Finder site:

- <https://u-szeged.hu/english/study-programmes/philosophy-phd>
- https://apply.u-szeged.hu/en_GB/courses/course/333-phd-doctoral-school-philosophy-english
- <https://arts.u-szeged.hu/philo/doctoral-programme/application-180825>
- <https://stipendiumhungaricum.hu/study-finder/>

1.4

The CDSP proposes the members of the admission committee, which is appointed by the HDC (UDR IV.22). The admission committee consists of at least three persons selected from among the members of the CDSP (or, if not members, from the programme leaders), all of whom must be highly qualified experts in their field (CDSP, Dr. habil.). On the proposal of the Head of the School, other DSP topic announcers or supervisors may also be appointed as committee members. The potential supervisor(s) of the applicant may also be invited as a non-voting participant, but only for the duration of the applicant's examination.

1.5

No person who is a close relative of the applicant or who cannot be expected to act impartially (as defined in Annex 5 of the UDR) may serve as a member of the admission committee.

2. Student Progression, Recognition of Studies, and Certification

2.1.

The progression of doctoral students, the recognition of their studies, and the requirements for completing courses are generally described in Sections IV.1–2 of these Quality Assurance Regulations.

2.2

The special credit requirements of the School for obtaining a degree certification are published on the School's website:

<https://arts.u-szeged.hu/philo/doctoral-programme/credit-requirements-180825>

2.3

The model curricula of the programs are publicly accessible in the *Curriculum Search* system:

https://oktweb.neptun.u-szeged.hu/tanterv/CT_kereso.aspx

2.4

The Comprehensive Examination is generally regulated by the UDR (Chapter V), and its rules are followed by the DSP. The specific regulations of the examination within the School are described in Chapter IV of the Operation Regulations (2025).

2.5

The DSP requires a workplace defense ("in-house defense") prior to the public defense. The prerequisites, detailed regulations, and procedures of the workplace defense are described in Chapter VI of the Operation Regulations (2025).

2.6

The procedure for awarding the degree through the dissertation submission for public defense, and the criteria for obtaining certification are generally regulated by the UDR (Chapter VI), which the DSP follows. The specific rules falling under the jurisdiction of the DSP (preliminary evaluation, objective evaluation criteria, criteria of independent scholarly work, foreign language knowledge, accepted languages, and recommendations for the formal requirements of the dissertation and the thesis booklet) are described in Chapter VII of the Operation Regulations (2025).

2.7

The CDSP reviews the conditions and procedures of workplace defenses and public defenses every 3–4 years.

Chapter VI: ESG 1.5 Teaching Staff

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1. Procedures for Ensuring Human Resources

The DSP has an adequate core faculty member (hereinafter: CM) staff who consistently demonstrate a high level of internationally recognized professional performance, hold academic degrees relevant to the School's research areas and programmes, and ensure the coordination, supervision, and high quality of teaching, research, and other professional activities. Since the previous accreditation (2019), the DSP has recruited new core faculty (2 persons) and dissertation supervisors (7 persons), significantly expanding its teaching and research portfolio and rejuvenating its staff. One of the new dissertation supervisors is a young research professor at a cross-border institution (University of Belgrade, Institute of Philosophy and Social Theory).

The procedures for ensuring human resources are as follows:

1.1.

The Head of School, the DSP, and the programme directors monitor the development of the teaching staff, dissertation supervisors, and CM staff (this is programmed in connection with the annual update of the HDC) and make recommendations for the recruitment and appointment of new members.

1.2.

University lecturers (including from other universities) or researchers from research institutes may also apply for admission on their own initiative by contacting the Head of the DSP, the secretary, the CM staff, or the programme directors. On the recommendation of the listed internal members, the Head of the School and the CDSP review their scientific performance, professional competencies, and alignment with the DSP's professional profiles, and at their annual meeting decide on new members and appointments to be submitted to the HDC.

1.3.

A comprehensive review of the teaching staff, supervisors, and CM staff is carried out every 3–4 years. The Head of the School and programme directors assess the adequacy of staff numbers and professional profiles (source: HSB), and make recommendations for new members in such a way that the staff required for the School's quality-preserving operation is ensured for at least another four years. The proposed actions are discussed with the CDSP.

1.4.

The Head of the School and the CDSP have the joint right and responsibility to ensure—depending on available resources—the maintenance and development of the School's human resources. These plans may be influenced by the HR regulations of the University.

1.5.

The DSP has a five-year human resources plan (Action Plan 2025/26–2029/30).

2. Competency Requirements and Duties

2.1.

The tasks and obligations of the School's lecturers, dissertation topic announcers, and supervisors are generally regulated by the Employment Regulation System (March 25, 2024). The School's expectations specific to doctoral training are as follows:

2.2.

All participants are expected—according to their age, university position, and function within the DSP—to continuously engage in high-quality, internationally competitive research, publication, and other professional activities (such as conference participation, academic organizational activities, committee membership, etc.). The Performance Evaluation System (PES) and Research Information System (RIS) of the FH assess and document achievements annually, and these are accessible to the Head of the

Doctoral School. Publication activity is also monitored through the HSB..

2.3.

The indicator of continuity in publication activity for dissertation proposers, supervisors, and core faculty members is: at least five publications in the five years preceding the measurement.

1. Lecturers

1.1.

Only persons holding a doctoral degree may be appointed as lecturers, with at least three years of higher education teaching experience and supervision of at least two theses (supervision of OTDK theses is an advantage).

1.2.

The admission of a lecturer is decided by the CDSP upon the recommendation of the Head of the School, a CDSP member, or a programme director. If accepted, the CDSP submits the proposal to the HDC, which decides on the lecturer's admission (UDR III.43).

1.3.

The duties of lecturers include teaching courses in accordance with regulations, developing students' knowledge and skills (in line with the expected learning outcomes), and evaluating them according to the relevant assessment regulations. Lecturers report to programme directors on their course experiences and major difficulties encountered by students, and, if necessary, may participate in the CDSP's annual meeting at the programme directors' request.

2. Dissertation Topic Announcers and Supervisors

2.1.

Only persons with a completed HSB and HDC profile, holding a doctoral degree, at least three years of higher education teaching experience (minimum rank: Assistant Professor), and supervision of at least two theses (supervision of OTDK theses is an advantage) may act as dissertation topic announcers or supervisors. In exceptional cases (on individual assessment), the Assistant Professor requirement may be waived (taking into account outstanding scientific performance, the need for an announced topic, etc.).

2.2.

Researchers from research institutes without higher education teaching experience may be admitted as dissertation topic announcers if they meet the required scientific performance standards (2.7). It is recommended that their first supervisory role be assigned jointly with a co-supervisor.

2.3.

