

# SELF-ASSESSMENT REPORT ON THE QUALITY OF EDUCATION IN THE DOCTORAL SCHOOL

Szkoła doktorska w dyscyplinie ekonomia i finanse, nauki prawne i nauki o  
zarządzaniu i jakości

Akademia Leona Koźmińskiego w Warszawie

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# PART A

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-

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# VISITING CARD

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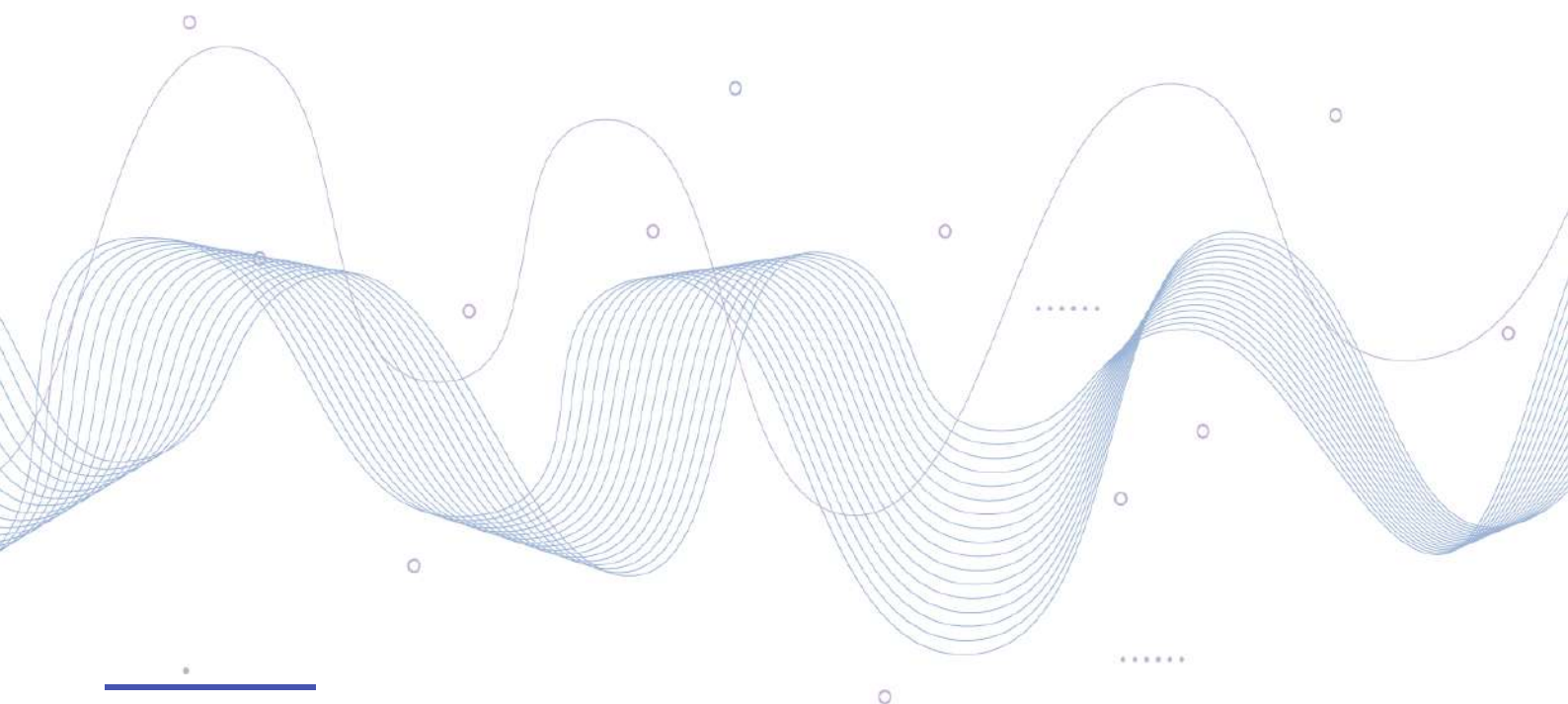
## Basic Information about the Doctoral School

### Year of Creation

2019

### Institution running the doctoral school

Akademia Leona Koźmińskiego w Warszawie



Field of Education	Education Disciplines
Social sciences	economics and finance management and quality studies law

Name/Scope of the Education Program (PL)	Name/Scope of the Education Program (EN)
Szkoła doktorska w dyscyplinie ekonomia i finanse, nauki prawne i nauki o zarządzaniu i jakości	Doctoral school in the disciplines of economics and finance, legal sciences and management and quality sciences

## Characteristics of the Doctoral School

The Kozminski University Doctoral School (KUDoS) was established in 2019 in accordance with the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws 2018, item 1668, as amended), replacing all previous doctoral programs offered at KU. Despite the new organizational form, the Doctoral School drew on the many years of experience of the staff and the standards and procedures for the quality of doctoral studies. From a historical perspective, KU first obtained the right to award doctoral degrees in 1998 in the discipline of Management. Then, with the development of the university, it obtained the right to award doctoral degrees in the fields of economics (2008), law (2009), sociology (2013) and finance (2013). Since 2004, KU has been offering a doctoral program in management in Polish, and since 2010 also in English. Over the years, hundreds of students have participated in doctoral programs, which resulted in the awarding of over 300 doctorates in the fields of management (132), law (143), economics and finance (41), and sociology (3). Studies on a sample of about 100 graduates of doctoral programs have shown that after obtaining a doctoral degree, the majority of graduates (approx. 75%) returned to work in business. The business profile of doctoral students remains one of the key characteristics, but also challenges, of KUDoS. The vision, mission, and strategic goals of KUDoS are complementary and synergic to the vision, mission, and strategy of KU. KU VISION: Kozminski University – a world-class, broad-profile business school in the heart of Europe. KU MISSION: We are leveraging our entrepreneurial flair and expertise in the areas of sustainability, digital transformation, and ethical leadership to help our stakeholders address contemporary challenges.. KU STRATEGY for 2021-2030 defines goals in 6 strategic areas, including: (1) Kozminski University Identity, (2) Education and Development, (3) Internationalization and Contacts with the Environment, (4) Scientific Research and Knowledge, (5) Kozminski Community, (6) University Management. THE MISSION OF KUDoS is to create an academic community supporting the development of young scientists, preparing them for active participation in the international academic community. In terms of strategic goals, KUDoS contributes to the implementation of each of the 6 areas of the KU strategy and has specific tasks within them. However, since the main goal of KUDoS is to develop and prepare young scientists for an international academic career, the current focus is on the following 3 STRATEGIC GOALS: (1) Improving the selectivity of the recruitment process and the quality of candidates, measured by the percentage of admissions in relation to applications. (2) Improving the quality of scientific work measured by the number and quality of publications, research grants and academic activities involving doctoral students. (3) Improved effectiveness of education measured by the rate of work completed on time and graduates finding employment outside KU, including at foreign universities. CHARACTERISTICS OF KUDoS can be summarized in the following 4 points: (1) Striving for excellence: We continually strive to maintain high standards in every aspect of our activities, from the educational process to research results. (2) Interdisciplinarity: We support cooperation between different disciplines, which allows for a comprehensive approach to science and research, each group consists of students from three fields: management, economics and finance, and law. (3) Internationalization: education at KUDoS is offered exclusively in English, and our doctoral students and lecturers come from different parts of the world, which promotes intercultural exchange and the development of global perspectives. (4) Impact: We emphasize the importance of translating research into concrete actions that have a positive impact on society and the economy, including the engagement of PhD students from the Applied Doctorate program. KEY ADVANTAGES with which KUDoS strives to attract high-quality candidates by emphasizing the following strengths: (1) International accreditations and rankings: KU has the "triple crown" accreditations (AACSB, EQUIS, AMBA), as well as the specialized European accreditation EDAMBA for doctoral schools. International accreditations guarantee of the high quality and continuous development of our programs, offer access to a network of similar schools, and serve as a hallmark for facilitating job searches and future employment in international science. (2) Small scale resulting in individual and quality approach: KUDoS is one of the smallest doctoral schools in Poland and recruits only 5 candidates per year. The small scale of KUDoS guarantees a more individual and quality approach to the needs and development process of the doctoral student, as well as greater availability of funds that can be allocated to their individual development in the form of scholarships, participation in research grants, funds for research and international mobility. (3) International staff and environment: Our lecturers and supervisors are recognized experts in their fields, and active in global research networks, including international research grants, which guarantee high standards of teaching and research supervision. THE MOST IMPORTANT ACHIEVEMENTS of KUDoS in recent years include: (1) obtaining NAWA STER grants twice for the development of internationalization in the years 2022-2024 and 2025-2027; (2) acquiring 12 applied doctoral students under the Applied doctorate program; (3) obtaining the international accreditation EDAMBA (European Doctoral Programs Association in Management & Business Administration) in September 2024 confirming international education standards within KUDoS. Individual achievements of doctoral students were discussed in the "Educational effectiveness" section. FEATURES THAT DISTINGUISH KUDoS from other doctoral schools is its focus on preparing doctoral students for international academic careers. This philosophy results primarily from internationalization as one of the fundamental values of both KU and KUDoS. Secondly, it is dictated by international standards, according to which doctoral students are obliged to seek employment outside of their home university thus minimizing the negative phenomenon of so-called "academic inbreeding". This approach was the subject of discussion during the conference entitled: "How to professionally shape a scientific career?" organized in November 2024 under the patronage of the Minister of Science, the National Agency for Academic Exchange, the National Representation of Doctoral Students, and the Council of Young Scientists. Additional information materials available during your visit: (1) Kozminski University Strategy for 2021-2030 (2) KUDoS guidebook in English (KUDoS Guidebook) (3) Informational presentation for candidates (KUDoS Open Days)

## Additional Information about the Doctoral School

### Educating Staff

Numerical data for the evaluation period

Educating Staff	Instructors	Supervisors	Assistant Supervisors
Number of people	43	24	12

### Doctoral Students

Number of doctoral students (total): 54

Recruitment during the evaluation period	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	Total
Number of recruited doctoral students	9	11	7	12	9	6	54
Number of doctoral students who completed the doctoral school	0	0	0	0	0	0	0
Number of doctoral students removed from the doctoral student list	8	2	3	3	1	0	17

Mid-term evaluation results	Positive	Negative
Number of Doctoral Students	23	2

Educational Programs	Number of Doctoral Students
Doctoral school in the disciplines of economics and finance, legal sciences and management and quality sciences	54

### Additional Numerical Data on Doctoral Students

Number of foreign doctoral students	17
Number of doctoral students with disabilities	0
Number of doctoral students in the Implementation Doctorate program	12
Number of doctoral students in the EU program	0
Number of doctoral students employed by the institution running the doctoral school as academic teachers or research staff	4



## Graduates

Numerical data for the evaluation period

Number of graduates who applied for initiation of proceedings for the award of a doctoral degree	0
Number of doctoral students who completed the doctoral school	0

# INFORMATION ON THE ENTITY'S COOPERATION WITH THE DOCTORAL STUDENTS' COUNCIL

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The cooperation of the KUDoS the PhD Student Council is regulated by the relevant provisions of the KUDoS Rules and regulations (§4 of the General Provisions) as well as the PhD Student Council Regulations. The adopted solutions guarantee the participatory model. Doctoral students have a voice in the management & decision-making concerning their scientific and social interests. The PhD Student Council is represented by a 4-person Board elected by the General Assembly for 1 year terms.

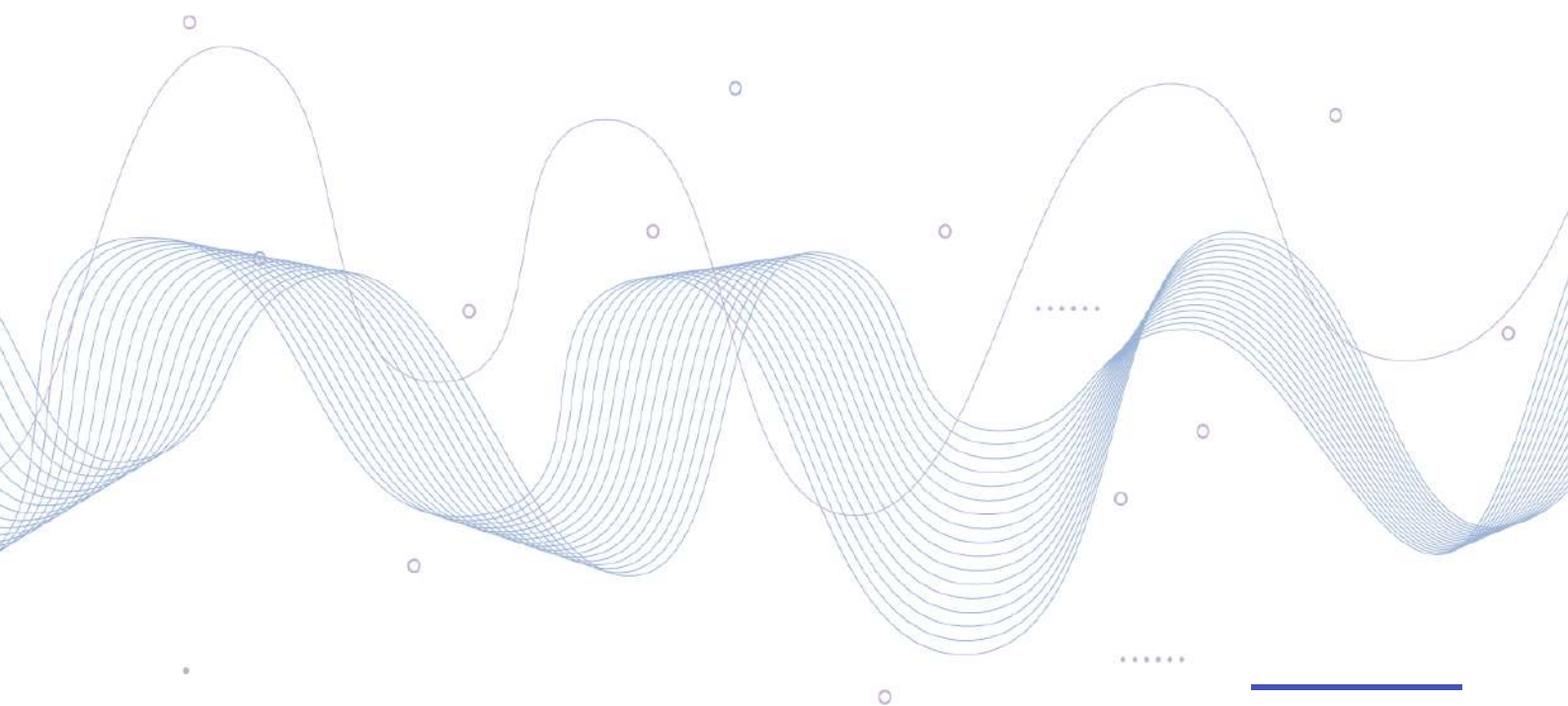
THE KEY AREAS OF COOPERATION provided for in the KUDoS Regulations include: (1) giving opinions on the KUDoS regulations and its changes (2) giving opinions on the KUDoS program and its changes (3) participation in the meetings of the KU Senate and reporting on the activities of PhD students (4) participation in KUDoS scholarship committees.

GOOD PRACTICES IN TERMS OF COOPERATION with the PhD Student Council, include a growing activity and involvement in initiatives that meet the expectations of PhD students at the KUDoS, as well as initiatives undertaken with the broader academic community in mind. Examples include: (1) In 2023, the PhD student representatives joined the activities of the broader PhD student community, including meetings of the National Doctoral Council and the Warsaw Doctoral Forum. (2) In cooperation with the University, the self-government has enabled PhD students to join the healthcare program for a fee, on terms available to KU employees. (3) Representatives of the PhD Student Council were involved in helping to organize an international conference entitled "How to professionally shape a scientific career?" (4) In 2025, PhD Student Council launched an initiative of a series of open online seminars for PhD students from all over Poland . Research Horizons Seminar enabling the presentation and feedback on research projects developed by PhD students.

Additional information and documentation available during the visit: (1) PhD Student Council Regulations

# INFORMATION ON THE DOCTORAL SCHOOL GROUPED BY 8 EVALUATION CRITERIA

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## 1. Adequacy of the education program and individual research plans to the learning outcomes for qualifications at PRK level 8 and their implementation

The main aim of the KUDoS program is to educate future scientists who can function in an international environment. The KUDoS program is described below in relation to learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (PRK).

(CRIT. 1A) ADEQUACY OF LEARNING OUTCOMES SPECIFIED IN THE PROGRAM FOR LEVEL 8 PRK The KUDoS regulations include a requirement to specify learning outcomes and methods for their verification within the program. As a result, the KUDoS program includes a list and matrix of learning outcomes indicating which outcomes will be acquired and verified within courses. The KUDoS learning outcomes take into account the second-level characteristics of learning outcomes for qualifications at levels 6-8 of the PRK, which define the minimum expectations for a doctoral student. Additionally, KUDoS doctoral students are expected to demonstrate innovation, autonomy, scientific and professional ethics, and development of new research. The acquisition of this expanded scope of knowledge, skills and social competencies is supported and monitored by the Assurance of Learning (AoL) system implemented at ALK based on the recommendations of the American accreditation AACSB.

(CRIT. 1B) ADEQUACY OF PHD STUDENTS' RESEARCH ACTIVITY IN THE IPB TO LEARNING OUTCOMES The requirements for content and submitting the IPB are regulated by the KUDoS Regulations. The PhD student must prepare and submit an IPB approved by the supervisor within 12 months of starting education. The IPB should include a research topic, research questions, theses or hypotheses, a schedule of activities, a description of cooperation with the supervisor, the structure of the doctoral dissertation, the research methods used, planned research, including foreign research, research risks and methods of minimizing them, and the current state of research on a given topic. Participation in conferences, workshops, summer schools, scholarships, and research applications are also planned as part of the IPB. The IPB contains a dedicated section devoted to the adequacy of the PhD student's planned research activity to learning outcomes at level 8 of the PRK. The IPB template is made available to doctoral students after they begin their education. The approved IPB may be modified after the mid-term assessment.

(CRIT. 1C) METHODS OF IMPLEMENTING PROGRAM AND IPB TO ACHIEVE LEARNING OUTCOMES Methods of implementing the program is specified in the KUDoS Regulations. The program includes: introductory and methodological courses, elective subjects, workshops and seminars developing researcher competencies, individual and group seminars, and professional practice in the form of conducting teaching. Each subject has specified content, number of hours, ECTS points, learning outcomes, and teaching and assessment methods. In justified cases, doctoral students are able to excuse absences, postpone credit deadlines, or complete subjects with equivalent learning outcomes.

(CRIT. 1D) INTERDISCIPLINARITY AND ACQUIRING TRANSVERSAL SKILLS Interdisciplinarity is implemented through (1) joint classes with people from different disciplines; (2) joint seminars and guest lectures. PhD students are exposed to a variety of theories outside their interests, learn different ways of asking questions and research approaches, create interdisciplinary teams, and communicate with people outside their field. Transversal skills acquired through additional initiatives such as: (1) assuming coordinator roles (KUDoS Seminar Series, KUDoS PhD Days), (2) joining grants and research teams, (3) international mobility, (4) grant & award applications, (5) academic teaching certificate.

(CRIT. 1E) RELIABILITY OF THE CURRICULUM IMPROVEMENT PROCESS The improvement process includes internal and external evaluation. Internal evaluation within the KU quality assurance system focuses on improving the adequacy of the curriculum to learning outcomes for qualifications at level 8 of the PRK through systematic monitoring and improvement of the content, methods, and forms of education. External evaluation by national institutions (MNiSW, KRD, Doctoral School Agreement) and international accreditations (AACSB, EQUIS, EDAMBA) involves the exchange of best practices and periodic audits that assess KUDoS program in the context of international trends.

SELF-ASSESSMENT Strengths include (1) focus on research methods, (2) an extensive portfolio of seminars, workshops and activities providing transversal skills, (3) a system of curriculum improvement that includes internal and external evaluation. Weaknesses include (1) the small scale of the school, which makes it difficult to organize theoretical classes in individual disciplines, (2) interdisciplinarity, which makes it difficult to precisely formulate learning outcomes for individual disciplines. Attachments and additional documentation available during the visit: (1) KUDoS Program (2) Individual Research Plans

## 2. Method of verifying learning outcomes for qualifications at PRK level 8

The history of the Assurance of Learning (AoL) system at KU dates back to the academic year 2006/2007, when educational goals were first formulated and the implementation of the AoL system was initiated as part of preparations for the American accreditation AACSB 2011. When the PKA learning outcomes assessment system was introduced, the system developed at KU was integrated with national requirements using the so-called "leveling of goals" and was successfully verified in subsequent years receiving distinctions from PKA audits and international accreditations such as AACSB, EQUIS, AMBA. Since the launch of the AoL system in 2012, KU has conducted two full 5-year measurement cycles in 2012-2016 and 2017-2021, which resulted in a number of corrective actions influencing the continuous improvement of the programmes and two major revisions of learning outcomes conducted in 2016 and 2021. The paragraphs below describe the basic assumptions, functioning and effects of the AoL system for KUDoS in terms of verifying learning outcomes for qualifications at level 8 of PRK.

(CRIT. 2A) AVAILABILITY AND CLARITY OF RULES FOR VERIFICATION The principles of verifying learning outcomes at KUDoS are part of a larger quality assessment system at the KU level and include both direct and indirect measurement methods. The quality management system at the KU level is based on several key bodies: the Quality Council, the Quality Assurance Committee, the Quality Assessment Committee, and the Quality Office headed by the Rector's Proxy for the Internal Quality Assurance System. The Council is responsible for the development of quality culture, quality assurance strategy and procedures in this area. The Quality Assurance Committee is responsible for the regular review of teaching programmes and their implementation methods, while the Quality Assessment Committee focuses on assessing the achievement of didactic objectives and quality assurance procedures. The Quality Office and the Proxy are responsible for ongoing measurement and reporting as part of the process of verifying learning outcomes and other quality measures. At the KUDoS level, the quality system is supervised by the Director of KUDoS in cooperation with the Rector's Proxy for the Internal Quality Assurance System and the Quality Office, which collects and processes data related to the ongoing verification of learning outcomes. Direct measurement methods were carried out in a planned manner based on defined learning objectives and measurement rubrics developed within the AoL system. The AoL system covers all programs offered at KU, including the KUDoS program. The communication of the assumptions of this system is carried out primarily by the Proxy at the University level. At the employee level, the main communication channel is the program directors and the Quality Office, which regularly contacts employees to collect and evaluate work. Finally, at the student level, communication of learning outcomes and the assumptions of the AoL system is carried out using communication channels (Website, KUDoS Guidebook) and syllabuses defining learning outcomes at the course level.

Indirect measurement methods include, among others, student satisfaction surveys completed after each subject, self-assessment of the level of achievement of learning outcomes at the subject level conducted by the lecturer, monitoring of data on progress and grades in individual subjects, observations of classes and feedback from assessment committees. The results of these measurements supplement the results of direct measurements and are the basis for the processes of continuous improvement of programs. The principles of verification of learning outcomes using indirect methods are communicated in the KUDoS program, in the syllabuses of individual subjects, during each class, and at meetings with doctoral students and KUDoS faculty.

(CRIT. 2B) TRANSPARENCY AND RELIABILITY OF THE VERIFICATION PROCESS The process of verifying learning outcomes is carried out in a planned manner within the 5-year cycles of measurement and improvement of the AoL system. A detailed measurement plan has been defined as part of the AoL Plan for 2022–2026.

Direct methods, in accordance with the requirements of the AoL system, focus on direct verification of the level of achievement of the assumed learning outcomes. Measurements of each of the learning outcomes defined for a given program are carried out in a planned manner at least twice in a five-year measurement cycle. The measurement is carried out by a reviewer who assesses anonymized student works using assessment tools, the so-called rubrics. The assumed goal is for 70-80% of the analyzed works to meet or exceed expectations. The achieved results become the subject of analysis, and discussion and are the basis for implementing corrective actions.

Indirect methods include, among others, course methods (e.g. written assignments) and non-course methods (e.g. reports from internships, and professional practices), as well as student satisfaction surveys completed after each subject, self-assessment of the level of achievement of learning outcomes at the subject level conducted by the lecturer, monitoring of data on progress and grades in individual subjects, and results of class observations. The results of these measurements supplement the results of direct measurements and are the basis for the processes of continuous improvement of programs. The differentiation of verification methods within subjects and the entire program allows for the holistic monitoring of the process of acquiring knowledge, skills, and social competencies by students.

(CRIT. 2C) RELIABILITY OF THE PROCESS OF IMPROVING VERIFICATION The improvement process based on the results of verification of learning outcomes includes both (1) periodic reviews of the entire system conducted in 5-year cycles, which may lead to overall changes in the scope of education programs and objectives, and (2) the process of continuous improvement through the introduction of corrective actions in the scope of content, education methods, and verification methods.

As part of a periodic review The AoL system review carried out after the closing of the 2017-2021 five-year cycle, formulated new objectives and made improvements in the programs, objectives, and tasks, as well as in the overall governance of the AoL system based on the digitalization of the quality assessment process and the development of communication channels with stakeholders. The main objectives of the next five-year cycle include the development and integration of the AoL system, which includes direct and indirect measures and the enhancement of faculty engagement, as well as student-oriented advocacy based on learning outcomes and transversal competencies. The years 2022-2026 consist of 2 measurement rounds, during which 4 competency objectives will be measured across all programs, starting with the objectives (1) knowledge and (2) critical thinking goals in years 1 and 3, followed by (3) communication and (4) ESG goals in years 2 and 4. A similar structure and timing of competency objectives in each program allows for a more integrated and coordinated

approach to measurement and feedback activities, which will be undertaken in September of each year. The cycle will end in 2025-2026, when the loop will be closed and preparations for a new cycle will be made. The measurement cycles and the AoL system improvement process in 2022–2026 are presented in the appendix to this chapter.

As part of continuous improvement on the level of individual courses, the results of direct and indirect learning outcomes measurements developed in the form of reports were the basis for implementing a number of corrective actions. The results of measurements conducted within KUDoS showed problems with achieving goals in the area of acquiring specialist theoretical knowledge and skills in critical analysis of literature and identification of research gaps. Based on these results, the following actions were implemented: (1) Development of a portfolio of workshops, seminars, and elective courses focused on theories from specific disciplines (2) Peer-to-peer learning during KUDoS PhD Days (3) Dedicated workshops and theoretical essays (4) KUDoS seminar series with guests presenting their research (5) Development of the optional portfolio (inside and outside KU) (6) Article Writing Groups (KUDoS) Dawn Writing Group (7) Expanding the faculty of academic writing (engagement of experienced lecturers, co-writing with junior faculty members, etc.) (8) Meeting with journal editors (9) Workshop on AI-assisted systematic literature reviews (10) Paper Development Workshops SELF-ASSESSMENT The strengths of the learning outcomes verification system include (1) the long history and experience of people managing the AoL system, (2) uniform and extensive standards covering the entire university, (3) international standards facilitating communication with other universities. The weaknesses of the learning outcomes verification system include (1) relatively low staff awareness of the importance of the system, (2) low response rates in the system, (3) high time consumption of measurement and reporting within the quality assessment system, which adds responsibilities in parallel to the regular assessment system.

Attachments and additional documentation available during the visit: (1) Principles for verifying learning outcomes for qualifications at level 8 of the Polish Qualifications Framework (2) Quality Office documentation containing detailed measurement results of the AoL system

### 3. Qualifications of academic teachers or research staff conducting education at the doctoral school

The faculty of KUDoS consists of 43 academic teachers involved in various roles in educating doctoral students, as well as 24 supervisors and 12 assistant supervisors involved in supervising doctoral students. The following paragraphs present the criteria for the selection, assessment and development of the KUDoS faculty. (CRIT. 3A) PHILOSOPHY AND CRITERIA FOR STAFF SELECTION The philosophy that guides the selection process of KUDoS faculty is academic and teaching experience and an appropriate attitude towards the needs and development process of the doctoral student. The teaching staff of KUDoS includes three categories of faculty members: (1) lecturers teaching core subjects (12 people), (2) guest lecturers teaching optional subjects, including specialist workshops and seminars (31 people), and (3) lecturers acting as supervisors (24 people) and auxiliary supervisors (12 people). While the group of people teaching core courses remains relatively stable, the group of people invited to conduct workshops and seminars is constantly growing and is subject to changes depending on the needs of doctoral students in order to provide them with the widest possible access to the expert knowledge of the scientific and teaching staff of KU and guest lecturers from Poland and abroad. Finally, the group of supervisors is subject to evolutionary changes dictated by cyclical recruitment and graduation processes. The procedure for selecting teaching staff is based on verification of achievements and scientific activity based on academic CVs. In the case of faculty teaching core courses and offering workshops, the instructor is obliged to prepare a syllabus for the subject. In the case of guest lecturers, their CVs are verified and their lectures are recorded and transcribed using the Teams platform. In the case of supervisors, the criteria and selection procedures are regulated by the KUDoS Regulations and will be discussed in a dedicated part of this report. The appendix presents profiles of 15 faculty members in three disciplines performing various roles within KUDoS. Profiles of faculty in the discipline of Management and Quality Science (1) Prof. dr hab. Dariusz Jemielniak (lecturer, supervisor) (2) Prof. dr hab. Dominika Latusek (lecturer, supervisor) (3) Prof. dr hab. Krzysztof Oblój (guest lecturer, supervisor) (4) Prof. dr hab. Grzegorz Mazurek (supervisor) (5) Prof. ALK dr Andre Van Stel (promoter) Profiles of faculty in the discipline of Legal Sciences (1) Prof. dr hab. Wojciech Góralczyk (supervisor) (2) Prof. ALK dr hab. Maciej De Agbaro - Zachariasiewicz (supervisor) (3) Prof. ALK dr hab. Monika Całkiewicz (supervisor) (4) Prof. ALK dr hab. Łukasz Gruszczyński (supervisor) (5) dr Dawid Kostecki (lecturer) Profiles of faculty in the discipline of Economics and Finance (1) Prof. dr hab. Grzegorz Kołodko (guest lecturer) (2) Prof. dr hab. Dorota Dobija (supervisor) (3) Prof. dr hab. Izabela Grabowska (supervisor, guest lecturer) (4) Prof. ALK dr hab. Aneta Hryckiewicz -Gontarczyk (supervisor) (5) Prof. ALK dr hab. Giuseppe Grossi (lecturer) (CRIT. 3B) PROFESSIONAL DEVELOPMENT OF TEACHING AND SUPERVISORY STAFF The faculty of KUDoS is primarily a participant and beneficiary of development activities undertaken at the University level, coordinated by the Office of Scientific Research and Staff Development. The professional development of the scientific and teaching staff of KU is based on the KU personnel policy and includes introductory training, a regular assessment of scientific and teaching achievements, support systems for obtaining and implementing research grants, a system of awards for scientific and teaching achievements, and dedicated development training. In recognition of the high standards in the development of teaching staff, in 2017 the European Commission granted KU the right to use the HR Excellence in Research logo and a distinction for the years 2024-2026. Teaching at KUDoS, and particularly the supervision of doctoral students, may require additional competencies and support. Therefore, KUDoS offers a number of incentives and activities aimed at supporting the professional development of staff and supervisors. The most important of them include (1) regular group and individual information meetings with the Director of KUDoS aimed at identifying the current needs of staff, supervisors and doctoral students, (2) long-term internships for KU staff at the best foreign universities (3 internships financed under NAWA STER 2022-2024), (3) involving staff and supervisors in additional KUDoS activities (PhD Days, Seminar Series) and from 2025 (4) fully financed training trips for supervisors and potential supervisors organized by EDAMBA (6 people). (CRIT. 3C) ONGOING VERIFICATION OF QUALIFICATIONS After initial verification of qualifications, the teaching staff conducting education within KUDoS is subject to a formal quality assessment system that includes: (1) satisfaction surveys completed by students after completing the course, (2) self-assessment of the course by the lecturer, the so-called small loop, (3) observations of classes conducted by the Director of KUDoS. Current verification of qualifications and quality of the classes offered may lead to recommendations regarding diversification of forms of education, expansion or change of content, and, in more extreme cases to replacing the lecturer. The procedures for handling disputes are primarily based on the internal system of supervision over the functioning of the doctoral school, including the Director of the KUDoS, who reports to the Doctoral School Council of KU and the Vice-Rector for Science and Staff Development. Disputes may also be reported by the Doctoral School Student Government of KU or directly to the Ethics Committee or the KU Research Ethics Committee. In the history of KU, there have been no cases of disputes between doctoral students and scientific and teaching staff. Any misunderstandings or discrepancies in expectations are resolved through constructive dialogue and mediation, with respect for the interests of both parties. SELF-ASSESSMENT The strengths of KUDoS are (1) the extensive experience of KUDoS faculty, (2) an extensive system of development incentives for research and teaching staff, (3) a flexible system of elective subjects and workshops with opportunity to interact with KU faculty and guest lecturers from Poland and abroad. The weaknesses of KUDoS include (1) the lack of formalized procedures for the selection and removal of faculty, (2) a limited number of faculty with the title of professor or dr hab. entitled to supervise doctoral students, (3) a heavy workload of the most experienced faculty members. Attachments and additional information available during your visit: (1) Profiles of the KUDoS faculty members by disciplines (2) Reports from foreign internships (3) Inspection forms



#### 4. Quality of the recruitment process

The recruitment process to KUDoS is one of the key processes that have a decisive impact on the quality and effectiveness of long-term education at KUDoS. The paragraphs below present regulations, principles, procedures, and effects of the recruitment process. (CRIT. 4A) **QUALITY AND AVAILABILITY OF INFORMATION AND INTERNAL LEGAL ACTS** The primary sources of information on the functioning of KUDoS and the recruitment procedure are: The Public Information Bulletin (BIP) contains the most important applicable internal legal acts of KUDoS, such as the regulations, the curriculum and the recruitment rules for a given academic year. Link: <https://kozminski.bip.gov.pl/szkola-doktorska/> The KUDoS website contains basic legal acts, recruitment rules, and additional descriptive information on the philosophy, structure, and principles of operation of KUDoS. A comprehensive overview of KUDoS is provided in "KUDoS Guidebook" available for download. Link: <https://www.kozminski.edu.pl/en/programs/doctoral-school/doctoral-school> KUDoS social media play a key role in the ongoing communication of events, information meetings and PhD students' profiles and achievements. The LinkedIn channel, which has been running since 2023, is followed by over 800 people and significantly contributes to the international visibility of KUDoS, including the increase in the number of applications in recent years. Link: <https://www.linkedin.com/company/100350364/> Finally, the most important channel for the flow of internal information is the MS Teams platform, where ongoing communication with PhD students and the academic and teaching staff of KUDoS is conducted and online seminars and information meetings are organized. (CRIT. 4B) **AVAILABILITY, CLARITY, AND TIMELINESS OF PUBLICATION OF RECRUITMENT RULES** The recruitment rules for the Doctoral School are specified in the relevant resolution on the recruitment rules for the Doctoral School for a given academic year, which, after approval by the KU Senate, is published in the Public Information Bulletin and on the KUDoS website. The recruitment rules are available in Polish and English. The recruitment resolution specifies the general principles, deadlines, required documentation, criteria and evaluation procedure for the recruitment process. For convenience, the section of the KUDoS website devoted to recruitment contains an extract from the resolution presenting key deadlines, required documentation, evaluation criteria, and templates of required documents. Since one of the recruitment requirements is to have the consent of a potential supervisor from KU, the website contains lists of potential supervisors in individual disciplines along with their research area and e-mail address. Lists are updated yearly based on faculty and KUDoS Board suggestions. Information about the recruitment process is disseminated via the website and social media. Information and recruitment activities are concentrated in the months from March to June. The activities undertaken include a monthly online information meeting for candidates (KUDoS Open Day) organized in English via the Teams platform and promoted in social media and the University's internal information channels. (CRIT. 4C) **METHOD OF CONDUCTING THE COMPETITION** The competition for the KUDoS is held in June and begins with candidates submitting the required documentation, including an application form, a statement from a potential KU supervisor, a candidate's CV, copies of diplomas, a cover letter, a research concept, letters of recommendation, confirmation of the GRE or GMAT test (in the case of candidates from the disciplines of management, economics and finance), confirmation of a language certificate, copies of identity cards, proof of payment of the recruitment fee and other important documents such as scientific publications. In the next step, recruitment committees are appointed separately for each discipline, consisting of KU employees with scientific and research experience, experienced lecturers, supervisors, and representatives of young staff. First, the committees assess the submitted documents and then interview candidates who received an appropriately high score. The results of the recruitment procedure are communicated to candidates by the end of July, which allows candidates from abroad to start visa procedures. In the case of people applying to KUDoS as candidates for research projects, it is necessary to go through the recruitment process together with other candidates. In the case of people applying under the implementation doctorate program, the candidate first enters the competitive recruitment process at the Ministry of Science and Higher Education and only after passing the first stage does he or she enter the recruitment process to the KUDoS. After passing the recruitment process to the KUDoS, the candidate enters the second stage of the ministerial competition. The improvement process also included the following changes to the recruitment criteria and process: In 2022, recruitment for the implementation doctorate competition began. In 2023, a requirement was added to include the GRE/GMAT test result for candidates in the disciplines of Management and Quality Sciences and Economics and Finance, which is a measure of the candidate's analytical skills. In 2024, scored interviews with candidates in the disciplines of Management and Quality Sciences and Economics and Finance were restored, dictated by good results in the recruitment process in the discipline of Legal Sciences. (CRIT. 4D) **TAKING INTO ACCOUNT THE NEEDS OF PEOPLE WITH DISABILITIES** KUDoS ensures participation on equal terms for people with disabilities in accordance with §8 of the Recruitment Resolution by removing architectural barriers and, at the candidate's request, the possibility of inviting third parties, including interpreters or assistants who can support the candidate during the interview, changing the date of the interview in justified cases, and extending the duration of the interview itself. All these measures are implemented so as not to lower the substantive requirements for candidates. (CRIT. 4E) **METHOD OF VERIFYING PREDISPOSITIONS TO CONDUCT SCIENTIFIC ACTIVITY** The candidates' predispositions to conduct scientific activity are verified based on (1) documentation submitted in accordance with the requirements of the recruitment process, (2) individual interviews conducted by the recruitment committee with each candidate. The documentation and interviews are assessed individually for each discipline in accordance with the scoring specified in § 9 and § 10 of the Recruitment Resolution. Based on previous experience, the scientific CV including previous publications confirms the candidate's ability to independently publish and be active in science, while the research plan allows for assessing the quality of the scientific workshop, the real chances of completing the project on time and the match of the candidate's research interests to the specialization of the supervisor undertaking supervision. Finally, the interview allows for confirming real language competencies and the ability to function effectively in the academic community of KUDoS. The results conducted by the committee are recorded in the form of individual protocols. The results, together with the justification, are forwarded to the candidates. (CRIT. 4F) **EFFICIENCY AND IMPROVEMENT OF THE RECRUITMENT PROCESS** The recruitment results are subject to regular analysis and serve as the basis for taking action to improve the recruitment process. Below are the recruitment results in subsequent years for KUDoS and for the Applied Doctorate Program. 2019 No. of applications: 16 (incl. 4 foreigners) No. of accepted: 9 (incl. 2 foreigners) 2020 No. of applications: 36 (incl. 20 foreigners) No. of accepted: 11 (incl. 5 foreigners) 2021 No. of applications: 15



