
KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła doktorska

Akademia Sztuk Pięknych w Gdańsku



Name and seat of the doctoral school

Szkoła doktorska

Evaluation period

10/1/19–12/18/24

Name and seat of the entity that is responsible for running the doctoral school

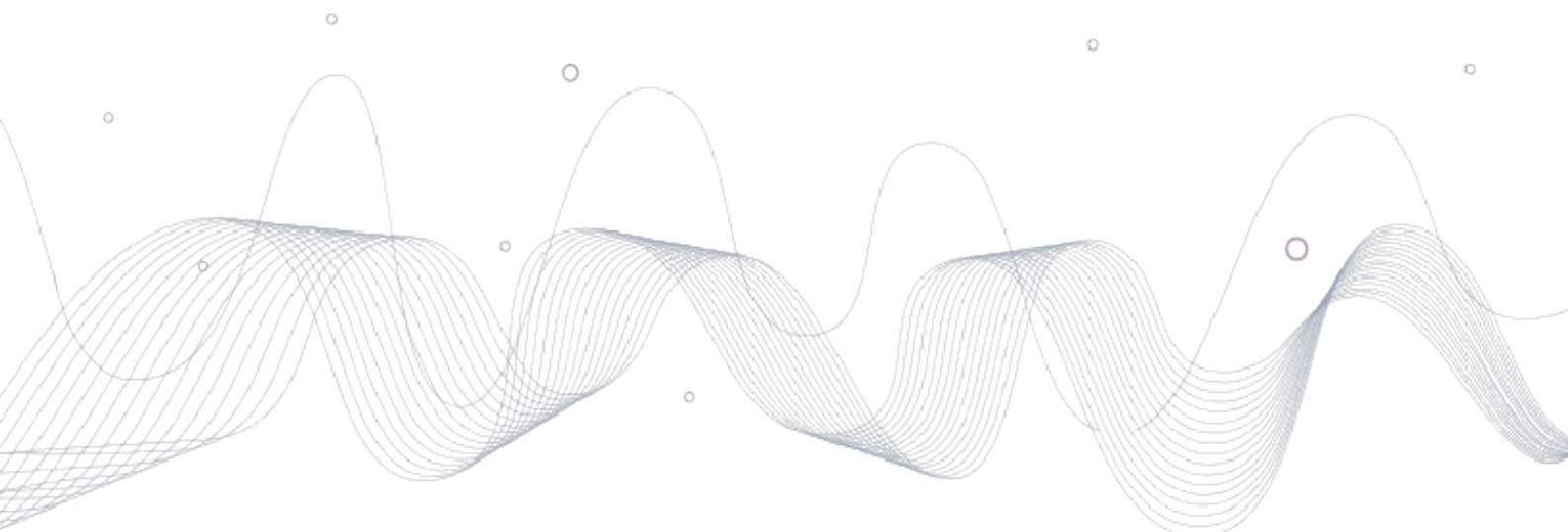
Akademia Sztuk Pięknych w Gdańsku

Entities that jointly run the doctoral school (when conducted jointly)

-

Date of report

3/13/25



Composition of the evaluation team:

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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła doktorska
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	-
Domains of study	The arts (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	fine arts and art conservation (from: 01-01-2018)
Name/scope of the education programme	2019 /2020 2020 / 2021 2021 / 2022 2022 / 2023 2023 / 2024 2024 /2025
Number of instructors	31
Number of doctoral students undergoing training at the doctoral school (as of 3/13/25)	30
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 3/13/25)	24
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 3/13/25)	6

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The evaluation visit to the Doctoral School at the Academy of Fine Arts in Gdańsk, conducted by the Assessment Team of the Polish Accreditation Committee (KEN), proceeded according to the established schedule, under conditions conducive to a thorough evaluation and substantive exchange of information. The entire evaluation process was characterized by a high level of organization and professionalism on the part of all participants involved.

Communication and cooperation between the members of the Assessment Team and the representatives of the Doctoral School and the hosting Institution were open and constructive. The atmosphere facilitated free exchange of opinions, which significantly enhanced the effectiveness of the evaluation process. The substantive nature of discussions and full engagement of all parties enabled a comprehensive and detailed review of key aspects of the School's functioning.

The documents and information provided were complete, transparent, and accessible at every stage of the visit, enabling an in-depth analysis of the educational and organizational processes implemented. Particular attention was paid to the alignment of the educational program with the requirements of level 8 of the Polish Qualifications Framework, as well as the implementation of individual research plans and the effectiveness of the mid-term assessment process.

Issues related to the qualifications of the teaching staff and the quality of academic supervision were also positively evaluated. The high level of competence of the School's staff, their involvement in the educational process, and effective support for doctoral candidates constituted an important element confirming the proper level of educational objectives achievement.

During the visit, the significant internationalization of the Doctoral School and its effectiveness in educating doctoral candidates were emphasized. This is evidenced by both the research projects undertaken and the academic and artistic achievements of the doctoral students. Ensuring a high quality recruitment process and careful monitoring of doctoral candidates' progress were identified as integral elements of the quality assurance system, which were confirmed to be functioning properly and effectively.

All administrative and organizational activities supporting the Doctoral School's operation were conducted systematically, transparently, and in compliance with applicable regulations and standards. Administrative staff demonstrated competence and strong commitment, which also contributed to the smooth course of the evaluation visit.

In summary, the evaluation visit to the Doctoral School at the Academy of Fine Arts in Gdańsk confirmed the very high standard of education delivered and the excellent organization of the unit's work. Both substantive and organizational aspects function effectively and meet the requirements of a modern doctoral school. The visit did not reveal any reservations, which indicates the School's full readiness to carry out its tasks in accordance with best national and international practices and standards.

III. COLLABORATION BETWEEN THE ENTITY AND THE DOCTORAL STUDENT SELF-GOVERNMENT

The University provides conditions for the Doctoral Students' Council (DSC) that fully meet its expectations and needs. The DSC's role in the university structure extends well beyond representation—doctoral candidates actively participate in many decision-making processes and are regularly invited to help draft and review initiatives important to the academic community. Through concrete organizational and legislative actions, the university creates real opportunities for doctoral students to influence institutional functioning and strategic as well as operational decisions.

An example of the authorities' constructive cooperation with the DSC is the inclusion of the Council's demands in revising the Doctoral Students' Council Regulations. Proposals submitted by doctoral representatives—regarding, among other things, extending the study period or suspending doctoral duties—were reviewed and largely implemented. The university demonstrated openness to reforms aimed at accommodating the diverse life, professional, and health situations of doctoral candidates.