In the case of lecturers or researchers who obtained their doctoral degree within the past three years, it is recommended that a co-supervisor be appointed for their first supervisory role.

2.4.

The co-supervisor is appointed from among the members of the School, with the member's consent, by the CDSP, taking into account the relevance of the research area and the workload of the co-supervisor.

2.5.

The appointment of a dissertation topic announcer or supervisor, together with their submitted research topics, may be initiated by the lecturer, the Head of School, a CDSP member, or a programme director. The CDSP discusses and decides on the admission of the proposed dissertation topic. If accepted, the CDSP submits the proposal to the HDC, which decides on the individual's admission and appointment (UDR III.23).

2.6.

Dissertation topics are approved by the CDSP within its competence (UDR III.44). Following the HDC decision approving the individual's admission, the topics are announced by the HDC administrator. New research topics for the upcoming academic year must be announced no later than the second half of the autumn semester of the preceding year.

2.7.

In assessing the eligibility of dissertation topic proposers and supervisors (also considering age factors and rejuvenation goals), the following benchmarks apply (based on HSB and PES):

- at least 20 scientific publications (including at least 4 in a foreign language), each of at least 10 pages (articles in journals or edited volumes, independent monographs, self-edited collections);

- reviews, prefaces, and epilogues of edited volumes are only acceptable if at least 10 pages in length;
- journalism, interviews, and popular science writings are not considered scientific publications;
- at least 20 citations in total (excluding self-citations);
- Hirsch index of at least 3;
- at least 10 conference presentations (at least 4 in a foreign language).

2.8. Responsibilities of dissertation topic announcers:

- notifying the HDC administrator about new topics approved by the CDSP (no later than mid-autumn semester);
- cooperating with the CDSP during the admission process in evaluating the research plans of applicants;
- participating as invited, non-voting members in admission exams for applicants who applied to their topics.

2.9. Additional responsibilities of supervisors and co-supervisors (beyond those of dissertation topic announcers):

- supporting and monitoring doctoral students' academic progress, professional development, and performance;
- maintaining the required frequency of individual consultations (at least 5 per semester);
- planning the schedule of publications and conferences with their students at the beginning of each semester, providing professional advice;
- monitoring their teaching activity and providing methodological and professional feedback;
- assisting them in other professional activities (e.g. volume editing, conference organization);
- drawing their attention to individual predoctoral research grant opportunities and assisting with applications;
- evaluating their semesterly Research Reports and providing feedback on performance;
- participating in Research Group reports and giving feedback on students' presentations;
- offering guidance for the timely and structured preparation of dissertations;
- reporting annually to programme directors on students' progress, indicating possible problems (including those related to disadvantaged backgrounds, disabilities, or other personal circumstances);
- participating, when invited by the Head of School, in the annual CDSP meeting to present issues related to their doctoral students;
- before the Comprehensive Exam, providing a written evaluation of the student's performance and dissertation draft at least one week before the exam, submitted to the CDSP via the DSP secretary;
- making proposals to the CDSP for members of the comprehensive exam committee, public defense committee, exam subjects, and internal opponents;
- organizing and chairing workplace discussions and preparing comprehensive exams (arranging dates, booking rooms, ensuring technical support for online participation);
- supporting the organization of the public defense (the committee chair is responsible, but the supervisor may assist technically if needed); notifying the FH Doctoral Administrator at least one month in advance regarding the date and hybrid participation requirements;
- preventing academic misconduct: sending dissertations for plagiarism screening to the Klebelsberg Library before the workplace or public defense, evaluating the results, and declaring in writing (including email) whether plagiarism is present;
- after the workplace discussion, advising students on finalizing their dissertation for public defense in light of objections and revision proposals;
- if the supervisor considers the dissertation unsuitable for public defense (linguistically, formally, or academically) and does not recommend submission, but the doctoral candidate insists, the supervisor submits written objections to the CDSP, which are also forwarded to the candidate (see Operational Regulations 2025, VII.1.5).

3. Core Members

3.1.

The requirements for core faculty membership are governed by Government Decree 387/2012 (XII. 19.) on doctoral schools, doctoral procedures, and habilitation. For the prerequisite of “high-level scientific performance” defined in the Decree (also considering rejuvenation goals), the following benchmarks apply (based on HSB and PES):

- at least 30 high-quality scientific publications (including at least 6 in a foreign language), each of at least 10 pages (articles in journals or edited volumes, independent monographs, self-edited collections);
- reviews, prefaces, and epilogues of edited volumes are only acceptable if at least 10 pages in length;
- journalism, interviews, and popular science writings are not considered scientific publications;
- at least 40 citations in total (excluding self-citations);
- Hirsch index of at least 5;
- at least 15 conference presentations (at least 6 in a foreign language).

3.2.

The above figures are suggestions; if one category is significantly higher (especially citations), the quantitative expectations for the others may be reduced based on individual assessment. The Hirsch index requirement may not be reduced.

3.3. Responsibilities of Core Members:

- continuous, high-level publication activity, conference presentations (especially in foreign languages), and academic organizational work (participation in national and international professional organizations, committees, grant reviews, journal editorial boards, etc.);
- participation in the work of the CDSP if they are members (attending meetings, making proposals, giving feedback);
- preparing individual and research group grant applications, and, if successful, involving doctoral students in undergraduate or postgraduate employment frameworks whenever possible;
- maintaining contacts with domestic and international professional organizations, universities, and research institutes, and participating in inter-university or research group applications whenever possible;
- recruiting invited domestic and international lecturers and teachers for the DSP;
- involving doctoral students (their own or others with relevant research areas) in Hungarian and foreign-language conferences (with presentations) whenever possible;
- involving doctoral students as co-authors in Q1 publications whenever possible;
- organizing inter-university and international conferences in which doctoral students may also participate as organizers or presenters, depending on their research excellence and topics;
- participating in Research Group reports.

4. Programme Directors

4.1.

“Only a supervisor who meets the core faculty requirements of the relevant doctoral school may serve as head of a training/research programme. In exceptional, duly justified cases, the HDC may waive this requirement. The head of a training/research programme is appointed by the HDC chair at the initiative of the doctoral school, with the approval of the HDC. The appointment ends upon the programme director’s resignation or dismissal by the HDC decision” (UDR III.40).

4.2. Responsibilities of programme directors:

- directing, coordinating, and monitoring the professional work of the programme;
- active participation in the work of the CDSP, including attending its meetings;

- monitoring and evaluating the performance of lecturers, supervisors, and students within the programme in terms of quality objectives, reporting on these at the annual CDSP meeting;
- providing feedback to staff in cases of deficiencies in scientific performance or supervision (particularly based on student feedback);
- monitoring new research trends and changes in societal needs in their field, and proposing new or updated research topics;
- recommending new lecturers, proposers, and supervisors;
- collecting and reviewing the semesterly Research Reports of students in the programme, summarizing results and progress, and reporting difficulties at the annual CDSP meeting;
- handling or forwarding student complaints concerning lecturers, supervisors, or courses within the programme to the CDSP;
- participating in Research Group reports.