(incl. 6 foreigners)No. of accepted: 7 (incl. 2 foreigners)2022No. of applications: 24 (incl. 8 foreigners, 6 applied PhD)No. of accepted: 12 (incl. 2 foreigners, 6 applied PhD)2023No. of applications: 19 (incl. 6 foreigners, 8 applied PhD)No. of accepted: 9 (incl. 4 foreigners, 4 applied PhD)2024No. of applications: 47 (incl. 22 foreigners, 9 applied PhD)No. of accepted: 6 (incl. 2 foreigners, 1 applied PhD) The results above indicate the increasing selectivity of the recruitment process. First, selectivity was achieved by reducing the number of places offered within the KUDoS from 10 to 5 (not counting applied PhDs). The second step was to strengthen communication and promotional activities aimed at increasing the number and quality of applications per place. The third step was to increase the international attractiveness of KUDoS by expanding communication activities conducted in an international environment (website, online information meetings, social media, EDAMBA accreditation). In the case of applications for the implementation doctorate, the increasing selectivity results from the growing competitiveness and the limited scale of the competition. In the recruitment process so far, 1 candidate resigned due to health issues, and 1 appeal against the result of the recruitment process, which was considered again. SELF-ASSESSMENTThe strengths of KUDoS are (1) increased selectivity of the recruitment process, (2) increased quality of applications and candidates, (3) effective communication in social media and online. The weaknesses of KUDoS are (1) a large number of inquiries from low-quality candidates to supervisors due to the requirement to select a supervisor at the recruitment stage, (2) limited directions of international recruitment, (3) visa issues that make it difficult for some candidates to start their studies on time. Attachments and additional information available during your visit:(1) Doctoral School Regulations(2) Recruitment rules(3) Composition of recruitment committees in 2019-2024(4) Applications from 2019-2024

## 5. Quality of scientific or artistic supervision and support for conducting scientific activities

The quality of scientific supervision is one of the most important factors determining the success of doctoral students. KUDoS makes every effort to ensure proper selection, cooperation, quality verification and diversity within the scientific supervision processes. In the years 2019-2024, KUDoS cooperated with 24 supervisors and 12 auxiliary supervisors, of whom 6 are foreigners. (CRIT. 5A) **CRITERIA FOR APPOINTING AND CHANGING SUPERVISORS** The criteria and procedures for selecting a supervisor are specified in the KUDoS Regulations. After being accepted the PhD student submits an application for appointing a supervisor to the KUDoS Director. The Director forwards the application to the KUDoS Council, which appoints the supervisor. The Director informs the appropriate Scientific Council of the Discipline. These procedures also apply to appointing additional supervisors during the course of education. The person appointed as a supervisor must have the degree of dr hab. or the title of professor and have distinguished scientific achievements, including managing research projects and publishing in renowned journals in the last 5 years. The assistant supervisor must hold a doctoral degree. A supervisor cannot be a person who, in the last 5 years, has been a supervisor for 4 doctoral students removed due to a negative assessment, has supervised at least two people whose doctoral theses were not allowed to be defended, or has received a negative mid-term assessment result twice. A change of supervisor may occur at any time during education at the request of the doctoral student or supervisor. Such a request requires justification and the consent of the Director. In the case of an application by a doctoral student, it is also necessary to attach a statement of the new supervisor, about their readiness to take over the duties of supervising. In a situation where the supervisor wants to resign from supervision, they must provide justification and indicate a candidate for their place. If the supervisor expires for reasons such as death or illness, the Director takes steps to appoint a new supervisor and ensure continuity of care. (CRIT. 5B) **METHODS OF ENSURING HIGH QUALITY OF COOPERATION** The basis for ensuring high-quality of scientific supervision is the supervisor's obligations specified in the KUDoS Regulations. The supervisor is responsible, for supervising the preparation of the doctoral dissertation of the doctoral student and providing methodological assistance in their scientific research. They also ensure that the doctoral student has appropriate conditions for scientific work. The supervisor supports the doctoral student in developing and implementing the IPB, regularly reviews the applications submitted by the doctoral student, and assesses the doctoral student's progress. In addition, the supervisor is obliged to cooperate with the KUDoS Director. The auxiliary supervisor supports the main supervisor in fulfilling the above obligations. Obligations and good practices in the field of doctoral student-supervisor cooperation are described in "KUDoS Guidebook" and are the subject of meetings with the Director. So far, all disagreements have been resolved through dialogue and mediation, taking into account the interests of all parties. In the years 2019-2024, 1 application for a change of supervisor was submitted and approved. (CRIT. 5C) **THE NEEDS OF PEOPLE WITH DISABILITIES AND PARENTS** The KUDoS Regulations provide for the provision of appropriate conditions and support for doctoral students with special needs. Doctoral students have the right to leave and may apply for the postponement of classes to the next year. Another important form of support is the possibility of suspending education in cases such as parental leave, chronic illness, or the need to care for a sick person. The suspension period cannot exceed 2 years. During the suspension, doctoral students have access to the necessary research infrastructure and seminars broadcast online on the MS Teams channel. (CRIT. 5D) **INVOLVING EXTERNAL SPECIALISTS IN SCIENTIFIC ACTIVITIES AND SUPERVISION** KUDoS strives to include international experts in the supervision of doctoral students as widely as possible. Firstly, within KUDoS, 2 doctoral dissertations are conducted under the supervision of foreign supervisors, and 4 auxiliary supervisors come from partner universities. Secondly, doctoral students have contact with international specialists during workshops and the KUDoS Seminar Series. Thirdly, during participation in conferences, summer schools, and internships at foreign universities, PhD students receive feedback on their projects and have the opportunity to find co-authors of their publications and projects. Finally, fourthly, strategic partnerships at the institutional level of KU and KUDoS enable access to classes and summer schools and even double diplomas from partner universities. The first example is Zuzanna Staniszevska's double doctorate, defended on the basis of a strategic partnership between KU and ESCP in Paris. (CRIT. 5E) **RELIABILITY OF VERIFICATION OF THE SUPERVISORS' WORK** The verification of the supervisors' work takes place at several stages of education. Firstly, the supervisors' competencies are verified by the Director and the Council of KUDoS. Secondly, the evaluation of cooperation takes place at the mid-term evaluation stage based on the doctoral student's report. Since the supervisor does not participate in the mid-term evaluation procedure, the evaluation committee can freely discuss the supervisor's involvement and order corrective actions. Finally, supervisors' involvement is verified on an ongoing basis by the Director during individual meetings and regular information meetings. Actions taken to continuously improve the quality and work of supervisors include (1) individual meetings of the KUDoS Director with supervisors on the standards and needs of doctoral students under their supervision, (2) regular information meetings of the KUDoS Director with staff and supervisors on activities, initiatives, incentive systems and development opportunities offered within KUDoS, (3) foreign training courses devoted to doctoral supervision organized by EDAMBA network. **SELF-ASSESSMENT** The strengths include (1) transparent regulations for selecting and changing supervisors, enabling changes at any stage of education, (2) making the education process more flexible for people with special needs, pregnant women or parents of minors, (3) availability of foreign training courses for supervisors and involvement of foreign staff in the development of doctoral students. The weaknesses include (1) high diversity of supervisors' approaches to scientific supervision, (2) limited instruments for influencing the way supervisors provide care. Attachments and additional information available during your visit: (1) Lists of supervisors and auxiliary supervisors (2) EDAMBA Supervisor Training Reports

## 6. Integrity of the mid-term evaluation process

The mid-term evaluation is seen as one of the elements of core elements of KUDoS education process for monitoring and improving the quality of doctoral research projects. Since this is an important moment of receiving feedback for both the doctoral student and the supervisor, experienced KU employees and representatives of the Polish scientific community are involved in the process. The following paragraphs describe the most important aspects of the KUDoS mid-term evaluation system. (CRIT. 6A) OBJECTIVITY, AVAILABILITY AND CLARITY OF CRITERIA AND PRINCIPLES OF EVALUATION The mid-term evaluation process of PhD students at KUDoS is based on clearly defined and objective criteria that are available and communicated to PhD students from the beginning of their studies. Information on the criteria and procedure can be found in the dedicated mid-term evaluation procedure, available on the website and in the guide for PhD students ( KUDoS Guidebook ). The evaluation criteria are substantive and concern key aspects of scientific development, such as (1) progress in research, (2) presentations of research achievements, and (3) other forms of research and publication activity. Each of these criteria is evaluated separately and doctoral students are given the opportunity to adequately present their achievements. (CRIT. 6B) COMPOSITION AND COMPETENCIES OF THE EVALUATION COMMITTEE The evaluation committee is appointed individually for each doctoral student. The committee's composition includes faculty with a postdoctoral degree or a professor, both from among the University's employees and from outside the KU. The process of appointing the committee primarily takes into account the matching of the competencies and research experience of its members to the doctoral student's research area, which guarantees the professionalism and objectivity of the evaluation. (CRIT. 6C) TIMELINESS AND MANNER OF CONDUCTING THE ASSESSMENT In accordance with the KUDoS Regulations, mid-term evaluations of PhD students are conducted at the beginning of the third year of studies, between September and November of the given academic year. To ensure objectivity, neither the supervisor nor the KUDoS Director participate in the committee deliberations. The results of the committee deliberations are recorded and the evaluation results are communicated to the PhD students. A positive evaluation allows for the continuation of studies, a negative evaluation result in removal from the PhD programme after considering any appeals . The KUDoS evaluation procedure has been positively reviewed by the National Doctoral Council (KRD), which confirmed its transparency and compliance with the expectations of the academic community. In the years 2021-2024, 25 people were subjected to mid-term evaluation, of which only 2 people received a negative result. In the case of the first intake, most students withdrew after the first year of studies, hence only two people took part in the evaluation, one of whom is in the process of submitting a doctoral thesis. Subsequent cohorts were characterized by greater stability (withdrawals at the level of 3 people before the evaluation), and most doctoral students successfully passed the mid-term evaluation, receiving constructive feedback on their progress. Appeals against the evaluation result in 2022 and 2023 were considered negatively, but as a result of them, consultations with the KRD were held. At the request of the KRD, in 2024, the possibility and procedure of a one-time appeal against the results of the mid-term evaluation was introduced, resulting in the appointment of a new committee and re-evaluation. Due to the positive results of the evaluations in 2024, the appeal procedure has not yet been applied. The results of the mid-term evaluation for each intake are presented below. Evaluation in 2021 (for 2019 intake) No. of PhD students evaluated 2 No. of positive evaluations 2 Evaluation in 2022 (for 2020 intake) No. of PhD students evaluated 9 No. of positive evaluations 8 No. of appeals 1 Evaluation in 2023 (for 2021 intake) No. of PhD students evaluated 5 No. of positive evaluations 4 No. of appeals 1 Evaluation in 2024 (for 2022 intake) No. of PhD students evaluated 9 No. of positive evaluations 9 (CRIT. 6D) RELIABILITY OF ACTIONS TO IMPROVE THE PROCESS OF CONDUCTING THIS ASSESSMENT The results of the mid-term evaluation procedure and the content of the reports are analyzed resulting in the introduction of corrective measures, such as the possibility of a formal appeal against the decision, an increased emphasis on publications and research activity from the first year of studies, and the introduction of annual mandatory presentations of research projects to improve presentation competencies. The main conclusion drawn from the analysis of the results and protocols of the mid-term evaluation was the insufficient research and publication activity of doctoral students in the first two years of the program. During the discussions with the staff, supervisors and the SD Council, it was concluded that the problem may result from the "student" mentality of doctoral students, who attached too much importance to participation in classes, while at the same time not undertaking individual research, publication and conference activities to a sufficient degree. An additional problem was the ability of doctoral students to present their achievements and research projects. The conclusions drawn resulted in the strengthening of activities and incentives focused on (1) publication activity from the first year of the doctorate, (2) mobility in the form of participation in conferences with a mandatory paper, (3) mandatory participation in seminars and workshops, (4) mandatory presentation of the project during the " PhD Days " in September each year. At the same time, communication activities were strengthened to emphasize the importance of these activities from the first year of the program (introductory meeting for doctoral students and supervisors, KUDoS Guidebook). Actions taken contributed to the increased activity of doctoral students from new cohorts. The plans include the involvement of the procedure of mid-term evaluation of foreign experts and representatives of the doctoral student government. SELF-ASSESSMENT The strengths of KUDoS mid-term evaluation procedure are (1) the objectivity and availability of criteria, (2) the involvement of external experts in the evaluation procedure, and (3) the formal appeals procedure. The weaknesses of KUDoS mid-term evaluation procedure are (1) limited awareness of the importance of the procedure among some doctoral students and supervisors, (2) lack of participation of a representative of the self-government in the evaluation procedure. Attachments and additional information available during your visit: (1) Mid-term evaluation procedures and criteria (2) Protocols of the work of the mid-term evaluation committee

## 7. Internationalization

Internationalization is both the basic philosophy of KU and one of the key strategic goals of KUDoS. The paragraphs below describe the activities in the field of internationalization of the scientific and teaching staff, doctoral students, the educational process, and the network of KUDoS contacts. (CRIT. 7A) DEGREE OF INTERNATIONALIZATION AND INTERNATIONAL MOBILITY OF FACULTY The composition and international competencies of KUDoS faculty members reflect the KU internationalization strategy assuming the acquisition and development of Polish scientists with international experience and potential. Of the 36 people involved in education as supervisors and assistant supervisors, 6 are foreigners (16%). Considering the international scientific activity of Polish staff understood as: (1) regular publications in English, (2) involvement in the implementation of international research projects, (3) participation in international scientific conferences, and (4) international experience confirmed by foreign studies and internships; the level of internationalization of KUDoS faculty is above 90%. A few representatives of the staff with a predominance of local achievements are engaged due to their professionalism and experience, conducting introductory and specialist classes in English or supervising implementation doctorates with local specificity. The development of the internationalization of the KUDoS faculty is supported by a system of incentives addressed to both KU employees and representatives of foreign universities. KU employees are offered, among others, support: (1) for participation in international conferences; (2) for scientific activity, translation and language editing of articles; (3) in the implementation of international grants; (4) events and marketing in the organization of international conferences and scientific seminars. In addition, KUDoS, based on the STER 2021-2024 and 2025-2027 development programs, offers incentives for KUDoS faculty in the form of: (1) financing long-term internships at foreign universities (3 internships in 2021-2024), (2) financing trips to foreign training for supervisors (6 people). For international scientists KUDoS offers: (1) financing short-term visits combined with guest lectures and workshops (20 guests in 2019-2024), (2) financing international events (seminars, paper development workshops, summer schools), (3) financing long-term stays (visiting professor from 2025). (CRIT. 7B) DEGREE OF INTERNATIONALIZATION OF EDUCATION AND MOBILITY OF DOCTORAL STUDENTS The internationalization of the education process is implemented through activities in three areas. First, the KUDoS education program is offered 100% in English. This is due to the philosophy of internationalization and the high percentage of recruited foreign doctoral students at the level of 31% (17 out of 54). Secondly, education is based on internationally recognized textbooks on research methodology and in-depth workshops and cyclical scientific seminars with the participation of international researchers (KUDoS Seminar Series). Thirdly, a system of incentives for international mobility is offered, including financing participation in international conferences from the first year and long-term internships (from 1 to 6 months) in foreign research centers for years 3 and 4. In the coming years, didactic mobility is also planned, enabling the implementation of elective subjects in Doctoral Schools of foreign partner universities. The effects of the activities described above within the IPB and at the PRK level include, among others, doctoral plans that include internships, participation in international conferences and publications in recognized international journals. From the point of view of learning outcomes at PKK level 8, internationalization activities contribute to increased awareness of debates and research problems in global science, more efficient functioning in the international scientific environment within conferences and research teams, and the ability to critically evaluate one's own achievements and apply ethical principles in force worldwide in the field of research and publishing results. Measurable outcomes include, among others, a high percentage of scientific articles published in international journals, international mobility of doctoral students, a high percentage of doctoral students with internship experience at a foreign university (27% 10 out of 37 students), and the first double doctorate carried out with the participation of supervisors from ESCP in Paris and the employment of the first doctoral student at that foreign university. (CRIT. 7C) METHOD OF TAKING INTO ACCOUNT THE NEEDS OF FOREIGN DOCTORAL STUDENTS KUDoS supports foreign doctoral students by offering comprehensive assistance on many levels to facilitate their adaptation and development within the academic community. Welcome Point is a place where they can obtain assistance with formal issues, accommodation or legalization of stay. This center is financed by NAWA as part of the "Welcome to Poland" program. PhD students from outside the EU must apply for a national visa, and KU supports them in this process by providing an official invitation after admission to the university. The support also includes assistance in registering a long-term stay in Poland, which requires personal submission of documents to the Department of Foreigners' Affairs in Warsaw. Unfortunately, KU does not have its own dormitory, but it offers assistance in finding housing through real estate agencies. Due to the specific financial needs of foreign PhD students, individualized support is provided in the form of (1) involvement in research grants offering an additional scholarship, (2) involvement in administrative and teaching work at the university, (3) rewarding outstanding international achievements with additional scholarships for the best. The University offers Polish courses to PhD students who want to improve their language skills. Finally, with mental well-being in mind, KU runs the Wellbeing Office, where students and employees can take advantage of free psychological consultations. (CRIT. 7D) METHODS OF INCREASING VISIBILITY ABROAD AND THEIR EFFECTIVENESS Actions taken to increase the international visibility of KUDoS include 3 areas: (1) the use of international accreditations (AACSB, EQUIS, AMBA) and networks of contacts (EDAMBA, GNAM) to increase international visibility and pro-quality activities, (2) establishing bilateral international cooperation (ESCP, Ca'Foscari Venice School of Management) and organizing events (International Careers Seminar 2024, EDAMBA General Assembly 2025), (3) marketing activities focused on international candidates (LinkedIn website, KUDoS Open Days, KUDoS guidebook. The actions taken in recent years are starting to bring tangible results in the form of: (1) the growing number and quality of international candidates, (2) the growing mobility of doctoral students, (3) proposals for inter-institutional cooperation and joint initiatives, (4) the growing diversity of doctoral students (India 1, Mexico 1, Ukraine 3, Uzbekistan 1, Pakistan 2). SELF-ASSESSMENT Strengths include (1) high level of faculty internationalization, (2) high level of internationalization of the program and achievements of doctoral students, (3) extensive system of support for international mobility, (4) development of international recognition based on networks and partnerships. Weaknesses include (1) lack of own dormitory, (2) lack of preferential rules for doctoral students from abroad, (3) low competitiveness in attracting doctoral students from Western European countries. Additional information available during the visit: (1) Lists of international guests conducting seminars and workshops (2) Syllabuses containing international literature (3) Doctoral student files containing Individual Research Plans (4) Reports from

the international conference on career paths

## 8. Effectiveness of doctoral education

Percentage of individuals who obtained a doctoral degree	Doctoral students who applied for initiation of proceedings for the award of a doctoral degree	Doctoral students who were awarded a doctoral degree	Doctoral students who were denied the award of a doctoral degree
in the number of doctoral students who completed their education at the doctoral school during the evaluation period	0 %	0 %	0 %
in the total number of doctoral students who completed their education at the doctoral school	0 %	0 %	0 %

According to the Regulations, education at SD ALK lasts 4 years with the possibility of extension by 2 years without a doctoral scholarship. A person extending education has the status of a doctoral student until the defense. Currently, SD ALK has: 1 person in year 6 submitting a dissertation in Jun. 2025, 6 people in year 5, of whom 1 submitted in Oct. 2024 and defended on Mar. 10, 2025, 1 person submitted in Feb. 2025, 4 people plan to submit by Sep. 2025.

ANALYSIS OF THE EFFECTIVENESS requires explanation of 2 issues. (1) High dropout rate (95%) in the first cohort resulting from a lack of understanding of the specifics of the doctoral school by candidates with a business profile. (2) High extension rate resulting from education in pandemic conditions that make it difficult to conduct research and time-consuming publication processes in journals that delay defenses based on series of article.

MONITORING OF GRADUATE CAREERS is limited to 1 PhD student who found employment at the Leadership and Inclusive Management Institute of ESCP Business School in Paris. The aim of SD ALK is to increase the number of people finding employment in international science and universities.

THE RESULTS OF SATISFACTION AND OPINIONS OF DOCTORAL STUDENTS collected through surveys conducted after each class, through the Student Government and during regular meetings with the Director of SD ALK contributed to: (1) diversifying and expanding the range of classes, (2) creating a dedicated zone for quiet work, (3) improving the functioning of the website and communication channels (MS Teams, LinkedIn), (4) preparing an offer of private medical care.

SELF-ASSESSMENT The strengths are (1) the high and internationalized level of scientific achievements of PhD students, (2) the high level of PhD students' satisfaction. The weaknesses include (1) a high dropout rate among PhD students from the first cohort, (2) only 1 procedure initiated in the period covered by the evaluation.

## 1. economics and finance

### Achievement Description

In the years 2019-2024, PhD students of SD ALK pursuing education within the discipline of finance and economics (8 people) demonstrated the following scientific achievements: 33 scientific publications (articles and chapters in monographs); 5 participations in research grants as a manager or contractor; 3 foreign internships from 1 week to 6 months; 39 presentations at scientific conferences and summer schools.

Among these achievements, the following 5 deserve special recognition:

ACHIEVEMENT (1) In 2024, Malwina Rzepka, pursuing a PhD under the supervision of dr hab. Aneta Hryckiewicz-Gontarczyk, received an invitation to the international conference of the American Economic Association (AEA) in San Francisco, California. Her work entitled "Identifying Housing Market Bubbles: Bespoke Bubbles for Diverse Market Structures", analyzing the housing market, was selected for presentation at the ceremonial poster session. It is worth emphasizing that less than 5% of works are accepted by #AEA, which is attended by leading scientists from the best American universities. Link: <https://www.kozminski.edu.pl/pl/news/malwina-rzepka-z-wyroznieniem-na-konferencji-ekonomicznej-american-economic-association-w-san-francisco>

ACHIEVEMENT (2) In 2023, Malwina Rzepka, pursuing a doctorate under the supervision of dr hab. Aneta Hryckiewicz-Gontarczyk, was awarded the Preludium grant of the National Science Center 2023/49/N/HS4/03916 for the research project entitled "Tailor-made bubbles - New factors and methods of detecting housing bubbles in different countries", which is also the basis of her doctoral dissertation. The project description can be found on the NCN website. Link: [https://projekty.ncn.gov.pl/index.php?projekt\\_id=587752](https://projekty.ncn.gov.pl/index.php?projekt_id=587752)

ACHIEVEMENT (3) In 2022, PhD student Kacper Wańczyk, pursuing his PhD under the supervision of dr hab. Jacek Tomkiewicz, was awarded the Preludium grant of the National Science Center 2022/45/N/HS4/02191 for the research project entitled "Shaping the concept of ownership in Belarus and Estonia. Consequences for contemporary economic policies.", which is also the basis of her doctoral dissertation. The project description can be found on the NCN website. Link: [https://projekty.ncn.gov.pl/index.php?projekt\\_id=558058](https://projekty.ncn.gov.pl/index.php?projekt_id=558058)



ACHIEVEMENT (4) In 2024, Paweł Jamrozik, a PhD student in the first year of the implementation doctorate program, published an article entitled "In Search of Legislative Rationality - the Problem of Using Methane from Mine Drainage in the Energy Sector, in the Perspective of Climate Neutrality" in the renowned Polish journal "Rynek Energii" (70 points on the ministerial list). Link: <https://www.rynek-energii.pl/pl/node/4697> ACHIEVEMENT (5) In 2024, the PhD student won the first competition and was included in the scientific project carried out in the consortium "OPENMIN project - Project: Consolidating Open Science and Data Initiatives on Ethnic and Migrant Minorities in Europe". The PhD student acts as an project member responsible for the stage of creating a new set of metadata for research on Ukrainian refugees and metadata documentation. Link: <https://openmin.eu/>

## 2. law

### Achievement Description

In the years 2019-2024, PhD students of SD ALK (6 people) pursuing education within the discipline of legal sciences demonstrated the following scientific achievements: 20 scientific publications (articles and chapters in monographs) 1 participation in a research grant as an executor 4 foreign internships from 1 week to 6 months 56 presentations at scientific conferences and summer schools

Among these achievements, the following 5 deserve special mention:

ACHIEVEMENT (1) PhD student Gautam Mohanty published a total of 16 scientific publications during his studies at SD ALK, including a book entitled "Enforcement of Foreign Arbitral Awards and the Public Policy Exception" in the international publishing house Springer. The book presents The book is a study on contemporary concerns in international commercial arbitration, in particular those related to the enforcement of foreign arbitration awards. The book is a useful source of information for policy makers, students and researchers interested in international commercial arbitration and private international law, but also for practitioners working on resolving disputes in jurisdictional disputes in South Asia and beyond. Link: <https://www.springerprofessional.de/en/enforcement-of-foreign-arbitral-awards-and-the-public-policy-exc/19384402>

ACHIEVEMENT (2) In 2024, the scientific article of the PhD student Dominka Wasiluk entitled "About performing real estate inspection in the process of property appraisal" was accepted for publication in the highly rated journal "Przegląd Ustawodawstwa Gospodarczego" ISSN: 0137-5490 (100 points on the ministerial list of scored journals). The article concerns the inspection of real estate, which is one of the activities of estimating the value of real estate and an important source of data on it.

ACHIEVEMENT (3) In 2024, implementation PhD student Anna Wyszeccka represented SD ALK at the international conference Human Centric AI: Ethics, Regulation, and Safety, which took place on October 16-17, 2024 in Vilnius. The PhD student represented SD ALK and the Ministry of Digital Affairs and delivered a paper entitled "Ethical aspects - AI Act addressed the problem?". Link: <https://www.hcai.tf.vu.lt/component/speventum/speaker/56-anna-wyszeccka-phd-candidate-kozminski-university>

ACHIEVEMENT (4) In 2023, PhD student Gautam Mohanty completed 2 internships abroad as a visiting scholar at the Research Center for Investment Law and International Markets (CREDIMI) at the University of Burgundy, France (as part of the Erasmus+ program, from March 1 to March 31, 2023) and a visiting scholar at the Lauterpacht Center for International Law (LCIL) at the University of Cambridge, United Kingdom, as part of an international mobility scholarship awarded by the National Agency for Academic Exchange (NAWA), Poland (from April 25 to June 30, 2023). Link: <https://www.lcil.cam.ac.uk/Array/former-visiting-academics-and-postgraduate-students>

ACHIEVEMENT (5) In 2021, Ewa Bujak, pursuing a PhD under the supervision of prof. Łukasz Gruszczyński, became the main investigator in the Preludium Bis grant (2021-2025) entitled "Control of foreign investment for national security reasons: a comparative analysis of legal regimes in the European Union and the United States" 2020/39/O/HS5/02637. As part of the grant, the PhD student completed foreign internships as a Visiting Scholar at Duke University School of Law (U.S.) and the European University Institute in Florence. Link: [https://projekty.ncn.gov.pl/index.php?projekt\\_id=499602](https://projekty.ncn.gov.pl/index.php?projekt_id=499602)

## 3. management and quality studies

### Achievement Description

In the years 2019-2024, PhD students of SD ALK pursuing education within the discipline of management and quality sciences (23 people) demonstrated the following scientific achievements: 58 scientific publications (articles and chapters in monographs) 22 participations in research grants as a manager or contractor 10 foreign internships from 1 week to 6 months 75 presentations at scientific conferences and summer schools

Of these achievements, the following 5 deserve special mention:

ACHIEVEMENT (1) In 2024, PhD student Zuzanna Staniszevska was honored with two prestigious awards for her work in the field of management during the EURAM 2024 conference. The first award, "Most Inspirational Paper", awarded by the European Academy of Management, refers to the research contained in the work "This is me as a leader: Visualizing ethics of care in professional narratives of women in leadership". This work, which sheds new light on the role of empathy and care ethics in leadership, was recognized for its innovative perspective on women's leadership. The second distinction, the "Best Paper Award" from the Doctoral Colloquium, was received for the article "Voices of Change: Re-imaging Leadership in the Quest of Inclusivity", focusing on the need for greater inclusiveness in leadership. Zuzanna Staniszevska's academic supervisor and mentor is prof. Dorota Dobija. Link: <https://www.kozminski.edu.pl/pl/news/sukces-doktorantki-z-akademii-leona-kozminskiego-podwojne-wyroznienie-na-arenie-miedzynarodowej>

ACHIEVEMENT (2) In 2024, PhD students Anna Kovbasiuk and Konrad Sowa published an article in the highly rated International Journal of Information Management with an Impact Factor of 20.1 and 140 points on the ministerial list. The article entitled "Collaborative AI in the workplace: Enhancing organizational performance through resource-based and task-technology fit perspectives" analyzes how artificial intelligence, human capabilities, and task types affect organizational performance. Using the framework of the Resource-Based View and Task Technology Fit theories, two separate studies were conducted to assess the effectiveness of a generative AI tool in supporting task execution across the spectrum of task complexity and creative requirements. The first study tested the usability of generative AI in various tasks and the importance of improving AI-related skills. Another study examined interactions between humans and AI by analyzing emotional tone, sentence structure, and word choice. The results indicate that incorporating AI can significantly improve organizational task performance in areas such as automation, support, creative efforts, and innovation processes. Generative AI was also observed to generally present a more positive attitude, use simpler language, and have a narrower vocabulary than its human counterparts. These observations contribute to a broader understanding of AI's strengths and weaknesses in organizational environments and guide the strategic implementation of AI systems. Link: <https://www.sciencedirect.com/science/article/pii/S0268401224001014>

ACHIEVEMENT (3) In 2024, PhD student Radosław Milczarski, pursuing a competitive implementation doctorate research project "Using history as a historical resource of a company," organized the first international conference on business archiving in Poland in cooperation with BGK, ICA SBA, and ALK. The conference took place on 23-24.09.2024 and focused on promoting sustainable development and business operations. The conference was attended by 94 people from all over the world and from different sectors of the economy, who discussed challenges and best practices in archive management and resilience strategies. The conference contributed to increasing awareness of the importance of archives in business and building a network of cooperation between participants, which can lead to further exchange of knowledge and practices in the future. Moreover, the event aimed to strengthen the bond between theory and practice, which was visible in the involvement of both academics and industry professionals. The conference recording is available on the Leon Kozminski Academy channel. Link: <https://web.archive.org/web/20240804175905/https://archivistconference2024.com/>

ACHIEVEMENT (4) In 2023, PhD student Konrad Sowa, conducting research on human-AI cooperation, represented ALK in a panel discussion as part of Poland Days in Silicon Valley during the conference entitled "US-Poland Science and Technology Symposium 2023 Security, Stability, Sustainability and Resilience - 3S&R" organized on June 20-23, 2023 at Stanford University, Palo Alto, California. Panel discussion no. 8 was devoted to resilience and interpersonal relations. The panel was moderated by Sally Shepard (Chief Human Resources Officer, Exponent) and participants: Andrzej Dybczyński (President of the Łukasiewicz Research Network), Piotr Moncarz (Chairman of the USPTC, Professor, Stanford University), Prof. Alojzy Nowak (Rector of the University of Warsaw), Renata Piechocka (SR HR Manager, Egnyte), and Konrad Sowa (PhD student at ALK). Link: <https://usptc.org/us-poland-science-and-technology-symposium-2023/>

ACHIEVEMENT (5) In 2021, the book by PhD student Jan Zygmuntowski entitled "Kapitalizm sieci" Wydawnictwo Rozruch, Warsaw 2020 was nominated in the ECONOMICUS 2020 competition for the best economic and business books organized by Dziennik Gazeta Prawna. Mgr Jan J. Zygmuntowski - economist interested in development issues, economics and policy of new technologies and the digital economy. The book is devoted to digital super monopolies and cartels, constituting a guide to the digital economy. Link: [https://www.gazetaprawna.pl/konferencje/economicus2020/nominacje\\_1.html](https://www.gazetaprawna.pl/konferencje/economicus2020/nominacje_1.html)



# ATTACHMENTS

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## Added files

Adequacy of the education program and individual research plans to the learning outcomes for qualifications at PRK level 8 and their implementation

- Appendix 1 Program.pdf

Method of verifying learning outcomes for qualifications at PRK level 8

- Appendix 2 Verifying learning outcomes.pdf

Qualifications of academic teachers or research staff conducting education at the doctoral school

- Appendix 3 Profiles of faculty economics.pdf

- Appendix 3 Profiles of faculty management.pdf

- Appendix 3 Profiles of faculty law.pdf

Quality of the recruitment process

- Appendix 4 Regulations.pdf

- Appendix 5 Recruitment rules.pdf

- Appendix 6 Recruitment committees.pdf

Quality of scientific or artistic supervision and support for conducting scientific activities

- Appendix 7 Midterm assessment rules.pdf

# STATEMENTS

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I hereby declare that the information contained in the self-assessment report is fully consistent with the factual and legal status.



I hereby declare that the information contained in the self-assessment report in Polish and English is fully identical in substance.



I hereby declare that the documents attached to the self-assessment report in Polish and English are fully identical in substance.

Signature

# AUTHORIZATIONS

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## Added files

PEŁNOMOCNICTWO Nr 13 prof. T. Olejniczak ewaluacja Szkoła Doktorska.pdf



KOZMINSKI UNIVERSITY

**APPENDIX I**

**EDUCATIONAL PROGRAMS IN THE PERIOD  
COVERED BY EVALUATION**

**SD ALK PROGRAMME VALID FROM  
2023/2024**

**RESOLUTION No. 25 - 2022/2023**

**Senate of Kozminski University  
of 27 April 2023.**

**on amendments to the programme of the Doctoral School**

Pursuant to § 30, paragraph 1, point 11 of the Articles of Association of Kozminski University, having obtained the opinion of the Scientific Council of the Discipline of Management and Quality Sciences, the Scientific Council of the Discipline of Economics and Finance and the Scientific Council of the Discipline of Legal Sciences, the Senate of Kozminski University resolves as follows:

**§ 1.**

1. The Senate of Kozminski University establishes changes to the Doctoral School programme to be implemented from the academic year 2023/2024.
2. The programme referred to in paragraph 1, taking into account the proposed amendments, is annexed to this Resolution.

**§ 2.**

The resolution shall enter into force on the date of its adoption.

**President of the Senate  
Kozminski University**

**Professor Grzegorz Mazurek, PhD, DSc**

## ALK DOCTORAL SCHOOL - EDUCATION PROGRAMME

<b>AREA</b>	<b>Economics and finance, law, management and quality sciences</b>
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GENERAL STUDY CHARACTERISTICS	
<b>Name of the course</b>	Doctoral school
<b>Science diary (regulation)</b>	Social sciences
<b>Scientific discipline</b>	Economics and finance, law, management and quality sciences
<b>Form of study (full-time/part-time)</b>	full-time studies
<b>Duration of studies (years)</b>	4 years
<b>Language of education</b>	English

STUDY PLAN	
<b>Activity type</b>	Lecture, practical, project, seminar, etc.
<b>Evaluation method</b>	Exam, test, project, etc.
<b>ECTS</b>	Balance of the doctoral student's workload expressed in hours and ECTS points, assuming that 25 hours of the doctoral student's work equals 1 ECTS

Introduction course	Lecturer	total hours	I	II	III	IV	V	VI	VII	VIII	ECTS
Research methodology		15	15								3
Introduction to quantitative data analysis		30	30								3
Introduction to qualitative research methods		30	15	15							3
Introduction to databases		30	30								3
research in law sciences		15	15								3
statistics and statistical inference		30	30								3
research methods											
econometrics		30			15	15					5
advanced quality methods		30		15	15						5
experiments in social sciences		15			15						3
Big data and data mining (including text mining)		30		30							3
elective courses											
elective course		30			30						3
elective course		30				30					3
The competences of the researcher											
empirical research in practise		45	15	15	15						2
workshops		45	15	15	15						2
applying for research funds		15			15						2
writing academic article		30	15	15							3
research seminar											
research seminar		40		10		10		10		10	4
seminar with supervisor											
teaching experience											
total in semester			120	235	105	100	30	70	0	70	53
total:		655									



**Learning outcomes for doctoral school**

<b>Advanced knowledge</b>	
PhD student knows and understands the latest concepts and theories in the field of social sciences	DS/K_01
PhD student knows methodology and advanced methods of scientific research	DS/K_02
PhD student knows about ethical aspects of conducting scientific inquires	DS/K_03
<b>Skills</b>	
PhD student is able to critically evaluate the existing literature, identify a research gap and skillfully formulate research questions to be investigated.	DS/S_01
PhD student is able to choose appropriate research method(s) to a selected research problem	DS/S_02
PhD student is able to participate in scientific debate	DS/S_03
<b>Social competence</b>	
PhD student is able to disseminate and discuss the results of own inquires	SD-S/SC_01
PhD student is able to work in a team on a research tasks and deliver results on time.	SD-S/SC_02

Matrix of learning outcomes in the Doctoral School programme

Subject	Learning outcomes	DS/K_01	DS/K_02	DS/K_03	DS/S_01	DS/S_02	DS/S_03	SD-S/SC_01	SD-S/SC_02
Research methodology		XXX	XXX			XXX			
Introduction to qualitative research methods			XXX			XXX		XXX	
Introduction to qualitative research methods			XXX	XXX	XXX	XXX			XXX
Introduction to databases			XXX			XXX			XXX
Statistics and statistical inference			XXX			XXX		XXX	
Research in law sciences		XXX	XXX			XXX	XXX	XXX	
Econometrics			XXX			XXX		XXX	
Advanced quality methods			XXX	XXX		XXX		XXX	
Experiments in social sciences			XXX			XXX		XXX	XXX
Big data and data mining		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Empirical research in practice		XXX	XXX				XXX	XXX	
Research workshops			XXX	XXX			XXX	XXX	
Applying for research funds				XXX			XXX	XXX	
Writing academic article				XXX			XXX	XXX	XXX
Research seminar			XXX				XXX	XXX	

## **The Process of Mid-term PhD Student Evaluation in KU Doctoral School**

The process was developed pursuant to the legal regulations currently in force that specify the form and rules of how the KU Doctoral School functions, namely the Act of 20 July 2018 on the Law on Higher Education (i.e. Journal of Laws of 2020, art. 85, with subsequent amendments) as well as the Regulations of the KU Doctoral School.