To further support doctoral student activities, the university initiated an audit to increase the availability of spaces dedicated to doctoral artistic activity and to provide storage for materials needed for research and creative projects. This audit addresses repeated requests—especially from artistic disciplines—for appropriate infrastructure. Following consultations, steps have been taken to identify rooms that could be adapted for this purpose.

The university also submitted extensive documentation confirming the exercise of the DSC's statutory competencies, including:

Regulations alignment: The DSC was actively involved in drafting and reviewing the Doctoral School regulations, ensuring doctoral perspectives were considered regarding program organization, the responsibilities of supervisors and candidates, and progress assessment.

Mid-term evaluation review: The DSC had the opportunity to provide input on proposed mid-term evaluation criteria, helping to improve the transparency of assessment standards and communication between doctoral candidates and reviewing committees.

Program review: Doctoral representatives were engaged in reviewing the curriculum, identifying gaps, and better aligning the content with research and professional needs.

Leadership appointments: The DSC participated in selecting the School Director and Vice-Rector for Research—positions responsible, among other things, for doctoral affairs—promoting dialogue and trust between university authorities and the doctoral community.

Doctoral representatives also sit on university collegiate bodies—not only those mandated by law (such as the School Council or Senate), but also various working committees, strategy and quality assurance teams, and other forums where key institutional matters are discussed. Their voice is treated as equal and contributes significantly to institutional decision-making.

The university allocates financial resources for doctoral student activities. However, the allocation method isn't directly determined by the DSC. Instead, funds are divided into two main pools:

Cultural Fund, managed by the Doctoral School Director—supporting artistic, integration, outreach, and soft-skills initiatives.

Council Fund, overseen by the Vice-Rector for Research—dedicated to organizational activities of

the DSC, such as scientific events, conferences, training, and day-to-day representation. Both individual doctoral candidates and the DSC can request funding from these pools, but granting decisions are made by administrative units. From the doctoral students' perspective, the funds available are sufficient for fulfilling the council's statutory goals. Nevertheless, to increase transparency and empowerment, it is recommended to allow the DSC to directly decide on the allocation of part of these funds, while maintaining controls and financial accountability.

Recommendations for further improving the doctoral support system:

Establish a formal budget-allocation procedure that entrusts the DSC with the university-provided funds for doctoral matters. This would increase doctoral autonomy and foster civic and organizational skills.

Introduce regular budget consultations with doctoral representatives to plan expenditures and identify priority needs.

Continue developing facilities that support doctoral research, artistic, and social activity, including adapting campus space for project, storage, and integration purposes.

Expand doctoral participation in university decision-making bodies, which promotes leadership skills and a better understanding of academic governance.

IV. INFORMATION ON THE DOCTORAL SCHOOL TO WHICH THE STATUTORY CRITERIA APPLY

- **The adequacy of the education programmes and individual research plans with respect to the learning outcomes for qualifications at level 8 of the PQF and their implementation:**

The educational program implemented at the Doctoral School of the Academy of Fine Arts in Gdańsk has been designed and executed in full compliance with the requirements of Level 8 of the Polish Qualifications Framework (PQF). In line with the characteristics of this level, the program focuses on developing creative autonomy, the ability to conduct original, often interdisciplinary, artistic research, and building competencies related to initiating, implementing, and disseminating innovative solutions in the field of art. It pertains to the academic discipline of "fine arts and art conservation," encompassing creative, design, analytical, and teaching activities that aim to support the doctoral candidate's development as an independent artist-researcher.

The total of 690 instructional hours, evenly distributed over three years of study (six semesters), is thoughtfully divided into five complementary modules: core, disciplinary, specialized, elective, and professional practice. Despite a relatively low number of contact hours compared to traditional education formats, the program achieves full effectiveness through its integration with the intensively implemented Individual Research Plans (IRPs), which are a key element in personalizing and enhancing the effectiveness of doctoral education.

Each module has clearly defined learning outcomes—formulated in accordance with PQF requirements—and corresponding verification methods, aligned with Criterion 2 of the education quality assessment. This approach ensures transparency, measurability, and coherence of the didactic process, as well as real adaptability of educational content to the evolving scientific and artistic needs of doctoral school participants.

Core Module (103 hours) includes topics in the philosophy of art, professional ethics, copyright law, communication, and self-presentation. It emphasizes axiological and legal awareness for functioning as an artist-researcher, along with skills essential for engaging with audiences, curators, cultural institutions, and academic communities.

Disciplinary Module (128 hours) covers advanced topics in art history, contemporary artistic practices, and methodologies of artistic and aesthetic research. Its aim is to cultivate a critical approach to theory and creative practice and to develop practice-based research skills.

Specialized Module (139 hours) is closely tied to the implementation of the IRP and provides essential substantive support for individual artistic-research projects. It includes creative workshops, expert consultations, and seminars conducted by supervisors or invited specialists.

Elective Module allows for the selection of courses tailored to the specific research interests of the doctoral candidate.

Professional Practice Module focuses on gaining teaching, organizational, or curatorial experience. Doctoral candidates may teach undergraduate or graduate students, organize artistic events, and collaborate with cultural institutions.

IRPs are an integral part of every doctoral candidate's development path. They are documents that set the direction and pace of their academic and artistic progress. IRPs are thoroughly analyzed during the admission process, and their substantive content plays a decisive role in a candidate's acceptance into the Doctoral School. During the course of study, the IRPs are subject to systematic reviews and evaluations, including mid-term assessments conducted by a committee appointed by the Doctoral School Council. The implementation of IRPs is monitored by both the supervisor and the school authorities, ensuring alignment between program objectives and the individual development of the candidate.

This model of education provides both high flexibility and quality control, meeting core PQF requirements regarding autonomy, originality, and responsibility in conducting creative research.

According to the program's principles, doctoral candidates are prepared not only for creative and research activities but also for educational and leadership roles within academic and cultural institutions. To this end, a 60-hour pedagogical course is delivered in cooperation with the Institute of Pedagogy at the University of Gdańsk and the Center for Didactic Excellence at the Academy. The course is tailored to the specifics of art education and includes topics such as teaching methodology, adult learning psychology, planning artistic classes, assessment methods, and communication with students.

Participants develop skills in lesson planning, moderating creative discussions, evaluating artistic outcomes, and supporting student development. This prepares them to assume teaching roles in art universities both in Poland and internationally. This is a clear indicator of the program's compliance with PQF Level 8 requirements in terms of social competencies and knowledge transfer abilities.

The program naturally supports the development of transversal competencies such as:

Creativity and innovation,

Critical thinking,

Teamwork,

Project management in the arts,

Risk analysis in creative processes,

International communication.