5. External Lecturers, Dissertation Topic Announcers and Supervisors

5.1.

The admission, appointment, competency requirements, and responsibilities of external (non-University employees) lecturers, dissertation topic announcers, and supervisors are the same as those for internal lecturers and announcers (VI.2).

5.2.

As a general rule, external supervisors may only be appointed jointly with an internal co-supervisor (shared 50%-50%). The internal and external co-supervisors jointly carry out the responsibilities assigned to supervisors. In exceptional cases (when there is no suitable expert within the School's existing staff, or they would be overburdened), the CDSP may decide on an individual external supervisory appointment.

6. Motivating Work within the School

6.1.

Courses held within the DSP count toward the lecturers' teaching load (Neptun, PES). Supervisory work, membership in comprehensive exam committees, membership and opponent duties in public defense committees, assignments as Head or Secretary of the School, membership in the CDSP, and doctoral application reviews are evaluated with points in the PES system.

6.2.

For their work, the Head and the Secretary of the School receive special allowances from the FH.

6.3.

In the case of a successful public defense (if it takes place within three years of the comprehensive exam), supervisors receive a success bonus according to the Dean's directive of the FH.

6.4.

Each year, the University of Szeged announces the "Excellent PhD Supervisor Certificate of Recognition" award, for which candidates are nominated by the HDC based on the doctoral schools' recommendations, and the UDC confers the award.

3. Evaluation and Feedback

3.1.

Programme directors monitor the scientific performance (source: HSB) and supervisory work of lecturers and supervisors in their programme. In case of deficiencies, they provide feedback and then summarize results and indicate problems at the annual regular meeting of the CDSP. For smaller issues, they first consult with those concerned, taking into account external obstacles or personal circumstances. These are reported to the CDSP.

3.2.

Based on the programme directors' reports, the CDSP evaluates performance at its annual meeting,

identifies deficiencies and competencies to be developed. For major deficiencies, the Head of the School provides feedback to those concerned, indicating the CDSP's recommendations for addressing them.

3.3.

The Head of the School and the programme directors monitor the effectiveness of supervision and review it at the annual CDSP meeting. Indicators of effectiveness include the Student Evaluation of Teaching (SET) questionnaires, doctoral student satisfaction surveys (available to the Head of the School), and possible student complaints. Indirect indicators are students' progress as shown by semesterly Research Reports, performance and evaluation in Research Group Reports, number of publications and conference presentations (Neptun, HSB), and research grants won (Modulo). In case of deficiencies in supervisory effectiveness, the Head of the School provides feedback to those concerned, indicating the CDSP's recommendations for addressing them.

3.4.

Programme directors annually review the success of supervision in their programmes. Indicators of success are the outcomes of comprehensive exams, in-house defenses, and defended dissertations during that year. They report these at the annual CDSP meeting, where results are considered in evaluations, plans, and decisions.

3.5.

If more than two doctoral students supervised by the same supervisor fail to submit their dissertation for public defense within two years of completing their training, the Head of the School invites the supervisor to the CDSP's annual meeting to explain the circumstances. Based on this assessment, the CDSP may withdraw the supervisor's right to supervise additional students. The withdrawal of this right is communicated to the supervisor in writing, with justification, by the Head of the School.

3.6.

Significant underperformance, serious neglect of responsibilities, or student complaints concerning teaching or supervision are reported in writing by the programme directors to the CDSP, which discusses planned proposals and measures for their resolution at its annual meeting. The Head of the School communicates problems and proposed solutions in writing to those concerned. In cases of persistent (3–4 years) underperformance or neglect of responsibilities (especially in supervision), the CDSP may withdraw the lecturer's, topic announcer's, or supervisor's appointment.

3.7.

Before such a decision, the person concerned must be invited to the CDSP's regular (or extraordinary) meeting to explain the obstructing circumstances. Only after this review may the CDSP decide on withdrawal of the appointment, which is then communicated in writing, with justification, by the Head of the School.

3.8.

Every 3–4 years, the Head of School reviews and comprehensively evaluates the professional performance of programme directors, core members, proposers, supervisors, and lecturers working within the DSP (sources: HSB, PES, RIS). The evaluation considers alignment with the quality objectives defined in the Quality Assurance Regulations and Action Plan, as well as contributions to their implementation. This evaluation is submitted to and discussed at the CDSP's regular annual meeting within the given period. The CDSP identifies deficiencies and competencies to be developed, and the Head of the School provides written feedback to those concerned together with recommendations.

3.9.

A targeted supervisory evaluation questionnaire is not recommended due to the small number of students, which does not ensure anonymity. However, the SET questionnaire provides partial anonymous feedback if the supervisor teaches a course; in addition, the doctoral student satisfaction survey allows anonymous feedback on supervisors.

3.10.

The small number of students, however, has the advantage of allowing deficiencies to be observed more directly and discussed in a trusting atmosphere.

3.11.

Lecturers and supervisors in the DSP have access to a questionnaire (to be completed once per year) for evaluating work and operations within the School. This provides documented feedback to the CDSP. They may also indicate their suggestions for development, difficulties related to their work or their

students, and objections concerning students' performance and progress. The CDSP takes these into account in its evaluations, decisions, and development plans.

4. Supporting the Scientific and Professional Development of Lecturers and Supervisors

4.1.

For professional development, lecturers have access to the University's infrastructure and services (faculty office, WiFi service, IT equipment requests, software services, full services of the Klebelsberg Library including databases and open access platforms, and, if needed, researcher offices).

4.2.

Lecturers may apply, on a case-by-case basis and depending on the current budgetary situation, for financial support from the DSP's budget for conference participation, conference organization, travel, or book purchases. In addition, successful research group projects (EFOP, OTKA/NKFI, HUN-REN) periodically provide further occasional support.

4.3.

Lecturers may use the Klebelsberg Library's open access publication support service, which greatly facilitates the publication of Q1 articles by covering high open access fees.

4.4.

The new book series of Szeged University Press (Litterae Humaniores, Orbis Pictus) allow lecturers to publish monographs, higher education textbooks, and edited volumes, reviewed by independent and anonymous referees:

<https://szup.ek.szte.hu/index.php/szeged-university-press/about>

4.5.

Teaching within the DSP, joint research, and shared events (Research Group reports, various events bringing together lecturers and students, forums) allow for direct exchange of teaching, research-methodological, and pedagogical experiences, thanks to the small size of the School. Experienced core faculty and supervisors support younger colleagues in this regard.

4.6.