1. A mid-term PhD student evaluation is conducted during the fourth semester of studies from 1 September to 1 November.
2. The evaluation is conducted by an evaluation committee appointed individually for each doctoral student by the Director of the KU Doctoral School on a proposal from the Scientific Council of the KU Doctoral School.
3. The Regulations of the KU Doctoral School specify that the Evaluation Committee is composed of three members, with one member holding a post-doctoral habilitation degree or a title of a professor in the discipline of the doctoral dissertation who is required to be employed by another tertiary education institution, and with the other two members being employed by KU and holding post-doctoral habilitation degrees or titles of professor. The supervisor and the auxiliary supervisor as well as the members of the Scientific Council of the KU Doctoral School shall not be the members of the Evaluation Committee.
4. The Evaluation Committee may debate on-line.
5. For the purpose of a mid-term evaluation students submit a „Mid-term Report on the Progress in Research and Writing the Dissertation“. This report together with the appendices is submitted by doctoral students in a paper form and also sent electronically to the following email address: [dobosrz@kozminski.edu.pl](mailto:dobosrz@kozminski.edu.pl)
6. In the report students present their achievements in three areas:
  - A. Progress in research.
  - B. Presentation of research achievements.
  - C. Other forms of research activities and publications.
7. Each activity in the three areas of the report must be documented. Declarations by students which are not documented shall not be evaluated. A „Mid-term Report on Progress in Research and Writing the Dissertation“ should be maximum five-page long (excluding appendices) and formatted in A4, Times New Roman, font size 12 and 1.5 spacing. The structure of a „Mid-term Report on the progress in Research and Writing the Dissertation“ and the methods of documenting the achievements of doctoral student are specified in Appendix 1.
8. During an Evaluation Committee meeting a doctoral student presents his/her achievements in the three areas of evaluation. He or she may use a multimedia presentation.
9. The Committee evaluates the three areas of activities of doctoral student listed in point 6 using the following scale:
  - A. Progress in research: 0 – 20 points
  - B. Presentation of research achievements: 0 – 20 points

**C. Other forms of research activities and publications: 0 – 10 points**

- 10. The maximum number of points that the Committee can grant for the three areas is 50.**
- 11. The Evaluation Committee takes decisions by an ordinary majority of votes. In case the number of Evaluators even and the number of 'for' and 'against' votes is equal, the vote of the Chairperson of the Committee is decisive.**
- 12. A mid-term evaluation can be either positive or negative.**
- 13. A mid-term evaluation is positive if a doctoral student has received at least 30 points.**
- 14. A report on the meeting of the Committee is written and then signed by the Chairperson. The structure of this report is enclosed in Appendix 2.**
- 15. The result of the evaluation and its justification are available to the candidate. They will be disclosed at the request of the doctoral student who has been evaluated if he or she makes a request to the Director of the KU Doctoral School.**
- 16. A doctoral student is removed from the student list if an evaluation is negative.**
- 17. A doctoral student with a negative evaluation has the right to appeal to the KU Rector within 14 days from receiving a negative evaluation result from the Committee.**
- 18. The Rector's decision is final.**

Appendix 1.

**Structure of a „Mid-term Report on the Progress in Research and Writing the Dissertation” and the method of documenting achievements**

Evaluation area/Title of the report section	Type of activity/ Title of the report subsection	The method of documenting achievements (Appendix to the report)	Number of points
<b>A. Progress in research</b>	A. 1. The degree of implementation of an Individual Research Plan (IRP) in each of its elements	A written declaration of the supervisor and auxiliary supervisor (if he/she was appointed) confirming the activities presented in the doctoral student's report in part A.1, A.2 and A.3 (Appendix A to the report in its electronic form)	0-20
	A. 2. Timeliness of IRP implementation in respect of the work schedule of the doctoral dissertation.		
	A.3. Justification of the relationship with the effects of learning for the qualifications at level 8 of the Polish Framework of Qualifications.		
<b>B. Presentation of research achievements</b>	B. Research achievements	B. 1. Current advancement of work on the doctoral dissertation (Appendix B.1 to the report in its electronic form) B 2. Documentation of the conducted research (Appendix B.2 to the report in its electronic form) B 3. Scientific articles or	0-20

		their parts if the doctorate is to be composed of a series of articles (Appendix B. 3 to the report in its electronic form)	
<b>C. Other forms of research activities and publications</b>	<b>C. 1. Reviewed scientific publications (published or accepted for publication)</b>	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendix C.1 to the report in its electronic form)	<b>0-10</b>
	<b>C.2. Research grants</b>	A decision made by the KU Rector, the National Science Centre or the National Centre for Research and Development, and similar institutions to give a grant; confirmation of a grant application; confirmation from the research grant manager; a decision to give a collegial grant (Appendices C.2 to the report in its electronic form)	
	<b>C. 3. Participation in scientific conferences</b>	Confirmation from the conference organizer (Appendix C.3 to the report in its electronic form)	
	<b>C.4. Other publications and scientific articles including those considered to be of a popular science type</b>	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendices C.4 to the report in its electronic form)	

	<b>C.5. Academic trainings/internships</b>	<b>An opinion of the head of academic training/internship (Appendix C.4 to the report in its electronic form)</b>	
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## Appendix 2

### Structure of a report on mid-term evaluation meeting

#### REPORT ON MID-TERM PhD STUDENT EVALUATION IN KOZMINSKI UNIVERSITY DOCTORAL SCHOOL

Surname:.....

Name/Names: .....

PESEL number: .....

Academic year when studies in the Doctoral School started: .....

	Area of mid-term evaluation	Partial evaluation [number of points]
1.	Progress in research	
2.	Presentation of research achievements	
3.	Other forms of research activities and publications	
4.	Total number of points	

RESULT OF MID-TERM EVALUATION: ..... pts. – Positive/Negative



### Justification of the mid-term evaluation result

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### Evaluation Committee

Chairperson – .....

Secretary – .....

Member – .....

Warsaw, date.....

**CONFIRMATION**  
**of Professional Practice Completed in the Form of Didactic Classes Held or Assisted**

I hereby confirm that Mr/Ms .....performed  
professional practice .....

(name of subject in which the Doctoral Student completed practice)

.....

(address)

Within the period from ..... to .....

Comprising a total number of hours :

Basic tasks performed by the Doctoral Student:

- 1.....
- 2.....
- 3.....
- 4.....

Opinion about the performance of the Doctoral Student according to the Research Supervisor  
or another person supervising the classes:

.....  
.....  
.....  
.....

**SD ALK PROGRAMME VALID FROM  
2021/2022**

**RESOLUTION No 33. – 2020/2021**  
**of the Senate of the Kozminski University**  
**of 29 April 2021**

**on the education programme at the Doctoral School**

Pursuant to Article 201(4) of the Act of 20 July 2018 Law on Higher Education and Science (Journal of Laws of 2021, item 478, as amended), after obtaining the opinion of the Doctoral Student Council and the opinion of the Scientific Councils of the Disciplines: Economics and Finance, Management and Quality Sciences, and Legal Sciences, the Senate of the Kozminski University hereby resolves as follows:

§ 1.

The Senate of the Kozminski University establishes the curriculum of the Doctoral School, which constitutes an appendix to this resolution.

§ 2.

The training programme referred to in § 1 shall apply from the training cycle starting in the academic year 2021/2022.

§ 3.

This resolution becomes effective on the day of its adoption

Chair of the Senate  
of Kozminski University

Professor Grzegorz Mazurek, PhD, DSc  
Rector

## ALK DOCTORAL SCHOOL - EDUCATION PROGRAMME

<b>AREA</b>	<b>Economics and finance, law, management and quality sciences</b>
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GENERAL STUDY CHARACTERISTICS	
<b>Name of the course</b>	Doctoral school
<b>Science diary (regulation)</b>	Social sciences
<b>Scientific discipline</b>	Economics and finance, law, management and quality sciences
<b>Form of study (full-time/part-time)</b>	full-time studies
<b>Duration of studies (years)</b>	4 years
<b>Language of education</b>	English

STUDY PLAN	
<b>Activity type</b>	Lecture, practical, project, seminar, etc.
<b>Evaluation method</b>	Exam, test, project, etc.
<b>ECTS</b>	Balance of the doctoral student's workload expressed in hours and ECTS points, assuming that 25 hours of the doctoral student's work equals 1 ECTS

	Lecturer	total hours	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI	Sem. VII	Sem. VIII	ECTS
<b>Introduction course</b>					0	0	0	0	0	0	
Research methodology		15	15								3
Descriptive statistics		30	30								3
Introduction to qualitative research methods		30	15	15							3
Introduction to databases (SQL)		30	30								3
statistics and statistical inference		30	30								3
<b>research methods</b>											
econometrics		30			15	15					3
advanced quality methods		30		15	15						3
experiments in social sciences		15		15	15						3
Big data and data mining (including text mining)		30		30							3
<b>Objects of the fields of study</b>		0									
Subject related course (prerequisites, if needed)		0									
Subject related course (prerequisites, if needed)		0									
Subject related course (prerequisites, if needed)		0									
Online courses-electives											
<b>The competences of the researcher</b>											
empirical research in practise		45		15	15	15					4
workshops		45		15	15	15					4
applying for research funds		15				15					2
writing academic article		30		15		15					3
Study abroad (at least 3 months)											
<b>research seminar</b>											
research seminar		40		10		10		10		10	4
seminar with supervisor											
<b>teaching experience</b>											
	<b>total in semester</b>		60	235	75	145	0	60	0	60	54
	<b>total:</b>	655									

**Learning outcomes for doctoral school**

<b>Advanced knowledge</b>	
PhD student knows and understands the latest concepts and theories in the field of social sciences	DS/K_01
PhD student knows methodology and advanced methods of scientific research	DS/K_02
PhD student knows about ethical aspects of conducting scientific inquires	DS/K_03
<b>Skills</b>	
PhD student is able to critically evaluate the existing literature, identify a research gap and skillfully formulate research questions to be investigated.	DS/S_01
PhD student is able to choose appropriate research method(s) to a selected research problem	DS/S_02
PhD student is able to participate in scientific debate	DS/S_03
<b>Social competence</b>	
PhD student is able to disseminate and discuss the results of own inquires	SD-S/SC_01
PhD student is able to work in a team on a research tasks and deliver results on time.	SD-S/SC_02

## **The Process of Mid-term PhD Student Evaluation in KU Doctoral School**

The process was developed pursuant to the legal regulations currently in force that specify the form and rules of how the KU Doctoral School functions, namely the Act of 20 July 2018 on the Law on Higher Education (i.e. Journal of Laws of 2020, art. 85, with subsequent amendments) as well as the Regulations of the KU Doctoral School.

1. A mid-term PhD student evaluation is conducted during the fourth semester of studies from 1 September to 1 November.
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3. The Regulations of the KU Doctoral School specify that the Evaluation Committee is composed of three members, with one member holding a post-doctoral habilitation degree or a title of a professor in the discipline of the doctoral dissertation who is required to be employed by another tertiary education institution, and with the other two members being employed by KU and holding post-doctoral habilitation degrees or titles of professor. The supervisor and the auxiliary supervisor as well as the members of the Scientific Council of the KU Doctoral School shall not be the members of the Evaluation Committee.
4. The Evaluation Committee may debate on-line.
5. For the purpose of a mid-term evaluation students submit a „Mid-term Report on the Progress in Research and Writing the Dissertation“. This report together with the appendices is submitted by doctoral students in a paper form and also sent electronically to the following email address: [doboszr@kozminski.edu.pl](mailto:doboszr@kozminski.edu.pl)
6. In the report students present their achievements in three areas:
  - A. Progress in research.
  - B. Presentation of research achievements.
  - C. Other forms of research activities and publications.
7. Each activity in the three areas of the report must be documented. Declarations by students which are not documented shall not be evaluated. A „Mid-term Report on Progress in Research and Writing the Dissertation“ should be maximum five-page long (excluding appendices) and formatted in A4, Times New Roman, font size 12 and 1.5 spacing. The structure of a „Mid-term Report on the progress in Research and Writing the Dissertation“ and the methods of documenting the achievements of doctoral student are specified in Appendix 1.



8. During an Evaluation Committee meeting a doctoral student presents his/her achievements in the three areas of evaluation. He or she may use a multimedia presentation.
9. The Committee evaluates the three areas of activities of doctoral student listed in point 6 using the following scale:
  - A. Progress in research: 0 – 20 points
  - B. Presentation of research achievements: 0 – 20 points
  - C. Other forms of research activities and publications: 0 – 10 points
10. The maximum number of points that the Committee can grant for the three areas is 50.
11. The Evaluation Committee takes decisions by an ordinary majority of votes. In case the number of Evaluators even and the number of 'for' and 'against' votes is equal, the vote of the Chairperson of the Committee is decisive.
12. A mid-term evaluation can be either positive or negative.
13. A mid-term evaluation is positive if a doctoral student has received at least 30 points.
14. A report on the meeting of the Committee is written and then signed by the Chairperson. The structure of this report is enclosed in Appendix 2.
15. The result of the evaluation and its justification are available to the candidate. They will be disclosed at the request of the doctoral student who has been evaluated if he or she makes a request to the Director of the KU Doctoral School.
16. A doctoral student is removed from the student list if an evaluation is negative.
17. A doctoral student with a negative evaluation has the right to appeal to the KU Rector within 14 days from receiving a negative evaluation result from the Committee.
18. The Rector's decision is final.

## Appendix 1.

### Structure of a „Mid-term Report on the Progress in Research and Writing the Dissertation” and the method of documenting achievements

Evaluation area/Title of the report section	Type of activity/ Title of the report subsection	The method of documenting achievements (Appendix to the report)	Number of points
<b>A. Progress in research</b>	A. 1. The degree of implementation of an Individual Research Plan (IRP) in each of its elements	A written declaration of the supervisor and auxiliary supervisor (if he/she was appointed) confirming the activities presented in the doctoral student's report in part A.1, A.2 and A.3 (Appendix A to the report in its electronic form)	0-20
	A. 2. Timeliness of IRP implementation in respect of the work schedule of the doctoral dissertation.		
	A.3. Justification of the relationship with the effects of learning for the qualifications at level 8 of the Polish Framework of Qualifications.		
<b>B. Presentation of research achievements</b>	B. Research achievements	B. 1. Current advancement of work on the doctoral dissertation (Appendix B.1 to the report in its electronic form) B 2. Documentation of the conducted research (Appendix B.2 to the report in its electronic form) B 3. Scientific articles or their parts if the doctorate is to be composed of a series of articles (Appendix	0-20

		B. 3 to the report in its electronic form)	
<b>C. Other forms of research activities and publications</b>	<b>C. 1. Reviewed scientific publications (published or accepted for publication)</b>	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendix C.1 to the report in its electronic form)	0-10
	<b>C.2. Research grants</b>	A decision made by the KU Rector, the National Science Centre or the National Centre for Research and Development, and similar institutions to give a grant; confirmation of a grant application; confirmation from the research grant manager; a decision to give a collegial grant (Appendices C.2 to the report in its electronic form)	
	<b>C. 3. Participation in scientific conferences</b>	Confirmation from the conference organizer (Appendix C.3 to the report in its electronic form)	
	<b>C.4. Other publications and scientific articles including those considered to be of a popular science type</b>	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendices C.4 to the report in its electronic form)	
	<b>C.5. Academic trainings/internships</b>	An opinion of the head of academic training/internship (Appendix C.4 to the report in its electronic form)	

## Appendix 2

### Structure of a report on mid-term evaluation meeting

#### REPORT ON MID-TERM PhD STUDENT EVALUATION IN KOZMINSKI UNIVERSITY DOCTORAL SCHOOL

Surname:.....

Name/Names: .....

PESEL number: .....

Academic year when studies in the Doctoral School started: .....

	Area of mid-term evaluation	Partial evaluation [number of points]
1.	Progress in research	
2.	Presentation of research achievements	
3.	Other forms of research activities and publications	
4.	Total number of points	

RESULT OF MID-TERM EVALUATION: ..... pts. – Positive/Negative

Justification of the mid-term evaluation result

.....

.....

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.....

**Evaluation Committee**

**Chairperson** – .....

**Secretary** – .....

**Member** – .....

Warsaw, date.....

**CONFIRMATION**  
**of Professional Practice Completed in the Form of Didactic Classes Held or Assisted**

I hereby confirm that Mr/Ms ..... performed professional practice .....

(name of subject in which the Doctoral Student completed practice)

.....

(address)

Within the period from ..... to .....

Comprising a total number of hours :

Basic tasks performed by the Doctoral Student:

- 1.....
- 2.....
- 3.....
- 4.....

Opinion about the performance of the Doctoral Student according to the Research Supervisor or another person supervising the classes:

.....  
.....  
.....  
.....

**SD ALK PROGRAMME VALID FROM**  
**2019/2020**

**RESOLUTION No. 182 - 2018/2019**

**Senate of Kozminski University  
of 25 April 2019.**

**on the training programme of the Doctoral School**

Pursuant to Article 201(4) of the Act of 20 July 2018. *Law on Higher Education and Science* (Journal of Laws of 2018, item 1668, as amended), the Senate of Kozminski University resolves as follows:

**§ 1.**

The Senate of Kozminski University establishes the curriculum for the Doctoral School, which is annexed to this resolution.

**§ 2.**

The training programme referred to in § 1 is valid for the training cycle starting from the academic year 2019/2020.

**§ 3.**

The resolution comes into force on the day of its adoption.

President of the Senate  
Kozminski University

Dr hab. Witold T. Bielecki  
Rector



## of 25 April 2019.

[illegible]



KOZMINSKI UNIVERSITY

**APPENDIX 2**  
**METHODS OF VERIFYING LEARNING**  
**OUTCOMES FOR QUALIFICATIONS**  
**AT LEVEL 8 OF THE POLISH**  
**QUALIFICATIONS FRAMEWORK**



KOZMINSKI UNIVERSITY

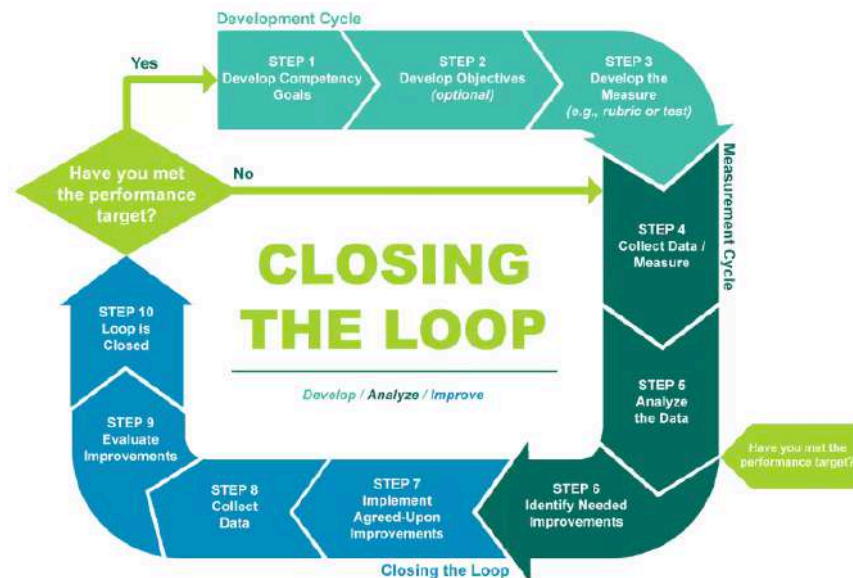
**ASSURANCE OF LEARNING  
AT KOZMINSKI UNIVERSITY  
DOCTORAL SCHOOL  
2022-2026**

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## Introduction

The purpose of this document is to present the quality system in force at Kozminski University and the method of verifying the learning outcomes developed based on the recommendations included in AACSB Standard 5, describing program management based on 5-year cycles of measurement and continuous improvement.



Source: AoL Seminar II: Data, Decision-Making, and Continuous Improvement © 2020 AACSB

The structure of this document consists of three parts.

The first part presented the Assurance of Learning (AoL) system at the Kozminski University:

- AoL Management Structure
- History of AoL at KU
- Closing the 2017-2021 cycle: conclusions and actions for 2022-2026
- AoL management structure and Quality Office in the 2022-2026 cycle
- Assessment methods in the 2022-2026 cycle
- Data structure in the 2022-2026 cycle
- Outline of the AoL 2022-2026 cycle

The second part presents measurement plans for the 2022-2026 cycle for the KU Doctoral School:

- Program description – presentation of the basic philosophy of the program
- New competency goals and tasks for 2022–2026
- Measurement matrix at the program level in the 2022-2026 cycle
- Course-level measurement matrix for the 2022-2026 cycle
- Direct Measures Assessment Plan for the 2022-2026 Cycle
- Indirect Measures Assessment Plan for the 2022-2026 Cycle

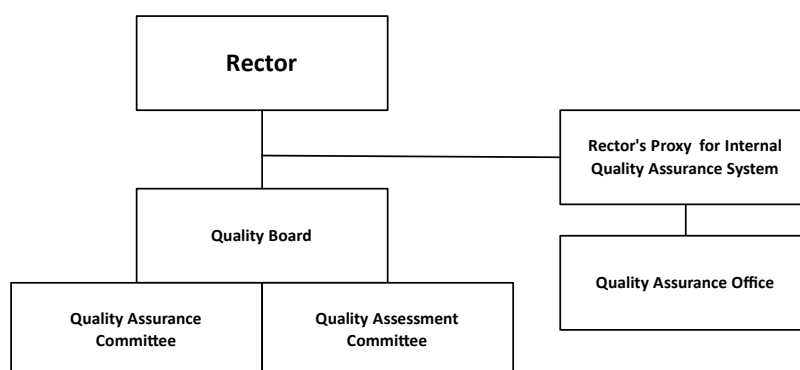
Finally, the third part presents the measurement results for the 2022-2026 cycle and corrective actions:

- Program-level learning outcomes measurement results (“big loop”)
- Course-level learning outcomes measurement results (“small loop”)
- Satisfaction survey results
- Monitoring of grading results
- Results of meetings with supervisors and class observations
- Annual Assessment Results

## AoL Management Structure

The Institutional Quality Assurance System at KU consists of the following formal bodies: the Quality Board, the Quality Assurance Committee and the Quality Assessment Committee. The Quality Board is chaired by the President of Leon Kozminski University. All three committees are supported by the Quality Assurance Office, headed by the Rector's Proxy for the Internal Quality Assurance System. The figure below shows the structure of the Quality Assurance System .

The management structure of the KU quality assurance system



**The Quality Council** is responsible for developing, maintaining and promoting a quality culture; developing a quality assurance strategy; issuing opinions on quality assurance structures and procedures; developing a quality assurance policy and objectives; and developing quality assurance procedures. The Council submits proposals for quality improvements to the Rector. The members of the Quality Council are the President of KU, the Chairmen of the Scientific Councils from each discipline, the Chairmen of the Quality Assurance Committee (i.e. the Vice-Rector for Teaching Affairs) and the Chairmen of the Quality Assessment Committee (i.e. the Rector's Proxy for the Internal Quality Assurance System) and the Secretary of the Council. The activities of the Quality Council are supervised and managed by the President of KU. The Secretary of the Council is appointed by the Rector.

**The Quality Assurance Committee** is responsible for regular reviews of the curriculum, teaching objectives and methods for achieving them, preparation and implementation in cooperation with the program councils, if any corrective actions are required; regular reviews of quality assurance procedures; reviews of quality assurance systems; and preparation of periodic quality assurance reports for the Quality Council and the Councils of Academic Disciplines. The members of the Quality Assurance Committee are the Vice-Rector for Teaching Affairs, Deans and Vice-Deans of Colleges, Director Kozminski Executive Business School, representatives of the Student Government and the Doctoral School and other members appointed by the Rector.

**The Quality Assessment Committee** deals with issues such as systematic and synthetic assessment of the achievement of teaching objectives; assessment of the implementation of quality assurance procedures, development of quality measurement methods and tools, and preparation of quality assurance action schedules. The Quality Assessment Committee reports to the Quality Assurance Committee and disseminates the results of periodic quality assessment activities. The Quality Assessment Committee consists of: the Rector's Representative for the Internal Quality Assurance System, at least five persons appointed by the Rector, representatives of the Student Council and the Doctoral School, and three business representatives. The Committee's activities are supervised and coordinated by the Rector's Representative for the Internal Quality Assurance System.

**The Quality Assurance Office** provides support to all these bodies and is responsible for analytical work, including analysis of measurement results, data collection, provision of information on quality assurance and promotion of the quality assurance system among faculty members. The Quality Assurance Office is headed by the Rector's Proxy for the Internal Quality Assurance System.

In addition to reporting to official committees, the AoL system is based on **direct interaction with deans, vice-deans** , who constantly select courses for evaluation, analyze evaluation results and propose corrective actions. The AoL system is also based on **the strong involvement of teaching staff** , who, on the one hand, submit their coursework for evaluation and, on the other hand, act as reviewers of anonymized coursework submitted by others.

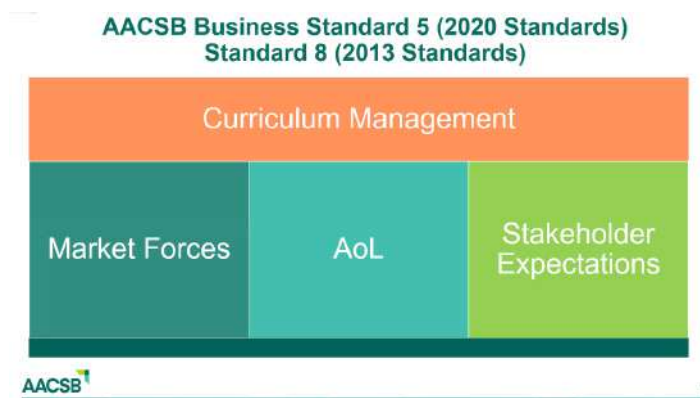
## History of AoL at KU

The history of the KU AoL system dates back to 2006/2007, when KU first formulated its educational goals and initiated the implementation of the AoL system in preparation for AACSB accreditation in 2011. Since the implementation of the system in 2012, KU has conducted two full 5-year measurement cycles in 2012-2016 and 2017-2021, which resulted in continuous improvements in the form of corrective actions, as well as major revision programs and competency goals and targets in 2016 and 2021.

Preparations	2005/06	<ul style="list-style-type: none"> <li>Formulating the first learning objectives (20-24 for each program and level)</li> <li>Assessment of learning objectives at the program level (LG)</li> </ul>
	2007/08	<ul style="list-style-type: none"> <li>Launch of new programs (regulated by the Ministry of Science and Higher Education)</li> <li>Assessment of learning objectives at the program level (LG – systematic measurements)</li> </ul>
	2009/10	<ul style="list-style-type: none"> <li>Development of the first Quality Manual (7 processes)</li> <li>Distinction of the Polish Accreditation Committee – Management + Finance and Accounting</li> </ul>
	2010/11	<ul style="list-style-type: none"> <li>Assessment of learning outcomes at course level</li> <li>Graduate and Employee Survey (LG)</li> <li>Positive AACSB rating</li> <li>Review of learning objectives Introduction of new learning objectives</li> </ul>
Cycle 2012-2016	2011/12	<ul style="list-style-type: none"> <li>AoL management system - appointment of the Rector's Plenipotentiary for Internal Affairs System Assurances Quality and three commission</li> <li>Multi-layered goals and results teaching</li> <li>Distinction of the Polish Accreditation Committee – Law major</li> <li>First joint meeting of the quality committee – Analysis of the examination session</li> </ul>
	2012/13	<ul style="list-style-type: none"> <li>Implementation of new programs - better alignment with learning objectives</li> <li>Distinction of the Polish Accreditation Committee – Public Administration</li> </ul>
	2013/14	<ul style="list-style-type: none"> <li>AoL results in the academic year 2012/2013" - presented at the Senate session</li> <li>Session departments dedicated actions repair</li> <li>Student Opinion Survey (SPO), Educational Environment Survey, Pilot Study Among Students</li> </ul>
	2014/15	<ul style="list-style-type: none"> <li>Review multi-layered individual programs</li> <li>Development of IT systems for quality assurance management</li> <li>Development of a general Quality Manual covering all processes in the KU</li> <li>Again accreditation by EQUIS</li> </ul>
	2015/16	<ul style="list-style-type: none"> <li>Appointment of the new Rector's Plenipotentiary for Internal Affairs System Assurances Quality</li> <li>Development politics to ensure quality</li> <li>Development of a book on quality assurance</li> <li>Closing the loop and preparing for the review of educational goals and tasks for 2017-2021</li> </ul>
Cycle 2017-2021	2016/17	<ul style="list-style-type: none"> <li>Implementation of IT systems for quality assurance management</li> <li>Review and digitalization rubric</li> <li>Again accreditation by AACSB</li> </ul>
	2017/18	<ul style="list-style-type: none"> <li>Distinction of the Polish Accreditation Committee – Finance and Accounting</li> <li>Distinction Polish Commission Accreditation - Management</li> <li>First implementations of data monitoring in the Power BI system</li> </ul>
	2018/19	<ul style="list-style-type: none"> <li>Expansion of Quality Office staff (1-&gt;3 persons)</li> <li>Again accreditation by AMBA</li> <li>Award of the Polish Accreditation Commission – Management</li> </ul>
	2019/20	<ul style="list-style-type: none"> <li>Appointment of the new Rector's Plenipotentiary for Internal Affairs System Assurances Quality</li> <li>The Quality Office takes on new responsibilities (Student Survey System)</li> <li>Quality Office employees participate in AACSB online training</li> <li>Again accreditation by EQUIS</li> </ul>
	2020/21	<ul style="list-style-type: none"> <li>Assurance Committee KU Quality</li> <li>Close loop and revisions program</li> <li>Development of new competency goals and tasks for 2022-2026 + multi-layering</li> <li>Finalizing the AoL 2017-2021 report and developing the AoL 2022-2026 plan</li> <li>KU Quality Council approves new competency goals and AoL plan for 2022–2026</li> </ul>
Cycle 2022-2026	2021/22	<ul style="list-style-type: none"> <li>Launched new programs</li> <li>Migration of AoL systems to the Salesforce platform</li> <li>Reviewing and reforming rubrics and developing new rubrics for new programs</li> <li>Collecting the first assignments for evaluation</li> </ul>

## Closing the 2017-2021 cycle: conclusions and actions for 2022-2026

The core philosophy of KU AOL's 2022–2026 plan is based on the recommendations in AACSB Standard 5, which bases the curriculum management system on three influential factors: market forces, quality assurance, and stakeholder expectations.



Source: AACSB Training Materials (2021).

The external dimensions of marketing forces and changing business education, as well as the changing expectations of students and other stakeholders, were incorporated into the revised KU mission; the internal dimension of AoL was summarised in the lessons learned from the AoL Closing the Loop process 2017–2021.

### The Changing Context of Business Education and Stakeholder Expectations

Business education has undergone seismic changes in recent years. The COVID-19 pandemic has disrupted traditional modes of delivery, prompting experimentation with online and hybrid delivery modes and bringing asynchronous learning to the forefront. Travel restrictions have played a role in internationalization and international exchange, forcing many students to pursue their education in their home countries. The disruption caused by COVID-19 has fueled competition in business schools and disrupted traditional barriers to entry for new entrants to the higher education sector. New modes of delivery and increasing competitive pressures have posed new challenges to the quality, assurance, and value proposition of traditional business school education.

On the other hand, we are experiencing a generational change and a change in expectations, as well as challenges that must be addressed in the educational process to remain relevant. The technological revolution and environmental challenges are just two of the challenges that business schools are required to address in their curricula and learning objectives. In addition, the rise of disinformation reinforces the importance of critical thinking and rigorous scientific research as the only vaccine against fake news. Finally, the growing challenges and expectations of students mean that business education must be more impactful and embed practical application of knowledge into the learning process.

All of the aforementioned changes and challenges have found their place in KU's revised mission statement, which establishes a new vision for KU as a reliable lifelong learning partner for every student seeking knowledge and personal development. The new mission statement also reaffirms KU's role as a change agent and institutional role model that strives to impact the local environment by building expertise, rigorous research, and facilitating access to world-class research and business.

In addition to responding to contemporary and future challenges and providing a vision for the future, ALK relies on well-established processes of continuous improvement and data-driven management. One such process is Assurance of Learning, which has a history of over 10 years at ALK, resulting in ALK closing the 5-year AOL loop for the second time.



### **Item 1. Introduction of new competency goals and tasks for the 2022-2026 cycle**

For the past 10 years, KU has maintained its educational goals, slightly modifying them at the level of objectives. While this approach has provided consistency and stability in the management of the program, it is not possible to maintain it in the current context of seismic changes that are taking place in business education worldwide. As a result, KU decided to revise the content of its goals and objectives, balancing continuity with necessary changes that would include the new mission and context. During the revision, KU also sought to streamline the content and number of goals and objectives to facilitate the management and communication of educational objectives across multiple programs. The new goals and objectives, as always, had to be linked to the local system of learning outcomes required by the Ministry of Science and Higher Education – this link was achieved through a process of “leveling”.

### **Item 2. Adopting a planned approach to AoL measurements**

Over the years, KU has followed the original philosophy that the AoL process should involve ongoing collaboration and coordination with deans and faculty members. As a result, the courses that were the targets for AoL measurement were determined by the deans on an ongoing basis to ensure their continued involvement and provide some flexibility in terms of quality control. However, due to faculty turnover and the time-consuming nature of continuous course selection, and in order to meet the requirements of the AoL Plan, we decided to change the approach to AoL measurement to a pre-planned map of final and additional courses that would provide a long-term roadmap for the AoL process. This approach was considered more efficient because even in the event of a change in faculty members, it ensures continuity and facilitates communication of AoL requirements with faculty.

### **Item 3. Revision and digitization of rubrics**

After revising the learning objectives and goals, the Office of Quality conducted a revision of the rubrics. Over the past five years, the rubrics have been digitalized as the entire process has been moved to an online platform. However, the content of the rubrics has remained unchanged, and data collected during the closing of the loop revealed that an increasing number of reviewers indicated difficulties in assessing certain criteria due to changes in course content, delivery, or assessment methods. As a result, the Office of Quality, in collaboration with the deans and program directors, conducted an extensive revision of the rubrics, which, along with adjusting the measures in accordance with a planned approach, is expected to increase the effectiveness of the review process. While the rubric format has remained the same, the Office of Quality has moved to a new system with new reporting capabilities and modules to support feedback and communication with program directors and deans.

### **Item 4. Increasing the accuracy of measurements**

Closing the loop and looking back at 5 years of measurement inspired us to rethink our measurement process. Traditionally, KU has conducted at least 2 measurements of each learning objective, resulting in approximately 500 measurements over the past 5 years. Due to the large number of measurements and the high reviewer workload, the Quality Office has traditionally relied on small, randomly selected samples of course work, which in some cases included group reports and as a result did not allow for a rigorous assessment of individual learning in the course. Therefore, in the new AoL cycle, much attention was given to reducing the number of measurements while increasing the sample size and selecting courses and assessments that provide individual assessment of learning.

### **Item 5. Revitalization of the mature AoL system**

As mentioned earlier, the KU AoL system was established over 10 years ago and can be considered a mature AoL system based on the AACSB criteria. However, as the AoL system has stabilized over the years, it has been taken for granted, which has led to a decrease in its visibility among faculty members and students. In addition, recent dynamic changes in business education have posed a new set of challenges to which the AoL system must adapt in a cautious but flexible manner. To respond to these challenges, the Office of Quality has used the closing of the loop to revitalize the awareness and commitment of all faculty to the provision of learning and has highlighted KU's 10 years of experience as a unique competitive advantage in the local business education environment.

## Item 6. Further development of indirect means

Finally, to meet the new AACSB criteria, KU has implemented a more systematic approach to the development and management of indirect measures. While indirect measures such as student surveys, the small loop, and observations have always been an important part of quality assessment and program management, the emphasis in the 2022-2026 AoL cycle will be on the development and systemic integration of direct and indirect forms of quality assurance. The Office of Quality plans to systematically collect and synthesize data on the following indirect measures:

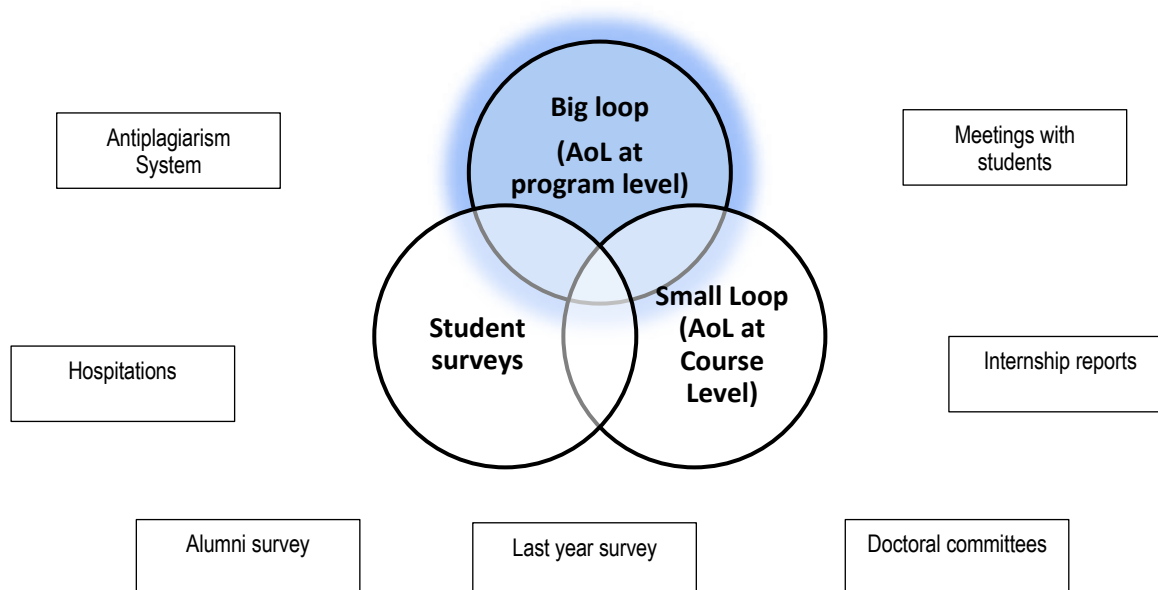
1. Student satisfaction surveys (quantitative and qualitative measurement of student satisfaction)
2. Little Loop (measurement of quality at course level)
3. Inspection reports
4. Internship Reports (Bachelor's Degree)
5. Student surveys from the last year
6. Surveys Graduates
7. Committees evaluating Schools Doctoral

### AoL management structure and Quality Office in the 2022-2026 cycle

From the 2022-2026 evaluation cycle, the structure of the AoL system at KU remains the same. The Institutional Quality Assurance System at KU consists of three formal bodies: the Quality Council, the Quality Assurance Committee and the Quality Assessment Committee. All three committees are supported by the Quality Assurance Office (in short: Quality Office), headed by the Rector's Proxy for the Internal Quality Assurance System.

While the overall management system remains unchanged, the Quality Office and the quality system have undergone some changes since 2019. Following the appointment of the Rector's Representative for the Internal Quality Assurance System in 2019, the Quality Office took over responsibility for the student evaluation survey system. Further expansion of responsibilities will include taking over responsibility for the anti-plagiarism software planned for the academic year 2022/2023. Recent changes indicate efforts to combine direct and indirect measures into a comprehensive quality management system in which the Quality Office will play a central role. From 2022, the KU quality system is shown in the figure below:

*Visualization of the ALK Quality System for 2022*



AoL system covering direct actions at the program level (the so-called large loop) was implemented at Kozminski University in 2011 in accordance with AACSB requirements, was integrated with the requirements of the Polish Accreditation Committee regarding the assessment of learning outcomes and constitutes the core of the ALK quality system. Additional systems coordinated by the Quality Office, which support the quality of education at ALK, include a **survey system** (measuring student satisfaction) and a **quality assessment system at the course level** (the so-called small loop), within which each lecturer reflects on the quality of their subjects on an ongoing basis and proposes improvements.

In addition to the three elements mentioned above, the KU quality system includes a whole range of activities undertaken by various organizational units and KU staff, such as: direct meetings with students (deans, vice-deans, heads of study programmes), surveys from the previous year (Quality Office), graduate surveys (Careers and Alumni Cooperation Office), reports on student internships (internship coordinators), anti-plagiarism system (Project Office), hospitality system (Heads of Departments in cooperation with the Quality Office), doctoral committees assessing the progress of doctoral students (Doctoral School).

**One of the main challenges and tasks facing the Quality Office in the 2022–2026 evaluation cycle is to develop a coherent system for collecting, analyzing and synthesizing all sources of direct and indirect measures related to quality and learning assurance.**

### Assessment methods in the 2022-2026 cycle

AoL system uses a mixture of both direct and indirect methods to assess and manage the quality of its programme portfolio. The following description briefly explains the direct and indirect assessment methods.