These competencies are primarily shaped through hands-on doctoral activities such as organizing art events, participating in exhibitions and research projects, and publishing academic work. A key example is the recurring "Signaturum" exhibition, organized and curated by doctoral students, showcasing original works and contributions from partner institutions abroad. A significant part of this project involves the creation of exhibition catalogues containing original research texts written by the doctoral candidates, representing the integration of artistic practice and theoretical reflection.

Other international activities include participation in the prestigious ISH Preview exhibition in Switzerland (2024) and a curated exhibition project at international art and design fairs in Las Vegas (2024). These experiences help doctoral candidates build competencies in creative promotion, knowledge transfer, and international collaboration.

The Doctoral School at the Academy of Fine Arts in Gdańsk conducts regular evaluations of educational quality. This process incorporates feedback from doctoral candidates, supervisors, lecturers, and external experts. Recommendations derived from this feedback are implemented as programmatic and organizational improvements. This ensures the program remains responsive to the evolving realities of academia, art, and the labor market.

Evaluation covers: module structure, teaching methods, IRP effectiveness, elective course outcomes, and international/exhibition activity assessments. The internal quality assurance system also includes an analysis of doctoral progress, the quality of supervisory support, and the effectiveness of institutional backing.

The program's structure, implementation methods, monitoring and evaluation mechanisms, and the resulting academic and artistic outcomes confirm its alignment with the requirements of Level 8 of the Polish Qualifications Framework. The program enables participants to achieve advanced, specialized knowledge, develop skills for creative and independent problem-solving, and prepares them to conduct independent artistic research, teach, and

curate at the highest academic level—both in Poland and in international contexts.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
The system for verifying learning outcomes at the Doctoral School of the Academy of Fine Arts in Gdańsk has been designed in full accordance with the requirements of Level 8 of the Polish Qualifications Framework (PQF). It constitutes a thoughtful, coherent, and transparent assessment structure, integrated with the overall educational process, whose primary aim is the development of doctoral students' creative and research independence, in-depth specialist knowledge, and high social and professional competencies. The solutions adopted by the Doctoral School of the Academy of Fine Arts in Gdańsk meet all formal standards. The learning outcomes required at PQF Level 8 encompass three complementary areas: in-depth, original knowledge enabling the creation of new concepts and approaches; advanced skills in conducting independent research; and high-level social competencies, allowing for responsible and effective functioning in academic and artistic environments. All of these components are clearly defined in the School's curriculum and are directly reflected in the verification system.

Knowledge Component – Advanced Theory and Critical Thinking

At the level of theoretical knowledge, the program includes a range of modules focusing on the analysis and interpretation of complex artistic and cultural phenomena from historical, contemporary, and forward-looking perspectives. Modules such as *"Theory of the Discipline"*, *"History and Trends"*, *"Contemporary Culture Issues"*, and *"Philosophy of Art"* provide the intellectual framework for future research and creative work. They aim not only to deliver knowledge but primarily to develop the ability to critically analyze and creatively apply it in artistic practice.

Verification of learning outcomes in these modules is conducted through various forms such as analytical essays, research presentations, case studies, oral and written exams, publication reviews, and problem-based papers. This variety of tools allows assessment not only of the level of acquired knowledge but, above all, of the ability to apply it in research and artistic contexts, in line with Level 8 PQF standards.

Skills – From Research to Creative Practice

To foster advanced research and project skills, the School offers a set of modules focused on the independent planning and implementation of artistic research. Modules such as *"Methodology of Artistic Research"*, *"Dissertation Concept"*, *"Presentation of Research Results"*, and the implementation of Individual Research Plans (IRPs) create a coherent system of substantive and organizational support for the doctoral student's work.

Learning outcomes in this area are verified through portfolio presentations, individual and group exhibitions, public project presentations, semester reviews, and IRP evaluations. Additionally, modern assessment forms are used, such as mock grant or scholarship interviews, project pitches, and portfolio analyses in conditions reflecting the real artistic and professional environment. This approach allows for the assessment of practical skills while also preparing doctoral students for professional activity in the art market, cultural institutions, and research environments.

Social Competencies – Responsibility, Collaboration, and Teaching

An important and often underestimated aspect of doctoral education is the development of social competencies – including responsibility for one's own work, the ability to collaborate, lead project teams, and pass on knowledge. The Doctoral School of the Academy of Fine Arts in Gdańsk pays considerable attention to this area, offering extensive modules related to teaching, public speaking, and professional practice.

A pedagogical course, conducted in cooperation with the University of Gdańsk and the

Academy's Centre for Teaching Excellence, is an integral part of the curriculum. It supports the development of teaching competencies and the ability to conduct classes, considering the specific nature of art education. Assessment includes teaching simulations, preparation of lesson plans and didactic materials, and evaluation of the doctoral student's educational approach.

Project-based and team activities—such as organizing exhibitions, collaborative research ventures, or staging artistic events—are especially valuable. They enhance teamwork, accountability, and creative process management skills. These elements align with current labor market demands and are consistent with PQF guidelines on social competencies.

Individual Research Plans – The Center of Doctoral Development

A key component of the evaluation structure at the Doctoral School is the Individual Research Plan, which forms the foundation of the doctoral student's personalized development path. IRPs are analyzed at the recruitment stage and are then regularly monitored by the Doctoral School Council. Annual and mid-term assessments provide important reference points for the educational process. Importantly, the mid-term evaluation involves an external reviewer, ensuring objectivity, transparency, and alignment with academic practices.

IRPs allow for a flexible and personalized approach to education—doctoral students have real influence over their research topics, working methods, and forms of presenting results. This translates into high motivation and authenticity of research. Verification of IRP outcomes—such as through scientific publications, artistic exhibitions, conference participation, and international projects—provides the most tangible and multidimensional assessment of the doctoral student's competence level.

Evaluation System – Quality, Dialogue, and Development

The high quality of the learning outcomes verification system is further confirmed by the internal evaluation system adopted by the Doctoral School. Doctoral students' feedback is collected systematically during evaluation meetings and then analyzed by the Quality Assurance Team. This approach allows for ongoing improvement of the program, adaptation to changing social, artistic, and technological conditions, and swift responses to participants' needs.

Recommendations and Best Practices

The verification system implemented at the Doctoral School of the Academy of Fine Arts in Gdańsk is characterized by:

- flexibility and individualization of the verification process via IRPs;
- integration of theory and practice in assessing learning outcomes;
- transparency and objectivity in evaluation, supported by the involvement of external experts;
- a wide spectrum of verification methods – from traditional written forms and presentations to performative activities;
- strong anchoring of the educational process in the real professional and artistic environment.