Within the FH or the University, numerous training opportunities are available for competence development, technical skills, or keeping up with the digital world (language courses, webinars, one-day in-person training, HSB coordinator training, Neptun course coordinator training, Coursera courses).

Chapter VII: ESG 1.6 Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

1. Infrastructure, Library Services

1.1.

Students have access to the University's appropriate infrastructure and services (classrooms equipped with projectors, Wi-Fi throughout the University, IT facilities at the Attila József Study and Information Center).

1.2.

At the Department of Philosophy, students have access to a shared doctoral room designated exclusively for their use (for research, small group teaching, consultations, informal meetings), as well as a copier, telephone, and scanner in the Department office.

1.3.

The Department's largest classroom is equipped with a smartboard, which enables video conferencing and allows external participants to join various internal events (e.g., workplace debates, Research Group reports). Public defenses are held in the FH' Conference Room, equipped with modern digital technology (projector, speakers, smartboard).

1.4.

Students may use the full range of services of the Klebelsberg Library, which provides continuously expanding databases (with proxy access) and interlibrary loans. The most important journals of the discipline (Q1, Q2), as well as current books from numerous renowned domestic and international publishers (Szaktárs, MERSZ, L'Harmattan Archive and OA collection, USZ E-Books, E-Journals, JSTOR, ProQuest Academic, etc.), are available in databases and platforms relevant to the DSP's scientific field. The development of the library collection is ongoing.

1.5.

The DSP secretary collects students' special literature requests that cannot be accessed through the Library. With the approval of the CDSP, the School seeks to satisfy such requests using available project funds (TÁMOP, EFOP, OTKA/NKFI, HUN-REN) or the Klebelsberg Library's expansion programme. (Only in cases where the given literature is indispensable for the relevant research topic, cannot be accessed digitally or through interlibrary loan, or would take longer than six months to obtain, and appropriate funding is available.)

1.6.

The DSP maintains its own departmental library at the Department of Philosophy, storing literature acquired from project funds. These works are made available to students through borrowing, which is documented by the Department's secretary.

2. Support for Research, Conference Presentations, and Publications

1. Research Support

1.1

All scholarship PhD students at the University are eligible for the Supplementary Doctoral Scholarship in addition to their base scholarship (amounting to HUF 60,000/month in 2025), which provides significant support for continuing their doctoral studies and research.

1.2.

PhD students may apply individually for the Doctoral Scholarship and the Excellence Doctoral Scholarship of the University. Calls for applications are published annually by the Doctoral Institute of the University, and applications must be submitted individually, with supervisors providing assistance if needed.

1.3.

Research group projects (OTKA, NKFI, HUN-REN) won by Departments linked to the DSP (Philosophy, Religious Studies, Cultural Heritage and Humanities Informatics) allow students to participate in cutting-edge research, prepare publications, attend conferences, and, in some cases, gain employment in postdoctoral positions. This greatly supports them in launching their academic careers.

1.4.

The involvement of students in research projects (depending on the research topic) is initiated by core members, programme directors, or lecturers who apply for the grants. Students may also express their interest to them in advance. Student contributions within research projects are supervised and evaluated by the project leader.

2. Conference Support

2.1.

The DSP may, within its budgetary limits, support students' participation in conferences. Decisions are made by the CDSP.

2.2.

Support is granted only if the student participates with a presentation. The funding may be full or partial,

depending on the DSP's financial capacity and the priority of the research topics.

2.3.

Requests must be submitted to the Head or Secretary of the School, at least three months before the planned conference in the case of international events, and at least one month before for domestic conferences.

2.4.

The funding framework is limited, and the following conditions apply:

- a formal request (email accepted) sent to the CDSP including title, date, organizer, venue (city), and title of the presentation;
- submission of the abstract and the conference call (web link or CFP email), along with proof of acceptance from the main organizer;
- preliminary cost estimate (registration fee, travel, accommodation costs broken down);
- conference topic must be relevant to the doctoral dissertation, contributing to the student's academic career and the DSP's reputation;
- the conference must be nationally or internationally recognized and academically prestigious;
- preference is given to national-level student conferences (e.g., DOSZ, Spring Wind) over other domestic, local events;
- administrative processing (especially time requirements) must be feasible before the conference. (The Department secretary handles the administration.)

2.5.

The CDSP decides on conference support, considering the following ranking criteria:

- student performance (course completions, number of publications, conference presentations: Neptun, HSB);
- excellence (number of research scholarships won: Modulo; contributions to DSP activities such as student representation, organizing student conferences, editing journals, organizing informal forums);
- the degree to which the presentation enhances the School's national or international reputation;
- student equality (with equal or nearly equal performance, preference is given to students who have not previously received such support).

2.6.

Supervisors verify and award credit for supported individual conference participation (Conference course). The Department secretary coordinates, administers, and monitors financial support.

2.7.

The DSP may also support doctoral conferences or workshops organized locally. Requests must be submitted by the student representative to the Head of the School at least three months before the planned event, including the title, date, number of speakers (with institutions), and a preliminary cost estimate (travel, accommodation, room rental, catering).

2.8.

If the conference is co-funded by the Student Union (SU), the scope and amount of their support must be indicated. The CDSP decides on support based on the Head's recommendation.

2.9.

Group doctoral conferences organized by students are supervised by the Head of the DSP. Administration and financial use of the support are coordinated and monitored by the Department secretary.

2.10.

Requests for conference participation or organization that do not meet the above criteria cannot be considered or supported by the CDSP.

3. Publication Support

3.1.

The DSP has its own journal, *Különbség*, published on the USZ OJS platform with an external editorial board:

<https://www.kulonbsegfolyoirat.hu/index.php/kulonbseg/about/editorialTeam>

3.2.

The journal offers a publishing opportunity for philosophy scholars (lecturers, researchers) and PhD students across the country. The editorial board consists of philosophy scholars from various Hungarian and cross-border universities. Published studies undergo independent double-blind peer review, ensuring impartiality and high academic quality in line with international benchmarks. The journal follows the growing international trend of open access publishing and is one of the few Hungarian philosophy journals that has not only survived but developed significantly in the last 10–15 years. A fully foreign-language issue (English and French) has also been published, integrating the journal into international scholarly discourse.

3.3.

Supervisors assist doctoral students in preparing papers that meet high quality standards. Students may also participate in the technical and organizational processes of editing, thereby gaining practical experience. Participation requests must be addressed to the editor-in-chief of *Különbség*.

3.4.

The Klebelsberg Library provides support for open access publication (currently only if students co-author with their supervisors):

<http://szerzoknek.ek.szte.hu/szte-oa-tamogatas/>

Requests should be directed to supervisors.

3.5.