#### **Direct measures**

In terms of direct methods, KU's quality assessment system will be based on the assumptions implemented during previous assessment cycles over the past 10 years, although **the main improvements introduced in the 2022–2026 cycle** include:

- increasing the coherence of learning objectives across programmes to facilitate reporting and discussion (4-objective framework)
- introduction of a planned approach to measurements (detailed AoL plan including maps at the program level)
- reducing the % of group work and increasing the % of individual work in the assessment
- increasing average sample size (20%→25%)

**Basic assumptions of the Assurance of Learning system remain the same** and are consistent with the principles implemented in 2011 in accordance with AACSB requirements. The system aims to verify whether and to what extent students acquire knowledge, competencies and skills that have been defined as competency goals and tasks of each program. The quality assessment system at the program level is consistent and integrated with the requirements of the Polish Accreditation Committee (PKA) regarding the assessment of learning outcomes and is the most important, central element of the quality assurance system at KU. The basic assumptions of quality assessment based on direct measurements include:

- Measurements of educational goals and tasks are carried out in a 5-year cycle (2022-2026) in accordance with previously established educational goals and tasks
- Measurements will be conducted in accordance with the programme level maps and assessment plans and results will be reported annually (in September of each academic year)
- Each learning objective is measured at least 2 or more times in case of problems
- Each learning objective is measured separately for different delivery modes, i.e. full-time, part-time, online
- The evaluation is carried out by a reviewer based on a sample of 25% of anonymized works (or in the case of small groups, at least 20 works) and is assessed using a dedicated tool (holistic rubrics)
- Each objective has a target completion level of 70% to 80% depending on the program (i.e. 70% of the work must meet or exceed expectations)
- The measurement results form the basis for making decisions about corrective actions and program changes.

In terms of **data collection procedures** for direct methods, the KU Quality Office has a number of well-established procedures for data collection and analysis. Over the years, the Quality Office has been engaged in continuous process improvement, which has included, among other things, the digitalization of the AoL system, which opens up new possibilities for collecting and using data. AoL data collection is an ongoing process based on assessment plans and is the responsibility of the Quality Office, which consists of 3 employees, each responsible for collecting data on specific programs and courses.

Division of responsibilities in the Quality Office (as of 2022)

Monika Reterska (Senior Quality Assurance Specialist)	<ul style="list-style-type: none"> <li>• Management (in Polish)</li> <li>• Finance and Accounting (in Polish)</li> <li>• MBA Programs</li> <li>• Doctoral School</li> </ul>
Lucyna Chądzyńska (Senior Quality Assurance Specialist)	<ul style="list-style-type: none"> <li>• Economy</li> <li>• Law</li> <li>• Management and law</li> <li>• Administration ( withdrawn )</li> </ul>
Agata Pawlowska (Junior Quality Assurance Specialist)	<ul style="list-style-type: none"> <li>• Management (in English) English )</li> <li>• Finance and accounting (in English)</li> </ul>

The Quality Office has the ability to monitor the curriculum implementation process in real time, so that samples of course work for measurement can be obtained in real time as soon as the course is completed. The Quality Office staff member contacts faculty members taking the course that has been selected for measurement and obtains a random sample of course work for analysis. As an additional safeguard, each faculty member is required to retain course work for a minimum of 1 year after the course has ended. Course work is then anonymized, digitized if necessary, and forwarded to a reviewer using a dedicated AoL system. The reviewer then evaluates the course work based on a predefined rubric in the AoL system. Course work is returned to the Quality Office and archived, and evaluation results are shared with appropriate stakeholders, including deans, vice deans, and program directors, for feedback and corrective action.

The data collection process is carried out and managed by the Quality Office and consists of 4 stages.

Step 1 Obtaining work exchange rate	Step 2 Preparing for Review	Step 3 Review	Step 4 Communication
Monitoring and obtaining coursework	Preparing the work for review, selecting a reviewer, uploading to the system	The reviewer conducts a review and returns the course work to the Office's archives.	The Quality Office communicates the results to the relevant stakeholders

AoL maturity assessment revealed some challenges in “Step 4 Communication” that need to be addressed through further improvements in data usage and highlighting AoL outcomes to key stakeholders. As a result, in the upcoming 2022-2026 period, the Office of Quality will work to develop: (1) synthetic reporting and presentation methods for results, including the use of the Power BI reporting platform; (2) communication activities promoting competency goals aimed at new faculty members, program directors, and students.

## Indirect measures

In addition to direct measurement methods, each KU program undergoes a multidimensional assessment of teaching effectiveness and its impact on learner success. KU uses a range of indicators at both strategic and operational levels and has established continuous improvement and feedback loops that facilitate ongoing discussion among multiple stakeholders involved in teaching effectiveness. These measures can be linked to competency goals and objectives to provide a more complete picture of the competency development process. The table below shows the existing links between competency goals and various sources of data that provide information about teaching effectiveness at KU.

Sources data indirect	Office responsible	Programs	Knowledge (including advanced, specialized)	Critical thinking (including analysis, decision making)	Communication, (including professional and leadership skills)	ESG Sensitivity and Advocacy
Real-time data monitoring	The highest management	Bachelor's Degree , Master's Degree, MBA, PhD	X	X	X	X
Surveys student	Office quality (from 2019)	Bachelor's Degree , Master's Degree, MBA, PhD	X		X	
Information meetings with program directors	Directors programs	Bachelor's Degree , Master's Degree, MBA, PhD	X	X	X	X
Small loop	Office quality	Bachelor's Degree , Master's Degree, Doctorate	X	X	X	X
Hospitation reports	Office quality	Bachelor's Degree , Master's Degree	X			
Surveys from last year	Office quality	Bachelor's Degree , Master's Degree, MBA	X	X	X	X
Surveys for Graduates	Office Graduates	Bachelor's Degree , Master's Degree, MBA	X	X	X	X
Committees doctoral	School Doctoral	Doctoral	X	X	X	X
Internship reports	Coordinators Interns	Bachelor degree		X	X	X

**Real-time data monitoring** – The Power BI dashboard provides a wide range of data and metrics on quality, enrollment, graduation, progress, assessments, satisfaction surveys, teaching loads, and more. Executives, deans, program directors benchmark and troubleshoot their programs. This data can be used as a proxy for achievement of all types of competency goals and objectives.

**Student Satisfaction Surveys** – At the end of each semester, students complete evaluation forms, providing feedback on the content and quality of the courses, the attractiveness of the classes (and their subjects), and the clarity, accessibility, and punctuality of the teachers. The Quality Office analyzes both quantitative and qualitative data from the satisfaction surveys, which are analyzed and presented to the program directors and relevant stakeholders. The qualitative analysis of the student surveys conducted by the Quality Office revealed comments on the course content, the clarity of the theories explained, the speed and quantity of teaching, as well as issues related to group work. The results of these analyses can be linked to the competency goals of “Knowledge”, which is related to the course content, and “Effective Communication”, which includes group work. The first systematic analyses linking the student surveys to the new competency goals will be presented at the Quality Committee meeting in September 2022.

**Feedback sessions with program directors** - One of the important developments in recent years in the evaluation of teaching effectiveness has been the introduction of program directors responsible for managing the program and organizing feedback sessions with students and faculty members in specific programs. As one way to engage program directors and increase student awareness of AoL , the Office of Quality will encourage program directors to collect specific feedback on competency goals. Similar activities will be undertaken at the MBA and PhD level, where program directors meet regularly with students. The first systematic analyses linking last year's surveys to the new competency goals will be presented at the Quality Committee meeting in September 2022.

**“Small loop”, or course-level learning outcomes measurements** – every semester, the Quality Office issues faculty members with questionnaires related to their course. The measurements are intended to verify course-level learning outcomes and the lecturer's reflection on the content, verification methods and teaching at the level of individual courses. Due to the fact that the learning outcomes at the syllabus level are directly linked to competency goals and tasks, the

small loop assessment is a proxy assessment of the implementation of competency goals and tasks, as well as corrective actions at the course level. The first systematic analyses linking the small loop to the new competency goals will be presented at the Quality Committee meeting in September 2022.

**Hospitations** – Hospitations are coordinated by the Quality Office, which, in consultation with the Head of the Department, prepares the inspection plan, prepares documentation related to the process (so-called inspection questionnaire) and collects and stores appropriate documentation. As a result of the visits, lecturers received comments and good practices regarding student activation, improving the quality of materials provided to students, diversifying the content and form of lectures through the use of new techniques and tools, such as case studies, guests, etc. Due to the fact that inspections are focused on teaching, their effects can serve as an indirect measure of knowledge acquisition. The first systematic analyses linking inspections with new competence goals will be presented during the Quality Commission in September 2022.

**Final Year Studies** - are conducted annually by the Quality Office regarding the acquisition of competency goals and tasks, as a result of which it is possible to analyze each of them from the perspective of a final year student who is about to graduate. Since similar studies are conducted by the KEBS office, the Quality Office will add questions to its questionnaire. The first systematic analyses linking last year's studies with the new competency goals will be presented at the Quality Commission meeting in September 2022.

**Graduate Surveys** - are conducted by the Office of Career Development and Alumni Relations 1 year after graduation. Each graduate survey includes a section with direct questions about the acquisition of competency goals and objectives, making it possible to analyze each of them from the graduate perspective. The first systematic analyses linking the graduate surveys to the new competency objectives will be presented at the Quality Committee meeting in September 2022.

**Annual evaluation and doctoral committees:** Each doctoral student presents and discusses the results of their activities (progress in their independent research project, dissemination of research results, involvement in research projects, etc.) and their plans for the following year. The aim is to review the work done in a given year and prepare a plan for the following year. Participants are: the dissertation supervisor, the program manager and - if necessary - other faculty members from KU or outside KU. It takes place in June. In addition, after the second year of doctoral studies, doctoral students undergo a committee evaluation, in which faculty members from outside KU participate. A negative evaluation results in the termination of the doctoral thesis. The first systematic analyses linking the doctoral committees with the new competence goals will be presented at the meeting of the Quality Committee in September 2022.

**Internship Reports** – Internship reports are a mandatory part of the internship process managed by the Office of Career Development and Alumni Relations and are required as an outcome of mandatory internships for third-year undergraduate students. The Office of Quality will access the alumni reports and analyze them in relation to examples of acquisition of the competency goals of "Thinking Critically" and "Communicating Effectively." The first systematic analyses linking the internship report to the new competency goals will be presented at the Quality Committee meeting in September 2022.

**One of the main goals of the Quality Office in the upcoming cycle 2022-2026 is to collect and analyze proxy data from all available sources and develop a comprehensive reporting system in relation to competency goals, tasks and teaching effectiveness. The first experiments with the analysis of qualitative data began after the acquisition of the student survey system in 2019. In addition, internal and external trainings were carried out in 2020-2021 to develop the analytical skills of the Quality Office. In early 2022, in cooperation with the IT Project Office, the Quality Office developed two new systems dedicated to collecting data and conducting reviews related to AoL at the program and course level. As data is collected and analyzed, the first comprehensive reporting, including direct and indirect methods, will take place in September 2022.**

## Data structure in the 2022-2026 cycle

Data collected during the assessment process includes a variety of items and forms, each managed differently and with a different purpose. The table below shows the types and formats of data collected during direct measurement along with their intended users.

Type data	Data form	Who is preparing	Intended user
Work exchange rate	Physical and digital	Department / Office Quality	Reviewer
Completed columns	Digital	Reviewer	Office Quality
Results measurements ( individual )	Digital	Office Quality	Deans
Results measurements ( longitudinal )	Digital	Office Quality	Deans
Opinions deans ( individual )	Digital	Deans	Office Quality
Opinions deans ( oblong )	Digital	Office Quality	Deans , Quality Committees
Indirect measurement data (all types)	Physical and digital	Different units / Office Quality	Deans , Quality Committees

As the table above shows, there are roughly 3 types of data assessed in the review process: measurement results, feedback and reflection. The Quality Office is involved in the preparation or use of each type of data and works closely with reviewers and deans. **Due to the progress of digitalization, as well as the requirements of ecology and paperless management , most of the data will be produced and stored in digital form.** The Quality Office is also responsible for the continuous process of data aggregation and the presentation of longitudinal summaries related to both measurements, feedback and decision-making based on the database obtained from the deans. All this documentation will be archived and maintained in a summary form in the Quality Office.

In terms of **the intended outcomes** of the system, the measurements are expected to contribute to three main things:

1. **continuous monitoring and improvement of competency goals and objectives** - the AoL system is primarily aimed at continuous monitoring of the learning process and acquisition of competency goals that have been selected as strategically important for the learner in each program and at each level of study. The measurement of competency goals and objectives will be carried out in a planned and continuous manner and will result in data on achievements in terms of performance goals. Based on the data, stakeholders will be able to take corrective action in relation to competency goals that do not meet the expected levels and raise expectations for competency goals that do reach these levels.
2. **improvement of programmes** - constant monitoring of the teaching process and the goals and tasks of acquiring competences by students will also strengthen the systematic improvement of programmes and course portfolio, including adding or removing specific courses, developing new experimental programmes, adapting to the profiles and expectations of student groups and external stakeholders.
3. **Improved Faculty Engagement and Student-Centered Advocacy** - Finally, planned and communicated competency goals will be used to engage faculty and student-centered advocacy. Faculty engagement, in addition to regular reviewer duties, will include communication during entry-level orientation meetings, the integration of specific learning goals into curricula, and feedback on potential improvements. Finally, competency goals and objectives will be communicated to students to raise their awareness of the specific knowledge, skills, and competencies they are acquiring in specific courses and programs.

## Outline of the AoL 2022-2026 cycle

AoL system is based on continuous improvement of programs and competency goals and objectives, but as a system it also has to undergo periodic reviews and continuous improvement. As a result of closing the loop in the previous 5-year cycle, significant improvements were made in terms of programs, goals and objectives, as well as the overall management of the AoL system based on digitalization and the development of communication channels with stakeholders. As mentioned in the previous paragraphs. The main goals of the next 5-year cycle include the development and integration of the AoL system , which includes direct and indirect measures and increasing staff involvement, as well as student-oriented advocacy based on competency goals and objectives.

The figure below shows an overview of the AoL cycle for 2022-2026, including 2 rounds of measurement, data collection, analysis, feedback, periodic review and loop closure:

AoL CYCLE 2022-2026									
Competency goals	MEASUREMENT 1				MEASUREMENT 2				CLOSED LOOP
	Y1 2021/2022		Y2 2022/2023		Y3 2023/2024		Y4 2024/2025		Y5 2025/2026
	October-July	September	October-July	September	October-July	September	October-July	September	October-July
1. Knowledge Goals	DATA COLLECTION AND ANALYSIS	AoL Opinions CIA Journal Changes	-	AoL Opinions CIA Journal Changes	DATA COLLECTION AND ANALYSIS	AoL Opinions CIA Journal Changes	-	AoL Opinions CIA Journal Changes	CLOSE THE LOOP
2. Critical Thinking Goals	DATA COLLECTION AND ANALYSIS		-		DATA COLLECTION AND ANALYSIS		-		
3. Social Skills Goals	-		DATA COLLECTION AND ANALYSIS		-		DATA COLLECTION AND ANALYSIS		
4. ESG related goals	-		DATA COLLECTION AND ANALYSIS		-		DATA COLLECTION AND ANALYSIS		

The 2022-2026 cycle includes 2 measurement rounds, during which 4 competency objectives will be measured across all programs, starting with (1) Knowledge and (2) Critical Thinking in Y1 and Y3, followed by (3) Communication and (4) ESG Objectives in Y2 and Y4. The similar structure and timing of competency objectives across each program allows for a more integrated and coordinated approach to measurement and feedback activities, which will be undertaken in September of each year. The cycle will conclude in 2025-2026, when the loop will be closed and preparations for a new cycle will be made.



# AoL ASSESSMENT PLAN 2022-2026: DOCTORAL SCHOOL

## Program Description (in English) 2022-2026

### Program assumptions

The concept of education implemented within the KU Doctoral School (KUDoS) bases the study program on five main assumptions: striving for research excellence, an interdisciplinary approach to the teaching process and research, a high level of internationalization of the University, combining scientific knowledge with its practical application, and orientation towards international academic careers. The implementation of these assumptions, combined with the entrepreneurial approach defined in the KU mission, enables achieving a synergistic relationship between the education process, scientific research and cooperation with the socio-economic environment.

The main goal of the KUDoS program is to educate future scientists who are able to solve problems in research and/or practice, contributing to the improvement of the existing body of knowledge. KU doctoral students are expected to develop knowledge at the most advanced level within their discipline and at their interface.

The standard duration of doctoral studies is four years. In the first two years, doctoral students are required to complete scientific and methodological courses. Years 3 and 4 focus mainly on writing a doctoral dissertation. Studies end with a "defense" of the dissertation. During their studies, doctoral students gain experience in conducting research and disseminating its results, as well as planning, implementing and applying for funding for research projects - all under the supervision of experienced researchers.

In addition, PhD students at KUDoS are required to gain experience in conducting didactic classes. For this reason, each PhD student is required to complete a professional internship in the form of conducting classes independently or together with a KU employee. Since PhD students are members of different academic departments, teaching tasks are organized within the department in consultation with the department chair and supervisor. PhD students should also actively apply for research grants and participate in research grant projects.

One of the main goals of doctoral studies is to support doctoral students in their personal development understood as integrated intellectual, emotional, physical, social and ethical development. KU provides its doctoral students with support in their personal and professional development by encouraging them to participate in doctoral seminars, national and international conferences, as well as in long-term internships and study and research visits to partner universities.

### Target group and graduate profile

KUDoS is aimed at early-stage researchers who are passionate about research and have ambitions to become leading researchers in the field of social and legal sciences. The ideal candidate who decides to attend the Doctoral School at Kozminski University:

- is ambitious;
- wishes to pursue a research career in the field of social sciences;
- can analyze complex problems and issues;
- speaks English very well;
- has a documented record of high-level academic achievement;
- has a master's degree in social sciences, legal sciences or a related discipline;

After completing the Doctoral School, graduates are expected to engage in academic dialogue at international level or contribute to applied research in international organizations. The ability to conduct such dialogue is an important competence in addition to methodological competence. Students are prepared to report their research in written form and during oral presentations. Doctoral students are also encouraged to engage in research projects and work in a team of researchers on projects and scientific articles with the aim of publishing them in the best international journals. As a result, students gain invaluable experience with regard to their own personal development as well as the development of their own research project presented in the doctoral dissertation.

We expect that people completing doctoral studies will be able to:

- analyze and formulate important research questions aimed at making a significant contribution to their fields of study
- conceptualize and implement research projects and methodologies that advance the frontiers of knowledge in their respective research fields
- communicate orally and in writing effectively and clearly, actively participate in international conferences, collaborate in international research groups and publish in top journals
- hold positions in leading academic and research institutions or lead research, development and innovation projects in a variety of non-academic organisations

## **Program structure and class schedule**

The principles of education at the Doctoral School are specified in the Regulations of the KUDoS. Education takes place in accordance with the established education program and is aimed at achieving specific learning outcomes at level 8 of the Polish Qualifications Framework. The program assumes that students will complete the following classes: introductory classes, methodological classes, elective classes, workshops and seminars developing researcher competences, and individual and group seminars. Additionally, students are required to complete professional practice in the form of conducting didactic classes. The group of introductory classes includes subjects that introduce doctoral students to the basics of quantitative and qualitative methodology and research in legal sciences. The group of research methods classes includes subjects that teach advanced quantitative and qualitative analysis methodologies. In the group of elective classes, students have the opportunity to complete any subjects that deepen their understanding of theories related to the subject of their research. The group of workshop and seminar classes develops cross-sectional competences necessary to function in the academic world, such as publishing scientific articles, applying for research grants, managing research projects, etc. Finally, individual and group seminars allow you to focus on your research project and obtain feedback from your supervisor and the wider academic community.

Each subject has a clearly defined program that includes a description of the substantive content, the number of hours of classes, ECTS points, expected learning outcomes and teaching methods. Subjects are completed with a grade or a credit. In justified cases, doctoral students have the opportunity to excuse absences and postpone the deadlines for credits upon application approved by the supervisor. It is also possible to apply for early completion of education and submit a doctoral dissertation, provided that all subjects are passed and the required number of ECTS points is obtained. Finally, in justified cases, a doctoral student may complete equivalent subjects, the assumed learning outcomes of which are the same or similar to the subjects provided for in the education program.

Professional internships at the Doctoral School are carried out in the form of doctoral students conducting classes or participating in conducting classes at higher education studies at KU. The scope and extent of these internships are determined based on the study program and regulated by the agreement between KU and the doctoral student. The doctoral student conducts classes in the department where his/her supervisor is employed, however, with the consent of the director and at the request of the supervisor, it is possible to conduct classes in another department. In such a case, the opinion of the head of that department is required.

The purpose of completing a professional internship in the form of conducting classes is for the doctoral student to acquire experience and skills that complement and deepen the competences obtained during the implementation of the Doctoral School program. Completing an internship creates an opportunity for the student to acquire knowledge and skills, as well as to shape social competences directly in the academic environment, which also allows for a direct assessment of the practical application of acquired competences and understanding the need for continuous learning and improvement, as well as acquiring and improving professional competences.

The condition for crediting the internship is to include the doctoral student as a person conducting didactic classes in the workload of the department for the next academic year. Crediting the internship is made by the head of the department or the dean of the college where the internship takes place, based on the doctoral student's report, the template of which is specified by the Rector.

## **Monitoring the progress of a PhD student**

The Individual Research Plan and the mid-term and annual evaluation procedures are the basic tools in the processes of planning, monitoring and providing feedback on the progress and implementation of the pre-doctoral education program. The annual and mid-term evaluation procedures require doctoral students to systematically document their achievements and activities related to the doctoral program, which is key to assessing their progress and the possibility of continuing their studies. Both procedures are regulated by the relevant provisions of the KUDoS Regulations.

The Individual Research Plan (IRP) is a document that a doctoral student must develop and submit to the director within the first 12 months of starting their education, after consulting their supervisor or supervisors. The IPB contains a description of the research topic and its implementation, research questions, theses or hypotheses, a schedule for preparing for the doctoral dissertation, the form of cooperation with the supervisor, the structure of the doctoral dissertation, planned research, including foreign research, applied research methods, research risks and methods of minimizing them, and the current state of research on a given topic. Participation in conferences, workshops, summer schools, scholarships and submitting applications for research funding are also planned. After submission, the IPB project is assessed by the director within a month. If necessary, the director may request amendments from the doctoral student, who should consult these changes with the supervisor or supervisors and re-submit the project for approval. The approved IPB may be later modified after the mid-term evaluation, at the request of the doctoral student, in the event of suspension of education or transfer to another doctoral school, provided that the need for such changes is justified. The Individual Research Plan template is attached.

The mid-term evaluation procedure at the Doctoral School is a structured process aimed at assessing the progress of the doctoral student according to the plan specified in the Individual Research Plan (IRP). This evaluation takes place

halfway through the program (at the end of year 2 and at the beginning of year 3). For this purpose, the Director, upon request, appoints a committee consisting of three members, including at least one person with a postdoctoral degree or the title of professor in the appropriate discipline and employed outside KU. The student's supervisors cannot be members of this committee. The evaluation is based on the materials submitted by the student, confirming the implementation of the IPB, including the IPB progress report and the survey on cooperation with the supervisor. The supervisor(s) attach their opinion on the student's progress and the survey on cooperation. The Rector, after consultation with the appropriate self-government body, may specify additional requirements for the materials to be submitted. The committee conducts an interview with the student, discussing the topics presented in the report. The date and place of the interview are communicated to the student at least one week in advance. The committee issues a written positive or negative assessment, along with a justification, signed by all members. In addition, the committee evaluates the actions of the supervisors in relation to their obligations. A positive assessment is issued if the IPB is implemented without unjustified delays. A negative assessment results in the termination of education at the Doctoral School. In justified cases, the doctoral student has the right to a one-time appeal against the committee's decision and the right to a re-assessment by the committee in a different composition. The description of the mid-term assessment procedure can be found in the appendix.

The annual report is a tool for monitoring the progress of doctoral students who developed the IPB in the first year and underwent a mid-term assessment after the second year. The doctoral student's annual report should include information on the progress in the implementation of the education program, activities related to the Individual Research Plan (IRP), the course of teaching internships, plans for further work on the doctoral dissertation and scientific achievements obtained during the completed year of education. These achievements include scientific publications, participation in conferences, popularization activities, participation in research projects, scientific scholarships, grants, research trips and other achievements, such as awards, patents or licenses, which the doctoral student considers important. Doctoral students submit an annual report by the deadline set by the Director, after obtaining the opinion of the supervisor or supervisors based on the annual report template.

### Doctoral School (in English) 2022-2026 Competency Goals and Objectives

The learning outcomes verification system was designed based on (1) the AACSB accreditation recommendations contained in Standard 5 regarding the AoL system, (2) the PRK system recommendations regarding learning outcomes and competencies at level 8 of the KRK. The verification of learning outcomes is carried out in a planned manner in accordance with their acquisition within individual subjects. The table below presents the assumed goals and competency tasks of the Doctoral School for the academic years 2022-2026.

The learning outcomes verification system has been designed to enable verification of the outcomes achieved at individual stages of education, taking into account course methods (e.g. written assignments) and non-course methods (e.g. reports from internships, professional practices). Learning outcomes are verified in a planned manner in accordance with their acquisition within individual subjects. Verification and assessment of the achievement of learning outcomes is carried out during classes based on tasks and verification methods specified in the syllabuses. The differentiation of verification methods within subjects and the entire program allows for comprehensive monitoring of the process of acquiring knowledge, skills and social competences by students.

- The following are used to verify and assess the learning outcomes in terms of knowledge: written works and presentations.
- The following are used to verify and assess learning outcomes in terms of skills: individual and group projects, written assignments, and reports from professional practice.
- The following are used to verify and assess learning outcomes in the area of social competences: presentations, tasks and discussions during classes as well as reports from professional practice.

The learning outcomes verification system also includes a continuous improvement process using learning outcomes assessment sheets, within which lecturers can submit proposals for corrective actions in terms of content, teaching methods and verification methods.

Additional assessment of learning outcomes is provided through the Assurance of Learning (AoL) system. The KU AoL system uses a mixture of both direct and indirect measures to assess and manage the quality of its programme portfolio. The following description briefly explains the assessment methods in terms of direct and indirect measures.

**Direct methods**, in accordance with the requirements of the AoL system, focus on direct verification of the level of achievement of the assumed learning outcomes. Measurements of each of the learning outcomes defined for a given program are carried out in a planned manner at least twice in a five-year measurement cycle. The measurement is carried out by a reviewer who assesses anonymized student works using assessment tools, the so-called rubrics. The assumed goal is for 70-80% of the analyzed works to meet or exceed expectations. The achieved results become the subject of analysis, discussion and are the basis for implementing corrective actions.

**Indirect Methods** In addition to direct methods of measurement, each KU program undergoes a multidimensional assessment of teaching effectiveness and its impact on learner success. KU uses a range of indicators at both strategic and operational levels and has established continuous improvement and feedback loops that facilitate ongoing discussion among multiple stakeholders involved in teaching effectiveness. These measures can be linked to competency goals and objectives to provide a more complete picture of the competency development process. The table below shows the existing links between competency goals and various sources of indirect data that provide information about teaching effectiveness at KU.

## Levelling of competency objectives and tasks and learning outcomes at level 8 of the National Qualifications Framework (2022-2026)

Due to the need to adapt the requirements of the learning outcomes verification systems according to (1) the AACSB accreditation recommendations contained in Standard 5 regarding the AoL system, and (2) the PQF system recommendations regarding the learning outcomes and competencies at level 8 of the NQF, the PQF and AoL objectives were “levelled” in the table below.

AoL SYSTEM		PRK SYSTEM	
Competency goals	Competency goals	Learning Outcomes	Reference to the second-level characteristics of learning outcomes for qualifications at PQF level 8
1. PhD students will demonstrate advanced knowledge in their area of specialization ( <b>Advanced Specialized Knowledge</b> )	1.1. Doctoral students will gain knowledge and understanding of the latest concepts and theories in their area of specialization. ( <b>Advanced knowledge theoretical</b> )	DS/K_01 The doctoral student knows and understands the latest concepts and theories in the field of social sciences	P8U_W
2. PhD students will master the methodology of scientific research ( <b>Research Mastery</b> )	2.1. Doctoral students will be able to critically evaluate the literature and identify research gaps. ( <b>Critical review literature</b> )	DS/S_01 The doctoral student is able to critically evaluate existing literature, identify research gaps and skillfully formulate research questions to be investigated	P8U_U P8S_KK
	2.2. Doctoral students will possess knowledge and will be able to select and apply appropriate research methods. ( <b>Mastering methods research</b> )	DS/K_02 The doctoral student knows the methodology and advanced methods of scientific research DS/S_02 The doctoral student is able to select the appropriate research method(s) for the selected research problem	P8S_WG P8S_UW
	2.3. Doctoral students will be able to design and conduct research projects. ( <b>Management projects research</b> )	DS-S/SC_02 The doctoral student is able to work in a team on research tasks and deliver results on time	P8S_UO P8S_KO
3. Doctoral students will demonstrate proficiency in academic communication skills ( <b>Academic Communication Skills</b> )	3.1. Doctoral students will be able to communicate effectively and participate in scientific debate. ( <b>Skill conducting debates scientific</b> )	DS/S_03 A doctoral student has the opportunity to participate in a scientific debate	P8S_UK P8S_UU P8S_KR
	3.2. Doctoral students will be able to disseminate and discuss the results of their own research. ( <b>Writing scientific</b> )	DS-S/SC_01 The doctoral student is able to disseminate and discuss the results of his/her own research	P8S_KO
4. Students will be sensitive to ESG issues ( <b>ESG Sensitivity</b> )	4.1. Doctoral students will demonstrate an understanding of ethical and ESG issues in research. ( <b>Understanding ESG issues</b> )	DS/K_03 The doctoral student knows the ethical aspects of conducting scientific research	P8S_WK

## Measurement matrix at the program level Doctoral School (in English) 2022-2026


Measurements of competency goals at the program level will take place twice in a five-year cycle. First, knowledge and methodological skills goals will be measured, followed by communication skills and social competences. In 2025/2026, possible additional measurements are planned, as well as a loop-closing process, including a program revision and setting new goals.


Competency goals	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
1. Advanced knowledge specialist	○		○		
2. Championship research	○		○		
3. Skills communication academic		○		○	
4. Sensitivity on ESG		○		○	

## Map of measurements at the level of Doctoral School courses (in English) 2022-2026

		Research methodology	Descriptive Statistics	Introduction to qualitative research methods	Introduction to Databases	Statistics and statistical inference	Econometrics	Advanced qualitative methods	Experiments in social sciences	Big Data and Data Mining	Empirical research in practice	Research workshops	Applying for Research Funding	Writing a scientific paper	Research seminar
		1	1	1,2	2	2	3,4	2,3	3	2	2,3,4	2,3,4	4	2,4	2,4,6,8
1. PhD students will have advanced knowledge in their field of specialization	1.1 Doctoral students will acquire knowledge and understanding of the latest concepts and theories in their area of specialization.	X								X	X				X
2. PhD students will master the methodology of scientific research	2.1. Doctoral students will be able to critically evaluate the literature and identify gaps in research.			X						X					X
	2.2. Doctoral students will have knowledge and will be able to select and apply appropriate research methods.	X	X	X	X	X	X	X	X	X	X	X			X
	2.3. Doctoral students will be able to design and conduct research projects.			X	X				X	X				X	
3. Doctoral students will demonstrate proficiency in academic communication skills	3.1. Doctoral students will be able to communicate effectively and participate in scientific debate.									X	X	X	X	X	X
	3.2. Doctoral students will be able to disseminate and discuss the results of their own research.		X			X	X	X	X	X	X		X	X	X
4. PhD students will be sensitive to ESG issues	4.1. Doctoral students will demonstrate an understanding of ESG issues in scientific research.			X				X		X		X	X	X	

x – a course where competences are acquired

 - courses selected for evaluation

 – courses selected as support or additional assessment

## Doctoral School (in English) 2022-2026 Direct Methods Assessment Plan

Goal/ Task Competences	How was it assessed? Data collection tools, approaches and sample size	Where assessed	During the assessment Timeline and Data Collection Officers	Performance Goal and comparative tests	Evaluation Cycle Data Analysis Schedule
<b>1. Advanced specialist knowledge</b> 1.1 Doctoral students will acquire knowledge and understanding of the latest concepts and theories in their area of specialization.	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Tests course methodical</i>	Fall semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2022
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Research Seminar Course</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2024
<b>2. Mastering the Research</b> 2.1. Doctoral students will be able to critically evaluate the literature and identify research gaps	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Course methods research qualitative</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2022
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Research Seminar Course</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2024
<b>2. Mastering the Research</b> 2.2. Doctoral students will have knowledge and will be able to select and apply appropriate research methods.	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Descriptive Course Statistics</i>	Fall semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2022
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Advanced course methods qualitative</i>	Fall semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2024
<b>2. Mastering the Research</b> 2.3. PhD students will be able to design and conduct research projects	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Scientific Writing Course</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2022
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Experiments in science social</i>	Fall semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2024
<b>3. Academic communication skills</b> 3.1. Doctoral students will be able to communicate effectively and participate in scientific debates	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Empirical research in practice course</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2023
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Course seminar research</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2025
<b>3. Academic communication skills</b> 3.2. Doctoral students will be able to disseminate and discuss the results of their own research.	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Course seminar research</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2023
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Course seminar research</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2025
<b>4. ESG Sensitivity</b> 4.1. PhD students will demonstrate an understanding of ethical and ESG issues in research	<b>Direct measurement</b> Heading N=100% individual tasks	<i>course methods research qualitative</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2023
	<b>Direct measurement</b> Heading N=100% individual tasks	<i>Applying for Research Funding</i>	Spring semester The Quality Office receives courses from the Doctoral Office	<b>Direct measurement</b> 70% meet or exceed	On an ongoing basis by the Quality Office, DS Director Committee in AY2025



## Doctoral School (in English) 2022-2026 Intermediate Measures Assessment Plan

In addition to direct measures, each KU program undergoes a multidimensional assessment of teaching effectiveness and its impact on learner success. KU uses a range of indicators at both strategic and operational levels and has established continuous improvement and feedback loops that facilitate ongoing discussion among multiple stakeholders involved in teaching effectiveness. These measures can be linked to competency goals and objectives to provide a more complete picture of the competency development process. The table below shows the existing links between competency goals and various teaching effectiveness systems at KU. The following paragraphs explain how data from intermediate assessments will be linked to the discussion of competency goals.

	Knowledge advanced	Possibilities research	Professional skills	ESG Advocacy
Surveys student	X		X	
Small loop	X	X	X	X
Committees doctoral	X	X	X	X
Feedback session with program director	X	X	X	X

**Student Surveys** – The surveys consist of a quantitative and qualitative part, both of which are then analyzed. At the end of each semester, students fill out evaluation forms, providing feedback on the content and quality of the courses, the attractiveness of the classes (and their subjects), and the transparency, accessibility, and punctuality of the teachers. The qualitative analysis of the student surveys conducted by the Quality Office revealed comments on the course content, the clarity of the theories explained, the speed and quantity of teaching, as well as issues related to group work. The results of these analyses can be linked to the competency objectives of “Knowledge”, which is related to the course content, and “Effective Communication”, which includes group work. The first systematic analyses linking the student surveys to the new competency objectives will be presented at the Quality Commission meeting in September 2022.

**Course-level learning outcomes measurement (also known as “small loop”)** – Each semester, the Quality Office issues questionnaires to faculty members related to their course. The measurement is intended to verify course-level learning outcomes and faculty reflection on course-level content, assessment methods, and teaching. Because syllabus-level learning outcomes are directly linked to competency goals and objectives, the small loop assessment is a proxy for assessing the achievement of competency goals and objectives, as well as corrective actions at the course level. The first systematic analyses linking the small loop to the new competency objectives will be presented at the September 2022 Quality Committee meeting.

**Annual evaluation and doctoral committees:** Each doctoral student presents and discusses the results of their activities (progress in their independent research project, dissemination of research results, involvement in research projects, etc.) and their plans for the following year. The aim is to review the work done in a given year and prepare a plan for the following year. Participants are: the dissertation supervisor, the program manager and - if necessary - other faculty members from KU or outside KU. It takes place in June. In addition, after the second year of doctoral studies, doctoral students undergo a committee evaluation, in which faculty members from outside KU participate. A negative evaluation results in the termination of the doctoral thesis. The first systematic analyses combining the surveys from the previous year with the new competence goals will be presented at the meeting of the Quality Committee in September 2022.

**Feedback sessions with program directors** - One of the important developments in recent years in the evaluation of teaching effectiveness has been the introduction of program directors responsible for managing the program and organizing feedback sessions with students and faculty members in specific programs. As one way to engage program directors and increase student awareness of AoL, the Office of Quality will encourage program directors to collect specific feedback on competency goals. Similar activities will be undertaken at the MBA and PhD level, where program directors meet regularly with students. The first systematic analyses linking last year's surveys to the new competency goals will be presented at the September 2022 meeting of the Quality Committee.

# AoL EVALUATION REPORT 2022-2026: DOCTORAL SCHOOL

## Results of measuring learning outcomes at the program level (Big Loop)

The table below shows the results of measuring learning outcomes at the program level using the direct method in the 2022-2026 cycle

General Purpose	Competency Goal	2021/22	2022/23	2023/24	2024/25	2026/27
1. PhD students will demonstrate advanced knowledge in their area of specialization <b>(Advanced Specialized Knowledge)</b>	1.1. Doctoral students will gain knowledge and understanding of the latest concepts and theories in their area of specialization. <b>(Advanced theoretical knowledge)</b>	66.67%		78.16%		
2. PhD students will master the methodology of scientific research <b>(Research Mastery)</b>	2.1. Doctoral students will be able to critically evaluate the literature and identify research gaps. <b>( Critical review literature )</b>	47.62%		75.86%		
	2.2. Doctoral students will possess knowledge and will be able to select and apply appropriate research methods. <b>( Mastering methods research )</b>	80%		93.75%		
	2.3. Doctoral students will be able to design and conduct research projects. <b>( Management projects research )</b>	88.89%		100%		
3. Doctoral students will demonstrate proficiency in academic communication skills <b>(Academic Communication Skills)</b>	3.1. Doctoral students will be able to communicate effectively and participate in scientific debate. <b>( Skill conducting debates scientific )</b>		88.10%		measurement in progress	
	3.2. Doctoral students will be able to disseminate and discuss the results of their own research. <b>( Writing scientific )</b>		65.00%		measurement in progress	
4. Students will be sensitive to ESG issues <b>(ESG Sensitivity)</b>	4.1. Doctoral students will demonstrate an understanding of ethical and ESG issues in research. <b>( Understanding ESG issues )</b>		68.75%		measurement in progress	

### Abstract

- All goals are measured according to the recommendation at least twice in a 5-year cycle using dedicated rubrics by an independent reviewer
- For summary purposes, the results show the average result for each measurement. **Details they find in the table below .**
- In case of results below the established level, corrective and improvement actions were implemented. **Details in the table below .**
- The last measurements will be carried out in 2025, followed by closing the loop and reviewing the programmes in 2026.