It is recommended to further strengthen the international dimension of the evaluation process (e.g., by increasing the involvement of foreign reviewers), continue systematic internal evaluations, and maintain the high degree of flexibility in the program, which is one of its greatest assets in light of contemporary educational challenges.

Nevertheless, during the site visit, it was noted that the formal quality assurance system has not yet been fully implemented. Despite the appointment of the Quality Assurance Team (Rector's Ordinance No. 104/2024), its activities remain in the organizational phase. It is recommended to finalize the formalization of the internal evaluation system and systematically link documented learning outcomes assessments with quality improvement

actions.

The system for verifying learning outcomes at the Doctoral School of the Academy of Fine Arts in Gdańsk fully meets the requirements of Level 8 of the Polish Qualifications Framework. It is characterized by its multi-level structure, comprehensiveness, and responsiveness to the needs of doctoral students. Its strong grounding in artistic, research, and teaching practice, and its emphasis on participant autonomy and creativity, make it an effective educational tool in the fields of art and science.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**

The teaching staff of the Doctoral School at the Academy of Fine Arts in Gdańsk undoubtedly constitutes one of the key strengths of the institution. Their qualifications, experience, and commitment fully meet the requirements specified for education at level 8 of the Polish Qualifications Framework (PQF). A thorough analysis reveals that both the academic level and the competence structure of the faculty have been selected with the utmost care, in full alignment with the mission and objectives of doctoral education.

Foremost among these is the high level of formal qualifications held by the academic teachers. Every member of the School's teaching staff holds at least a postdoctoral degree (doktor habilitowany) or the title of professor, ensuring doctoral students have direct access to experts with the highest academic and artistic qualifications. This level of education not only confirms formal compliance with PQF requirements but also guarantees a high standard of content delivery. It is equally important to highlight that the faculty are not limited to teaching duties—they are also active artists and researchers, significantly enhancing the quality and currency of the knowledge imparted.

The faculty is distinguished by its academic, artistic, and project achievements. Examples include figures such as Prof. Dr. Hab. Tomasz Szkudlarek, whose work in critical pedagogy, philosophy of education, and media theory has gained significant international recognition, and Prof. Dr. Hab. Maria Mendel, the author of the respected concept of “pedagogy of place” and numerous theoretical frameworks with a strong impact on socio-educational thought. Their presence in the Doctoral School brings not only academic excellence but also a profound social and ethical perspective, enriching doctoral education with public engagement and civic responsibility.

A major strength of the faculty lies in its distinctly interdisciplinary character. The teaching team represents a range of fields including art history, architecture, urban planning, spatial design, socially engaged art, and performance. This diversity fosters an environment where projects combining various methodologies, artistic languages, and research approaches can flourish—an ideal setting for doctoral students interested in creating complex, innovative projects rooted in contemporary cultural and social challenges. Thanks to experts such as Prof. Jacek Dominiczak, who bridges theory and urban practice, and Prof. Bogna Burska, focused on socially engaged art, students can pursue projects that transcend traditional disciplinary boundaries.

Another crucial aspect confirming the faculty's compliance with level 8 PQF requirements is their extensive experience in carrying out academic and artistic projects funded by both national and international sources. Their ability to secure grants, manage research-artistic projects, and actively participate in international academic and artistic networks provides added value to doctoral education. For students, this means not only learning research methodology but also gaining practical insights into functioning within academic and artistic contexts, directly preparing them for independent creative and research work after graduation.

An important component ensuring compliance with PQF requirements is the faculty's ongoing commitment to the quality of education. The Doctoral School has implemented mechanisms for monitoring and improving teaching quality, such as regular course evaluations. If deficiencies are identified, specific corrective measures are in place, including the option to relieve a teacher from their instructional duties. This system not only ensures the high quality of classes but also fulfills the PQF's requirement for self-reflection and continuous improvement among those teaching at the highest level of education.

From this description emerges a portrait of a faculty that not only meets formal criteria but

also embodies the core values of doctoral education—intellectual independence, openness to new ideas, social responsibility, and innovation. With prominent figures of established academic and artistic standing, the Doctoral School provides doctoral students with an inspiring environment conducive to conducting advanced and impactful research.

At the same time, it is worth noting that the Doctoral School at the Academy of Fine Arts in Gdańsk does not merely maintain high standards—it continuously seeks innovation and development. This is evident in the ongoing development of mentoring practices, implementation of modern teaching tools, and organization of conferences and seminars that foster both the presentation and critical discussion of research in international settings. Such activities build an academic culture open to dialogue and collaboration, which is essential for developing doctoral students' social and communication competencies—areas strongly emphasized in the PQF.

The Academy of Fine Arts in Gdańsk fosters an environment where doctoral students can not only pursue their research and creative projects at the highest level but also acquire the competencies necessary for further engagement in the worlds of academia, culture, and the arts. The high level of qualifications, interdisciplinarity, international experience, and reflective teaching culture make the Doctoral School a commendable institution for delivering doctoral education in a proper and inspiring manner.

- **The quality of the admission process:**

The website of the Academy of Fine Arts in Gdańsk serves as a key source of information for candidates applying to the Doctoral School, as well as for current doctoral students. The content of the website—particularly in terms of the available materials, documents, and internal legal acts—can be considered both substantively adequate and functionally tailored to meet the basic informational needs of its users. The materials presented enable users to become acquainted with the formal requirements, recruitment rules, document submission procedures, the course of the qualification process, and the organizational structure of the Doctoral School.

The scope of published information is broad, allowing interested individuals to effectively plan the recruitment process and understand the operational principles of the unit. In particular, the availability of information regarding deadlines, required documents, the course of the qualification procedure, and appeal options should be assessed positively. The advance notice with which recruitment-related content is published allows candidates to prepare for the application process appropriately, both formally and substantively. Additionally, the clarity of the presented data and its logical structure contribute to the transparency of procedures. However, the analysis of website accessibility and the accompanying documentation reveals significant limitations that may affect the perception of equal access to information. The most noticeable shortcoming is the absence of an English-language version of the section dedicated to the Doctoral School. The lack of translated content, including internal legal acts and recruitment procedures, restricts the possibility of applying for individuals from abroad who do not speak Polish fluently. In the context of the internationalization of higher education—especially with regard to potential candidates from other countries—this represents a clear area for development. The recommendation to provide content in English stems not only from the need to increase accessibility but also from the desire to build the image of the Doctoral School as a unit open to international cooperation and attractive to doctoral students from outside Poland.