The newly established Szeged University Press runs a unique, university-based, peer-reviewed book series (*Studia Novorum*) specifically for doctoral students. This series offers opportunities for students to publish their dissertations as monographs:

<https://szup.ek.szte.hu/index.php/szeged-university-press/catalog/series/studia-novorum>

This provides significant support for their academic careers and professional visibility. Requests for publishing defended dissertations may be submitted to the Head of the DSP

3. Administration, Study Matters, and Mentoring for International Students

3.1.

Doctoral study matters are handled by the relevant FH administrators (doctoral administrator, Study Office staff), the Department of Philosophy's Neptun curriculum planner (currently the School's secretary), and Erasmus coordinator—all with sufficient English proficiency. The Department's HSB coordinator manages HSB-related issues. The School's secretary informs Stipendium Hungaricum (SH) students about internal events (Research Group reports, in-house defenses, public defenses, other internal events, news) in advanced English.

3.2.

The Faculty's International Office provides SH students with information about general matters concerning them:

<https://arts.u-szeged.hu/english>

3.3.

The integration of international students is supported by the Mentoring Centre for International Students of the University:

<https://u-szeged.hu/english/service-units-living-in/mentoring-centre-for>

3.4.

At the beginning of the first semester, the DSP secretary provides new students with an orientation covering the entire training programme and study requirements. Throughout their studies, students may bring specific problems or questions to programme directors, supervisors, the secretary, or the Head of the School. Erasmus students are assisted and advised by the Erasmus coordinators of the Departments of Philosophy and Religious Studies.

4. Student Information

4.1.

DSP students may obtain information about the School (general training information, regulations, credit system, etc.) from the School's website:

<https://arts.u-szeged.hu/philo/doctoral-programme/doctoral-school-of-180825>

4.2

Up-to-date information (events, workplace debates, public defenses, conferences, other news) is published on the DSP's Coospace Doctoral School Forum or its Facebook group (the latter also shares less formal events, news, and general information):

<https://www.coosp.etr.u-szeged.hu/Scene-808584>

<https://www.facebook.com/groups/349707579705444>

4.3.

Planned changes to regulations or the Training Plan are communicated to students through the Coospace Doctoral School Forum, where they are also discussed with them. Finalized documents are published there in addition to the School's website.

4.4.

Information on enrollment, course registration, and elective requirements is provided by the School's secretary at the beginning of each semester via email or the Coospace Doctoral School Forum, in both Hungarian and English. Students may consult lecturers (supervisors, programme directors, etc.) during office hours.

4.5.

For general academic administrative matters (enrollment, course registration issues, Modulo system use, deferment, etc.), students may contact the FH Study Office. For comprehensive exam and public defense administration, they may contact the Faculty Dean's Office doctoral administrator. Matters related to applications and CDSP-supported conference funding are handled by the Department secretary. Other training-related issues (elective courses, petitions under the CDSP or HDC, complaints regarding the DSP's training or teaching, study-related questions, personal problems) may be directed to the DSP secretary.

5. Student Representation

5.1.

The general representation of doctoral students at the University is provided by the Doctoral Student Union (DSU):

<http://new.sztehap.hu/az-szte-ehok-irodaja/>

https://www.facebook.com/sztedok/?locale=hu_HU

http://new.sztehap.hu/wp-content/uploads/2020/05/doktorandusz_onkormanyzat_alapszabalya.pdf

5.2.

The DSU nominates doctoral student representatives for the Doctoral Council of the University and the HDC, who participate in these bodies according to regulations. The CDSP includes one representative elected directly and secretly by the School's doctoral students, whose nomination is reviewed by the DSU.

The doctoral student representative's rights and responsibilities within the School are:

- participation in the CDSP's work and meetings with consultative rights;
- representation and communication of students' academic and educational needs and feedback to the CDSP;
- collecting and conveying individual student complaints and problems to the CDSP;
- providing student-centered feedback on School plans to the CDSP;
- addressing and forwarding student complaints and problems related to disadvantage or discrimination to the CDSP;
- assisting with the CDSP's periodic administrative or organizational work.

Chapter VIII: ESG 1.7 Information Management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

The data collected and/or analysed by the DSP (together with their sources, the person responsible for collection or compilation, the frequency of analysis, and the persons responsible for analysis) are presented in the following table:

DSP data collection

data	data source	collector	frequency of measurement	analyst, decision-maker
number of applicants and admitted students	FH Academic Affairs Office	FH Doctoral Administrator	annually	Head of the Doctoral School, programme directors, CDSP
number of students obtaining the absolutorium, passivated students	FH Academic Affairs Office	FH Doctoral Administrator	annually	Head of the Doctoral School, programme directors, CDSP
students who have passed the comprehensive examination, dropouts, degree earners	University Doctoral Institute	FH Doctoral Administrator	annually	Head of the Doctoral School, programme directors CDSP
number of those remaining in the field (research fellows, university employees)	doctoral career tracking questionnaire (EvaSys)	University Doctoral Institute	annually	Head of the Doctoral School, programme directors CDSP
student satisfaction	SET, doctoral student satisfactory survey (EvaSys)	FH Academic Affairs Office, University Doctoral Institute	annually	Head of the Doctoral School, programme directors CDSP
faculty satisfaction	doctoral faculty satisfaction survey (EvaSys)	university doctoral institute	annually	Head of the Doctoral School, programme directors CDSP
external partner satisfaction	external partner satisfaction survey	DSP secretary	every two years	Head of the Doctoral School, programme directors CDSP
core members, programme directors' professional performance	HSB, PES, RIS	Head of the Doctoral School (<i>summary</i>)	every three to four years	Head of the Doctoral School programme directors CDSP

faculty members, lecturers, supervisor's academic performance	HSB, PES, RIS	programme directors (<i>summary</i>) Head of the Doctoral School (<i>summary</i>)	every three to four years	Head of the Doctoral School programme directors CDSP
student's professional performance (publication, conference presentations)	HSB, research reports	supervisors, programme directors	annually	Head of the Doctoral School, programme directors CDSP
supervisory effectiveness	SET questionnaires, doctoral student satisfaction survey (Evasys), reports by programme directors, doctoral student's professional performance	Head of the Doctoral School, programme directors	annually	Head of the Doctoral School, programme directors CDSP
supervisory efficiency	comprehensive examinations, internal defenses, number of public defenses	programme directors	annually	Head of the Doctoral School, programme directors CDSP
achievement of quality assurance objectives	all of the above data, reports by programme directors, personal feedback from faculty members, supervisors, and students	Head of the Doctoral School (<i>summary</i>)	annual CDSP meeting; quality assurance report to the Doctoral Institute; comprehensive report every 3-4 years, action plan for the participants of the School	Head of the Doctoral School, programme directors CDSP

Chapter IX: ESG 1.8 Public Information

Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date, and readily accessible.