Detailed results Table 5.1 according to the AACSB standard

Competence	Target level	Attempt research	Rated item	Academic year	Results	Improvements Specify whether it is a process (P) or curriculum (C) (date of change)
<b>Means direct</b>						
1. PhD students will demonstrate advanced knowledge in their area of specialization ( <b>Advanced Specialized Knowledge</b> )	70%	100% ( tasks individual )	Research methodology	2021/22 (1 year)	<b>66.67%</b>  Above 28.57% Meets 38.10% Below 33.33%	Urgently needed development of workshops, seminars and portfolio of optional courses focused on theory. Introduction: • Peer learning during an interdisciplinary seminar (higher-year students mentor lower-year students) • Dedicated workshops and essays on theory ( Grossi workshop on institutional theory) KUDoS seminar series with guests presenting their research • Development of a portfolio of optional courses (inside and outside KU)
1.1. Doctoral students will gain knowledge and understanding of the latest concepts and theories in their area of specialization. ( <b>Advanced theoretical knowledge</b> )	70%	100% ( tasks individual )	Research seminar	2023/24 ( years 1-4)	78.16%  Above 39.41% Meets 33.08% Below 26.66%	• The goal has been achieved, you can increase the goal to 80% • Detailed analysis of the results showed that there is a very large discrepancy in the skills of students from different years, and the biggest problem is faced by implementation students • It is suggested to organize additional workshops on theory presentation and implement uniform presentation formats that force references to theory. • Additional theoretical classes are necessary in specific areas to allow students to understand the theory
2. PhD students will master the methodology of scientific research ( <b>Research Mastery</b> )	70%	100% ( tasks individual )	Introduction to qualitative research methods	2021/22 (1 year)	<b>47.62%</b>  Above 0% Meets 47.62% Below 47.62%	There is an urgent need to develop writing skills through dedicated courses, workshops and PDW, introducing: KUDoS writing groups • Development of academic writing (many experienced lecturers, co-authoring with junior faculty members, etc.) • Meetings with editors during the KUDoS seminar series • Workshops on AI-assisted literature review and systematic literature reviews • Dedicated PDW retreat (article development workshop)
2.1. Doctoral students will be able to critically evaluate the literature and identify research gaps. ( <b>Critical review literature</b> )	70%	100% ( tasks individual )	Research seminar	2023/24 ( years 1-4)	75.86%  Above 32.49% Meets 42.51% Below 24.98%	• The goal has been achieved, you can increase the goal to 80% • Detailed analysis of the results showed that there is a very large discrepancy in the skills of students from different years, and the biggest problem is faced by implementation students • It is suggested to organize additional workshops on theory presentation and implement uniform presentation formats that force references to theory. • Additional classes on systematic literature review may be necessary (expansion from current workshops to full-time classes)
2. PhD students will master the methodology of scientific research ( <b>Research Mastery</b> )	70%	70% ( work mixed )	Descriptive Statistics	2021/22 (1 year)	80%  Above 6.67% Meets 73.33% Below 20%	No corrective action. Target can be raised above 80% .
2.2. Doctoral students will possess knowledge and will be able to select and apply appropriate research methods. ( <b>Mastering methods research</b> )	70%	100% ( works individual )	Research seminar	2023/2024	93.75%  Above 4.76% Meets 84.39% Below 6%	No need to implement corrective actions. You can expand your portfolio of methods with even more advanced and diverse methods.

2. PhD students will master the methodology of scientific research <b>(Research Mastery)</b>	70%	90% ( work individual )	Research seminar	2021/2022 (2nd year )	88.89% Above 44.44% Meets 44.44% Below 11.11%	No corrective action. Target can be raised above 80% .
2.3. Doctoral students will be able to design and conduct research projects. <b>( Management projects research )</b>	70%	62% ( work individual )	Experiments in social sciences	2023/2024	100% Above 0% Meets 100% Below 0%	No need to implement corrective actions. Measure the goal on individual work. You can expand your course portfolio by submitting real research proposals and explore applying for research grants on the subject.
3. Doctoral students will demonstrate proficiency in academic communication skills <b>(Academic Communication Skills)</b>  3.1. Doctoral students will be able to communicate effectively and participate in scientific debate. <b>(Skill in conducting scientific debate)</b>	70%	100% ( tasks individual )	Research seminar	2022/23 (1 year )	Above 2.5% Meets 75% Below 22.5%	The objectives were achieved at a level of 88.10%, students are able to present their research in a coherent way and engage in a meaningful exchange of ideas. However, there is a huge difference between students from the 3rd year who have experienced international stays and conferences. Students from years 1 and 2 need to familiarize themselves with international research experience (conferences, research stays, KUDoS seminar series ) as soon as possible.
				2022/23 (2nd year )	Over 15% Meets 80% Less than 5%	
				2022/23 (3 years )	Over 75% Meets 25% Below 0%	
3. Doctoral students will demonstrate proficiency in academic communication skills <b>(Academic Communication Skills)</b>  3.2. Doctoral students will be able to disseminate and discuss the results of their own research. <b>( Writing scientific )</b>	70%	100% ( works individual )	Writing academic article	2022/2023 (2nd year )	65.00% Above 0% Meets 65% Below 35%	Urgently needed are additional workshops in academic writing, meetings with journal editors and paper development workshops . Additionally, the analysis of comments on the assessment indicates an incorrect construction of the credit for the subject " Writing academic articles ". The assignment was unrelated to the doctoral student's work and did not include a literature review. The assignment was based on an assigned data set that was unrelated to the student's research. To properly address the objective "Doctoral students will be able to disseminate and discuss the results of their own research", the assignment in this course should (1) be based on the doctoral student's own research, and (2) as part of the assignment, students should work on a manuscript of a research article that includes a literature review.
4. Students will be sensitive to ESG issues <b>(ESG Sensitivity)</b>  4.1. Doctoral students will demonstrate an understanding of ethical and ESG issues in research. <b>( Understanding ESG issues )</b>	70%	70% ( tasks individual )	Research seminar	2022/2023 (1 year )	68.75% Above 6.25% Meets 62.50% Below 31.25%	Measurement below the level. Reviewer comments indicate a need for better description of ethical issues in presentations and research designs. The following corrective actions should be implemented: <ul style="list-style-type: none"> <li>• Dedicated research project and presentation templates containing ethical issues</li> <li>• Additional workshops on research ethics</li> <li>• Information meetings with the ALK research ethics committee</li> <li>• Workshops on the impact of research on the social environment</li> <li>• Theoretical classes in the area of ESG and ethics</li> </ul>

## Results of measuring learning outcomes at subject level (Small Loop)

The "small loop" survey aims to monitor the achievement of learning outcomes at the subject level. The survey is conducted by lecturers based on the learning outcomes assumed in the syllabus. The table below shows the involvement of lecturers in completing the surveys, while the table on the next page presents lecturers' comments on the proposed corrective actions.

	Number of items assessed	Number of sheets to fill	Number of blank sheets	%	Number of items for which corrective actions were reported	%
<b>TOGETHER</b>	<b>48</b>	<b>73</b>	<b>32</b>	<b>44%</b>	<b>10</b>	<b>21%</b>
<b>2022/2023</b>						
winter semester	12	13	5	38%	3	<b>25%</b>
summer semester	10	18	3	16%	3	<b>30%</b>
<b>2023/2024</b>						
winter semester	13	18	12	66%	2	<b>15%</b>
summer semester	13	24	12	50%	0	<b>0%</b>

The "small loop" surveys are generated after each subject. The results indicate a decreasing involvement of lecturers in completing the surveys and proposing corrective actions, which may be due to (1) the fact that the staffing of subjects is stable and after the implementation of the actions, lecturers do not feel the need to complete the survey, (2) decreasing involvement of lecturers despite changing cohorts, (3) a communication gap (overlooking the survey). It seems necessary to organize information meetings with staff in order to increase awareness and importance of the survey, address comments and explain the reasons for the decreasing return on surveys.

The table on the next page proposes a series of corrective actions in four columns:

### 1. Teaching methods - proposal for corrective actions:

- Increasing the amount of independent work at home, preparing presentations.
- Consider more interactive teaching methods, e.g. more discussion and teamwork by doctoral students.
- Introducing more discussion and work on the development of research projects by PhD students.

### 2. Verification methods - proposal of corrective actions:

- Introducing a term paper in the form of a scientific article

### 3. Content of training - proposal of corrective actions:

- Taking into account work with legal databases and IT techniques.
- Addition of separate classes in economic legal analysis.
- For the course on institutional theories and their applications in management and accounting research, an additional reading list was recommended.
- The need for students to have a solid PhD project in place before starting the module, which highlights the need for better theoretical preparation.

### 4. Other - proposed corrective actions:

- Conducting classes only with doctoral students who are writing a thesis in the field of law.
- Changing class attendance requirements to mandatory.

The table on the next page presents faculty comments on proposed corrective actions completed as part of the “small loop” surveys.

Academic year	Semester Type	Subject name [PL]	Semester plan of the study program	Lecturer's name and surname	Educational methods - proposal for corrective actions	Verification methods - proposal for corrective actions	Educational content - proposal for corrective actions	Other - proposal for corrective action
2023/2024	winter	Research in law sciences	SD_1/1	KRZYMOWSKI WIKTOR Ph.D.	Preparing presentations. Assigning more and independent work at home.	no changes needed	Taking into account work with legal databases (basics of IT techniques).	Conducting classes only with doctoral students who are writing theses in the field of law.
	winter	Research workshop	SD_2/3	KRZYMOWSKI WIKTOR Ph.D.	Preparing presentations. Assigning more and independent work at home.	no changes needed	Adding a separate course (cycle of classes) in economic and legal analysis.	Conducting classes only with doctoral students who are writing theses in the field of law.
2022/2023	winter	Introduction to qualitative research methods	SD_1/1	LATUSEK-JURCZAK DOMINIKA prof.	More role-playing. This was tested as a teaching method for the first time and worked out really well .	no changes needed	no changes needed	
	winter	Research methodology	SD_1/1	LATUSEK-JURCZAK DOMINIKA prof.	Perhaps more interactive methods should be considered	no changes	no changes	
	winter	Research workshop	SD_1/1	GROSSI GIUSEPPE dr hab.	Lectures, assignments, individual presentations, research dialogue in class and comments on written work.	The course requires attendance and active participation of class work and one final individual assignment (ie course paper). The participants will need to submit a final individual assignment (paper, approx. 3 000 words) based on institutional theory after the conclusion of the course. The grades passed/not passed apply.	The overall aim of this course is to learn and reflect upon the contemporary streams of institutional theory and their application to management and accounting research.	Additional reading list required
	summer	Empirical research in practice	SD_1/2	SCARINGELLA LAURENT DR		no changes needed	no changes needed	Attendance to make compulsory .
	summer	Writing academic article	SD_1/2	SCARINGELLA LAURENT DR	no changes needed	no changes needed	There is a need to make sure that students have a solid PhD proposal prior to the module, as a pre-requisite. Indeed, I think that the students were not able to clearly position their research in a specific field and lack of theoretical background in a specific field.	no changes needed
	summer	Research workshop	SD_2/4	OSTILLIO TOMMASO, Ph.D.	More discussion is needed about the work of working PhD students	There should be some kind of term paper in the form of a scientific article written by doctoral students.	In my opinion, the level of doctoral students is not good enough. Doctoral students have too diverse scientific interests. Therefore, the content should be agreed with doctoral students.	Generally, PhD students are unable to express their opinions effectively.

## Satisfaction survey results

Student surveys are a basic tool for measuring doctoral student satisfaction, as well as a source of information on potential problems and expectations of doctoral students in relation to the courses conducted. The surveys consist of a quantitative and qualitative part, both of which are then analyzed. At the end of each semester, students fill in evaluation forms, providing feedback on the content and quality of the courses, the attractiveness of the classes (and their subjects), and the transparency, accessibility and punctuality of the teachers. The qualitative analysis of the student surveys conducted by the Quality Office revealed comments on the course content, the clarity of the theories explained, the speed and quantity of teaching, as well as issues related to group work. The results of these analyses can be linked to the competence goals of "Knowledge", which is related to the course content, and "Effective communication", which includes group work. The qualitative analysis includes descriptive answers to a number of questions. The result of the survey design is a large number of answers (over 2000), most of which were of little importance (answers such as "it was ok", "nothing to add"). After applying content filters and AI analysis, the most important comments are summarised below:

1. **Question:** Which of the teaching methods used by the Lecturer do you consider to be the most effective?
  - "Varies programs showed step by step."
  - "Great use of a variety of teaching methods, which helped me better understand the topic."
  - "Group discussions were very engaging and insightful."
  - "Interactive quizzes kept the class interesting and motivated."
  - "The use of case studies helped apply theoretical knowledge in practice."
2. **Question:** What elements of subject education do you consider most valuable?
  - "Unfortunately audio on teams was not good, but presentations were clear and understandable."
  - "Best experience was practical examples from real companies which helped understand theories."
  - "Guest lectures from industry professionals provided great insights."
  - "The detailed feedback on assignments was very helpful for learning."
  - "Hands-on projects that mirrored real-world scenarios were extremely valuable."
3. **Question:** What elements of distance learning within a subject do you consider most valuable?
  - "It was alright . MS Teams sometimes plays tricks on us but overall not bad."
  - "The use of online tools for collaboration and sharing materials was useful, though sometimes challenging due to technical issues."
  - "Recorded lectures allowed for flexible learning at my own pace."
  - "Online breakout rooms for group discussions helped maintain engagement."
  - "Virtual office hours were helpful for clearing up doubts in a timely manner."
4. **Question:** I rate the most positively:
  - "Ways to find funds for our research."
  - "Useful examples provided by the lecturer, which made the complex theories easier to grasp."
  - "The openness of the lecturer to student questions and their detailed answers."
  - "The structure of the course was well organized and logical."
  - "Lecturer's enthusiasm for the subject matter, which made the classes more enjoyable."
5. **Question:** I am most critical of:
  - "I did not attend the class, so it is hard to say."
  - "A little bit hard to follow when connection was bad during online sessions."
  - "The lack of practical examples made it difficult to understand abstract concepts."
  - "Some of the readings were too dense and difficult to digest."
  - "The pace of the course was too fast to follow properly."



In 2024, answers were introduced that included a general description without questions from the presenters, here are the results:

#### **Introduction to qualitative research methods**

- Before the exam it was clear what was expected to pass the course, how to prepare and how the exam would be conducted

#### **Research in law sciences**

- Everything was in order, and the lecture was interesting, even though law science is a bit outside my area of interest :)

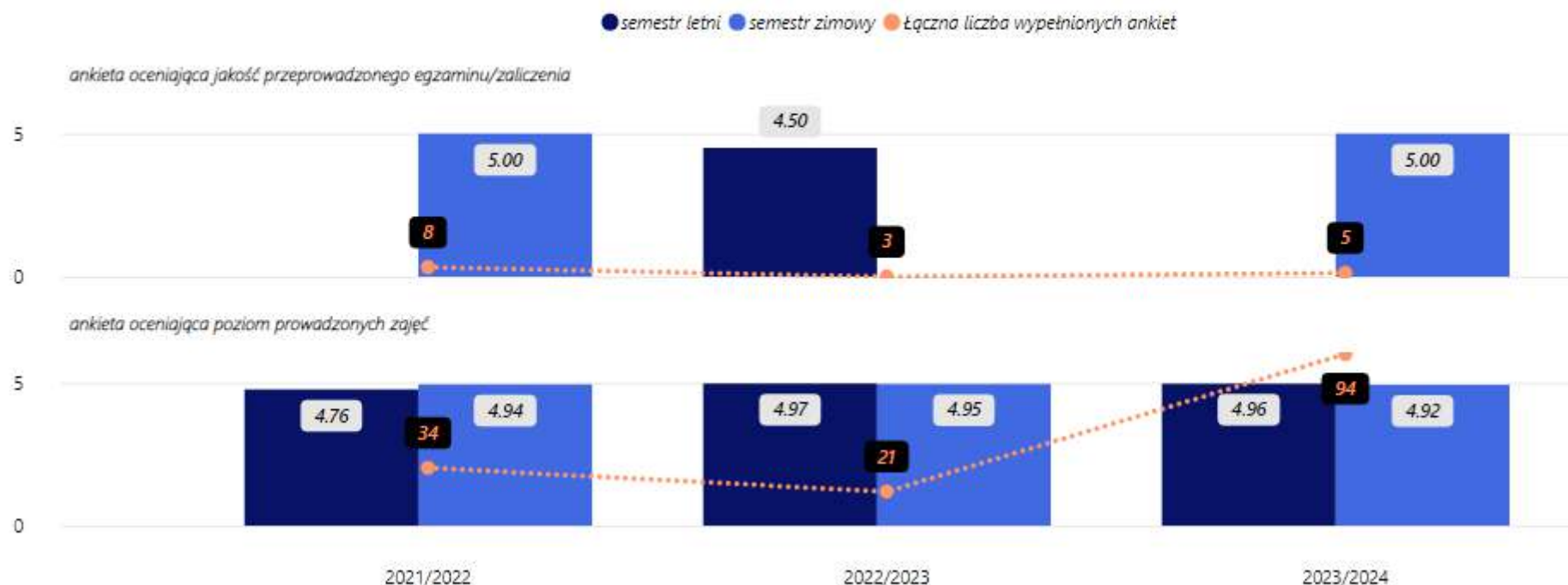
#### **Research workshop**

- A great debate on management, economy in the past, present and future
- The workshops were engaging, the discussion afterwards was very fruitful.
- One of the best lectures, in which I participated
- It was a very good experience. The examples presented during the class were up-to-date which makes the entire session more valuable.
- Interesting topic and it was great to listen to one of the best scientists in Poland.
- Inspiring exposition ..
- I liked how the lecturer presented the topic. It was easy to understand and get insights.
- Great lecture, which gives some new ideas
- Excellent guest speaker and great topic
- Very interesting classes with an experienced researcher who shared his knowledge and experience with us.
- very interesting classes
- A wealth of wonderful knowledge and extraordinary experience
- The professor is always very helpful to all doctoral students; he inspires them to develop their academic careers

Qualitative analysis of student comments indicates overall high levels of satisfaction and technical issues with the Teams platform . The results of the quantitative analysis are presented below.

## Summary of satisfaction survey results from 2021 to 2024

Monitoring procesu automatycznie generowanych ankiet oceniających poziom zajęć oraz prowadzących wysył...



[Open in Power BI Teaching](#)

Survey Results [2020-2022] | Higher & Doctoral School

Data from 11.02.25, 10:57 Filtered by **Form of study** (equals full-time), **Academic year** (equals 2021/2022, 2022/2023 or 2023/2024), **Semester type** (equals summer semester or winter semester), **Faculty** (equals Doctoral school)

## Summary of satisfaction survey results from 2021 to 2024

Academic year		2021/2022				2022/2023				2023/2024				2024/2025			
Semester Type	Category of didactic surveys	Average results	Total number of completed surveys	Total number of students in groups	Response rate (study program)	Average results	Total number of completed surveys	Total number of students in groups	Response rate (study program)	Average results	Total number of completed surveys	Total number of students in groups	Response rate (study program)	Average results	Total number of completed surveys	Total number of students in groups	Response rate (study program)
winter semester		4.95	8	7	114.29%	4.95	5	46	10.87%	4.9	58	124	46.37%	4.9	15	89	16.85%
	a survey assessing the level of classes conducted	4.9	8	7	114.29%	4.95	5	46	10.87%	4.9	58	124	46.37%	4.9	14	83	16.87%
	a survey assessing the quality of the conducted exam/credit assessment	5	8	7	114.29%					5	5	12	41.67%	5	5	12	41.67%
summer semester		4.8	26	44	57.95%	4.9	16	62	25.81%	4.9	36	192	18.75%	-	-	-	-
	a survey assessing the level of classes conducted	4.8	26	44	57.95%	4.9	16	62	25.81%	4.9	36	192	18.75%	-	-	-	
	a survey assessing the quality of the conducted exam/credit assessment					4.5	3	13	23.08%					-	-	-	-
Total		4.8	34	51	65.69%	4.9	21	108	19.44%	4.9	94	316	29.59%	4.9	15	89	16.85%

The results presented above allow us to draw the following conclusions:

- The surveys are at a high level of 4.9 out of 5 points, which indicates student satisfaction.
- Surveys evaluating classes are completed much more often than surveys evaluating credits.
- The increase in the number of surveys in recent years (from about 100 per year to 300 per year) is due to the introduction of a system for automatic generation of surveys without the participation of the lecturer.
- Unfortunately, system problems and a low response rate indicate the low value of the satisfaction survey in the quality assessment process.

## Assessment monitoring results

The Power BI dashboard provides a wide range of data and metrics on quality, enrollment, graduation, progress, assessments, satisfaction surveys, teaching loads, and more. Top management, deans, and program directors conduct comparative analysis and troubleshooting in their programs. This data can serve as a proxy for the achievement of all types of competency goals and tasks, but grades given collectively for an entire course that addresses more than one learning goal do not allow for the assessment of whether a given competency has been acquired and therefore cannot fully replace direct assessment methods. Ongoing monitoring of assessments is, however, useful in monitoring the progress of doctoral students, monitoring their attitudes toward the subjects, identifying potentially difficult subjects or other problems and gaps that require support. Based on the analysis of the data presented in the table on the following page, the following conclusions were drawn:

- Most doctoral students complete classes with positive grades and an average of 4.0, which in a broad sense can be treated as them acquiring learning outcomes at level 8 of the Polish Qualifications Framework.
- The subjects that cause the most problems are the quantitative subjects.
- legal subjects in the program, which is why students of law, after consulting their supervisor, take legal subjects from a different pool and are exempted from regular subjects - it is necessary to develop a better method and expand the offer of legal subjects
- Students with visa issues (2 cases) start later and have to complete subjects in subsequent semesters
- Implementation students are entitled to choose 70% of the intended program and most often forgo quantitative subjects.
- It is necessary to regulate the issue of grading or passing certain subjects
- Due to the increasing number of trips abroad, it is necessary to regulate the issue of recognizing subjects taken abroad.

The table below shows the monitoring of grades for individual students.

Year	Mode	Field	Student Surname	Research methodology	Introduction to quantitative data analysis	Introduction to qualitative research methods	Introduction to databases	Research in law sciences (since 2021)	Statistics and statistics inference	Econometrics	Advanced Qualitative methods	Experiments in social science	Big data and data mining	Empirical research in practice	Workshops	Applying for research funds	Writing academic article
6	Academic track	Management	Oleszczuk-Zygmuntowski Jan	5	5	4	5	NA	3.5	3.5	5	4.5	4	Pass	Pass	Pass	Pass
5	Academic track	Management	Kaczmarek-Ciesielska Dominika	5	4	4	4	NA	3.5	4	5	4	5	4	4	Pass	Pass
4	Academic track	Management	Nina the cat	5	4	5	5	NA	4	4	5	4	5	4.5	Pass	Pass	Pass
5	Academic track	Management	Kovbasiuk Anna	5	5	4.5	5	NA	4.5	4	5	5	5	Pass	Pass	Pass	Pass
5	Academic track	Law	Mohanty Gautam	4	4.5	5	4	NA	3	Pass	5	3	5	4	Pass	Pass	Pass
5	Academic track	Management	Owl Konrad	4.5	4	4	4	NA	4	4	5	4	5	4	Pass	Pass	Pass
5	Academic track	Management	Susanna Staniszevska	5	5	5	5	NA	4	4.5	5	4	5	4.5	Pass	Pass	Pass
4	Academic track	Law	Rocker Eva	5	Exempt	Exempt	Exempt	NA	Exempt	Exempt	Exempt	5	Exempt	Pass	Pass	Pass	4
4	Academic track	Management	Ciechanowski Kaśmir	5	4.5	4.5	5	NA	4.5	4.5	5	5	5	Pass	Pass	Pass	5
4	Academic track	Management	Alejandro Guzman Rivera	5	4.5	5	5	NA	Pass	4.5	5	5	5	Pass	Pass	Pass	4
5	Academic track	Management	Melnik Mykola	5	4	3	5	NA	3.5	3	5	3	5	Pass	Pass	Pass	Pass
4	Academic track	Law	Pilipiuk Aleksandra	5	4.5	4.5	5	NA	3	4.5	5	5	5	Pass	Pass	Pass	3
5	Academic track	Economics & Finance	Malvina's turnip	4	5	5	5	NA	5	5	5	3	5	Pass	Pass	Pass	Pass
5	Academic track	Economics & Finance	Wańczyk Kacper	4	3	4.5	5	NA	3.5	4	5	3	5	Pass	Pass	Pass	Pass
3	Academic track	Management	Ahmed Junaid	4	4	4	5	NA	4	5	5	4	5	4.5	4.5	Pass	Pass
3	Academic track	Management	Alimov Yulduz	5	3.5	4	5	NA	4	4	5	4	5	5	4.5	Pass	Pass
3	Industrial track	Management	Baske Alexander	5	3.5	4	5	NA	4	4.5	5	4	5	5	4.5	Pass	Pass
3	Academic track	Management	Cieslak Martyna	5	4.5	4.5	5	NA	4.5	5	5	5	5	5	5	Pass	Pass
3	Industrial track	Management	Top Marcin	4.5	4	4.5	5	NA	4	3.5	5	5	5	5	5	Pass	Pass
3	Industrial track	Management	Falcon-Gorgon Agnieszka	4	5	4.5	5	NA	5	5	5	4	5	5	4	Pass	Pass
3	Industrial track	Law	Wasiluk Dominik	5	4	4.5	5	NA	5	5	5	5	5	5	5	Pass	Pass
3	Academic track	Economics & Finance	Wolska Agata	4	3.5	5	5	NA	3.5	4	5	4	5	4	4	Pass	Pass
3	Industrial track	Management	Vyshetskaya Anna	4	3.5	3.5	5	NA	4	4	5	4	5	4	3.5	Pass	Pass
2	Academic track	Law	Dzialuk Pawel	5	5	5	5	5			5						
2	Industrial track	Management	Mountain Claudia	5	5	4		5			5		5				
2	Industrial track	Economics & Finance	Jamrozik Paul	5	5	3		4.5					5				
2	Industrial track	Management	Lukasiewicz Paul	5	5	5		5	5				5				
2	Industrial track	Management	Milczarski Radosław	5		5		5					5				
2	Academic track	Economics & Finance	Nazir Muhammad					4.5									
2	Academic track	Management	Niftaliyev Alisha	5		5		4					5				
2	Academic track	Finance	Tselinko Inna	5	5	4.5		5	4.5		5		5				
1	Academic track	Management	Biard Artur														
1	Academic track	Management	Elleuch Khalil														
1	Industrial track	Management	Leszczynski Paul														
1	Academic track	Economics & Finance	Rahimli Nurlan														
1	Academic track	Economics & Finance	Sosnowski Paul														
1	Academic track	Law	Urzenitzok Paul														

## Results of meetings with supervisors and class observations

In the academic year 2023/2024, the Director of the Doctoral School held a series of individual meetings with all PhD ALK supervisors. The meetings and conversations with supervisors allowed us to draw the following conclusions:

- There is a wide variety of approaches to promoting doctoral students, from regular meetings on a weekly or monthly basis to meetings initiated at the request of a doctoral student.
- Supervisors need more information about SD ALK's activities, scholarship offers, PhD students' progress, etc.
- Some supervisors expect SD ALK to discipline their doctoral students
- Students ask for support for foreign doctoral students (accommodation, scholarship offer)

Based on the conclusions from the meetings, the following improvement actions were implemented:

- Establishment of a dedicated channel for SD ALK promoters
- Information on the supervisor's obligations in the SD ALK regulations
- Introduction of regular information meetings (twice a year)
- Sending information to supervisors about the progress of their doctoral students (PhD student profile)
- Suggestions for selecting assistant supervisors for supervisors with responsibilities and developing a list of supervisors and assistant supervisors (5-7 people)
- EDAMBA off-site training offer for promoters (6 people)

In the academic year 2023/2024, the Director of the Doctoral School personally visited a total of 12 courses. The observations allowed us to draw the following conclusions:

- Course content is generally of good quality, well structured and aligned with the curriculum.
- Teaching is interactive and engages students in the process

In addition, discussions with faculty members identified a number of issues requiring improvement/development:

- We need to improve the coordination of content and information flow between year groups and faculty members – qualitative/quantitative faculty teams, so that faculty members teaching more advanced topics can refer to knowledge and skills from year 1 courses.
- Students expect more individualized tasks that are directly related to their research projects – this is not impossible, but it requires a change in teaching methods
- We need to add more advanced theoretical and knowledge courses – develop a portfolio of electives and/or organize a series of KUDoS workshops (with a focus on theory)
- Reinforce tasks that directly impact student progress (e.g. writing research papers that result in publications, or submitting research grant applications that result in an actual grant application)
- Developing “Superstar” Courses That Could Attract International Students ( Bloomberg Lab )
- Organize a regular annual meeting with KUDoS faculty members
- KUDoS staff channel
- Engage junior researchers as teaching assistants, especially in research projects and workshop series
- Organize several courses in the form of field trips for students with intensive writing (PDW)

The table below presents the observation results for individual subjects.

## Summary of the results of the class observation

Academic year	Term	Year	Name of the department	Course	Date	Time	Level of course knowledge	Compliance with syllabus	Course Structure	Teaching materials	Teaching style	Teaching methods	Interactivity	Notes
2023/2024	Semester I	Year 1 and 2	Dawid Kostecki PhD	Empirical research in practice - hall A/119	19.11.2023	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Guest Lecturer Workshop on Research Project Design
2023/2024	Semester I	Year 1	Prof. Dominika Latusek-Jurczak Ph.D	Research methodology - hall A/119	4.11.2023	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Good	Very good	an in-depth introduction to the philosophy of science, coordinated with other courses in qualitative methods
2023/2024	Semester I	Year 1 and 2	Wiktor Krzymowski PhD	Research in Legal Sciences – Interpretation of Law – Room A/100	19.11.2023	13:00-15:00	Very good	Very good	Very good	Good	Good	Good	Good	Since this is my first time teaching PhD students, I kindly ask you to prepare some introductory materials so that international students can understand the content more easily.
2023/2024	Semester I	Year 2	Prof. Dr. Hab. Agnieszka Bezat - Jarzębowska	Econometrics - hall A/117	19.11.2023	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Good	Very good	Coordination of content between statistics and econometrics, Improved exposure of students to the theories/theoretical background of their PhDs, Finding ways to supplement knowledge and support in statistics, A room adapted to your needs with writing templates (A142?), Moving classes to weekends has significantly improved attendance
2023/2024	Semester I	Year 2	Milosz Miszczyński PhD	Advanced quality methods - hall A/119	18.11.2023	13:00-15:00	Very good	Very good	Very good	Very good	Good	Very good	Very good	Lots of reading and in-depth personal experiences, deconstructing articles for research methods, adding more reading

														assignments, and teamwork
2023/2024	Semester I	Year 1	Lukasz Tanajewski PhD	Empirical research in practice - Designing randomized experiments room A/101	10.12.2023	09:00-12:00	Very good	Very good	Very good	Good	Very good	Good	Very good	Guest lecture workshop, high quality classes, advanced level, need to be integrated with other courses or move to a more advanced course portfolio
2023/2024	Semester I	Year 2	Prof. Piotr Bialowski PhD	Writing a scientific paper - hall A/121	10.12.2023	13:00-15:00	Very good	Very good	Very good	Very good	Very good	Good	Good	Organization next year as a workshop on students' work and not random data of the instructor, more variety of terms or content is needed, more breaks, it should be integrated with other courses
2023/2024	Semester I	Year 1	Prof. Giuseppe Grossi , Ph.D	Workshop - The role of theory in social science research - hall A/119	27/01/2024	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	We invite you again, we are organizing additional courses in advanced theory
2023/2024	Semester II	Year 2	Blaise Podgorski PhD	Introduction to databases - hall A/24	03/09/2024	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Need support for Bloomberg Lab, develop and integrate with other courses, need to develop it for quality students
2023/2024	Semester II	Year 2	Karolina Kuligowska	Big Data and Text Mining	10/03/2024	13:00-15:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	The course is integrated with statistics and data analysis, with other quantitative courses in the second year.
2023/2024	Semester II	Year 1	Michał Bojanowski, Katarzyna Piotrowska	Introduction to Statistical Analysis	10/03/2024	09:00-12:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Possibility to develop statistics and statistical inference, integration in the departmental team
2023/2024	Semester II	Year 2	Prof. Dariusz Jemielniak	Introduction to Applying for Research Funding	26.04.2024	17:00-19:00	Very good	Very good	Very good	Very good	Very good	Very good	Very good	Add junior faculty members to support paper and proposal writing courses, work on specific proposals and text, organize PDW trips (paper or proposal writing workshops)



## Results of the annual and committee evaluation

The results of the annual evaluation include the analysis of the IPB results (after year 1), the analysis of the results of the mid-term evaluation committee (after year 2) and the analysis of the presentations of all doctoral students during the " KUDoS PhD days " held in September each year.

Below is a summary analysis of the mid-term evaluation results and the level of IPB implementation:

### Progress in research

Most PhD students make significant progress in their research projects. The committees highly value their commitment to scientific work – in one case, the great commitment of the PhD student to both research and other forms of scientific activity was emphasized. Some PhD students can already boast specific results, such as scientific publications (and even a monograph) or completed stages of empirical research, which is evidence of solid progress. At the same time, in several cases, attention was drawn to the need to clarify the direction of research. For example, the committee recommended a clearer separation of the main idea of the dissertation to ensure its coherence and better formulation of research questions. However, the overall picture of progress is positive – PhD students are moving their projects forward, and any comments serve to further improve the quality of the research conducted.

### Research activity

Doctoral students demonstrate high scientific activity beyond the preparation of theses. Most of them have actively participated in scientific conferences and have started publishing their results (or have prepared materials for publication). Some of them also participate in research projects and grants or gain other academic experience. For example, one of the doctoral students was strongly involved in conducting didactic classes and participated in implementation grants. This type of additional activity is generally appreciated by the committee – it broadens the experience of the young scientist and can be a source of valuable feedback from the academic community. In one case, the research activity to date (publications, conferences, teaching) was even described as impressive in the context of implementing the individual research plan. At the same time, the committees remind that such activity should support the main research, not replace it.

### Delays

Most PhD students complete their projects according to the established schedule, and some even exceed the deadlines. For example, in one of the evaluations, the committee stated that the PhD student had been working systematically for the past two years, adhering to the established deadlines (which allowed him to complete even additional research tasks). However, there were also cases of delays. In the case of one of the PhD students, arrears were noted in relation to the individual research plan – especially in the area of conducting research and preparing publications. The committee linked this situation to excessive involvement in side activities at the expense of work on the dissertation, recommending that she focus on the main research. In another case, too, it was warned that a very large number of additional duties (although impressive in itself) could become an obstacle to completing the PhD on time – the committee recommended that these activities be limited and that she focus on the dissertation. It is worth adding that one of the committees assessed the progress only moderately positively, conditioning acceptance of the dissertation on timely completion on the condition that specific corrections be made to the project. Depending on the case, delays are mainly due to distraction from other tasks or require better planning of activities in subsequent stages.

### Main trends

Based on the committee's assessments, several common trends can be observed:

- **Need to clarify the scope of the study:** Many comments focused on the need to better define the topic of the dissertation, the research questions, and the theoretical framework. Committees often recommended sharpening the main issues and hypotheses so that the work would be more coherent and focused. This included clarifying terminology (e.g., definitions of key concepts) and ensuring that the theoretical perspective taken was clearly presented.
- **Balance between extracurricular activities and dissertation work:** Several PhD students were warned that while their extracurricular activities were valuable, they could not be at the expense of making substantial progress in their research. Maintaining the right balance between participating in projects, conferences, or teaching and writing their dissertations proved to be a common challenge.
- **Publications and the form of the dissertation:** The committees stressed the importance of publishing research results during the preparation of the dissertation (which is especially important for dissertations in the form of a collection of articles). It was recommended that the work be organized in such a way that at least some of the articles were written independently by the doctoral student (if the dissertation is a collective work, the doctoral student should be the leading author). In addition, in some cases, attention was drawn to the choice of the dissertation format – a traditional monograph or a series of articles – and the related consequences for the schedule and requirements (e.g. the number and level of publications).

- **Improving the methodology:** A common theme was the need to increase the methodological rigor of the work. The committees suggested, among other things, limiting the scope of methods that was too broad (to focus on the most important and feasible within the framework of the PhD), more clearly describing the research methods used, and ensuring that the research approach adopted will allow for answering the questions posed. There were also suggestions to avoid excessive technicality or a purely descriptive nature of the work – instead, PhD students should strive for an analytical, original approach to the problem.

### Recommendations of the Commission

The evaluation committees presented the doctoral students with a number of tips to improve their further work. The most important recommendations were:

- **Focus on essential research and results:** PhD students should prioritize conducting their own research and preparing scientific publications, even if they are involved in other duties (Cieślak Martyna.docx). In practice, this means limiting redundant activities and devoting more attention to the achievement of the dissertation goals.
- **Ensuring the coherence of the work concept:** It is recommended to clearly emphasize the main thesis or guiding idea of the dissertation and clearly formulate research questions. Such a procedure will increase the coherence of the work and direct further scientific research ( Alimova Yulduz.docx). Recommendations also include unifying and clarifying key terminology related to the topic of the dissertation, so as to use unambiguous definitions throughout the work.
- **Realistic planning and time management:** PhD candidates should plan for potential delays in advance, especially those preparing their dissertation as a collection of articles. The review and publication process can be longer, and committees suggest that this be factored into your schedule. In other words, you should plan your research and dissertation writing so that any delays do not jeopardize your defense on time.
- **Clarification of scope and methods:** Many opinions included advice on narrowing the scope of the research and matching the methods to the objectives of the work. The committees recommended reviewing the hypotheses and research questions in terms of their feasibility and focusing on those aspects of the problem that are key to the original contribution of the work. If necessary, PhD students should simplify the methodological part ( eliminating the excess of methods) and ensure that the methods used are adequate and scientifically justified.
- **Other individual tips:** Individual comments concerned specific issues in individual works. For example, it was recommended to resolve the dilemma regarding the form of the dissertation (monograph vs. articles), to ensure an appropriate share of one's own in multi-author publications , to pay more attention to linguistic precision and to avoid excessive generality. In legal works, the need to maintain the character of the work in the social sciences (not the humanities) was emphasized and it was suggested to include comparative elements where this would enrich the analysis. All these recommendations are aimed at improving the quality of the dissertations and streamlining the process of their creation.

Each doctoral student received clear feedback on their achievements and areas for improvement. In summary, the committees highly assessed the progress and research activity of the doctoral students, while indicating specific steps that should be taken to complete the doctoral theses on time and at a high substantive level.

Analysis of the annual presentations of doctoral students " KUDoS" PhD Days " indicates:

- Large discrepancies between the presentations of the first and last years
- Large discrepancies between the presentations of implementation and scientific doctoral students
- Use of unusual presentation formats and structures (inability to select content)
- Limited theoretical knowledge of some doctoral students
- The need to improve the attractiveness of formatting
- The need to practice audience engagement methods

The conclusions and observations presented above may be the subject of corrective actions:

- organization of additional workshops on theory ( Doctoral reading seminars )
- organizing additional workshops on designing and presenting research projects
- strengthening the activities of exposing doctoral students to criticism and feedback (participation in conferences, seminars)
- engaging PhD students in research projects and teams
- communication emphasizing the need for focus and strategic planning of the PhD



KOZMINSKI UNIVERSITY

**APPENDIX 3**

**PROFILES OF FACULTY IN THE DISCIPLINE**

**ECONOMY AND FINANCE**



## **GRZEGORZ W. KOŁODKO, Prof.**

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### **Biogram**

**Prof. Dr. Hab. Grzegorz W. Kołodko** has been a professor of economic sciences since 1989 and is a globally recognized authority in the field of development economics and economic policy. As an active participant in economic policy, he played a key role in the challenging task of transforming the Polish economy, also supporting this process in other countries. In 1989, he participated in the historic Round Table debates, and from 1989-91, he was a member of the Economic Council of the Council of Ministers. As Deputy Prime Minister and Minister of Finance from 1994-97, through deep systemic reforms and unorthodox development policies, he led Poland to a record growth rate among post-socialist transformation countries and to membership in the OECD. Holding this position again in 2002-03, he once more set the economy on a path of rapid growth and played a significant role in Poland's integration with the European Union. For his services to the country, he was awarded the Commander's Cross of the Order of Polonia Restituta by the President of Poland.