Another visible information barrier is the lack of website adaptation for people with disabilities. Currently, no technical solutions have been identified, such as options to enlarge font size, change contrast, provide alternative text for graphical materials, or offer text versions of audiovisual content. The absence of such features may effectively exclude individuals with visual impairments or difficulties processing digital content from fully participating in the recruitment and informational process. Adapting the website to WCAG (Web Content Accessibility Guidelines) standards is not only expected but essential. Implementing these changes would align with the university-wide policy of equal opportunity and accessibility, consistent with the assumptions of the “Constitution for Science” and the goals of inclusive higher education strategies.

Analyzing the recruitment process itself, it should be noted that it is clearly defined, two-stage, and considers both formal and substantive elements. Candidates are required to submit application documents, including a portfolio and a list of artistic, academic, or design achievements. This is followed by a qualification interview intended to assess intellectual, creative, and research aptitudes. This process enables an evaluation of the candidate's experience, motivation, and competence to carry out scholarly and artistic work at the doctoral level. The assessment is conducted by a committee composed of competent academic staff, and the process is characterized by objectivity and transparency, confirming the appropriateness of the recruitment tools and principles applied.

However, it must be pointed out that the entire recruitment process is conducted exclusively in

Polish, which significantly limits the participation of international candidates. While it may be unreasonable to expect an art academy to completely switch the language of instruction, allowing for the recruitment process to be conducted in English—in exceptional cases and under specific conditions—would significantly expand the recruitment offer and open the Doctoral School to an international audience. In the longer term, this could contribute to enriching the academic environment, fostering international cooperation, and enhancing the institution's prestige.

It is worth noting that the recruitment process has been designed to take into account the needs of candidates with disabilities. The recruitment documents provide the possibility to request accommodations for the procedure, demonstrating a commitment to social responsibility and respect for the principles of equal opportunity. Additionally, candidates have the right to request reconsideration of their case, which reinforces the perception of transparency and fairness throughout the procedure. It is worth emphasizing that despite a lack of recent enhancements to recruitment procedures, the university has not recorded significant complaints or irregularities, indicating that the current process is effective and satisfactory.

Moreover, the effectiveness and course of qualification proceedings are monitored and analyzed by the Doctoral School Council. This practice, carried out through meetings of recruitment committee members, allows for the identification of potential barriers and the implementation of improvements in future iterations. Although no formal enhancement measures have yet been undertaken, it should be acknowledged that the evaluation system is functioning, and the lack of intervention reflects the actual effectiveness of the procedures rather than a failure to identify problems.

In conclusion, the Academy of Fine Arts in Gdańsk provides broad access to recruitment information that is clear, reliable, and up to date. The recruitment process carried out by the Doctoral School is open, transparent, and consistent with applicable regulations and academic best practices. The university meets most of the key standards of recruitment quality, including the principles of fairness and transparency. However, certain developmental measures are recommended to further enhance the quality and inclusivity of this process. Primarily, steps should be taken to adapt the website to the needs of people with disabilities, in line with the principles of digital accessibility and relevant national and EU regulations. It is also recommended to provide English-language versions of content, which would increase the availability of the Academy's educational offer to international candidates. A third recommended measure is to allow the recruitment process to be conducted in English in justified cases, as part of a broader strategy of internationalization and institutional openness. Implementing these recommendations will allow the Doctoral School at the Academy of Fine Arts in Gdańsk not only to maintain high educational standards but also to fully realize the principles of inclusivity, accessibility, and academic openness.

Recommendations:

It is recommended to adapt the Doctoral School's website to the needs of people with disabilities, in accordance with WCAG standards, to ensure equal access to information. It is recommended to make available the content related to the Doctoral School—including legal acts, recruitment principles, and key documents—in English to increase accessibility for international applicants.

It is recommended to allow the recruitment process to be conducted in English, at least in justified cases, as part of the university's internationalization and openness strategy.

- **The quality of scientific or artistic guidance, and support in research:**

The Doctoral School of the Academy of Fine Arts in Gdańsk provides doctoral students with comprehensive and high-quality scientific and artistic supervision, forming the foundation for effective research, creative development, and achieving advanced learning outcomes consistent with level 8 of the Polish Qualifications Framework. At the core of this process lies a strong focus on the individual development of each doctoral student, as well as support for their academic and artistic autonomy in a manner that reflects the specific nature of research and creative activity conducted at an art university.

A key organizational and substantive aspect is the careful selection of supervisors, whose academic, artistic, teaching, and organizational competencies are aligned with the profile of the doctoral projects being undertaken. Supervisors serve not only as academic advisors but also as mentors whose role is to accompany doctoral students in their academic and creative maturation, support them in planning their research work, and assist in presenting their results in academic and artistic forums. The selection of supervisors is conducted in accordance with the rules set out in the Doctoral School Regulations and meets legal requirements. At the same time, doctoral students are granted significant freedom in proposing dissertation topics and choosing potential supervisors, which promotes a good match of personalities, interests, and competencies between both parties in the academic relationship.

The supervision process is continuous and based on regular communication. Meetings with supervisors are held systematically and include both academic guidance and personal support. Supervisors oversee the implementation of individual research and education plans, monitor progress, and provide advice in problematic situations. An important element of support is the development of transversal skills among doctoral students, such as communication, organizational, presentation, and teamwork abilities, which add value to their specialist education. Supervisors also encourage active participation in conferences, exhibitions, artist residencies, and publications, offering help in preparing abstracts, presentations, papers, and grant applications.

The quality of supervisory support is subject to ongoing evaluation. The Doctoral School implements a system of anonymous evaluation surveys completed by doctoral students, allowing for the identification of any difficulties, weaknesses, or risks in supervisory relationships. The collected feedback is analyzed, and when necessary, corrective measures are taken, including the possibility of mediation or a change of supervisor. The option to change a supervisor, co-supervisor, or expand the supervisory team is defined in the school's regulations and applied in academically or organizationally justified cases. These solutions contribute to enhancing doctoral students' comfort and sense of security and demonstrate the institution's commitment to maintaining the quality of academic relationships.

The Doctoral School of the Academy of Fine Arts in Gdańsk also provides organizational, psychological, and infrastructural support tailored to the diverse needs of doctoral students. The university respects and effectively implements legal measures supporting doctoral students who are parents, including options for individualized study organization. A Rector's Representative for Persons with Disabilities supports doctoral students with disabilities in solving organizational and functional challenges. Additionally, doctoral students may seek assistance from the Student Rights Ombudsperson, whose responsibilities also cover issues related to doctoral school participants. The university also offers access to psychological support, which is an important element in preventing burnout and stress-related overload associated with intensive research and artistic work.