1.
The DSP can be accessed from the website of the Doctoral Institute of the University of Szeged:
<https://u-szeged.hu/dokint/phd/iskolak>
2.
The DSP's website is directly accessible here:
<https://arts.u-szeged.hu/philo/filozofia-doktori-iskola/szte-filozofia-doktori>
<https://arts.u-szeged.hu/philo/doctoral-programme/doctoral-school-of-180825>
3.
The website provides key information about training and research profiles, programs, admission requirements, training frameworks, the study and examination regulations (including the procedure and

conditions for submitting the dissertation), and the credit system. The Quality Assurance Regulations, the Operational Regulations, and the Training Plan can be downloaded from the site.

5.

In the HDC database, the organizational structure of the DSP (CDSP, Habilitation Committee, lecturers, dissertation proposers, supervisors, administrators), its dissertation proposals, and other data (students, completed and upcoming defenses, etc.) can be found here:

<https://doktori.hu/doktori-kepzes/doktori-iskolak/154-doctoral-school-of-philosophy>

6.

The general description and requirements of the courses can be found in the Training Plan. The syllabi, requirements, and expected learning outcomes of the courses offered each semester are managed centrally by the University on the Coospace platform. In accordance with the Study and Examination Regulations of the University, these must be published on the platform prior to course registration and made accessible to students.

7.

Course descriptions can be provided upon request to interested parties (applicants, transfer students). Requests must be addressed to the Secretary of the DSP, who, with the authorization of the Head of School, asks the doctoral administrator of the FH to retrieve the data from the Coospace system. The data are then made available to the interested parties by the Secretary.

8.

Submitted and defended dissertations are available in the Doctoral Repository of the University:

<https://doktori.bibl.u-szeged.hu/view/divisions/doc=5Fphi/>

ESG 1.10 Cyclical External Quality Assurance

Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.
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The DSP regularly subjects itself to the accreditation evaluation and monitoring of the Hungarian Accreditation Committee.

Chapter X: The Council of the Doctoral School

The composition of the Council of the DSP Doctoral School is as follows:

Chair: Prof. Dr. Zoltán Gyenge, University Professor, Head of the School, Department of Philosophy, FH, University of Szeged

Vice-Chair: Dr. habil. Emese Mogyoródi, Associate Professor (Deputy Head of the School, Secretary), Department of Philosophy, FH, University of Szeged

Other full members:

Prof. Dr. Dr. András Máté-Tóth, University Professor, Department of Religious Studies, FH, University of Szeged

Prof. Dr. Tamás Pavlovits, University Professor, Head of Department, Department of Philosophy, FH, University of Szeged

Prof. Dr. Klára Sándor, University Professor, Head of Department, Department of Cultural Heritage and Human Information Science, FH, University of Szeged

Dr. habil. József Simon, Associate Professor, Department of Philosophy, FH, University of Szeged

With Consultative Rights:

Alexandra Okanovic, representative of the doctoral students

Closing Clause

For issues not regulated above, the Regulations Governing the Doctoral Training Programmes and the Awarding of the Doctoral Degree of the University of Szeged (27 January 2025, SZ-V/2024/2025), as well as the relevant legislation, shall apply. The higher board of appeal of the Doctoral School is the Disciplinary Doctoral Council of the Faculty of Humanities and Social Sciences.

The Quality Assurance Regulations were unanimously adopted by the Council of the Doctoral School of Philosophy on 28 August 2025.

With the entry into force of these Quality Assurance Regulations, the previous Quality Assurance Regulations of the DSP, dated 13 October 2022, shall cease to be valid.

Council of the Doctoral School of Philosophy, University of Szeged

Prof. Dr. Zoltán Gyenge
Head of the School (signed)

Szeged, 28 August 2025.

Appendices

Appendix 1: Degree Statistics (2007-2025)

The table below presents the degree award statistics managed by the DSP, in order to highlight the initial difficulties, the results achieved up to the most recent accreditation (2019), and the impact of corrective measures implemented since then.¹

year	number of students admitted this year/state-funded, self-financed (total admitted persons)	of which obtained absolutorium (persons, %)	of which successfully passed the comprehensive exam (persons, %)	of which obtained the doctoral degree (in any year) (persons, %)	dropout rate from among all admitted students (%)	proportions of absolutorium holders from all admitted students (%)	number of doctoral degrees awarded in this year from among all admitted students (%) (excluding those who could not yet have completed the programme)
2007	4/1 (4)	1 (25%)		0		25%	
2008	5/2 (9)	3 (60%)		3 (60%)	55.5%	44.5%	
2009	4/1 (13)	2 (50%)		1 (25%)	53.8%	46.2%	
2010	2/1 (15)	2 (100%)		2 (100%)	46.6%	53.4%	0 (0%)
2011	4/2 (19)	3 (75%)		2 (50%)	42.1%	57.9%	0 (0%)
2012	6/2 (25)	5 (83.3%)		2 (33.3%)	44%	56%	2 (8%)
2013	4/2 (29)	3 (75%)		2 (50%)	38%	62%	1 (10.3%)
2014	3/1 (32)	2 (66.6%)		1 (33.3%)	37.5%	62.5%	1 (12.5%)
2015	3/1 (35)	3 (100%)		0 (0%)	34.3%	65.7%	1 (14.28%)
2016	3/1 (38)	3 (100%)	3 (100%)	1 (33.3%)	36.6%	63.4 %	0 (13.15%)
2017	2/2 (40)	2 (100%)	2 (100%)	2 (100%)	30%	70%	2 (17.5%)
2018	4/3 (44)	4 (100%)	4 (100%)	1 (25%)	27.3%	72.7%	3 (22.7%)
2019	3/3 (47)	3 (100%)	3 (100%)	3 (100%)	25.6%	74.4%	1 (23.4%)
2020	7/7 (54)	6 (85.7%)	6 (85.7%)	4 (57.1%)	24.1%	75.9%	1 (22.2%)
2021	0 (54)	-	-	-	24.1%	75.9%	0 (22.2%)
2022	6/5 (60)	-	5 (83.3%)	-	21.6%	78.4%	2 (25.9%)
2023	4/2 (64)	-	-	-	-	-	3 (31.5%)
2024	1/1 (65)	-	-	-	-	-	3 (37%)
2025	7/3 (71)	-	-	-	-	-	4 (44.4%)