In his scientific work, he focuses mainly on theoretical and practical problems of globalization and post-socialist transformation, as well as development policy. A graduate of the Warsaw School of Economics (SGH), he is a full professor of economics, Director of the Research Center for Transformation, Integration, and Globalization TIGER ([www.tiger.edu.pl](http://www.tiger.edu.pl)), a lecturer at Kozminski University in Warsaw, and at leading American universities: Yale, UCLA, and Rochester, New York. He is an expert for international organizations, including the UN, World Bank, and International Monetary Fund. He holds honorary doctorates from foreign universities.

He is the author of 38 books and over 300 scientific articles and papers published in 24 languages, with more than 160 in English.

He has 52 years of teaching experience in Poland, the USA, and other countries. He is a lecturer at Kozminski University in Warsaw and collaborates with leading American universities, including Yale, UCLA, and Rochester, New York. He is also an expert for international organizations, including the UN, World Bank, and International Monetary Fund. He holds honorary doctorates from foreign universities.

A marathon runner and traveler; he has visited over 130 countries.

# Publications

**2023**

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## **Authored books**

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KOŁODKO GRZEGORZ W.: Global Consequences of Russia's Invasion of Ukraine, 2023, Springer, 160 p., ISBN 978-3-031-24263-2

## **Chapters from monograph**

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KOŁODKO GRZEGORZ W.: Ekonomia tłoku, czyli samo się nie robi, In: Keynes a współczesność. Ekonomiczne perspektywy dla naszych wnuków / Mączyńska Elżbieta , Gorynia Marian , Urbaniec Maria (*eds.*), 2023, Polskie Towarzystwo Ekonomiczne Oddział w Poznaniu, pp.93-97, ISBN 978-83-65269-44-7

## **Papers from journals**

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KOŁODKO GRZEGORZ W.: Contemporary social and political mega-crisis and the goals of economics, Acta Oeconomica, 2023, vol. 73, no. S1, pp.47-56. DOI:10.1556/032.2023.00031

**2022**

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## **Authored books**

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KOŁODKO GRZEGORZ W.: Chinism and New Pragmatism: How China's Development Success and Innovative Economic Thinking Contribute to the Global Development, 2022, Prunus Press, 115 p., ISBN 978-1-61612-151-8

KOŁODKO GRZEGORZ W.: Political Economy of New Pragmatism. Implications of Irreversible Globalization, 2022, Cham, Springer, 269 p., ISBN 978-3-031-12265-1. DOI:10.1007/978-3-031-12263-7

KOŁODKO GRZEGORZ W.: Świat w matni. Czwarta część trylogii, 2022, Warszawa, Wydawnictwo Prószyński i S-ka, 432 p., ISBN 978-83-8295-007-6

KOŁODKO GRZEGORZ W.: Wojna i pokój, 2022, Wydawnictwo Naukowe PWN, 260 p., ISBN 9788301225902

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KOŁODKO GRZEGORZ W.: Jedna trzecia i wiek cały, In: O mądrą i sprawną Polskę. Księga pamiątkowa dedykowana Profesorowi Witoldowi Kieżunowi / GORYŃSKA ANNA, Barlik Ewa (*eds.*), 2022, Warszawa, Wydawnictwo Poltext, pp.57-76, ISBN 978-83-8175-345-6

KOŁODKO GRZEGORZ W.: The economics of new pragmatism: Identity, goals, method, In: Economic sciences and contemporary challenges: Fundamental problems in theory and practice / Fiedor Bogusław, Gorynia Marian, Mączyńska Elżbieta (eds.), 2022, Warszawa, POLSKIE TOWARZYSTWO EKONOMICZNE, pp.35-52, ISBN 978-83-65269-37-9

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### **Papers from journals**

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KOŁODKO GRZEGORZ W.: Jedna trzecia wieku posocjalistycznej transformacji ustrojowej, *Ekonomista*, 2022, vol. 2, pp.151-171. DOI:10.52335/ekon/150801

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KOŁODKO GRZEGORZ W.: Economics and Politics of the Great Change: Mikhail Gorbachev versus Deng Xiaoping, *Kwartalnik Nauk o Przedsiębiorstwie*, 2021, vol. 58(1), pp.5-15. DOI:10.33119/KNoP.2020.58.1.1

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## **2020**

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KOŁODKO GRZEGORZ W.: China and the Future of Globalization. The Political Economy of China's Rise, 2020, Londyn, Bloomsbury Publishing, 200 p., ISBN 9781788315517

KOŁODKO GRZEGORZ W.: Od ekonomicznej teorii do politycznej praktyki, 2020, Warszawa, Wydawnictwo Poltext, 361 p., ISBN 978-83-8175-144-5

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## **Research projects**

2014 – 2017 Globalization, Income Inequality, and Economic Growth, National Science Center



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## **Biogram**

**Prof. Dr. Hab. Dorota Dobija** - Professor of Economic Sciences. Expert in accounting and finance. Certified accountant. Business trainer. Coach. Fulbright Scholar. Secured funding for multiple international projects, including studies on performance in smart cities, stakeholder engagement, board diversity, and sustainability reporting. Published extensively in high-impact journals, contributing to advancements in governance, sustainability research, and public sector performance measurement and management. Recognized with awards such as the CEEMAN Research Champion and LUMEN International Research Star. Coordinator of numerous national and international research projects in corporate governance and financial and non-financial reporting of organizations. Author of many works in the fields of accounting, finance, intellectual capital management, corporate governance, and corporate social responsibility. In accounting, she focuses on the impact of financial and non-financial information on the valuation of securities and issues at the intersection of corporate governance, financial reporting, and financial auditing. In corporate governance, she is particularly interested in board diversity (boards of directors, supervisory boards, including audit committees), including the participation of women. She is a valued expert in the field of intellectual and innovative capital management in organizations. Specifically, she focuses on building measurement and reporting systems for intellectual capital. As a long-time practitioner managing intellectual capital in higher education, she is currently researching performance evaluation systems, examining how various endogenous and exogenous factors influence the internal development of research performance measurement systems.

**Board Member** , CEEMAN: The International Association for Management Development in Dynamic Societies (2023 – Present)

**Board Member** , European Management Academy (EURAM) (2021 – 2023)

**Vice-President** , European Management Academy (EURAM): Conferences (2017 – 2020), Governance & Finance (2020 – 2023)

**Director** , Doctoral School, Kozminski University (2016 – 2023)

**Vice Rector for Research and Faculty** , Kozminski University (2007 – 2015)

**Head** , Department of Accounting and Corporate Governance, Kozminski University (2005 – Present)

**Mentor and member of PRT Committees** for NVAO, AACSB, and the Kosovo Academic Accreditation Agency

**Board Member** , Kozminski University Development Foundation (2023 – Present)

**Supervisory Board Member** , ING Bank Śląski (2021 – Present)

**Supervisory Board Member** , PEKAO Investment Banking (2015 – 2021)

Worked as a visiting professor at many universities in the USA and Europe, including: Singapore Management University (2024), Queensland University of Technology (2018), and Hong-Kong Polytechnic University (2017).

Faculty member for master classes for doctoral students: "Crafting Qualitative Research in Management & Accounting" Workshop (Parthenope University, Naples, Italy).

### **Editorial and Reviewing Services**

Editorial Board Member: European Management Journal (Senior Editor), formerly Editor-in-Chief for the Central European Management Journal. • Member of Editorial Boards: Accounting Forum, Journal of Public Budgeting, Accounting & Financial Management, European Management Journal. • Co-edited special issues: Accounting, Auditing and Accountability Journal (twice) and Qualitative Research in Management and Accounting.

Ad-Hoc Reviewer: Accounting, Auditing & Accountability Journal; Sustainability Accounting, Management & Policy Journal; Social and Environmental Accountability Journal; Qualitative Research in Accounting and Management; Journal of Management and Governance; Gender, Work & Organization; Business Ethics, the Environment & Responsibility; Accounting in Europe; Zeszyty Teoretyczne Rachunkowości, Baltic Journal of Management.

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## **2013**

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## **2011**

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### **Authored books**

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### **Edited books**

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### **Chapters from monograph**

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### **Papers from journals**

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**2009**

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**1999**

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## **Research projects**

**2016 – 2018**, Skilled Business Leaders for Skilled Europe (Lead4Skills), Erasmus +

**2016 – 2018**, Characteristics of Audit Committees and the Quality of Financial Reporting, National Science Centre

**2014 – 2015**, Nationwide Information Platform on Innovation Potential "Inventorum", National Centre for Research and Development



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### **Biogram**

**Prof. Dr. Hab. Izabela Grabowska** – Professor of Social Sciences; sociologist and economist; graduate of the University of Warsaw (Ph.D. in Economics), University College Dublin (M.A. in Economics), and the University of Wrocław (M.A. in Sociology); the procedure for her professorship in social sciences was conducted by the Institute of Philosophy and Sociology of the Polish Academy of Sciences (IFiS PAN). Fulbright Scholar. She has undertaken research stays, including at Humboldt University in Berlin (ERC grant), Utrecht University in the Netherlands (visiting professor), and University College London (visiting scholar). She has supervised 5 Ph.D. theses and over 70 master's theses. She is the author of over 50 publications in prestigious international and Polish publishing houses. She has secured many prestigious research grants, including Horizon Europe as the coordinator of a global consortium with the Link4Skills project; as the head of the Polish team in H2020 (project: MIMY) and grants from the National Science Centre (NCN): OPUS, Sonata Bis, Harmonia, and KBM.

At Kozminski University, she joined the Department of Economics in 2021 and established the CRASH research center (Center for Research on Social Change and Human Mobility), which she leads.

From 2005 to 2021, she was an assistant professor and university professor at SWPS University; from 2016 to 2021, she was the director of the Interdisciplinary Doctoral School at SWPS University. From 2015 to 2019, she founded and led the Youth Research Center and Mobility Research Group (2020-2021).

Her research focuses on the labor market, human capital, international labor migrations, and career paths. Her long-term studies show the significance and impact of work experience abroad on human capital, with particular emphasis on social competencies and the process of social remittances. Her works have been published in renowned scientific journals (e.g., *Work, Employment and Society*, *Journal of Ethnic and Migration Studies*, *Europe-Asia Studies*, *International Migration, Social Policy and Society*), and monographs in key publishing houses: Routledge, Palgrave Macmillan, UCL Press, Amsterdam University Press, Scholar.

From 2008 to 2019, she was active in the decision-making bodies of the largest international migration and integration research network, IMISCOE Research Network. Since 2009, she has been an expert for the European

Commission in the European Mobility Partnership/Laboratory and ESCO - European Skills, Competences, Qualifications, and Occupations, and currently in the Employment Labour Agency, EURES. For a decade, through EY (Bologna, Brussels), she has been training public employment services, including European employment services. Details of her achievements can be found at: [www.izabelagrabowska.com](http://www.izabelagrabowska.com)

## Publications

**2025**

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## Research projects

**2024 – 2026** Link4Skills (Global Shortages and Skill Partnerships), European Commission

**2023– 2025** Warsaw Talent Cluster, Capital City of Warsaw

**2021– 2026** BigMig: Digital and Analog Traces of Migrants in Large and Small Data Sets and Human Capabilities, National Science Centre

**2021 – 2023** MIMY - Empowerment through liquid Integration of Migrant Youth in vulnerable conditions, Horizon 2020





## GIUSEPPE GROSSI, PhD

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## Biogram

**Professor Giuseppe Grossi** is a professor of accounting at Kozminski University, Kristianstad University (Sweden), and Nord University (Norway). He holds a PhD in management (2000) from the University of Pisa. He served as an associate professor at the University of Siena (Italy) from 2012 to 2021. He has also been a research fellow and visiting professor in various countries: Stockholm University (2010-2011); University of Sydney (July-August 2011); Victoria University of Wellington (September 2011); Fundação Getulio Vargas in Rio de Janeiro (November 2015); Queen's University Belfast (February 2016); University of Rostock (November 2016); University of Tartu (April 2017); University of Tampere (2017-2021); University of Rome Tor Vergata (April 2024); University of Parthenope in Naples (May-June 2024); and University of Chieti-Pescara (July 2024).

His research focuses on smart cities, hybrid organizations, and government accounting and auditing. He has participated as a coordinator or participant in national and international research projects funded by various sources (Swedish Research Council, National Science Centre in Poland, Portuguese Foundation for Science and Technology, UArtic, Norwegian Centre for International Cooperation in Education, Nordic Council of Ministers, Wenner-Gren Foundation, and Länsförsäkrings Research Fund).

He is a member of the editorial board of several national and international journals: Accounting Auditing and Accountability Journal; Accounting and Management Review; African Accounting and Finance Journal; British Accounting Review; International Journal of Auditing; Central European Management Journal; International Journal of Public Sector Management; International Review of Public Administration; Journal of Accounting in Emerging Economies; Journal of Accounting & Organizational Change; Journal of Accounting & Organization; Journal of Management & Governance; Pacific Accounting Review; Scandinavian Journal of Public Administration; Tekhne. Review of management studies review. Since 2018, he has been the editor-in-chief of the Journal of Public Budgeting, Accounting and Financial Management (Emerald; Q1 in Accounting and Public Administration; Scopus Citesscore 2024: 7.8; IF 2024: 3.0), and since 2021, he has been an associate editor of Qualitative Research in Accounting & Management (Emerald, Q2 in Accounting; Scopus Citesscore 2024: 4.5; IF 2024: 2.3).

He has been a guest editor in several international peer-reviewed journals: Accounting Auditing and Accountability Journal (2020; 2022; 2025); Accounting Forum (2017); Baltic Journal of Management (2012; 2019); British

Accounting Review (2024); Critical Perspective on Accounting (2013); Journal of Public Budgeting, Accounting & Financial Management (2014; 2023); Qualitative Research in Management and Accounting (2014; 2020); Public Management Review (2020); Public Money & Management (2009, 2014, 2017, and 2025); Public Performance & Management Review (2016); Pacific Accounting Review (2017). In 2024, Giuseppe Grossi received the Best Guest Editor Award from the British Accounting Review by Elsevier and the British Association of Finance and Accounting (BAFA). Since June 2023, he has been the chair of the CIGAR - Comparative International Governmental Accounting Research Network. Since 2018, he has also been the co-chair of the special interest group "Management and Governance of Hybridity" in the International Research Society on Public Management (IRSPM).

He has been an external examiner for several PhD theses in Europe, Australia, and South Africa. He has also supervised several PhDs at various European universities: Huseinovic Ahunov, Nord University (Norway), University of Bologna (Italy), G. d'Annunzio University of Chieti – Pescara (Italy), University of Salerno (Italy), Scuola Superiore Sant'Anna of Pisa (Italy), University of Siena (Italy), University of Tartu (Estonia).

He has collaborated as an expert with institutions such as the Estonian Ministry of Finance, the National Audit Office of Finland, and the European Court of Auditors, and as a technical advisor with national and local governments, the Internal Auditors Community of Practices (IACOP) of the World Bank (WB), and the International Public Sector Accounting Standard Board (IPSASB) at IFAC.

## **Publications**

### **2024**

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#### **Edited books**

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She has been associated with the banking industry for 14 years. She worked in investment banking in M&A transactions in Warsaw, Budapest, and Frankfurt am Main for 3 years. Since 2015, she has been a member of the Supervisory Board of PEKAO S.A. Investment Banking and a member of the Audit Committee.

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KOZMINSKI UNIVERSITY

**APPENDIX 3**

**PROFILES OF FACULTY IN THE DISCIPLINE**

**MANAGEMENT AND QUALITY SCIENCES**





## DARIUSZ JEMIELNIAK, Prof.

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## Biogram

**Professor Dariusz Jemielniak**, Ph.D., corresponding member of the Polish Academy of Sciences (PAN), is a professor and head of the department at Kozminski University and vice president of PAN. In 2024, the European Commission nominated him to the board of trustees of the European Institute of Innovation and Technology (EIT). Since 2015, he has been a faculty associate at the Berkman-Klein Center for Internet and Society at Harvard University.

He has also gained experience at Cornell University (2004-2005), Harvard (2007, 2011-2012), University of California Berkeley (2008), and MIT (2015-2016, 2019-2020). At Kozminski University, he served as the coordinator of EQUIS accreditation (2000-2003), director of the English-language program, and deputy director of the doctoral program, responsible for creating its English-language version. He researches open collaboration communities, open knowledge, collaborative society, open software, and misinformation.

He has carried out 5 grants from the National Science Centre (NCN), including the prestigious Maestro grant, as well as the Gospostrateg grant (NCBiR). He has published scientific monographs with Stanford University Press, Oxford University Press, MIT Press, Cambridge University Press, and Edward Elgar. Author of 50 articles with impact factor. His teaching experience includes 20 years of teaching on three continents, with groups ranging from undergraduate to master's, doctoral, MBA, executive MBA, and Advanced Management Programs, with group sizes from a few to several hundred people. He has also given inspirational lectures and panels at major national conferences (EFNI, IMPACT, etc.). Author of several management textbooks, including those awarded by the Ministry of Science and Higher Education (MNiSW).

Founder of startups, including [ling.pl](https://ling.pl) (the largest free online dictionary in Poland, sold in 2017, with 18 million monthly views), [instaling.pl](https://instaling.pl) (a teacher support platform used by 13% of teachers in Poland), and [runpixie.com](https://runpixie.com). Member of the supervisory boards of Escola S.A., EIT, and CampusAI. From 2015 to 2025, he was a member of the supervisory board of the Wikimedia Foundation.

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### **Biogram**

**Prof. Dominika Latusek-Jurczak**, Ph.D., is a professor of social sciences at Kozminski University, where she has held key academic and administrative roles for many years. She has chaired the Department of Management and currently leads the Center for Trust Research. In her academic duties, she coordinates research work, oversees projects, and supports young scientists in their professional development.

Prof. Dominika Latusek-Jurczak focuses her research on trust in management, inter-organizational cooperation, and mechanisms of uncertainty in management structures. Her work includes numerous publications on these topics, including monographs, book chapters, and scientific articles published in international journals.

She has participated in many research projects funded by national and international sources. She has served as the principal investigator in research conducted under the National Centre for Research and Development, the National Science Centre, and European Union-funded programs such as Horizon 2020. She was the leader of the Polish research team in the international project TiGRE – Trust in Governance and Regulation in Europe.

She has collaborated with renowned universities and research centers worldwide, including Stanford University, where she interned at the Institute for Research in Social Sciences, and SOAS University of London, where she was an affiliated researcher. Her international scientific activity also includes collaboration with the University of Antwerp and participation in prestigious research networks such as the First International Network on Trust (FINT).

Prof. Dominika Latusek-Jurczak has extensive teaching experience at the undergraduate, master's, doctoral, and postgraduate levels. At Kozminski University, where she has worked for many years, she teaches courses on organizational theory, research methods, contemporary management concepts, and research ethics.

She has also guest lectured at Stanford University, the University of North Carolina, Leipzig University, and other international academic institutions. She has supervised several doctoral dissertations, and her doctoral students continue their academic and research careers. She has been a reviewer in habilitation proceedings and a member of

doctoral examination committees. For her teaching activities, she has received distinctions and awards, including the Rector's Award from Kozminski University.

Prof. Dominika Latusek-Jurczak actively collaborates with the social and economic environment, engaging in consulting and expertise for public and private institutions. She was a member of the National Centre for Research and Development Council, where she co-created strategic programs. She has also served as an expert in Science Advice for Policy by European Academies (SAPEA) and in evaluation teams of the Ministry of Science and Higher Education.

She has been a member of the Supervisory Board of Pekao Investment Fund and has collaborated with the International School of Management. She co-created and coordinated support programs for entrepreneurship and participated in consultations on higher education reforms. As part of her popularization activities, she organized scientific seminars and conducted open lectures on management and trust in organizations.

She collaborated with Stanford University, where she conducted research under a Fulbright scholarship, and with other academic centers in Europe and the USA. She actively participates in international research projects and scientific cooperation networks.

She was a member of the Committee on Organization and Management Sciences of the Polish Academy of Sciences and is a member of the Global Young Academy, where she engages in the development of international research initiatives.

### **Additional Information**

- Expert at SAPEA, European Commission - since 2021
- Expert for various institutions including the Ministry of Education and Science (MEiN), National Agency for Academic Exchange (NAWA), National Science Centre (NCN), and the Chancellery of the President of Poland - since 2015
- Member of the Supervisory Board of Pekao Investment Fund Society (formerly Pioneer Pekao TFI until February 2018), Chair of the Audit Committee - since 2015
- Member of the Supervisory Board of the International School of Management Ltd. - since 2012
- Member of the National Centre for Research and Development Council - 2014-2018

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**2005**

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## **Projekty**

**2020 – 2023** TiGRE - Trust in Governance and Regulation in Europe, Horizon 2020

**2021 – 2025** Interorganizational governance: the trust-control perspective, National Science Centre

**2025 – 2027** TRUREGEN under the MSCA Post-doctoral Fellowships programme, HORIZON-MSCA, European Commission (with Olivier Sempiga)



## **GRZEGORZ MAZUREK, Prof.**

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*Department Of Marketing*

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## **Biogram**

**Professor Grzegorz Mazurek** is a graduate of the Poznań University of Economics and Business (PUEB). During his time at the PUEB, he received a scholarship for two years of study at the University of Tilburg, one of the best European business schools. Among other things, Mazurek worked there as an Assistant and received his third master's degree (in Organization and Marketing). After returning to Poland in 2005, he defended his dissertation and obtained a doctoral degree from the SGH Warsaw School of Economics. The thesis concerned the adaptation of companies listed on the Warsaw Stock Exchange to the conditions of Poland's "new economy" after the country's transition from Communism.

Prof. Mazurek has worked at Kozminski University since September 2005 in the Department of Marketing; first as Senior Assistant, then as Assistant Professor, Associate Professor, and since May 2020, as Full Professor. In 2017, he completed the development program at the IESE Business School in Barcelona.

## **FUNCTIONS**

In September 2020, Mazurek assumed the position of the Rector of Kozminski University for a four-year term.

In 2012–2020, he held the position of Vice-Rector for International Relations responsible for the overall strategy of internationalization, international accreditations, and marketing of the university.

Moreover, Mazurek also holds positions directly related to his academic career as he is:

- member of the Council for the Plan for Work and Development, an advisory body to the Minister of Development, Work, and Technology;
- member of the Commission for International Cooperation at the Conference of Rectors of Academic Schools in Poland;

- member of the Advisory Board for Central and Eastern Europe of the European Foundation for Management Development;
- member of the SEM Forum Management Education Association;
- member of the Team evaluating international projects at Poland's National Agency for Academic Exchange (NAWA);
- President of the International Advisory Board of the French business school ISC Paris

In 2016–2018, he supported the Minister of Digitalization as a member of the Digitalization Council.

At Kozminski University, Mazurek coordinates several study programs related to digitalization in the broad sense: Kozminski MBA Digital, Internet Marketing, E-Commerce, Digital Business Transformation, and Industry 4.0 Manager. In 2014, he created two master's degree programs: Management in Virtual Environments and Master in Management (in Virtual Environments); the latter was transformed into Master in Digital Marketing in 2017. Beginning with 2019, Mazurek's original subject "Digital Transformation" was introduced into the master's program in management. All the mentioned studies educate hundreds of students, listeners, and managers every year. These studies are also a platform for cooperation between the Academy and outstanding practitioners who represent many innovative entities, thanks to which the market perceives Kozminski University as an educational institution at the forefront of modern innovation.

Mazurek was Visiting Professor at, among other places, ESCP Europe, SKEMA Business School, and École de Management de Normandie (France), ISCTE – Lisbon University Institute (Portugal), Nottingham Trent University (UK), Soongsil University (South Korea), Universidad Del Pacifico (Peru), Reykjavik University (Iceland).

He teaches at all levels of education (B.A., M.A., Postgraduate, MBA, executive MBA, Ph.D.), in subjects such as Marketing, Digital Transformation, Internet Marketing, Social Media Marketing, Strategic Digital Marketing.

Grzegorz Mazurek received many awards for publication and scientific achievements. In 2014, the Minister of Science and Higher Education awarded him with the medal of the Commission of National Education for special merits for education and upbringing. In 2015, Mazurek received the LUMEN award presented to leaders in higher education management (category: internationalization). In 2017, he received the EDU inspirator award (from the Foundation for the Development of the Education System) for people active in the field of education who contribute to positive changes in their surroundings. In 2020, Mazurek received the Star of Internationalization award in the scientific research category from the "Perspektywy" Education Foundation.

He works closely with the digital economy milieu, including the Polish Chamber of Information Technology and Telecommunications, the Chamber of Digital Economy, the Digital Poland Foundation, and the Interactive Advertising Bureau. He implemented consulting projects for such brands as the Senate of the Republic of Poland, Nokia, Nikon, Polpharma, Egmont, PZU, Michelin, IKEA, Mars Inc., and Vivus.

## **SCIENTIFIC ACTIVITY**

In his research work, Grzegorz Mazurek specializes in the themes of digital transformation of organizations, e-commerce, and digital marketing. He is particularly interested in the changes that digitalization processes engender in the higher education sector. His scientific output includes 4 monographs, 8 JCR-listed articles, dozens of English- and Polish-language chapters, dozens of scientific articles and other studies published by such publishers as Emerald Publishing and Routledge, along with such journals as European Management Journal, Business Horizons, Journal of Management Analytics, Harvard Business Review Poland, Economic and Business Review, Entrepreneurial

Business and Economics Review, Contemporary Management Research, Central European Business Review. His h-index is 15, and Google Scholar records 936 citations.

Mazurek authored *Transformacja cyfrowa – perspektywa marketingu* (Digital Transformation: A Marketing Perspective; PWN, 2019) and edited or co-authored the textbook *E-marketing – planowanie, narzędzia i praktyka* (E-Marketing: Planning, Tools, and Practice; Poltext, 2018), awarded in early 2020 by the Polish Academy of Sciences as a leading textbook in the discipline of management and quality sciences.

To date, he managed several large research grants, including a PLN 1.2 million research and teaching project funded by European funds of the Foundation for the Development of the Education System and Fundusz Stypendialny i Szkoleniowy, along with three national research projects funded by the Ministry of Science and Higher Education. Moreover, he actively cooperates in international science teams: he is a member of the Big Data Research Center at ESCP Europe Business School.

Mazurek promoted four PhDs. He currently works with another four young scientists on the completion of their doctoral dissertations which focus on personal brands in the Internet, the role of customer privacy in creating relations with brands, the digital maturity of organizations, marketing automation, artificial intelligence in marketing, and consumer ethnocentrism.

## Publications

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## **Projekty**

2024 – 2027 Consumer Price Sensitivity in the Context of Technological Changes in Trade, National Science Center



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## Biogram

**Professor Krzysztof Obłój**, former president of European International Business Academy, is a distinguished professor of Strategic and International Management. He holds chairs of Strategic Management departments at Kozminski University and School of Management of University of Warsaw. He has regularly taught at Bodo Graduate School of Management in Norway, ESCP-EAP in Paris, Henley Management College in UK, and Bled School of Management in Slovenia. As a visiting professor he spent a considerable amount of time doing research and lecturing abroad, in EC and China (Sun Yat Sen University), but mostly in the USA at University of Illinois at Urbana Champaign, Yale University, Central Connecticut State University and Duquesne University. He teaches courses in Corporate Strategy, Strategic Management and International Management at the graduate, postgraduate and PhD levels. He got several teaching awards, and has been several times granted the Best Executive MBA Teacher Award in Warsaw-Illinois Executive BMA Program. He also got several research awards and recognitions, among them for the best books in management in Poland from Warsaw School of Economics, Think Tank and Economicus. He is extensively published and one of the most cited management scholar in Poland. He was recognized with CEEMAN Research Award as Scholar of Central Europe (over 6900 citations as of 06/2021). He has published articles in scholarly journals like *Entrepreneurship: Theory and Practice*, *Journal of Management Studies*, *International Journal of Human Resource Management*, *Journal of Business Research*, *International Small Business Journal*, *Business History*, *European Journal of International Management*, *European Management Journal*, *Industrial & Environmental Crisis Quarterly*, *Cybernetics and Systems: An International Journal*, *Post Communist Economies*, *Journal of Organizational Change Management*, *Journal of East West Management* and several Polish journals. He is a reviewer in *Strategic Management Journal*, *Long Range Planning*, *Journal of Business Research*, *Management International Review*, *International Business Review*, *International Journal of Human Resource Management*. He has published several books in the US ("Management Systems", 1993; "Winning: Continuous Improvement Theory in High Performance Organizations", 1995, "Passion and discipline of strategy", 2010) and coauthored a few in Europe. His last books published in Poland: "Corporate strategy", 2014, 'Passion and discipline of strategy', 2016, and Practice of strategy, 2017 became bestsellers and have already several editions. He is a member of EIBA, and was chosen a Fellow of this Academy in 2005. He is also a member of SMS and AIB. He is or was a member of editorial boards of the following journals: *International Journal of Emerging Economies*, *International Human Resource Journal*, *Management International Review*, *Journal of World Business*, *Organizational Review*. Professor Krzysztof Obłój is a renown corporate speaker and consultant in Poland and advises numerous Polish and international firms (e.g. Orange, LPP, PKN Orlen, Asea Brown Boveri, LG, Benckiser, Beiesdorf, Gedeon Richter, Rockwool) in the areas of strategy, structure and organizational culture. He was a member of over 20 supervisory boards, among them the largest insurance company in Poland (PZU SA), largest

petrochemical corporation (Orlen SA) and media corporation (Agora SA). At the moment he is a member of two supervisory boards of large listed companies, and one private companies. He was advisor to Polish President B Komorowski during 2013-2016.

Professor of Management & Chair of Strategic Management Department, Kozminski University, Poland

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**1993**

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**1989**

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**1983**

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# ADRIAAN VAN STEL, PhD

*KU Professor*

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**Scopus ID: [35617394000](https://scopusid.org/35617394000)**

## Biogram

Within his scientific activities, André van Stel focuses on research in the field of Entrepreneurship. During his career he published 80 scientific journal articles, including articles in top journals like *Journal of Business Venturing* and *Entrepreneurship Theory and Practice* (both ranked ABS-4\* in the Academic Journal Guide 2024 published by the Chartered Association of Business Schools – CABS), as well as many articles in ABS-3 journals. He also published one scientific monograph and 16 chapters in edited volumes. Currently, he focuses on a variety of topics within entrepreneurship research, including self-employment, entrepreneurial finance, refugee entrepreneurship, high-impact entrepreneurship, and several other topics.

With a total of 19,239 citations in Google Scholar as of 24 January 2025, André belongs to the most cited scholars within Kozminski University. [1] Two of his early works on the relationship between entrepreneurial activity and economic development have become standard references in the subfield of the Economics of Entrepreneurship, with over 2,000 references each. External recognition for his academic achievements is also evident from an analysis that was published in the ABS-3 journal *Small Business Economics* (SBE), where André was named among the Top 20 authors publishing in SBE over the period 1989-2018.

André is currently a Co-Editor of the ABS-2 journal *International Review of Entrepreneurship*. He is also an Associate Editor of the ABS-1 journal *Central European Management Journal*. Furthermore, he serves on the editorial review boards of *Small Business Economics* and *International Small Business Journal* (both ABS-3), while he also acts as a reviewer for several other journals on an incidental basis.

As André is employed at Kozminski University as a Research Professor, he is currently not involved in teaching courses. However, he does supervise one doctoral dissertation at the moment, and he has wide experience in supervising bachelor's and master's theses –both in management and economics curricula–, mainly at Erasmus University Rotterdam in the Netherlands, but also at Trinity College Dublin in Ireland. He has also delivered several guest lecture series, both at Kozminski University and at the invitation of universities abroad, including Hitotsubashi University in Japan, University of Deusto and University of Huelva in Spain, and Utrecht University and University of Amsterdam in the Netherlands. These guest lectures dealt with several topics within the broad field of entrepreneurship, often based on own research.

André van Stel maintains relationships with various stakeholders in the field of entrepreneurship research, mainly the academic community but also practitioners. Such involvement is reflected by memberships of professional associations such as DARE (Dutch Academy of Research in Entrepreneurship), CRSE (Centre for Research on Self-Employment), EURAM (European Academy of Management) and ECSB (European Council for Small Business and

Entrepreneurship). The practical and policy side of entrepreneurship is also reflected in André's academic work, which tends to be highly policy-relevant. In this regard, a good recent example is his article on policy challenges related to solo self-employment, authored together with Kozminski colleague professor Jerzy Cieřlik. In an earlier job, at the research institute Panteia/EIM in the Netherlands, André also gained experience with practical research, including several research assignments commissioned by the Dutch Ministry of Economic Affairs and by the European Commission.

Dr. André van Stel has 25 years of experience in the field of entrepreneurship research. Since 2014 he is a Research Professor at Kozminski University, in the Department of Entrepreneurship and Business Ethics. Besides, he is currently also affiliated with Trinity College Dublin in Ireland as a Senior Research Fellow in the School of Business (Trinity Business School). Former employers include Panteia/EIM, Erasmus University Rotterdam and University of Amsterdam (all in the Netherlands), Cranfield School of Management (UK) and Max Planck Institute of Economics (Jena, Germany). He holds a PhD in Economics and a Master's degree in Econometrics, both from Erasmus University Rotterdam. His research focuses on the broad field of entrepreneurship. André is a Co-Editor of the *International Review of Entrepreneurship* and an Associate Editor of the *Central European Management Journal*.

From time to time, André is invited by various universities to serve in PhD committees for dissertations related to entrepreneurship, including University of Huelva in Spain, Erasmus University Rotterdam in the Netherlands and Klagenfurt University in Austria. He is also occasionally asked to act as an external reviewer of applications for international academic positions, such as recently by the Gordon Institute of Business Science (GIBS) at University of Pretoria, South Africa. From time to time, André also serves as a reviewer for international conferences, including EURAM, RENT, and the Applied Economics Meeting in Spain. Besides wide experience with publishing papers and with editorial work (as indicated above), he has also wide experience in presenting his own work at international conferences, such as recently at the RENT conference in Gdansk.

See <https://scholar.google.nl/citations?hl=nl&user=s34L9oEAAAAJ> for André's Google Scholar profile.

## Publications

2024

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### Chapters from monograph

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CIEřLIK JERZY, Millán José María, VAN STEL ADRIAAN: Growth dynamics of solo and employer start-ups during the business formation stage, In: Research Handbook on Self-Employment and Public Policy / Conen Wieteke, Reuter Enrico (eds.), 2024, Edward Elgar Publishing, pp.30-48, ISBN 9781800881853. DOI:10.4337/9781800881860.00008

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**2022**

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VAN STEL ADRIAAN, de Vries Nardo: The Economic Value of Different Types of Solo Self-employed: A Review, International Review of Entrepreneurship, 2015, vol. 13 (2), pp.73-80

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## 2012

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## 2011

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Thurik Roy, Burke Andrew, VAN STEL ADRIAAN: Blue Ocean vs. Five Forces, Harvard Business Review, 2010, vol. 88 (5), pp.28

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## **2009**

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VAN STEL ADRIAAN: High-Growth Entrepreneurs, Public Policies, and Economic Growth, In: Public Policies for Fostering Entrepreneurship: A European Perspective / Leitao J, Baptista R (eds.), 2009, New York, SPRINGER SCIENCE, pp.91-110, ISBN 978-1-4419-0249-8

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## **2008**

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VAN STEL ADRIAAN, Hessel S.J.A.: Global Entrepreneurship Monitor and Entrepreneurs' Export Orientation, In: Measuring Entrepreneurship: Building a Statistical System (International Studies in Entrepreneurship) / Congregado E. (eds.), 2008, New York, SPRINGER SCIENCE, pp.265-278

VAN STEL ADRIAAN, Golpe A.: Self-Employment and Unemployment in Spanish Regions in the Period 1979-2001, In: Measuring Entrepreneurship: Building a Statistical System (International Studies in Entrepreneurship), 2008, SPRINGER SCIENCE, pp.191-204, ISBN 978-0387722870

## **2006**

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### **Authored books**

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VAN STEL ADRIAAN: Empirical Analysis of Entrepreneurship and Economic Growth, 2006, New York, SPRINGER SCIENCE, 235 p., ISBN 978-0-387-29419-3

## **2005**

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### **Authored books**

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VAN STEL ADRIAAN: Entrepreneurship and Economic Growth: Some Empirical Studies, 2005, Amsterdam, Thela Thesis, ISBN 90 5170 985 4

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KOZMINSKI UNIVERSITY

**APPENDIX 3**  
**PROFILES OF FACULTY IN THE DISCIPLINE**  
**LEGAL SCIENCES**



## MONIKA CAŁKIEWICZ, PhD

*KU Professor*

*Department of Criminal Law*

**e-mail:** [mcalkiew@kozminski.edu.pl](mailto:mcalkiew@kozminski.edu.pl)

**ORCID:** 0000-0003-4940-1510

### Biogram

**Professor Monika Całkiewicz** teaches in the Department of Criminal Law. In 2012–2020, she was the Vice-Rector for Law Studies. She is a legal counsel and attorney at law. Professor Całkiewicz received her habilitation degree in legal sciences in 2021 from the University of Warsaw. In competitions organized by the Polish Forensic Association, she received awards for the best doctoral dissertation (2004) and the best habilitation (2012) in the field of forensic science. She is a specialist in criminal law, forensic science, and criminology. She trained in the Max Planck Institute in Germany (2009, 2010). In 2002–2011, she was an assessor and later a district prosecutor in the District Court of Warszawa-Mokotów. Since 2012, she has been a legal counsel. Since 2004, she has been a member of the Polish Forensic Association. In 2020, she was appointed to the Board of Editors in the International Association of Law Schools. Professor Całkiewicz authored many monographs, chapters in monographs, and articles, e.g. “Modus operandi sprawców zabójstw” (Modi Operandi of Homicide Perpetrators), “Kryminalistyczne badania patologicznego pisma ręcznego” (Forensic Research of Pathological Handwriting), and “Oględziny zwłok i miejsca ich znalezienia” (Inspection of Corpse and Its Location). In 2016–2020, she was the Vice-Dean of the Council of the Warsaw Bar Association, and since 2020 she is the Dean of the Council.

She lectures on criminal procedure and forensic science. She teaches both students and trainee legal advisors at the District Chamber of Legal Advisors in Warsaw (OIRP Warszawa), and also conducts training for practicing lawyers (legal advisors). In 2015, she chaired the strategic team of the District Chamber of Legal Advisors in Warsaw on the role of legal advisors as defense attorneys; as part of the team's work, she prepared an innovative training program for legal advisors on the methodology of defense work in criminal cases.