One of the strengths of the educational process is the provision of access to specialist

infrastructure essential for conducting research, realizing artistic projects, and preparing and storing works. Doctoral students use studios and laboratories equipped with professional tools; however, during the evaluation, the need for increased access to certain specialized spaces and the expansion of storage infrastructure for doctoral works was noted. It is therefore recommended to implement actions aimed at improving access to facilities and technical resources, including introducing motivational mechanisms for staff managing infrastructure to adopt a more flexible and collaborative approach when interacting with doctoral students. These improvements would enable fuller utilization of the university's potential for implementing innovative and advanced artistic projects.

The educational and research process in the doctoral school is further enriched by cooperation with external experts—both domestic and international—invited to deliver lectures, provide consultations, and participate in examination and review committees. Often, the initiative to invite experts comes from the doctoral students themselves, allowing for alignment of topics and forms of support with their individual needs and interests. Such activities align with the university's internationalization strategy and the development of interinstitutional and interdisciplinary cooperation networks.

To improve the quality of supervisory cooperation and enhance the culture of quality, supervisors periodically conduct self-assessments of their work with doctoral students. This is done, among other means, by completing evaluation questionnaires, which serve both as a tool for internal reflection and as input for organizational analysis at the Doctoral School's management level. The opinions of supervisors and doctoral students are compared and analyzed to identify good practices and areas needing support.

The conflict-resolution system and approach to interpersonal challenges are transparent and based on mutual respect. In case of conflict or reported problems, the Director of the Doctoral School may propose mediation and support the doctoral student in changing their supervisor. The clarity of procedures and readiness to intervene reflect a high level of organizational quality and a strong commitment to the well-being of the participants in the educational process.

In light of the gathered data and feedback from doctoral students, the organization and quality of supervision at the Doctoral School of the Academy of Fine Arts in Gdańsk should be assessed as high. Particularly noteworthy are the individual approach to doctoral students, the high level of engagement from supervisors, openness to innovative solutions, and the university's willingness to implement supportive measures. The existing mechanisms for evaluation, monitoring, and support of the educational process are appropriate, transparent, and effective.

Recommendations:

Introduce motivational mechanisms to support studio and facility managers working with doctoral students, which could contribute to more effective use of specialist infrastructure and increase its accessibility.

Expand spatial and technical infrastructure, particularly by improving access to specialized rooms and creating secure spaces for storing and displaying doctoral works, including large-scale or ephemeral projects.

Continue and develop actions aimed at systematic evaluation of the quality of supervision and further promote a culture of openness and dialogue in doctoral student-supervisor relationships.

Intensify internationalization efforts by increasing the involvement of international experts in educational, research, and mentoring processes.

- **The reliability of the midterm evaluation:**

The mid-term evaluation conducted at the Doctoral School of the Academy of Fine Arts in Gdańsk is a key component of the quality assurance system for doctoral education. It takes place after the completion of the fourth semester of doctoral studies and serves not only as a control mechanism but also as a tool to support the scientific and artistic development of doctoral candidates. Its main objective is to verify the level of implementation of the Individual Research Plan (IRP), in accordance with applicable legal regulations and the high academic and ethical standards adopted by the University.

This process is described in detail in the Doctoral School's regulations and in a separate document – the Regulations for Conducting the Mid-Term Evaluation. The transparency and accessibility of these documents for both doctoral candidates and supervisors represent a strong point of the evaluation system, reflecting the University's responsible approach to the quality of the educational process.

The evaluation begins with the doctoral candidate's obligation to prepare a detailed report on the progress made under the IRP. In parallel, a public presentation of the results of their research and artistic work is held, which is of particular importance in the creative environment of the Academy of Fine Arts in Gdańsk. The public nature of the presentation supports the development of communication skills, openness to critique, and the ability to argue and defend one's theses—skills that are crucial for further academic development and future academic or artistic engagement.

The evaluation committee is appointed by the Council of the Doctoral School and consists of at least three members, one of whom must be an external expert unaffiliated with the University. This mechanism significantly strengthens the objectivity and transparency of the evaluation process. The inclusion of external members with academic and artistic experience positively affects the quality of opinions and recommendations and enables the research assumptions to be assessed in a broader academic and creative context.

The scope of the mid-term evaluation includes not only the level of IRP implementation but also a range of additional aspects such as the development of transversal skills (e.g., critical thinking, creativity, autonomy, project management), scientific and artistic activity (participation in conferences, exhibitions, publications), as well as the originality of the research topic and the quality of methodological preparation. The criteria applied—originality of the project, adequacy of research methods, formulation of research questions, scope of contextual analysis, quality of documentation, and strategies for disseminating results—are characteristic of the highly individualized approach that the Academy takes to the creative-research process.

Upon completion of the evaluation, each doctoral candidate receives a written report containing not only the assessment itself but also concrete recommendations for further development of their project. This approach supports the continuous improvement of the candidate's research and creative work and strengthens the relationship between the doctoral candidate and their supervisor. These recommendations may lead to updates to the IRP, changes in the project scope, or in justified cases, a change of supervisor. The University anticipates such situations and has established procedures for them, reflecting a high level of organization and flexibility in the doctoral support system.

An important aspect is the continuous monitoring and improvement of the mid-term evaluation procedures. Both evaluation committee members and supervisors participate in training sessions on assessment methods and quality standards. Meanwhile, doctoral candidates, through regularly conducted anonymous surveys, can express their opinions on

the organization of the process, the quality of support, and the objectivity of the assessment. The results of these surveys are analyzed by the Council of the Doctoral School and serve as a basis for potential procedural adjustments. This feedback system should be recognized as a model aligned with best academic practices.

Despite its many strengths, the current model of the mid-term evaluation also includes elements that require revision. According to current legislation, the mid-term evaluation should primarily assess the degree of IRP implementation. However, under the current regulations at the Academy of Fine Arts in Gdańsk, a significant part of the evaluation process focuses on substantive assessment—such as the originality of the research concept, the quality of methodology, or the scope of publications. While these are important aspects of the doctoral candidate's development, they should fall under separate, supporting mechanisms rather than form the core of the mid-term evaluation.

Therefore, in order to ensure compliance with the law and maintain clarity in the functions of different evaluation components, it is recommended to separate the formal evaluation (i.e., verification of IRP implementation) from the substantive assessment. The latter could function in parallel, for example as expert mentoring or project evaluation, but should not affect the outcome of the mid-term evaluation. Adjusting the evaluation regulations to comply with the legal framework does not imply a reduction in the support provided to doctoral candidates—on the contrary, it could enhance transparency and lead to even greater trust and effectiveness in the process.

It is worth noting that the University prioritizes the substantive development of doctoral candidates, which is why the current form of the mid-term evaluation was designed to provide real academic and creative support. This approach—although it extends beyond the legal framework—should be appreciated as a sign of the University's commitment to the quality of education and the individual development of doctoral candidates in an artistic academic environment. Nevertheless, in the future, these functions should be separated and regulated individually.