1. Table 1: Statistics from the foundation of the DSP to the spring semester of 2025

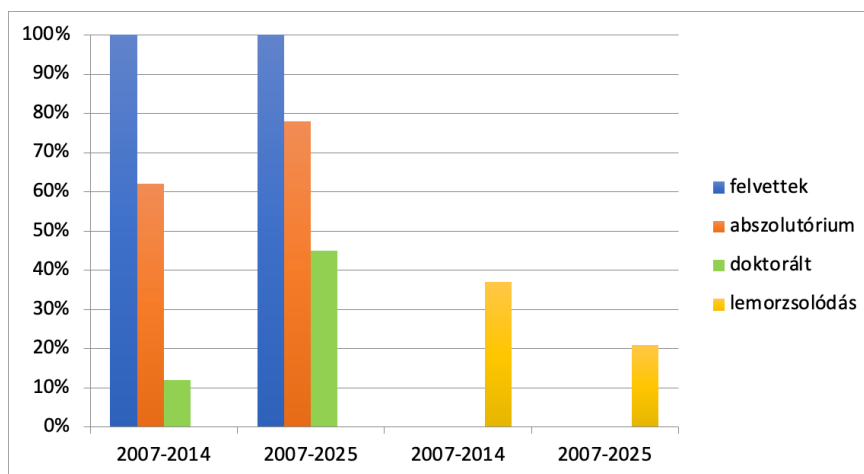
The table shows that:

- until 2014 (the 2nd accreditation), the number of students obtaining the absolutorium varied (on average 66%), but from 2015 onward, the School has generally maintained this at a 100% level (Column 3);

¹ The figures (total enrolled students, those who obtained the absolutorium) are based on the records of the Registrar's Office, FH. They do not include students who earned their degree through individual preparation. The key indicator of success (the proportion of students awarded the doctoral degree) is calculated in relation to the total number of enrolled students, taking into account all degrees awarded (by UDC decision) during the entire examined period (2007–spring semester 2025). This ratio is projected onto the number of students who could have completed their training by the spring semester of 2025 (i.e., those enrolled up to 2021) (Column 8).

- as a result, while the overall dropout rate (students not obtaining the absolutorium) was 37.5% until 2014, by 2022 this had been reduced to 21.6% on average (*Column 6*);
- in parallel, the proportion of students obtaining the absolutorium out of all enrolled rose from 62.5% in 2014 to 78.4% (*Column 7*).
- at the same time, the number of students awarded a degree also steadily increased (especially from 2018 onward): while in 2014, 12.5% of all enrolled students obtained a degree, by the spring semester of 2025 this ratio had more than tripled, reaching 44.4% (*Column 8*).

Presented in a form of bar chart:



2. táblázat: Összes felvett, absolutoriumot szerzett, doktorált, lemorzsolódó aránya
(a 2014-es akkreditációig és 2025. első félévéig összesítve)

The improvement rates and trends of the above results can be considered very positive:

- In particular, the increase in the number of students obtaining the absolutorium (with an overall average success rate of 98% since 2014) is noteworthy, as it anticipates the potential increase in the number of successfully defended dissertations in the near future.
- The sixfold increase in the number of defenses since the 2014 accreditation (from 4 in 2014 to 24 by the first semester of 2025) indicates, in the School's view, an outstanding improvement.

Appendix 2: International Relations

The lecturers of the DSP maintain extensive international relations (professional organizations, research institutes, editorial board memberships in foreign journals, universities):

Positions in international organizations (president, vice-president, secretary-general, or their deputies, committee positions):

Central European Pragmatist Forum

Charles S. Peirce Society

Hungarian Forum of Somaesthetics

The International Council for Philosophy and Human Sciences International Association for Aesthetics

Memberships:

American Society for Aesthetics Association for Sociology of Religion

Association of European Journalists

Athens Institute: A World Association of Academics and Researchers for Education and Research

Center for Studies on New Religion

Contemporary Paganism and Alternative Spiritualities in Europe

Deutsch-Ungarische Gesellschaft für Philosophie

European Association of Global Bioethics European Society for Aesthetics

Finnish Society for Aesthetics

International Association for Presocratic Studies

International Society for Socratic Studies

International Study of Religion in Eastern and Central Europe Association

Nemzetközi Magyarorságtudományi Társaság

Nietzsche Gesellschaft

Nordic Society of Aesthetics

Research Centre for Aesthetics, Nature and Environment

Schelling-Gesellschaft

Société des Amis de Port-Royal

Society for Advancement of American Philosophy

Society for Aesthetics in Slovakia

The Richard Rorty Society

The World Humanities Report

Cooperation with Foreign Institutes:

Center for Dewey Studies, Illinois, USA

Center for Hellenic Studies, Washington, D.C. USA

Centre d'Études Cartésiennes, Paris, France

Centre d'Histoire de la Philosophie Moderne de la Sorbonne, Paris, France

Centre International Blaise Pascal, Clermont-Ferrand, France

Herzog-August-Bibliothek, Wolfenbüttel, Germany

Institute for Advanced Study, CEU, Budapest-Wien

Kierkegaard Research Centre, Copenhagen, Denmark

National Humanities Center, N.C. USA

Institute of Philosophy, Slovakian Academy of Sciences (Bratislava, Slovakia)

Editorial Positions and Editorial Board Memberships in Foreign Journals or Book Series:

Acta Universitatis Lodziensis. Folia Philosophica. Ethica-Aesthetica-Practica

Contemporary Issues in Aesthetics. An Annual Journal of the International Association for Aesthetics (BRILL)

Evental Aesthetics. An Independent Journal of Philosophy

Journal of Early Modern Studies

Historical and Philosophical Aesthetics. An International Association for Aesthetics Book Series

(BRILL)

Humanities, Arts & Society Magazine

Pragmatism Today

Popular Inquiry: The Journal of the Aesthetics of Kitsch, Camp and Mass Culture

Terra Aestheticae. Journal of the Russian Society for Aesthetics

Transcultural Aesthetics. An International Association for Aesthetics Book Series (BRILL)

Erasmus Partner Institutions of the FH Departments Affiliated with the DSP:

http://www2.u-szeged.hu/erasmus/bilat/2023_2024/karok/bilat23_24_btk.html

Appendix 3: Students' Professional Activities

The doctoral students of the DSP are active members of the international academic community and have the opportunity to establish international contacts in person. In the past five years, they have participated as presenters at the following conferences:

- *11th International Theologian Conference of Young Researchers and Doctoral Students* (Reformed Theological University of Debrecen, Debrecen) (online) (2021)
- *Young Philosophy Conference*, Slovak Academy of Sciences, Bratislava, Slovak Republic (regular participation between 2022–2025, several students)
- *The Promise of Pragmatist Aesthetics*, Budapest, MOME (2022)
- *19th International Conference, Days of Applied Psychology*, University of Niš, Niš, Serbia (2023)
- *20th Annual Conference of the European Association for the Study of Religions*, Vilnius University, Vilnius, Lithuania (2023)
- *Science, Faith and Superstition*, University of Belgrade, Department of Philosophy, Belgrade, Serbia (2024)
- *Beyond and After Humanism – The Transition from the Fourth to the Fifth Industrial Revolution*, West University of Timișoara, Timișoara, Romania (2024)
- *Hungary-Israel Research Forum – Inaugural Conference*, jointly organized by ORZSE and the Doctoral School of Philosophy, Budapest (2025).