#### **List of major teaching achievements:**

Preparation (in collaboration with Truesense) of the educational game "virtual inspection" – a program for virtual crime scene inspections. She was the author of all the scenarios used in the game. This is one of the first such educational games in the world. For this achievement, she was awarded the Rector's Award for Teaching Innovation at Kozminski University in 2017. The project also received the LUMEN Award in 2019 in the Development category.



### **Organizational and academic roles at Kozminski University:**

**2018 – present:** Head of the Department of Criminal Law at Kozminski University

**2012 – present:** Member, Kozminski University, Accreditation Committee for The Human Resources Excellence in Research

**2012 – 2020:** Vice-Rector for Legal Studies, Kozminski University

**2011 – 2015:** Member, Kozminski University, Scientific Research Council

**2011 – 2013:** Member, Kozminski University, Academic Staff Development Council

**2011 – 2019:** Member, Kozminski University, Academic Staff Evaluation Committee

**2011 – 2020:** Director of the College of Law, Kozminski University

**2008 – 2011:** Chair, Kozminski University, Disciplinary Committee for Students

**2008 – 2010:** Deputy Director of the College of Law, Kozminski University

## **Publications**

**2024**

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**2023**

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**2018**

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**2011**

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CAŁKIEWICZ MONIKA: Oględziny zwłok i miejsca ich znalezienia, 2010, Warszawa, Wydawnictwo Poltext, 171 p., ISBN 978-83-7561-112-0

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CAŁKIEWICZ MONIKA: Interaktywne formy nauczania w dydaktyce prawa karnego procesowego, In: Węzłowe problemy procesu karnego / P. Hofmański (eds.), 2010, Warszawa, Wolters Kluwer Polska, pp.887-893, ISBN 978-83-264-0115-2

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**2009**

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## WOJCIECH GÓRALCZYK, Prof.

*Full Professor*

*Department Of Administration And Administrative Law*

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### Biogram

**Professor Wojciech Góralczyk** 's scientific output focuses on administrative law (especially constitutional law) and banking law, whereas lately, he concentrates on the former field more often. In recent years, he has researched the law related to the inner sphere of public administration (management, coordination, cooperation of administrative organs) and the axiology of administrative law, artificial intelligence in public administration, and the consequences of administrative laws and responsibilities. Currently, Professor Góralczyk works on the issue of legal impossibilism in administrative law and the legal regulation of public administration tasks. In May 2020, he received the Rector's Award for his research work.

He primarily lectures on administrative law and banking law. All classes are conducted according to the lecturer's original concept, developed based on many years of teaching experience (since 1972).

From 2000 to 2013 he was a legal advisor at the headquarters of PKO Bank Polski SA.

### Publications

**2024**

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#### **Edited books**

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GÓRALCZYK WOJCIECH (*eds.*): Podstawy prawa administracyjnego, Zagadnienia Prawne, 2024, Wolters Kluwer Polska, 372 p., ISBN 978-83-8358-365-5

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**2023**

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**2019**

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**2018**

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**2017**

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### **Chapters from monograph**

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GÓRALCZYK WOJCIECH: Aksjologia środków kierownictwa w administracji publicznej, In: Aksjologia prawa administracyjnego / Zimmermann J. (eds.), 2017, Warszawa, Wolters Kluwer Polska, pp.745-763, ISBN 978-83-8107-266-3

**2016**

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GÓRALCZYK WOJCIECH: Kierownictwo w prawie administracyjnym, 2016, Wolters Kluwer, 280 p., ISBN 978-83-8092-206-8

**2014**

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### **Authored books**

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GÓRALCZYK WOJCIECH: Podstawy prawa i administracji, 2014, Warszawa, Wolters Kluwer, 288 p., ISBN 978-83-264-4573-6

### **Edited books**

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**2012**

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### **Chapters from monograph**

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GÓRALCZYK WOJCIECH: Publiczne obowiązki, ograniczenia i przywileje prywatnego banku, In: Prywatyzacja władzy publicznej. Publicyzacja sfery prywatnej / J. Jabłońska-Bonca (eds.), 2012, POLTEXT, pp.18, ISBN 9772080108006

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**2009**

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**Authored books**

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**2006**

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GÓRALCZYK WOJCIECH: Podstawy Prawa wyd II, 2006, Warszawa, WSPiZ IM. L. KOŹMIŃSKIEGO

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**2004**

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**2001**

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GÓRALCZYK WOJCIECH, JEMIELNIAK JOANNA: Corporate Supervision of a Bank in the Form of a Joint Stock Company, In: Report on Management, VI Edition: The Best Practices in Management / Wawrzyniak Bogdan (*eds.*), 2001, Warszawa, Wydawnictwo WSPiZ

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GÓRALCZYK WOJCIECH (*eds.*): Prawo bankowe. Komentarz, 1999, Warszawa, TWIGGER, ISBN 83-85946-73-X

**1991**

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**Authored books**

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GÓRALCZYK WOJCIECH: Komentarz do ustawy o prywatyzacji przedsiębiorstw państwowych, 1991, TWIGGER

**1986**

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**Authored books**

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GÓRALCZYK WOJCIECH: Zasada kompetencyjności w prawie administracyjnym, 1986, Warszawa, Uniwersytet Warszawski

**1979**

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**Authored books**

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GÓRALCZYK WOJCIECH: Organy kolegialne państwowych organizacji gospodarczych, 1979, Warszawa, Uniwersytet Warszawski, 207 p.

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# ŁUKASZ GRUSZCZYŃSKI, PhD

*KU Professor*

*Department of International Law and European Union Law*

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## Biogram

**Dr. hab. Łukasz Gruszczyński** – Professor at Kozminski University and Head of the Department of International and EU Law. His research focuses on international economic law and international public health law. He earned his doctorate at the European University Institute in Florence (2008) and his habilitation at the Institute of Legal Studies of the Polish Academy of Sciences (2016). He has completed numerous international research stays, including at the Lauterpacht Centre for International Law (as a Winiarski Fellow), the University of Michigan, Pázmány Péter Catholic University, and the University of Public Service (both in Budapest). He has received 6 grants from the National Science Centre, and is currently implementing a project under the OPUS program on foreign investment regulations. His scientific output includes monographs published by Oxford University Press, Routledge, and Edward Elgar, as well as numerous publications in leading international scientific journals. Professor Gruszczyński is also the managing editor of the English-language annual, the Polish Yearbook of International Law.

### List of Key Teaching Achievements:

#### 1. Teaching experience:

2017–2018: visiting professor at the University of Public Service (Budapest) within 6-month research and teaching fellowship (courses: Legal System of the EU, European Institutions – Law and Decision-making)

2017: visiting professor at the Faculty of Law of the Central European University (course: WTO/GATT Law)

2016–2017: visiting professor at Pázmány Péter Catholic University (Budapest) conducted as part of a one-year research and teaching fellowship (EU Law 1: Institutions, Single Market Law, WTO Law)

2014–2016: visiting professor at the Faculty of Law of the University of Zurich, as a part of the summer school “Business and Human Rights – Interdisciplinary Challenges and Opportunities” (BHRICO)

2013–2025: visiting professor at the OSCE Academy, as a part MA in Economic Governance and Development Programme (International and Regional Trade Arrangements)

2011–2020: visiting professor at the Faculty of Management, University of Warsaw, as a part of the Global MBA program (joint program of the University of Warsaw, Dongbei University of Finance and Economics, and Technische Hochschule Köln) (course: European Business Law)

2010–2019: visiting professor at Kozminski University as a part of the postgraduate program “International Commercial Law” (Introduction to EU Law and WTO/GATT Law)

## **2. Student competitions:**

2014–2015: judge in the Philip C. Jessup International Law Moot Court Competition (rounds in Poland and Argentina).

2014–2017: member of the ELSA Academic Board responsible for supervising the international student competition ELSA WTO Moot Court Competition.

2011–2016: judge in the international student competition ELSA WTO Moot Court Competition.

2010: co-author of legal problem in the ELSA WTO Moot Court Competition.

## **3. Other:**

2017: 3rd degree award from the Rector of the Warsaw School of Economics for achievements in educational activities (for the textbook “International Economic Law,” C.H. Beck, Warsaw 2016).

## **Additional Information:**

Member of the Advisory Legal Committee to the Minister of Foreign Affairs (since 2024).

External expert for the Ministry of Science and Higher Education, Polish delegate to the High Council of the European University Institute (since 2022) and its Chairman (2024).

# **Publications**

**2024**

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## **Chapters from monograph**

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GRUSZCZYŃSKI ŁUKASZ: Kilka uwag o zmierzchu prawa międzynarodowego gospodarczego, In: Prawo międzynarodowe w służbie ludzkości. Księga Jubileuszowa Profesora J. Menkesa / Cała-Wacinkiewicz Ewelina [et al.] (eds.), 2024, Wydawnictwo C.H. Beck, pp.109-116, ISBN 978-83-8356-821-8

GRUSZCZYŃSKI ŁUKASZ, Menkes Marcin, Wajda Paweł: National Implementation of International Economic Law: Poland, In: Elgar Encyclopedia of International Economic Law / Nadakavukaren Schefer Krista, Cottier Thomas (eds.), 2024, Edward Elgar Publishing, pp.online, ISBN 9781800882317. DOI:10.4337/9781800882324.poland.cr

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GRUSZCZYŃSKI ŁUKASZ: Regulating the pandemic: the Polish experience, Journal of Health Inequalities, 2024, vol. 10, no. 2, pp.156-156. DOI:10.5114/jhi.2024.145607

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### **Editorial**

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Wierczyńska Karolina, GRUSZCZYŃSKI ŁUKASZ, Mężykowska Aleksandra: Editorial, Polish Yearbook of International Law, 2024, no. 43, pp.7-9. DOI:10.24425/pyil.2024.152701

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## **2023**

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### **Authored books**

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GRUSZCZYŃSKI ŁUKASZ: The WTO Agreement on Sanitary and Phytosanitary Measures. A Commentary, 2023, Oxford University Press, 384 p., ISBN 9780192845191

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### **Chapters from monograph**

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GRUSZCZYŃSKI ŁUKASZ: Article 11 SPS - Consultations and Dispute Settlement, In: Commentaries on World Trade Law, vol.4: Technical Barriers and SPS Measures / Wagner Markus (eds.), 2023, Leiden, Brill, pp.851-875, ISBN 978-90-04-43690-9. DOI:10.1163/9789004436909\_043

GRUSZCZYŃSKI ŁUKASZ: Article 6 SPS - Adaptation to Regional Conditions, Including Pest- or Disease-Free Areas and Areas of Low Pest or Disease Prevalence, In: Commentaries on World Trade Law, vol.4: Technical Barriers and SPS Measures / Wagner Markus (eds.), 2023, Leiden, Brill, pp.742-760, ISBN 978-90-04-43690-9. DOI:10.1163/9789004436909\_038

GRUSZCZYŃSKI ŁUKASZ, WOŃSKI MATEUSZ: Umiedzynarodowienie studiów prawniczych w Polsce – fikcja czy realna przyszłość?, In: Przyszłość jest dziś. Trendy kształtujące biznes, społeczeństwo i przywództwo / CISZEWSKA-MLINARIČ MARIOLA (eds.), 2023, Akademia Leona Koźmińskiego w Warszawie, pp.439-450, ISBN 978-83-66502-11-6

## Papers from journals

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## Editorial

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Wierczyńska Karolina, GRUSZCZYŃSKI ŁUKASZ, Mężykowska Aleksandra: Editorial, *Polish Yearbook of International Law*, 2023, no. 42, pp.5-6

## 2022

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### **Edited books**

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GRUSZCZYŃSKI ŁUKASZ (*eds.*): The Regulation of E-cigarettes: International, European and National Challenges, 2019, Cheltenham, Edward Elgar Publishing, 280 p., ISBN 9781788970457

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**2020– 2023** Between the Liberalization of International Trade and Regulatory Freedom of States: Assessment of 25 Years of Experience with the SPS Agreement, National Science Centre

**2019 – 2023** Crisis of the Multilateral Trading System: Progressive Disintegration or Natural Evolution, National Science Centre



## DAWID KOSTECKI, PhD

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### Biogram

Dr. Dawid Kostecki - Assistant Professor in the Department of Theory, Philosophy and History of Law at Kozminski University, holds a PhD in law and a master's degree in history from the Catholic University of Lublin. He graduated from the Executive Master of Business Administration (EMBA) and Doctor of Business Administration (DBA) postgraduate studies at the Management University in Warsaw. He gained teaching experience at the Catholic University of Lublin, leading courses in introduction to jurisprudence, theory and philosophy of law, European standards of justice, and political and national history. Lecturer of the subject Empirical Research in Practice at the Doctoral School of Kozminski University. His scientific activity focuses on issues related to the non-positivist concept of law, axiology of law, legal ethics, methodology of legal sciences, public administration management, and legal interpretation. Author of two monographs: "Organizational Culture of Good Governance in Public Administration Units. A Handbook of Good Practices" and "Philosophy of Law by Marian Ignacy Morawski," for which he received the Aniela hr. Potulicka Award for outstanding achievement in the field of Christian humanism. Winner of the award of the President of the Polish Academy of Sciences Branch in Lublin for the best scientific work in 2022 for young researchers for the article: Axiology of the Constitution of the Republic of Poland of 2 April 1997.

Member of the Council of Young Scientists – an advisory body to the Minister of Science, as well as a member of the Association for Philosophy of Law and Social Philosophy (IVR), the Scientific Society of Thomists, and the Department of Social and Economic Analyses of the Polish Academy of Sciences Foundation in Lublin. He has many years of experience working in various levels of public administration. Since August 2022, he has been the director of the National Agency for Academic Exchange.

Science popularizer, performer in the grant Lubelski Science Podcast. Author of podcasts on the theory and philosophy of law, including "Lawyer Philosopher vs. Lawyer Craftsman," "Is Natural Law a Forgotten Reality?", "Justice as the Supreme Value in Law," and "Before We Go to Court...".

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## MACIEJ DE ABGARO ZACHARIASIEWICZ, PhD

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**Scopus ID:** 55824414300

### Biogram

**Prof. Maciej De Abgaro Zachariasiewicz**, Ph.D., is a professor at Kozminski University in Warsaw. He is the author of numerous publications in the fields of civil law, private international law, European law, and commercial arbitration, both in Polish and English, including two monographs: "The Public Policy Clause as an Instrument for Protecting Substantive Legal Interests and Values of the Forum" (C.H. Beck 2018) [First Prize of Państwo i Prawo for the best habilitation theses, 2020] and "Trust and Other Fiduciary Relationships in Comparative Law and Private International Law" (University of Silesia Press 2016) [Second Prize of Państwo i Prawo for the best doctoral theses, 2010]. He has completed several international research internships, including at Columbia University in New York under the "Mobility Plus" scholarship (2012-2013), at Sorbonne University in Paris (2008), and at the Max Planck Institute in Hamburg (2003, 2007). He was awarded the Ministry of Science and Higher Education (MNiSW) scholarship for outstanding young scientists (2013-2016). He has participated in and conducted numerous research projects, particularly in the field of arbitration law ("Competitiveness of Arbitration," 2013-2014; survey "Arbitration Research" 2016 and 2019), new technologies (Hyperloop), and training, including those funded by the European Union, especially in the area of international civil procedure (recently: "TRAIL: Train in your language: multilingual transnational training in EU civil and commercial law").

#### **Additional Information:**

**Arbitrator** at the Court of Arbitration at the Polish Chamber of Commerce, the Lewiatan Court of Arbitration, the Court of Arbitration at the General Counsel to the Republic of Poland, and in ad hoc proceedings (including under the UNCITRAL rules).

**Member of the Arbitration Committee** of the Lewiatan Court of Arbitration (2014-2017).

**Recognized expert** in the field of international legal transactions and commercial arbitration.

**Legal advisor:** Provides advice to clients in civil and commercial matters, particularly in the area of international relations and cross-border disputes, especially in arbitration proceedings.

**Author of opinions and expert reports** for entrepreneurs and individuals, as well as state-owned companies and government administration. As an expert in foreign law (Anglo-American systems), he has prepared opinions for Polish courts, and as an expert in Polish law, he has prepared opinions for foreign courts and international arbitration tribunals.

## Publications

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KOZMINSKI UNIVERSITY

**APPENDIX 4**

**DOCTORAL SCHOOL REGULATIONS  
IN FORCE  
DURING THE EVALUATION PERIOD**

**KUDoS REGULATIONS IN EFFECT FROM  
2024/2025**

**RESOLUTION No. 19 – 2023/2024  
of the Senate of Kozminski University  
of 07 March 2024**

**concerning Regulations of the Doctoral School  
at Kozminski University**

Pursuant to Article 205 section 2 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of the Republic of Poland of 2023, item 742, as amended), the Senate of Kozminski University resolves as follows:

**§ 1.**

The Senate of Kozminski University adopts the following Regulations of the Doctoral School at Kozminski University, provided in the form of an appendix to this resolution.

**§ 2.**

Resolution no. 24 – 2022/2023 of the Senate of Kozminski University dated 27 April 2023 concerning Regulations of the Doctoral School at Kozminski University expires on 30 September 2024.

**§ 3.**

The Resolution enter into force on 01 October 2024.

**Chair of the Senate  
of Kozminski University**

**Professor Grzegorz Mazurek, PhD, DSc  
Rector**

## **Regulations of the Doctoral School at Kozminski University**

### **I. GENERAL PROVISIONS**

#### **§ 1.**

1. The Regulations of the Doctoral School of Kozminski University determine the organisation of education and the related rights and obligations of KU doctoral students. The organisational structure of the Doctoral School is determined by the KU Organisational Regulations.
2. The agreement under which doctoral students are educated in cooperation with another entity may specify the arrangements concerning joint education of doctoral students.
3. In the case of programmes financed from external sources, the co-financing agreements may impose additional obligations on doctoral students in connection with the use of the funding provided.
4. The conclusion of the agreements referred to in sections 2-3 requires the opinion of the Senate and the relevant body of the Doctoral Student Council.

#### **§ 2.**

The abbreviations and terms used in the Regulations mean the following:

- 1) KU – Kozminski University;
- 2) Director – the Director of KU Doctoral School;
- 3) IRP – individual research plan;
- 4) Committee – Mid-Term Assessment Committee;
- 5) Programme of education – the programme of education at the KU Doctoral School as determined by a resolution of the Senate;
- 6) Doctoral School Council – the Council of the Doctoral School;
- 7) Doctoral Student Council – the Council of KU Doctoral Students;
- 8) Doctoral School – KU Doctoral School;
- 9) Act – Act of 20 July 2018 – Law on Higher Education and Science (uniform text in the Journal of Laws of the Republic of Poland of 2023, item 742 as amended).

#### **§ 3.**

1. The Doctoral School is headed by the Director, whose tasks and powers are defined in § 25 of the KU Organisational Regulations.
2. The Doctoral School has a Doctoral School Council whose composition, tasks, and powers are defined in § 80 of the Statutes of KU.
3. The sessions of the Doctoral School Council are convened and chaired by its Director, on their own initiative or at the request of at least two members of the Doctoral School Council. The sessions of the Doctoral School Council shall take place at least once in a

semester. The Director shall notify the Doctoral School Council members of the date of the session and the planned agenda at least one week before the session.

4. If the Director is unable to attend a session of the Doctoral School Council, the session shall be chaired by the Deputy Director of the Doctoral School or the longest-serving member of the Doctoral School Council.
5. Resolutions of the Doctoral School Council are passed by a simple majority of votes in the presence of at least half of the members of the Doctoral School Council. In the event of a tie, the Chair of the Doctoral School Council shall have the casting vote.
6. Resolutions concerning personnel matters are passed by secret ballot.
7. Doctoral School Council sessions are minuted.

#### § 4.

1. Doctoral students are represented by the relevant bodies of the Doctoral Student Council. The competence of the Doctoral Student Council bodies is specified in the Regulations of the Doctoral Student Council of Kozminski University in Warsaw.
2. The relevant body of the Doctoral Student Council shall provide its opinion within 14 days of the date of receipt of a request for its opinion — unless a special provision provides otherwise. Failure to provide the requested opinion within this period shall be considered as an act of approval.

## II. DOCTORAL STUDENT RIGHTS AND OBLIGATIONS

#### § 5.

1. A doctoral student has the right to have their dignity respected by every member of the KU community.
2. Doctoral students have the right to:
  - 1) give their opinion on the process of education, especially on the performance of the Director and KU's administrative units that manage the course of education;
  - 2) associate in doctoral student organisations of KU, or in non-doctoral student organisations if the regulations of these organisations allow it, and take part in the work of the bodies of the Doctoral Student Council;
  - 3) report problems relevant to the KU community.
3. A doctoral student has the right to:
  - 1) take advantage of scientific and content-related supervision in the process of preparation of their doctoral dissertation, including scientific development and education;
  - 2) carry out scientific research freely and publish its results;
  - 3) change their supervisor or assistant supervisor;
  - 4) extension the deadline for submission of their dissertation — but by no more than two years,
  - 5) take advantage of organisational and content-related support in the preparation of grant applications and in applying for domestic and foreign scholarships;
  - 6) use research equipment and instruments as well as KU's library and information system;

- 7) pursue part of their education outside of the Doctoral School under the terms of these Regulations and in line with the programme of education at the Doctoral School;
- 8) take leaves not exceeding eight weeks per year;
- 9) have a doctoral student card issued;
- 10) obtain a doctoral scholarship;
- 11) apply for a student loan under the terms set forth in the Act;
- 12) apply for benefits granted within the framework of the company social benefits fund under the terms set forth in the Regulations referred to in Article 8 section 2 of the Act of 4 March 1994 on the company social benefits fund (Journal of Laws 2024, item 288).

## § 6.

1. The duties and responsibilities of a doctoral student include acting in accordance with the oath and the regulations of the Doctoral School, including in particular:
  - 1) respecting the dignity of all members of the KU community and the adopted good academic practices and customs;
  - 2) caring for the reputation of KU;
  - 3) striving for scientific excellence;
  - 4) conducting scientific research in accordance with the principles of ethics;
  - 5) obtaining credit for courses and developing scientific papers respecting the relevant copyrights and in line with the principles of academic integrity;
  - 6) compliance with generally applicable laws and KU regulations;
  - 7) respecting the property of KU.
2. Doctoral students are obliged to:
  - 1) follow the programme of education and implement the IRP in a timely manner;
  - 2) submit annual reports on the progress of the preparation of the doctoral dissertation in a timely manner and, in justified cases, at the request of the Director, submit materials documenting the work on the dissertation;
  - 3) submit the doctoral dissertation within the deadline specified in the IRP;
  - 4) submit statements for the purpose of evaluation of the quality of scientific activity;
  - 5) have an ORCID (Open Researcher and Contributor ID);
  - 6) use their individual e-mail accounts and the IT systems used at the University and use their own electronic devices in class, which need to be compliant with the technical requirements defined by the University;
  - 7) immediately notify the Director of any change in personal details, including in particular: name, surname, address of residence, and mailing address;
  - 8) immediately notify the Director of the commencement of employment as a researcher in another unit or as an academic teacher at another higher education institution and of the work time required under such employment;
  - 9) immediately notify the Director of obtaining a doctoral degree awarded by another authorised entity;
  - 10) immediately notify the Director of taking up education at another doctoral school.

### III. SUPERVISOR AND ASSISTANT SUPERVISOR

#### § 7.

1. A person admitted to the Doctoral School shall immediately submit a request to the Director for the appointment of a supervisor, together with the indication of the supervisor of choice. The application may include an indication of an additional supervisor or an assistant supervisor. In the event of failure to submit a request for the appointment of a supervisor within one month from the date of commencement of education, it shall be considered that the doctoral student requests to be assigned the supervisor indicated as the supervisor of choice in the application for admission to the Doctoral School.
2. The Director shall immediately forward the doctoral student's request for the appointment of a supervisor to the Doctoral School Council.
3. The Doctoral School Council shall appoint a supervisor, supervisors, or a supervisor and an assistant supervisor no later than three months from the date when the doctoral student commences their education.
4. The Director shall notify the relevant scientific discipline council of the Doctoral School Council's appointment of a supervisor, supervisors, or supervisor and an assistant supervisor.
5. Provisions of sections 1-4 shall apply accordingly to the appointment of additional supervisors or an assistant supervisor. Additional supervisors or an assistant supervisor may be appointed throughout the period of education.
6. At least one of the supervisors indicated in the request referred to in section 1 must be:
  - 1) an academic teacher (faculty member) employed at KU;
  - 2) a retired academic teacher (faculty member) who was employed at KU immediately prior to their retirement, or
  - 3) an academic teacher (faculty member) employed in an entity cooperating with the Doctoral School — in the case referred to in § 1 section 2.

#### § 8.

1. A supervisor may be a person who holds the degree of 'doktor habilitowany' or the title of 'profesor', with a record of nationally or internationally recognised scientific achievements — especially from the last five years prior to their appointment as a supervisor, who has managed research projects, published the results of their own scientific research in reputed peer-reviewed scientific journals and publications or has worked with representatives of other research institutions.
2. An assistant supervisor may be a person holding the degree of at least 'doktor' (PhD).
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, may determine specific criteria that must be met by the person appointed as supervisor or assistant supervisor, especially regarding the academic achievements and the quality of the academic and scientific supervision provided thus far.

#### § 9.

1. The duties and responsibilities of the supervisor include in particular:
  - 1) providing academic and scientific supervision over the preparation of the doctoral student's doctoral dissertation, including providing the doctoral student with the necessary substantive and methodical assistance in their scientific endeavours;



- 2) making sure to provide the doctoral student supervised with the right working and research conditions;
  - 3) assisting the doctoral student in developing their IRP;
  - 4) reviewing applications and requests of the doctoral student submitted in the course of education;
  - 5) periodically reviewing the progress of the doctoral student's academic performance, including especially the implementation of the IRP by assessing the doctoral student's annual report;
  - 6) working with the Director to monitor the progress of the doctoral student;
  - 7) working with the doctoral student's assistant supervisor or second supervisor — if appointed.
2. The duties and responsibilities of an assistant supervisor include in particular carrying out auxiliary activities in the academic and supervision of the doctoral student, including reviewing/assessing the IRP — in consultation with the supervisor.

#### § 10.

A supervisor cannot be a person who in the last five years:

- 1) has been the supervisor of four doctoral students who were removed from the list of doctoral students (exempt from the Doctoral School) due to a negative result of their mid-term assessment,
- 2) has supervised dissertations of at least two persons pursuing a doctoral degree, who were not allowed to defend their dissertations due to negative dissertation reviews, or
- 3) has obtained a negative result of the evaluation referred to in § 19 twice;

#### § 11.

1. The supervisor or assistant supervisor may be changed at the request of the doctoral student or the supervisor at any time during the pursuit of education or at the request of the Committee after the mid-term assessment as a result of which the supervisor's supervision with respect to their duties and responsibilities referred to in § 9, in accordance with the procedure referred to in § 15 sections 1 and 2 has been negatively evaluated.
2. The request referred to in section 1 shall be submitted to the Director, who approves the change of the supervisor or assistant supervisor. Provisions of § 7 shall apply accordingly.
3. If a doctoral student submits a request to change their supervisor, they need to include a justification along with a statement by the person suggested to become the doctoral student's new supervisor regarding their readiness to become the doctoral student's new supervisor.
4. If a supervisor submits a request referred to above, they need to include a justification and indicate another person to be appointed the new supervisor.
5. Provisions of paragraphs 1-4 shall apply accordingly with regard to assistant supervisors.
6. In the event a supervisor's supervision ends (e.g. due to the supervisor's death, health problems preventing them from fulfilling their duties and responsibilities for an extended period of time, change of place of employment, loss of professional qualification, occurrence of circumstances referred to in §10 preventing them from performing the role of a supervisor or other reasons), it is the Director who is to establish that the supervision has ended. The Director, in consultation with the doctoral student, takes immediate action

to appoint a new supervisor.  
If the doctoral student fails to submit a request for the appointment of a new supervisor, the provisions of §7 section 1 shall apply accordingly.

#### **IV. INDIVIDUAL RESEARCH PLAN**

##### **§ 12.**

1. The doctoral student, in consultation with the supervisor(s), develops the IRP and submits it to the Director within 12 months of the date of commencement of their education. If an assistant supervisor has been appointed, the plan shall be submitted after being additionally reviewed by the assistant supervisor.
2. The draft IRP shall include in particular:
  - 1) the research topic along with the rationale for exploring it;
  - 2) research questions, theses or hypotheses;
  - 3) a schedule for the development of the doctoral dissertation;
  - 4) the form of preferred cooperation with the supervisor;
  - 5) the form of the doctoral dissertation;
  - 6) research tasks, including the identification of possible foreign research;
  - 7) the research methods applied;
  - 8) determination of research risks and ways to minimise them;
  - 9) an outline of the current state of research on the issues which are the subject of the dissertation, including the literature on the subject;
  - 10) planned participation in conferences, workshops, summer courses, academic placement, planned submission of research funding applications;
  - 11) description/characteristics of the significance of the planned research;
  - 12) indication of the anticipated elements of the programme of education from among those available — conducive to the development of the dissertation;
  - 13) indication of the expected results of the research and ways to disseminate them.
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, will determine the specimen IRP form by way of a regulation.
4. The draft IRP is subject to the Director's approval within one month of its submission.
5. The Director may request the doctoral student to correct the draft IRP in consultation with the supervisor(s) and submit it again for approval. Recommendations in this regard are delivered via university e-mail system.
6. The doctoral student is required to submit a revised IRP with the approval of the supervisor(s) within one month from the date of delivery of the recommendations referred to in section 5.

##### **§ 13.**

An approved IRP may be modified after the mid-term assessment, following the terms and conditions specified in § 18, at the request of the doctoral student after the expiration of the period of suspension of education or after transfer from another doctoral school. In particularly

justified cases, the IRP may be changed at the request of the doctoral student before the commencement of the mid-term assessment. Provisions of § 12 shall apply accordingly.

## **V. MID-TERM ASSESSMENT**

### **§ 14.**

1. The implementation of the IRP is subject to a mid-term assessment at the midpoint of the education period as specified in the programme of education.
2. At the request of the Director, the Doctoral School Council shall appoint a Committee to assess the implementation of the IRP. The Committee is composed of 3 persons, including at least 1 person holding the degree of 'doktor habilitowany' (PhD, DSc) or the title of 'profesor' (professor), representing the discipline covering the subject of the dissertation to be reviewed, employed outside KU, or a person referred to in Article 190 section 5 of the Act. The supervisor and assistant supervisor may not be members of said committee. Separate committees are appointed to assess the IRP of each doctoral student.
3. The work of the Committee is headed by its chair designated by the Doctoral School Council in the resolution on the appointment of the Committee.
4. In addition to the necessity for a member of the Committee to meet the statutory criteria, the Rector may determine, by way of a regulation, a list of additional criteria specifying the minimum academic achievements required of a member of the Committee.
5. If there occur circumstances preventing a member of a Committee from participating in the Committee's work for a period of over 14 days, the Director shall appoint a new member of the Committee in the said member's place.
6. A representative of the relevant body of the Doctoral Student Council may participate in the work of the Committee as an observer at the request of the doctoral student whose implementation of IRP is being assessed.

### **§ 15.**

1. The mid-term assessment is conducted on the basis of materials submitted by the doctoral student to document the implementation of the IRP, including the IRP implementation report and an interview with the doctoral student. The doctoral student submits a filled in survey on cooperation with their supervisor together with the said report.
2. The doctoral student's supervisor(s) shall submit the following together with the report on the implementation of the doctoral student's IRP:
  - 1) an opinion on the doctoral student's progress in the implementation of their IRP;
  - 2) a survey on cooperation with the doctoral student.
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, may, prior to the commencement of the mid-term assessment, determine specific requirements for the materials that a doctoral student is required to submit along with the IRP report, including in particular the obligation of doctoral students to submit copies of publications indicated in the IRP, evidence of participation in conferences and other activities indicated in the IRP, or other documentation or evidence demonstrating the carrying out of research and other tasks included in the IRP and their timely performance.

4. The Director, upon consulting the relevant body of the Doctoral Student Council, the Doctoral School Council shall announce the date, place, and manner of submission of materials — including reports, surveys, and opinions — and determine their specimens.

§ 16.

1. After reviewing the IRP report and appendixes thereto, the Committee conducts an interview with the doctoral student, covering the topics presented in the report.
2. The Committee shall inform the doctoral student of the date and place of the interview at least seven days in advance. In particularly justified cases, at the request of the doctoral student, the date of the interview may be changed.
3. The Committee may invite the doctoral student's supervisor(s) or assistant supervisor to participate in the interview.
4. The Committee's interview with the doctoral student is minuted.

§ 17.

1. The Committee issues a positive or negative assessment in writing — together with a justification. The assessment and its justification shall be signed by all members of the Committee. The result of the assessment and its justification are public.
2. The Committee gives a positive assessment if the doctoral student implements their IRP without unreasonable delays.
3. If the criteria for positive assessment are not met, the Committee will issue a negative assessment.
4. The assessment, together with its justification, should be issued by the Committee within two months from the date of expiration of the deadline for submission of materials referred to in § 15 section 1.
5. The justification of the assessment may a list of desired changes to be made to the IRP.
6. The Director submits a report on the mid-term assessment to the Doctoral School Council.

§ 18.

1. After receiving a positive mid-term assessment, a doctoral student may submit a request to amend their IRP. The amendment must be justified and allow the doctoral dissertation to be submitted within the deadline set forth in the relevant regulations.
2. The decision to approve the revised and amended IRP is made by the Director after reviewing the justification for the Committee's assessment.

§ 19.

1. During the mid-term assessment, the Committee assesses the fulfilment of the supervisor's/supervisors' assistant supervisor's duties and responsibilities referred to in § 9.
2. The Committee submits the conclusions of the assessment to the Director and to those whom the assessment concerns.

§ 20.

1. 1. A doctoral student has the right to appeal against the result of their mid-term assessment to the Mid-Term Assessment Appeals Committee through the Director.

2. The time limit for filing an appeal with reasons is 14 days from the date of the doctoral student's receipt of the result of their mid-term assessment.
3. After the submission of the appeal referred to in section 1, the Council, at the request of the Director, shall appoint a Mid-Term Assessment Appeals Committee to re-assess the mid-term assessment, consisting of 3 persons holding the degree of 'doktor habilitowany' (PhD, DSc) or the title of 'profesor' (professor), representing the discipline covering the subject of the dissertation to be reviewed, including at least 1 person employed outside KU. The supervisor and assistant supervisor may not be members of said committee.
4. The members of the Appeals Committee referred to in section 10 may not be persons who have already participated in the mid-term assessment of the appealing doctoral student.
5. The re-performance of the appealed mid-term assessment and the public announcement of its results should take place no later than 60 days from the date of submission of the appeal referred to in section 1.
6. The provisions of §17 shall apply accordingly.

## **VI. EDUCATION AT THE DOCTORAL SCHOOL**

### **§ 21.**

Education at the Doctoral School is pursued in accordance with the programme of education.

### **§ 22.**

The course covered by the programme of education is delivered in accordance with the course syllabus containing, in particular:

- 1) description of the content of the course;
- 2) number of class hours;
- 3) number of ECTS credits;
- 4) learning outcomes;
- 5) forms of classes;
- 6) teaching methods applied;
- 7) language of instruction;
- 8) list of reading related to the course;
- 9) description of the requirements related to participation in classes, including
- 10) permissible number of excusable absences;
- 11) rules for obtaining credit for classes and the course (including retakes);
- 12) methods of verification of the achieved learning outcomes;
- 13) grading criteria.

### **§ 23.**

1. The courses included in the programme of education are credited.
2. If a course included in the programme of education is graded, the grading scale is as follows:
  - 1) excellent (5);
  - 2) very good (4.5);
  - 3) good (4);
  - 4) satisfactory (3.5);

- 5) sufficient (3);
  - 6) fail (2).
3. A fail grade means failing the course.
  4. If a course included in the programme of education is non-graded, it is credited according to the following system:
    - 1) completed (C) [PL: zal.];
    - 2) non-completed (NC) [PL: nzal.];
  5. In the event of failure to pass a course included in the programme of education on the first attempt date or failure to take part in the final assessment on the first attempt date, a doctoral student has the right to take advantage of one retake for each course. The date of the final assessment is determined by the course instructor.
  6. Upon reasonable request of a doctoral student, the Director may excuse the doctoral student's absence from the final assessment and reinstate the term of final assessment.

#### § 24.

1. Doctoral students may do the internship stipulated in the programme of education in the form of unpaid teaching degree-level classes at KU.
2. The amount of the teaching load assigned to the doctoral student corresponds to the amount of the internship load specified in the programme. If a doctoral student is assigned more classes, the amount and terms of remuneration shall be determined by a contract concluded between KU and the doctoral student.
3. The doctoral student teaches at the department where their supervisor is employed. In justified cases, the Director, at the request of the supervisor, may give permission for the doctoral student to teach at another department. The supervisor's request must be approved by the head of this department.
4. The internship is considered completed in the manner specified in section 1 if the doctoral student remains an instructor assigned to teach at the selected department in the following academic year.
5. Credit for internship programmes shall be given by the head of the department referred to in section 3 or by the dean of the college where the internship is served. The credit is given based on the doctoral student's post-internship report. The specimen report is determined by the Rector by means of regulation.

#### § 25.

1. The fulfilment of the duties and responsibilities provided for in the programme of education is reviewed on an annual basis.
2. The prerequisite for receiving credit for the year is to:
  - 1) meet all the requirements provided for in the programme of education for a given year of education, subject to § 26;
  - 2) submit a doctoral student's annual report referred to in section 3 together with the opinion of the supervisor(s) — within the deadline set by the Director.
3. The doctoral student's annual report includes, in particular, information concerning:
  - 1) the progress in the pursuit of the programme of education;
  - 2) the progress in the implementation of the IRP;
  - 3) the course of the teaching internship — if the teaching internship is required under the programme of education;

- 4) plans for further work on the dissertation;
- 5) doctoral student's academic/scientific achievements attained during the credited year of education, including:
  - a) scientific publications,
  - b) participation in scientific conferences,
  - c) popularisation activity,
  - d) participation in research projects,
  - e) academic scholarships received,
  - f) grant applications submitted and grants received,
  - g) research trips or fellowships abroad,
  - h) awards/prizes;
  - i) participation in training courses, workshops, summer courses or scientific internship programmes,
  - j) organisational activity for the benefit of KU,
  - k) patent applications and patents obtained,
  - l) implementations, commercialisation, licenses granted,
  - m) other achievements that the doctoral student considers relevant/significant.
4. The Director, upon consulting the relevant body of the Doctoral Student Council, shall announce the date, place, and manner of submission of the annual report and its specimen.

#### § 26.

At a justified request of a doctoral student, approved by their supervisor, the Director may postpone the deadline for the doctoral student to pass a selected course to another year of study or determine equivalent courses whose expected learning outcomes are equal or similar to those of the courses provided for in the programme of education, and the passing of which is treated equally in the review of fulfilment of the requirements to be promoted to the next year of study.

#### § 27.

A doctoral student may apply to the Director for early completion of their education and submission of their dissertation provided that they have passed all courses and completed all internships covered by the programme of education and obtained the required number of ECTS credits.