In summary, the mid-term evaluation system at the Doctoral School of the Academy of Fine Arts in Gdańsk stands out among institutions for its transparency, involvement of external experts, comprehensiveness of analysis, and its tangible impact on doctoral development. Continuous process evaluation, training for committees, the possibility of updating the IRP, and an individualized approach to doctoral candidates all demonstrate the University's maturity and high level of organization. Minor formal adjustments regarding the scope of the evaluation could further raise standards and ensure full compliance with current legislation.

Recommendations:

It is recommended to align the Mid-Term Evaluation Regulations with legal requirements by limiting the scope of the evaluation exclusively to the implementation of the IRP, in line with legislative intent.

It is recommended to introduce separate procedures—i.e., formal IRP implementation assessment and an independent substantive evaluation (e.g., in the form of expert mentoring), which does not affect the result of the mid-term evaluation.

Retain and further develop current supportive practices, such as reports with recommendations, public presentations, involvement of external experts, and training for committee members.

Strengthen the doctoral candidate's role in the planning and evaluation process, ensuring their influence over the structure and goals of the IRP and opportunities to engage in dialogue with the evaluation committee.

- **Internationalisation:**

The Doctoral School of the Academy of Fine Arts in Gdańsk regards internationalisation as one of the pillars of its academic and artistic development strategy. Activities in this area are carried out on multiple levels—both in terms of individual doctoral career paths and within the framework of broader institutional policy. International projects, exchanges, scientific and artistic collaborations, the presence of foreign experts, and the promotion of mobility contribute to the creation of an open, creative, and globally oriented research environment. The most important tool for implementing the internationalisation strategy remains the Erasmus+ programme, through which the Academy currently maintains an extensive network of nearly 100 bilateral agreements with higher education institutions across Europe. This cooperation enables doctoral students to undertake part of their studies, conduct research, and participate in artistic events abroad. Erasmus+ operates within a wider strategy supporting mobility, which also includes NAWA programmes, the Fulbright programme, and collaborations with cultural institutions around the world. The common denominator of these efforts is opening doctoral students to intercultural dialogue and development within an international academic and artistic community.

Of particular note is the comprehensive support the School offers doctoral students in the area of international mobility. The Office for International Cooperation provides effective administrative assistance for outgoing and incoming mobility, as well as formal and academic support. Thanks to the Erasmus+ POWER programme, individuals in financially difficult situations or with disabilities can access additional funding, making mobility more inclusive and accessible. These efforts reflect a conscious policy of equal opportunity and social responsibility on the part of the institution.

At the educational and artistic level, there is also strong involvement in international activities. Faculty members regularly participate in international projects, collaborate with artistic centres around the globe, and invite renowned foreign experts to lead lectures and workshops. In recent years, the Academy has hosted distinguished figures such as Prof. Miroslav Šilić, Richard Gregor, Robert Priseman, and many others. The visits of foreign lecturers and artists enrich the educational offering of the Doctoral School, introduce new research and artistic perspectives, and serve as inspiration for the doctoral students' own work.

The effectiveness of the internationalisation strategy is also evidenced by doctoral students' participation in prestigious artistic and scientific events worldwide, such as the Manifesta Biennale, exhibitions in Germany, Japan, and Kosovo, and international scientific conferences. The presence of doctoral students in such contexts demonstrates the high level of their competence as well as the effectiveness of the supervisors and academic staff. It is also a component of building the brand of the Academy of Fine Arts in Gdańsk as an institution with strong international potential.

Despite its many strengths, the internationalisation strategy of the Doctoral School is not without challenges. One of them is the insufficient specification of the outcomes of implemented activities. Available materials lack concrete data—such as the number of mobilities, outcomes of programme participation, or the degree of implementation of joint research projects—that would allow for more precise evaluation of the strategy's effectiveness.

The School also does not fully utilise the potential of digital cooperation. In an era of digital transformation and increased availability of online tools, remote forms of collaboration—such as virtual residencies, webinars, courses, or online mentoring—can complement physical mobility, enabling cooperation regardless of geographical or financial barriers.

Based on the above, several recommendations have been formulated to support further development of internationalisation:

Implement virtual mobility programmes – virtual artistic residencies, online thematic workshops, and collaborative project platforms could supplement current activities, increasing accessibility to internationalisation for those unable to participate in physical mobility.

Develop a full study programme in English – introducing a fully-fledged doctoral education track in English would enhance the School's competitiveness on the international market and open it up to candidates from outside the European Union.

Introduce systematic evaluation of internationalisation activities – by implementing performance indicators (e.g. number of mobilities, projects, doctoral achievements), it will be possible to manage the strategy more consciously and effectively, tailoring support tools to actual needs.

Actively build a network of international alumni – organising meetings, creating contact and cooperation platforms, and inviting alumni to serve as mentors or experts could help promote the institution internationally and create new channels of collaboration.

The Doctoral School of the Academy of Fine Arts in Gdańsk has solid foundations for international cooperation, resulting from a well-designed and consciously implemented strategy, as well as the engagement of faculty and doctoral students. Participation in international projects, strong partnerships, administrative and financial support, and cultural openness are key pillars of further development. Introducing complementary activities—such as virtual mobility, a fully English-language programme, or collaboration with alumni—may further increase the School's attractiveness and recognition on the international stage.

- **The effectiveness of the doctoral education:**

The effectiveness of doctoral education at the Doctoral School of the Academy of Fine Arts in Gdańsk is a subject of complex analysis that requires consideration of both the unique characteristics of the artistic environment and the diverse institutional, financial, and systemic conditions in which the university operates. Unlike many academic institutions, doctoral education in the field of art cannot be assessed solely on the basis of standard quantitative indicators such as the number of doctoral degrees awarded or the percentage of students completing their studies on time. This is due to the fact that artistic creativity follows specific rules of development, individual maturation, and often a long process of arriving at final creative and research results.

According to data from site visits and the ELA system report, approximately 25% of doctoral students discontinue their education. Although this figure may seem high at first glance, it takes on a different meaning in light of the underlying reasons for these decisions. It is worth emphasizing that they are not the result of educational deficiencies or low program quality, but rather stem from external factors that significantly influence the career paths of doctoral students. Chief among these is the uncompetitive level of doctoral scholarships, which – despite reforms – still fall short of the income levels attainable in the rapidly growing creative sector, where many doctoral candidates are also active as independent artists, designers, curators, or educators.