Doctoral students organized and carried out the following conferences (with participation as presenters):

- *4th Interdisciplinary Student Conference in Religious Studies* (FH, Szeged) (2022)
- *Ütközéspontok IX, Doctoral Student Conference* (FH, Szeged) (2022)
- *Semiotic Approaches to Intermediality* (Lorand Eötvös University, József Eötvös Collegium, Budapest) (2023)
- *Ütközéspontok X, Doctoral Student Conference* (Lorand Eötvös University, Faculty of Arts, Budapest) (2023)
- *Hungary-Israel Research Forum – Inaugural Conference*, jointly organized by ORZSE and the Doctoral School of Philosophy, ORZSE, Budapest (2025).

Student Mobility and International Research Scholarships:

- *Practical Knowledge in Philosophy: Affectivity, Skills and Knowing How*, Erasmus+, Babeș-Bolyai University, Romania
- Erasmus+ Short Doctoral Research Mobility, University of Pardubice, Pardubice, Czech Republic
- *Zero Waste for a Better Future*, Erasmus+, Schwerin, Germany
- *Youth Climate Camp*, Erasmus+, Aristotle University, Thessaloniki, Greece
- *Best Practice for Sustainable Ecosystem*, Erasmus+, Université Paris-Saclay, Paris, France

Individually awarded, six-month research fellowship:

- CREATE TX (*Catholic Social Teaching Rome Exchange Advanced Training Experience*), Faculty of Social Sciences, Pontifical University of St. Thomas Aquinas (Angelicum), Rome

Student Representation in National Doctoral Organizations:

DSP doctoral students play an active role in national doctoral organizations. In recent years, they have held the following positions in the Philosophy Section of the National Association of Doctoral Students (FiTO):

- 2018–2020: Péter Tóth (Vice President)
- 2021–2023: Márk Nemes (President)

Appendix 4: Science Popularisation

The members of the DSP engage in extensive science popularization and dissemination activities, keeping pace with the new communication channels of the digital world. A few examples:

- Prof. Dr. Zoltán Gyenge
<https://www.youtube.com/watch?v=QwMhTVmhU>
<https://www.youtube.com/watch?v=ZiTPCukdMGg>
<https://www.youtube.com/watch?v=jNkxkGkRzfc>
- Prof. Dr. Tamás Pavlovits
<https://www.youtube.com/c/TamásPavlovits>
<https://www.youtube.com/watch?v=7jyAduMbncU>
https://www.youtube.com/watch?v=uqLY1_JuJTQ
- Prof. Dr. András Máté-Tóth
<https://www.youtube.com/watch?v=gEnG0mneyX8>
<https://www.youtube.com/watch?v=c6i-hyjma8M>
https://www.youtube.com/watch?v=EnwI_ldOosw
- Prof. Dr. András Máté-Tóth, Dr. habil. Réka Szilárdi
<https://www.youtube.com/@sztelozofiamuhelykortarsfi4674>
- Prof. Dr. Klára Sándor
<https://open.spotify.com/show/5nIfiTsfPtdL7rZ63jeLln?si=525a5d675beb4e8f&nd=1&dlsi=42f7334cac664693>
<https://www.youtube.com/watch?v=gwHy-q7cWr0>
<https://www.youtube.com/watch?v=qh2iTRTcAcs>
- Dr. habil. Zsuzsanna Máté
<https://www.youtube.com/watch?v=1tGiS5d4ipo>
- Dr. habil. Emese Mogyoródi
<https://www.youtube.com/watch?v=KfSRZeFNzjI>
- Dr. habil. András Czeglédi
https://www.youtube.com/watch?v=aaD8hDIN_SA
<https://tilos.hu/author/czegledi-andras>
- Dr. Virág Pusztai
<https://www.youtube.com/watch?v=H9DKQoP0kVo>
- Dr. habil. Zoltán Somhegyi, Dr. habil. András Czeglédi
<https://www.youtube.com/watch?v=2p8p4gr5-Fc>
- Dr. Tibor Sutyák
<https://tilos.hu/author/sutyak-tibor>
- Dr. habil. Réka Szilárdi
<https://www.abtk.hu/ismerettar/glossza/adasok/glossza-51-spiritualis-elvonulas-egy-fesztivalon-alternativ-vallasi-jelensegek-a-21-szazadban>
<https://www.youtube.com/watch?v=1kjXcpyWxUM>
- SZTElozofia Workshop
<https://www.youtube.com/@sztelozofiamuhelykortarsfi4674>

Appendix 5: External Partners' Satisfaction Survey Questionnaire

We kindly ask you to contribute to the quality development of the Doctoral School of Philosophy, University of Szeged by filling out this questionnaire. Please evaluate the topics of the questions on a scale from 1 to 5: (1 – not at all; 2 – inadequately / rather not; 3 – rather adequately / rather yes; 4 – adequately / yes; 5 – fully). Mark with an X if you cannot judge the question, and mark with an N if you cannot answer (e.g. if the question is not relevant to you).

The questionnaire is used solely as part of the internal quality assurance system of the Doctoral School and will be processed anonymously.

Questions	Ratings (1-5)					X	N
1. How well does the Philosophy doctoral programme meet the needs of your institution/organization?							
2. How highly do you rate the academic activities of the Department of Philosophy at the University of Szeged?							
3. How do you assess the professional recognition of the Doctoral School of Philosophy in domestic context?							
4. How do you assess the international representation of the Doctoral School of Philosophy?							
5. How do you rate the training requirements of the Doctoral School of Philosophy?							
6. How do you rate the educational infrastructure and equipment of the Doctoral School of Philosophy?							
7. How satisfied are you with the performance of the lecturers of the Doctoral School of Philosophy in terms of teaching?							
8. How satisfied are you with the theoretical knowledge and professional performance of the students of the Doctoral School of Philosophy?							
9. How would you rate the cooperation between the supervisor and student at the Doctoral School of Philosophy?							
10. How satisfied are you with the operation and management of the Doctoral School of Philosophy?							
11. How would you rate the professional events organized by the Doctoral School of Philosophy that you have attended?							
12. How do you assess the representation of the Doctoral School of Philosophy in the digital space?							
13. How do you assess the employment prospects of students studying philosophy at the Doctoral School of Philosophy?							
14. In what areas and to what extent are the relationships with or contributions of the lecturers of the Doctoral School of Philosophy useful within your organization? (max. 400 characters)							
15. What suggestions for improvement or other comments do you have regarding the programme(s) of the Doctoral School of Philosophy and its organizational functioning as it affects you? (max. 400 characters)							