Another significant factor contributing to the decision to drop out is health-related issues, which are not isolated incidents but symptoms of broader problems such as workload overload and employment instability in the artistic field. Additionally, some doctoral students, while applying simultaneously to doctoral schools and academic job competitions, choose employment when offered a position – a decision that systemically excludes them from continuing their doctoral studies. This phenomenon reveals a contradiction in the logic of the higher education system, which on the one hand promotes gaining teaching experience and professional stability, but on the other does not allow for combining full-time academic employment with ongoing doctoral education.

In response to these challenges, the Doctoral School of the Academy of Fine Arts in Gdańsk has undertaken several initiatives aimed at increasing the effectiveness of the educational process and facilitating the timely completion of doctoral projects. One notable change was allowing the submission of the doctoral dissertation up to six months after the formal education period ends. While this may appear to be a technical procedural adjustment, in practice it provides real support for doctoral students, who often require additional time to finalize artistic projects that involve logistics, collaboration with external institutions, or realization in public spaces. This solution has already been used multiple times, demonstrating its validity.

It is important to underscore that despite these external difficulties, doctoral students at the Doctoral School demonstrate a high level of artistic achievement – both nationally and internationally. Their projects are presented in prestigious cultural institutions, receive awards and honors, and are subject to critical review, reflecting their artistic and intellectual maturity. This level of activity indicates the effectiveness of the academic and artistic support provided by supervisors and faculty, as well as the relevance of the educational model, which emphasizes individualized approaches and tailoring the program to each student's needs. The quality of education is regularly assessed through doctoral student surveys, which are archived and analyzed for participant satisfaction and the identification of potential areas for improvement. While this tool does not replace in-depth evaluations of educational quality, it

serves as an important source of feedback, enabling the school to respond to the needs and suggestions of the doctoral community in a timely manner. Notably, the data generally indicate a positive evaluation of the educational experience at the Doctoral School.

However, despite the presence of many elements supporting the educational process, one significant shortcoming has been identified – namely, the lack of a formal system for tracking graduate career outcomes. Observations about alumni career paths are conducted informally, based primarily on personal contacts, professional networks, and public activity monitoring. While such informal tracking often has greater reach and accuracy in the artistic environment than standard statistical systems, the lack of systematic, cyclical, and documented monitoring limits the ability to analyze the effectiveness of the educational program and to improve it strategically.

It is worth noting that despite the absence of complete data, the available qualitative information suggests high employability among graduates – both within the Academy of Fine Arts in Gdańsk and at other art institutions, particularly in the Pomeranian region. This reflects the relevance of the competencies acquired during doctoral education to the needs of the job market, as well as the positive reputation of the Gdańsk Academy's training quality within the academic community. Moreover, some graduates are also active in the cultural sector, founding galleries, foundations, artistic collectives, and social initiatives, indicating a broad spectrum of competencies developed during the doctoral program – spanning creative, organizational, and curatorial activities.

From the perspective of external experts assessing the program, the actions taken by the School can be considered adequate and well-aligned with the real challenges of the environment. The relatively low percentage of doctoral degrees awarded does not stem, as mentioned earlier, from academic or didactic shortcomings, but from external factors that require systemic solutions – including better financial support for doctoral students, more flexible policies regarding the combination of academic work and doctoral study, and assistance for students facing unexpected life circumstances. Against this backdrop, the School's initiatives – such as the individualization of the educational process, flexible deadlines, and support in executing artistic projects – should be viewed as diligent and well-considered.

In light of the above, it is recommended that a formal graduate tracking system be introduced. Such a system would enable data collection in a cyclical, structured, and analyzable way to support the strategic development of the educational program. This system could include follow-up evaluation surveys sent at defined intervals after graduation, collaboration with the Career Services Office or other units supporting professional development, while respecting the unique artistic identity of alumni. Implementing such a tool would offer multifaceted benefits – from improving academic planning and increasing program transparency to strengthening the Academy of Fine Arts in Gdańsk's reputation as an institution that provides effective and responsible doctoral education.

V. FINAL OPINION AND RECOMMENDATIONS

Verification of the self-assessment report submitted by the Doctoral School of the Academy of Fine Arts in Gdańsk, alongside the information obtained during the on-site visitation, allows the GEN evaluation team to formulate a number of conclusions that reflect the current state of doctoral education and point to directions for future development.

First and foremost, it should be emphasized that the educational process carried out at the Doctoral School of the Academy of Fine Arts in Gdańsk meets the requirements defined for Level VIII of the Polish Qualifications Framework (PRK). The evaluation team, after analyzing various aspects of the school's functioning—including the program structure, teaching facilities, and the effectiveness of implemented research activities—concluded that the doctoral curriculum is well-aligned with the standards applicable at the doctoral level, providing PhD candidates with the necessary subject-specific competencies and research skills required at this stage of their academic careers.

In parallel with the evaluation of the educational process, the team also took into account organizational aspects of the doctoral school, including its close and effective cooperation with the doctoral student council. This relationship, based on dialogue and mutual support, fosters an environment conducive to both scientific and social development of doctoral students. The site visit was comprehensive and enabled the verification of both formal documentation and the actual practices implemented at the institution. All of these elements have been described and assessed in detail in the evaluation report.

It must be noted, however, that certain reservations were expressed during the visitation concerning selected procedures and organizational solutions currently in place at the Doctoral School. The evaluation team has highlighted these in the report as areas with potential for improvement, framing them as recommendations that could contribute to enhancing the quality of doctoral education and better aligning internal practices with the evolving expectations of the academic and scientific community. These suggestions refer, among other things, to the recruitment process, the mechanisms for monitoring doctoral students' progress, and the provision of academic and organizational support.

The evaluation team expresses its hope that the Doctoral School will consider the value of the proposed changes and choose to implement them, recognizing their potential to streamline the education of the next generation of researchers and academic staff. Adopting the recommended improvements could help create an even more effective academic environment, one that promotes innovative research and the development of high-level scientific competencies among doctoral candidates.

In summary, the evaluation team assesses the Doctoral School of the Academy of Fine Arts in Gdańsk and its recruitment and training processes for doctoral candidates in an overwhelmingly positive light. The institution demonstrates a high standard of organizational, academic, and social performance, placing it among those entities that efficiently fulfill their mission within the higher education and research system. **We recommend that the next evaluation of the Doctoral School be carried out in six years' time, in accordance with Article 259, point 2 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws 2024, item 1571, as amended).**

To ensure maximum clarity and transparency, detailed remarks and evaluations regarding each criterion are provided in the attached report, which forms an integral part of the evaluation

documentation. This report includes a thorough analysis of all aspects of the Doctoral School's operations, including commentary on recruitment procedures, the organization of education, collaboration with the academic community, and cooperation with the doctoral student council. As such, the document not only underpins the conclusions reached but also serves as a useful resource for the institution itself in the ongoing improvement of its activities.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

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