#### § 28.

1. The Director, at a doctoral student's request approved by the doctoral student's supervisors, may agree to extend the deadline for submission of the dissertation specified in the IRP — but by not more than one year — in the following circumstances in particular:
  - 1) the necessity to carry out a research project financed from funds granted through a competition, especially by the National Science Centre [PL: NCN], the National Centre for Research and Development [PL: NCBiR], the National Agency for Academic Exchange [PL: NAWA] or the Foundation for Polish Science [PL: Fundacja na Rzecz Nauki Polskiej];
  - 2) participation in a research trip, especially a research fellowship programme;
  - 3) temporary inability to carry out scientific research due to illness;
  - 4) the need to take personal care of a sick family member or a child under the age of six or with a disability certificate;

- 5) the need to conduct additional scientific research necessary to complete the dissertation.
2. In particularly justified cases referred to in section 1, the Director, at the doctoral student's request approved by their supervisor, may agree to extend the deadline for submission of the doctoral dissertation specified in the IRP by another year. The total period of extension of the deadline for submission of the dissertation may not exceed two years.
3. In the periods indicated in sections 1-2, the doctoral student retains all the rights of a doctoral student — with the exception of the right to receive a doctoral scholarship.

#### § 29.

1. If a doctoral student's disability or illness limits their ability to participate fully in classes — including the possibility of taking examinations and obtaining credit, the doctoral student may apply to the Director for an individual education plan.
2. In awarding an individual education plan, the Director determines the forms of support offered to the doctoral student with a disability or chronic disease.

#### § 30.

A doctoral student may pursue part of their programme of education at another higher education institution or at another domestic or foreign institution on the basis of agreements to which KU is a signatory.

#### § 31.

A doctoral student has the right, after receiving their supervisor's approval and informing the Director, to participate in domestic and foreign research fellowship programmes and conduct research at domestic and foreign scientific institutions.

### VII. LEAVES AND SUSPENSION OF EDUCATION

#### § 32.

A doctoral student has the right to take a holiday leave not exceeding eight weeks per year. Holiday leaves may be taken in periods free from teaching activities. Each leave may not be shorter than seven days — unless otherwise specified in the doctoral student's request.

#### § 33.

1. The Director, at the request of the doctoral student, suspends the doctoral student's education for a period corresponding to the duration of:
  - 1) maternity leave;
  - 2) leave on terms of maternity leave;
  - 3) paternity leave and parental leave— specified in the act of 26 June 1974 - Labour Code — if the prerequisites for granting this leave are fulfilled.



2. The Director may suspend a doctoral student's education at the request of a doctoral student in the following cases in particular:
  - 1) the necessity to carry out a research project financed from funds granted through a competition, especially by the National Science Centre [PL: NCN], the National Centre for Research and Development [PL: NCBiR], the National Agency for Academic Exchange [PL: NAWA] or the Foundation for Polish Science [PL: Fundacja na Rzecz Nauki Polskiej];
  - 2) participation in a research trip, especially a research fellowship programme;
  - 3) temporary inability to pursue education due to illness;
  - 4) the need to take personal care of a sick family member or a child under the age of six or with a disability certificate.
3. During the suspension of the period of education at the Doctoral School, the time limits specified in the IRP do not run.
4. The total period of suspension of education referred to in section 2 (optional suspension) may not exceed two years.
5. The doctoral student is required to submit a statement on resumption of the suspended education within one month from the date of the end of the period of suspension. Failure to submit the said statement within this period shall be considered as an act of withdrawal from education at the Doctoral School.

## **VIII. EDUCATION RECORDS**

### **§ 34.**

1. The course of education at the Doctoral School is documented in the personal file folder of each doctoral student. The file can be kept in electronic form.
2. The personal file folder of a doctoral student contains in particular:
  - 1) the doctoral student's application for admission to the Doctoral School;
  - 2) the doctoral student's signed oath;
  - 3) a copy of the Doctoral School Council's resolution on the appointment of a supervisor, supervisors, or a supervisor and an assistant supervisor;
  - 4) the IRP including all the changes made to it;
  - 5) annual reports which the doctoral student is required to submit in accordance with the Regulations of the Doctoral School;
  - 6) a list of courses passed by the doctoral student in a given year of education — together with information on the outcome of the review of the doctoral student's fulfilment of the requirements to be promoted to the next year of study;
  - 7) a mid-term assessment report;
  - 8) written result of the doctoral student's mid-term assessment — with justification;
  - 9) information on the completed teaching internship — if the teaching internship is required under the programme of education
  - 10) decision(s) to grant a leave or suspend the course of education;
  - 11) a copy of the administrative decision on the award of the doctoral degree;
  - 12) in the case of expulsion from the Doctoral School — the decision on expulsion (removal from the list of doctoral students).
3. The Rector may specify additional documents to be kept in the personal file folder of a doctoral student in accordance with the rules set forth in separate regulations.

4. The Rector may determine specific rules for keeping records of the course of education at the Doctoral School.

§ 35.

In the case of a doctoral student's transfer to another doctoral school, certified copies of the documentation collected in the personal file folder shall be provided to that doctoral student at their request.

**IX. TRANSFER FROM ANOTHER DOCTORAL SCHOOL**

§ 36.

1. A doctoral student from another doctoral school may take up education at the Doctoral School by transfer as long as the programme of education they have pursued thus far corresponds to the discipline to be pursued at the Doctoral School and there is a legal and actual possibility to continue the research provided for in the IRP at KU.
2. A doctoral student applying to be admitted to the Doctoral School by transfer should meet the requirements for admission to the Doctoral School in effect in the most recent admissions process.
3. Taking up education at the Doctoral School by transfer takes place at the request of the doctoral student. The request shall be submitted together with:
  - 1) documentation required of applicants for admission to the Doctoral School admitted in the academic year in which the request for transfer is submitted,
  - 2) current education records,
  - 3) current IRP.
4. The Director makes decisions regarding approval for transfer and indicates the year in which the doctoral student is to take up their education at the Doctoral School, the curriculum differences, and the time limit to make up for those differences.

§ 37.

1. Approval for transfer is equivalent to being enrolled in the list of doctoral students.
2. A doctoral student who has received an approval for transfer shall take an oath the content of which is provided in § 85 of the Statutes of KU.

§ 38.

Sections 7-8 shall apply to the appointment of a supervisor, supervisors or a supervisor and an assistant supervisor of a doctoral student who has taken up education at the Doctoral School by transfer.

§ 39.

1. The doctoral student, in consultation with the supervisor(s), develops a new IRP and submits it to the Director within 3 months of the date of commencement of education, or informs the Director of the intention to continue with the IRP accepted at another doctoral school. If an assistant supervisor has been appointed, the plan shall be submitted after being additionally reviewed by the assistant supervisor.

2. Article § 12 sections 2-6 and § 14 shall apply to the approval of and amendment of an approved IRP.

## **EXPULSION FROM THE DOCTORAL SCHOOL AND RESUMPTION OF EDUCATION AT THE DOCTORAL SCHOOL**

### **§ 40.**

A decision on the expulsion of a doctoral student from the Doctoral School (removal of the doctoral student from the list of doctoral students) is issued by the Rector at the request of the Director pursuant to Article 203 sections 1 and 2 of the Act.

### **§ 41.**

1. Approval for resumption of education at the Doctoral School is granted by the Director upon the concerned doctoral student's request.
2. The Director may approve the resumption of education at the Doctoral School when the requesting doctoral student demonstrates a high probability of fulfilling all of the obligations stipulated in the programme of education and submitting the dissertation without the need to extend the period of education the Doctoral School.
3. Education at the Doctoral School shall not be resumed if the decision on expulsion from the Doctoral School has been issued pursuant to Article 203 section 1 item 6 of the Act.
4. Education at the Doctoral School shall not be resumed when 2 years have passed since the requesting doctoral student's expulsion from the Doctoral School.
5. If the decision on expulsion from the Doctoral School has been issued pursuant to Article 203 section 1 item 5 of the Act, an additional condition for resumption of education at the Doctoral School is the cessation of the circumstances that were the grounds for the expulsion.
6. In approving the resumption, the Director shall specify the year of education at the Doctoral School in which the requesting doctoral student is to take up their education, and may specify the curriculum differences with a time limit to make up for those differences.

**KUDoS REGULATIONS IN EFFECT FROM  
2023/2024**

**RESOLUTION No. 24 – 2022/2023  
of the Senate of Kozminski University  
of 27 April 2023**

**concerning Regulations of the Doctoral School  
at Kozminski University**

Pursuant to Article 205 section 2 of the Act of 20 July 2018 – Law on Higher Education and Science (Journal of Laws of the Republic of Poland of 2023, item 212), the Senate of Kozminski University resolves as follows:

**§ 1.**

The Senate of Kozminski University adopts the following Regulations of the Doctoral School at Kozminski University, provided in the form of an appendix to this resolution.

**§ 2.**

Resolution no. 181 – 2018/2019 of the Senate of Kozminski University dated 25 April 2019 concerning Regulations of the Doctoral School at Kozminski University expires on 30 September 2023.

**§ 3.**

The Resolution enter into force on 1 October 2023.

**Chair of the Senate  
of Kozminski University**

**Professor Grzegorz Mazurek, PhD, DSc  
Rector**

## **Regulations of the Doctoral School at Kozminski University**

### **I. GENERAL PROVISIONS**

#### **§ 1.**

1. The Regulations of the Doctoral School of Kozminski University determine the organisation of education and the related rights and obligations of KU doctoral students. The organisational structure of the Doctoral School is determined by the KU Organisational Regulations.
2. The agreement under which doctoral students are educated in cooperation with another entity may specify the arrangements concerning joint education of doctoral students.
3. In the case of programmes financed from external sources, the co-financing agreements may impose additional obligations on doctoral students in connection with the use of the funding provided.
4. The conclusion of the agreements referred to in sections 2-3 requires the opinion of the Senate and the relevant body of the Doctoral Student Council.

#### **§ 2.**

The abbreviations and terms used in the Regulations mean the following:

- 1) KU – Kozminski University;
- 2) Director – the Director of KU Doctoral School;
- 3) IRP – individual research plan;
- 4) Committee – Mid-Term Assessment Committee;
- 5) Programme of education – the programme of education at the KU Doctoral School as determined by a resolution of the Senate;
- 6) Doctoral School Council – the Council of the Doctoral School;
- 7) Doctoral Student Council – the Council of KU Doctoral Students;
- 8) Doctoral School – KU Doctoral School;
- 9) Act – the act of 20 July 2018 – Law on Higher Education and Science (uniform text: Journal of Laws of the Republic of Poland of 2023, item 212).

#### **§ 3.**

1. The Doctoral School is headed by the Director, whose tasks and powers are defined in § 25 of the KU Organisational Regulations.
2. The Doctoral School has a Doctoral School Council whose composition, tasks, and powers are defined in § 80 of the Statutes of KU.
3. The sessions of the Doctoral School Council are convened and chaired by its Director, on their own initiative or at the request of at least two members of the Doctoral School Council. The sessions of the Doctoral School Council shall take place at least once in a semester. The Director shall notify the Doctoral School Council members of the date of the session and the planned agenda at least one week before the session.
4. If the Director is unable to attend a session of the Doctoral School Council, the session shall be chaired by the Deputy Director of the Doctoral School or the longest-serving member of the Doctoral School Council.

5. Resolutions of the Doctoral School Council are passed by a simple majority of votes in the presence of at least half of the members of the Doctoral School Council. In the event of a tie, the Chair of the Doctoral School Council shall have the casting vote.
6. Resolutions concerning personnel matters are passed by secret ballot.
7. Doctoral School Council sessions are minuted.

#### § 4.

1. Doctoral students are represented by the relevant bodies of the Doctoral Student Council. The competence of the Doctoral Student Council bodies is specified in the Regulations of the Doctoral Student Council of Kozminski University in Warsaw.
2. The relevant body of the Doctoral Student Council shall provide its opinion within 14 days of the date of receipt of a request for its opinion — unless a special provision provides otherwise. Failure to provide the requested opinion within this period shall be considered as an act of approval.

## II. DOCTORAL STUDENT RIGHTS AND OBLIGATIONS

#### § 5.

1. A doctoral student has the right to have their dignity respected by every member of the KU community.
2. Doctoral students have the right to:
  - 1) give their opinion on the process of education, especially on the performance of the Director and KU's administrative units that manage the course of education;
  - 2) associate in doctoral student organisations of KU, or in non-doctoral student organisations if the regulations of these organisations allow it, and take part in the work of the bodies of the Doctoral Student Council;
  - 3) report problems relevant to the KU community.
3. A doctoral student has the right to:
  - 1) take advantage of scientific and content-related supervision in the process of preparation of their doctoral dissertation, including scientific development and education;
  - 2) carry out scientific research freely and publish its results;
  - 3) change their supervisor or assistant supervisor;
  - 4) extension the deadline for submission of their dissertation — but by no more than two years,
  - 5) take advantage of organisational and content-related support in the preparation of grant applications and in applying for domestic and foreign scholarships;
  - 6) use research equipment and instruments as well as KU's library and information system;
  - 7) pursue part of their education outside of the Doctoral School under the terms of these Regulations and in line with the programme of education at the Doctoral School;
  - 8) take leaves not exceeding eight weeks per year;
  - 9) have a doctoral student card issued;
  - 10) obtain a doctoral scholarship;
  - 11) apply for a student loan under the terms set forth in the Act;
  - 12) apply for benefits granted within the framework of the company social benefits fund under the terms set forth in the Regulations referred to in Article 8 section 2 of the Act of 4 March 1994 on the company social benefits fund (Journal of Laws of 2022, item 923, as amended).

#### § 6.

1. The duties of a doctoral student include acting in accordance with the oath and the regulations of the Doctoral School, including in particular:
  - 1) respecting the dignity of all members of the KU community and the adopted good academic practices and customs;
  - 2) caring for the reputation of KU;
  - 3) striving for scientific excellence;
  - 4) conducting scientific research in accordance with the principles of ethics;
  - 5) obtaining credit for courses and developing scientific papers respecting the relevant copyrights and in line with the principles of academic integrity;
  - 6) compliance with generally applicable laws and KU regulations;
  - 7) respecting the property of KU.
2. Doctoral students are obliged to:
  - 1) follow the programme of education and implement the IRP in a timely manner;
  - 2) submit annual reports on the progress of the preparation of the doctoral dissertation in a timely manner and, in justified cases, at the request of the Director, submit materials documenting the work on the dissertation;
  - 3) submit the doctoral dissertation within the deadline specified in the IRP;
  - 4) submit statements for the purpose of evaluation of the quality of scientific activity;
  - 5) have an ORCID (Open Researcher and Contributor ID);
  - 6) use their individual e-mail accounts and the IT systems used at the University and use their own electronic devices in class, which need to be compliant with the technical requirements defined by the University;
  - 7) immediately notify the Director of any change in personal details, including in particular: name, surname, address of residence, and mailing address;
  - 8) immediately notify the Director of the commencement of employment as a researcher in another unit or as an academic teacher at another higher education institution and of the work time required under such employment;
  - 9) immediately notify the Director of obtaining a doctoral degree awarded by another authorised entity;
  - 10) immediately notify the Director of taking up education at another doctoral school.

### **III. SUPERVISOR AND ASSISTANT SUPERVISOR**

#### **§ 7.**

1. A person admitted to the Doctoral School shall immediately submit a request to the Director for the appointment of a supervisor, together with the indication of the supervisor of choice. The application may include an indication of an additional supervisor or an assistant supervisor. In the event of failure to submit a request for the appointment of a supervisor within one month from the date of commencement of education, it shall be considered that the doctoral student requests to be assigned the supervisor indicated as the supervisor of choice in the application for admission to the Doctoral School.
2. The Director shall immediately forward the doctoral student's request for the appointment of a supervisor to the Doctoral School Council.
3. The Doctoral School Council shall appoint a supervisor, supervisors, or a supervisor and an assistant supervisor no later than three months from the date when the doctoral student commences their education.
4. The Director shall notify the relevant scientific discipline council of the Doctoral School Council's appointment of a supervisor, supervisors, or supervisor and an assistant supervisor.
5. Provisions of sections 1-4 shall apply accordingly to the appointment of additional supervisors or an assistant supervisor. Additional supervisors or an assistant supervisor may be appointed throughout the period of education.



6. At least one of the supervisors indicated in the request referred to in section 1 must be:
  - 1) an academic teacher (faculty member) employed at KU;
  - 2) a retired academic teacher (faculty member) who was employed at KU immediately prior to their retirement, or
  - 3) an academic teacher (faculty member) employed in an entity cooperating with the Doctoral School — in the case referred to in § 1 section 2.

#### § 8.

1. A supervisor may be a person who holds the degree of ‘doktor habilitowany’ or the title of ‘profesor’, with a record of nationally or internationally recognised scientific achievements — especially from the last five years prior to their appointment as a supervisor, who has managed research projects, published the results of their own scientific research in reputed peer-reviewed scientific journals and publications or has worked with representatives of other research institutions.
2. An assistant supervisor may be a person holding the degree of ‘doktor’.
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, may determine specific criteria that must be met by the person appointed as supervisor or assistant supervisor, especially regarding the academic achievements and the quality of the academic and scientific supervision provided thus far.

#### § 9.

1. The duties of the supervisor include in particular:
  - 1) providing academic and scientific supervision over the preparation of the doctoral student’s doctoral dissertation, including providing the doctoral student with the necessary substantive and methodical assistance in their scientific endeavours;
  - 2) making sure to provide the doctoral student supervised with the right working and research conditions;
  - 3) assisting the doctoral student in developing their IRP;
  - 4) reviewing applications and requests of the doctoral student submitted in the course of education;
  - 5) periodically reviewing the progress of the doctoral student’s academic performance, including especially the implementation of the IRP by assessing the doctoral student’s annual report;
  - 6) working with the Director to monitor the progress of the doctoral student;
  - 7) working with the doctoral student’s assistant supervisor or second supervisor — if appointed.
2. The duties of an assistant supervisor include in particular carrying out auxiliary activities in the academic and supervision of the doctoral student, including reviewing/assessing the IRP — in consultation with the supervisor.

#### § 10.

A supervisor cannot be a person who:

- 1) has been the supervisor of four doctoral students who were removed from the list of doctoral students (exempt from the Doctoral School) due to a negative result of their mid-term assessment,
- 2) has supervised dissertations of at least two persons pursuing a doctoral degree, who were not allowed to defend their dissertations due to negative dissertation reviews, or
- 3) has obtained a negative result of the evaluation referred to in § 19 twice in the last five years.

#### § 11.

1. The supervisor may be changed at the request of the doctoral student at any time during the pursuit of education or at the request of the supervisor, but no later than after the approval

- of the draft IRP by the Director, or at the request of the Committee after the mid-term assessment as a result of which the supervisor's supervision has been negatively evaluated.
2. The request referred to in section 1 shall be submitted to the Director. Provisions of § 7 shall apply accordingly.
  3. If a doctoral student submits a request to change their supervisor, they need to include a justification along with a statement by the person suggested to become the doctoral student's new supervisor regarding their readiness to become the doctoral student's new supervisor.
  4. If a supervisor submits a request referred to above, they need to include a justification and indicate another person to be appointed the new supervisor. The Director, in consultation with the doctoral student, takes immediate action to appoint a new supervisor.
  5. Provisions of paragraphs 1-4 shall apply accordingly with regard to assistant supervisors.

#### **IV. INDIVIDUAL RESEARCH PLAN**

##### **§ 12.**

1. The doctoral student, in consultation with the supervisor(s), develops the IRP and submits it to the Director within 12 months of the date of commencement of their education. If an assistant supervisor has been appointed, the plan shall be submitted after being additionally reviewed by the assistant supervisor.
2. The draft IRP shall include in particular:
  - 1) the research topic along with the rationale for exploring it;
  - 2) research questions, theses or hypotheses;
  - 3) a schedule for the development of the doctoral dissertation;
  - 4) the form of preferred cooperation with the supervisor;
  - 5) the form of the doctoral dissertation;
  - 6) research tasks, including the identification of possible foreign research;
  - 7) the research methods applied;
  - 8) determination of research risks and ways to minimise them;
  - 9) an outline of the current state of research on the issues which are the subject of the dissertation, including the literature on the subject;
  - 10) planned participation in conferences, workshops, summer courses, academic placement, planned submission of research funding applications;
  - 11) the significance of the research to be carried out;
  - 12) anticipated elements of the programme of education from among those available — conducive to the development of the dissertation;
  - 13) expected results of the research and ways to disseminate them.
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, may impose additional elements that the draft IRP should contain.
4. The draft IRP is subject to the Director's approval within one month of its submission.
5. The Director may request the doctoral student to correct the draft IRP in consultation with the supervisor(s) and submit it again for approval. Recommendations in this regard are delivered via university e-mail system.
6. The doctoral student is required to submit a revised IRP with the approval of the supervisor(s) within one month from the date of delivery of the recommendations referred to in section 5.

##### **§ 13.**

An approved IRP may be modified after the mid-term assessment, following the terms and conditions specified in § 18, at the request of the doctoral student after the expiration of the period of suspension of education or after transfer from another doctoral school. In particularly justified cases, the IRP may be changed at the request of the doctoral student before the commencement of the mid-term assessment. Provisions of § 12 shall apply accordingly.

## **V. MID-TERM ASSESSMENT**

### **§ 14.**

1. The implementation of the IRP is subject to a mid-term assessment at the midpoint of the education period as specified in the programme of education.
2. At the request of the Director, the Doctoral School Council shall appoint a Committee to assess the implementation of the IRP. Separate committees are appointed to assess the IRP of each doctoral student.
3. The work of the Committee is headed by its chair designated by the Doctoral School Council.
4. The Rector may determine the minimum academic achievements required of a Committee member.
5. If there occur circumstances preventing a member of a Committee from participating in the Committee's work, the Director shall appoint a new member of the Committee in the said member's place.
6. The Director may appoint a reviewer to draw up an opinion on the doctoral student's implementation of the IPB — on their own initiative or at the request of the Committee or a doctoral student, within no more than two months from the date of submission of the materials referred to in § 15 section 1. The review should be drawn up within one month of the appointment of the reviewer. The reviewer's details are public. The Committee takes into account the review in determining and justifying the result of the mid-term assessment. The Rector may determine the procedure and rules for the drawing up of reviews.
7. A representative of the relevant body of the Doctoral Student Council may participate in the work of the Committee as an observer at the request of the doctoral student whose implementation of IRP is being assessed.

### **§ 15.**

1. The mid-term assessment is conducted on the basis of materials submitted by the doctoral student to document the implementation of the IRP, including the IRP implementation report and an interview with the doctoral student. The doctoral student submits a filled in survey on cooperation with their supervisor together with the said report.
2. The doctoral student's supervisor(s) shall submit the following together with the report on the implementation of the doctoral student's IRP:
  - 1) an opinion on the doctoral student's progress in the implementation of their IRP;
  - 2) a survey on cooperation with the doctoral student.
3. The Rector, upon consulting the relevant body of the Doctoral Student Council, may determine detailed requirements for the materials that a doctoral student is required to submit along with the IRP report.
4. The Director, upon consulting the relevant body of the Doctoral Student Council, the Doctoral School Council shall announce the date, place, and manner of submission of materials — including reports, surveys, and opinions with their specimens.

### **§ 16.**

1. After reviewing the report and appendixes thereto, the Committee conducts an interview with the doctoral student, covering the topics presented in the report.
2. The Committee shall inform the doctoral student of the date and place of the interview at least seven days in advance. In particularly justified cases, at the request of the doctoral student, the date of the interview may be changed.
3. The Committee may invite the doctoral student's supervisor(s) or assistant supervisor to participate in the interview.
4. The Committee's interview with the doctoral student is minuted.

### **§ 17.**

1. The Committee issues a positive or negative assessment in writing — together with a justification. The assessment and its justification shall be signed by all members of the Committee.
2. The Committee gives a positive assessment if the doctoral student implements the IRP without unreasonable delays and their performance to date gives good grounds to expect continued smooth implementation of the IRP.
3. If the conditions for issuing a positive assessment are not met, the Committee will issue a negative assessment.
4. The assessment, together with its justification, should be issued by the Committee within two months from the date of expiration of the deadline for submission of materials referred to in § 15 section 1, but this time limit does not run when the Committee is waiting for the reviewer's opinion referred to in § 14 section 6.
5. The justification of the assessment may a list of desired changes to be made to the IRP.
6. The Director submits a report on the mid-term assessment to the Doctoral School Council.

#### § 18.

1. After receiving a positive mid-term assessment, a doctoral student may submit a request to amend their IRP. The amendment must be justified and allow the doctoral dissertation to be submitted within the deadline set forth in the relevant regulations.
2. The decision to approve the revised and amended IRP is made by the Director after reviewing the justification for the Committee's assessment.

#### § 19.

1. During the mid-term assessment, the Committee assesses the fulfilment of the supervisor's/supervisors' assistant supervisor's duties and responsibilities.
2. The Committee submits the conclusions of the assessment to the Director and to those whom the assessment concerns.

### VI. EDUCATION AT THE DOCTORAL SCHOOL

#### § 20.

Education at the Doctoral School is pursued in accordance with the programme of education.

#### § 21.

The course covered by the programme of education is delivered in accordance with the course syllabus containing, in particular:

- 1) description of the content of the course;
- 2) number of class hours;
- 3) number of ECTS credits;
- 4) learning outcomes;
- 5) forms of classes;
- 6) teaching methods applied;
- 7) language of instruction;
- 8) list of reading related to the course;
- 9) description of the requirements related to participation in classes, including
- 10) permissible number of excusable absences;
- 11) rules for obtaining credit for classes and the course (including retakes);
- 12) methods of verification of the achieved learning outcomes;
- 13) grading criteria.

#### § 22.

1. The courses included in the programme of education are credited.

2. If a course included in the programme of education is graded, the grading scale is as follows:
  - 1) excellent (5);
  - 2) very good (4.5);
  - 3) good (4);
  - 4) satisfactory (3.5);
  - 5) sufficient (3);
  - 6) fail (2).
3. A fail grade means failing the course.
4. If a course included in the programme of education is non-graded, it is credited according to the following system:
  - 1) completed (C) [PL: zal.];
  - 2) non-completed (NC) [PL: nzal.];
5. In the event of failure to pass a course included in the programme of education on the first attempt date or failure to take part in the final assessment on the first attempt date, a doctoral student has the right to take advantage of one retake for each course. The date of the final assessment is determined by the course instructor.
6. Upon reasonable request of a doctoral student, the Director may excuse the doctoral student's absence from the final assessment and reinstate the term of final assessment.

### § 23.

1. Doctoral students may do the internship stipulated in the programme of education in the form of unpaid teaching degree-level classes at KU.
2. The amount of the teaching load assigned to the doctoral student corresponds to the amount of the internship load specified in the programme. If a doctoral student is assigned more classes, the amount and terms of remuneration shall be determined by a contract concluded between KU and the doctoral student.
3. The doctoral student teaches at the department where their supervisor is employed. In justified cases, the Director, at the request of the supervisor, may give permission for the doctoral student to teach at another department. The supervisor's request must be approved by the head of this department.
4. The internship is considered completed in the manner specified in section 1 if the doctoral student remains an instructor assigned to teach at the selected department in the following academic year.
5. Credit for internship programmes shall be given by the head of the department referred to in section 3 or by the dean of the college where the internship is served. The credit is given based on the doctoral student's post-internship report. The specimen report is determined by the Rector by means of regulation.

### § 24.

1. The fulfilment of the duties provided for in the programme of education is reviewed on an annual basis.
2. The prerequisite for receiving credit for the year is to:
  - 1) meet all the requirements provided for in the programme of education for a given year of education, subject to § 25;
  - 2) submit a doctoral student's annual report referred to in section 3 together with the opinion of the supervisor(s) — within the deadline set by the Director.
3. The doctoral student's annual report includes, in particular, information concerning:
  - 1) the progress in the pursuit of the programme of education;
  - 2) the progress in the implementation of the IRP;
  - 3) the course of the teaching internship — if the teaching internship is required under the programme of education;
  - 4) plans for further work on the dissertation;

- 5) doctoral student's academic/scientific achievements attained during the credited year of education, including:
  - a) scientific publications;
  - b) participation in scientific conferences;
  - c) popularisation activity;
  - d) participation in research projects;
  - e) academic scholarships received;
  - f) grant applications submitted and grants received;
  - g) research trips or fellowships abroad;
  - h) awards/prizes;
  - i) participation in training courses, workshops, summer courses or scientific internship programmes;
  - j) organisational activity for the benefit of KU;
  - k) patent applications and patents obtained;
  - l) implementations, commercialisation, licenses granted;
  - m) other achievements that the doctoral student considers relevant/significant.
4. The Director, upon consulting the relevant body of the Doctoral Student Council, shall announce the date, place, and manner of submission of the annual report and its specimen.

#### § 25.

At a justified request of a doctoral student, approved by their supervisor, the Director may postpone the deadline for the doctoral student to pass a selected course to another year of study or determine equivalent courses whose expected learning outcomes are equal or similar to those of the courses provided for in the programme of education, and the passing of which is treated equally in the review of fulfilment of the requirements to be promoted to the next year of study.

#### § 26.

A doctoral student may apply to the Director for early completion of their education and submission of their dissertation provided that they have passed all courses and completed all internships covered by the programme of education and obtained the required number of ECTS credits.

#### § 27.

1. The Director, at a doctoral student's request approved by the doctoral student's supervisors, may agree to extend the deadline for submission of the dissertation specified in the IRP — but by not more than one year — in the following circumstances in particular:
  - 1) the necessity to carry out a research project financed from funds granted through a competition, especially by the National Science Centre [PL: NCN], the National Centre for Research and Development [PL: NCBiR], the National Agency for Academic Exchange [PL: NAWA] or the Foundation for Polish Science [PL: Fundacja na Rzecz Nauki Polskiej];
  - 2) participation in a research trip, especially a research fellowship programme;
  - 3) temporary inability to carry out scientific research due to illness;
  - 4) the need to take personal care of a sick family member or a child under the age of six or with a disability certificate;
  - 5) the need to conduct additional scientific research necessary to complete the dissertation.
2. In particularly justified cases referred to in section 1, the Director, at the doctoral student's request approved by their supervisor, may agree to extend the deadline for submission of the doctoral dissertation specified in the IRP by another year. The total period of extension of the deadline for submission of the dissertation may not exceed two years.
3. In the periods indicated in sections 1-2, the doctoral student retains all the rights of a doctoral student — with the exception of the right to receive a doctoral scholarship.

### **§ 28.**

1. If a doctoral student's disability or illness limits their ability to participate fully in classes — including the possibility of taking examinations and obtaining credit, the doctoral student may apply to the Director for an individual education plan.
2. In awarding an individual education plan, the Director determines the forms of support offered to the doctoral student with a disability or chronic disease.

### **§ 29.**

A doctoral student may pursue part of their programme of education at another higher education institution or at another domestic or foreign institution on the basis of agreements to which KU is a signatory.

### **§ 30.**

A doctoral student has the right, after receiving their supervisor's approval and informing the Director, to participate in domestic and foreign research fellowship programmes and conduct research at domestic and foreign scientific institutions.

## **VII. LEAVES AND SUSPENSION OF EDUCATION**

### **§ 31.**

A doctoral student has the right to take a holiday leave not exceeding eight weeks per year. Holiday leaves may be taken in periods free from teaching activities. Each leave may not be shorter than seven days — unless otherwise specified in the doctoral student's request.

### **§ 32.**

1. The Director, at the request of the doctoral student, suspends the doctoral student's education for a period corresponding to the duration of:
  - 1) maternity leave;
  - 2) leave on terms of maternity leave;
  - 3) paternity leave and parental leave— specified in the act of 26 June 1974 - Labour Code — if the prerequisites for granting this leave are fulfilled.
2. The Director may suspend a doctoral student's education at the request of a doctoral student in the following cases in particular:
  - 1) the necessity to carry out a research project financed from funds granted through a competition, especially by the National Science Centre [PL: NCN], the National Centre for Research and Development [PL: NCBiR], the National Agency for Academic Exchange [PL: NAWA] or the Foundation for Polish Science [PL: Fundacja na Rzecz Nauki Polskiej];
  - 2) participation in a research trip, especially a research fellowship programme;
  - 3) temporary inability to pursue education due to illness;
  - 4) the need to take personal care of a sick family member or a child under the age of six or with a disability certificate.
3. During the suspension of the period of education at the Doctoral School, the time limits specified in the IRP do not run.
4. The total period of suspension of education may not be longer than two years.
5. The doctoral student is required to submit a statement on resumption of the suspended education within one month from the date of the end of the period of suspension. Failure to submit the said statement within this period shall be considered as an act of withdrawal from education at the Doctoral School.

### **§ 33.**

The education of a doctoral student expelled from the Doctoral School (removed from the list of doctoral students) shall be suspended until the decision on their expulsion becomes final.

## **VIII. EDUCATION RECORDS**

### **§ 34.**

1. The course of education at the Doctoral School is documented in the personal file folder of each doctoral student. The file can be kept in electronic form.
2. The personal file folder of a doctoral student contains in particular:
  - 1) the doctoral student's application for admission to the Doctoral School;
  - 2) the doctoral student's signed oath;
  - 3) a copy of the Doctoral School Council's resolution on the appointment of a supervisor, supervisors, or a supervisor and an assistant supervisor;
  - 4) the IRP including all the changes made to it;
  - 5) annual reports which the doctoral student is required to submit in accordance with the Regulations of the Doctoral School;
  - 6) a list of courses passed by the doctoral student in a given year of education — together with information on the outcome of the review of the doctoral student's fulfilment of the requirements to be promoted to the next year of study;
  - 7) a mid-term assessment report;
  - 8) written result of the doctoral student's mid-term assessment — with justification;
  - 9) information on the completed teaching internship — if the teaching internship is required under the programme of education
  - 10) decision(s) to grant a leave or suspend the course of education;
  - 11) a copy of the administrative decision on the award of the doctoral degree;
  - 12) in the case of expulsion from the Doctoral School — the decision on expulsion (removal from the list of doctoral students).
3. The Rector may specify additional documents to be kept in the personal file folder of a doctoral student in accordance with the rules set forth in separate regulations.
4. The Rector may determine specific rules for keeping records of the course of education at the Doctoral School.

### **§ 35.**

In the case of a doctoral student's transfer to another doctoral school, certified copies of the documentation collected in the personal file folder shall be provided to that doctoral student at their request.

## **IX. TRANSFER FROM ANOTHER DOCTORAL SCHOOL**

### **§ 36.**

1. A doctoral student from another doctoral school may take up education at the Doctoral School by transfer as long as the programme of education they have pursued thus far corresponds to the discipline to be pursued at the Doctoral School and there is a legal and actual possibility to continue the research provided for in the IRP at KU.
2. A doctoral student applying to be admitted to the Doctoral School by transfer should meet the requirements for admission to the Doctoral School in effect in the most recent admissions process.
3. Taking up education at the Doctoral School by transfer takes place at the request of the doctoral student. The request shall be submitted together with:
  - 1) documentation required of applicants for admission to the Doctoral School admitted in the academic year in which the request for transfer is submitted,



- 2) current education records,
- 3) current IRP.
4. The Director makes decisions regarding approval for transfer and indicates the year in which the doctoral student is to take up their education at the Doctoral School, the curriculum differences, and the time limit to make up for those differences.

#### **§ 37.**

1. Approval for transfer is equivalent to being enrolled in the list of doctoral students.
2. A doctoral student who has received an approval for transfer shall take an oath the content of which is provided in § 85 of the Statutes of KU.

#### **§ 38.**

Sections 7-8 shall apply to the appointment of a supervisor, supervisors or a supervisor and an assistant supervisor of a doctoral student who has taken up education at the Doctoral School by transfer.

#### **§ 39.**

1. The doctoral student, in consultation with the supervisor(s), develops a new IRP and submits it to the Director within 3 months of the date of commencement of education, or informs the Director of the intention to continue with the IRP accepted at another doctoral school. If an assistant supervisor has been appointed, the plan shall be submitted after being additionally reviewed by the assistant supervisor.
2. Article § 13 sections 2-6 and § 14 shall apply to the approval of and amendment of an approved IRP.

### **X. EXPULSION FROM THE DOCTORAL SCHOOL AND RESUMPTION OF EDUCATION AT THE DOCTORAL SCHOOL**

#### **§ 40.**

A decision on the expulsion of a doctoral student from the Doctoral School (removal of the doctoral student from the list of doctoral students) is issued by the Rector at the request of the Director pursuant to Article 203 sections 1 and 2 of the Act.

#### **§ 41.**

1. Approval for resumption of education at the Doctoral School is granted by the Director upon the concerned doctoral student's request.
2. The Director may approve the resumption of education at the Doctoral School when the requesting doctoral student demonstrates a high probability of fulfilling all of the obligations stipulated in the programme of education and submitting the dissertation without the need to extend the period of education the Doctoral School.
3. Education at the Doctoral School shall not be resumed if the decision on expulsion from the Doctoral School has been issued pursuant to Article 203 section 1 item 6 of the Act.
4. Education at the Doctoral School shall not be resumed when 2 years have passed since the requesting doctoral student's expulsion from the Doctoral School.
5. If the decision on expulsion from the Doctoral School has been issued pursuant to Article 203 section 1 item 5 of the Act, an additional condition for resumption of education at the Doctoral School is the cessation of the circumstances that were the grounds for the expulsion.
6. In approving the resumption, the Director shall specify the year of education at the Doctoral School in which the requesting doctoral student is to take up their education, and may specify the curriculum differences with a time limit to make up for those differences.

**KUDoS REGULATIONS IN EFFECT FROM  
2019/2020**

**RESOLUTION No. 181 - 2018/2019**  
**of the Senate of Kozminski University,**  
**of 25 April 2019.**

**Concerning Regulations of the Doctoral School**  
**at Kozminski University**

Pursuant to Article 205 section 2 of the Act of July 20, 2018. *Law on Higher Education and Science* (Journal of Laws of 2018, item 1668, as amended), the Senate of Kozminski University resolves as follows:

**§ 1.**

The Senate of Kozminski University adopts the Regulations of the Doctoral School at Kozminski University, provided in the form of an appendix to this resolution.

**§2.**

The resolution enter into force on the date of adoption.

Chairman of the Senate  
of Kozminski University

dr hab. Witold T. Bielecki  
Rector

## **Regulations of the Doctoral School at the Kozminski University**

### **I. General provisions**

#### **§ 1.**

1. The Regulations of the doctoral school, hereinafter referred to as the "Regulations" at the Leon Kozminski University, hereinafter referred to as the "University", determine the mode and organization of education at the doctoral school and the related rights and obligations of doctoral students.
2. The doctoral school provides training in the social sciences in the disciplines of management and quality sciences, economics and finance, legal sciences and sociologicme sciences. The training is conducted in English.

### **II. Director of doctoral school**

#### **§ 2.**

1. The doctoral school is headed by a director.
2. The director of the doctoral school may be an academic teacher or an employee of the scientific unit in which the training is conducted, holding at least a postdoctoral degree in a given scientific discipline and having current scientific achievements published in the last five years or at least five years of experience in conducting scientific and research activities.
3. The Director is appointed by the Rector on the proposal of the Vice-Rector for Scientific Research and Staff Development.
4. The director coordinates the work of the scientific council of the doctoral school referred to in § 4.
5. The Director may perform his duties with the assistance of Deputy Directors appointed by the Rector on the proposal of the Vice Rector for Research and Staff Development.
6. The director, in matters relating to the doctoral school and doctoral students, cooperates with the scientific councils for the disciplines in which training at the doctoral school is conducted.

#### **§ 3.**

1. The tasks of the director of the doctoral school include, in particular:
  - 1) Supervision of the entire operation of the doctoral school, the regularity and quality of the implementation of the educational process and scientific care and the manner in which the mid-term evaluation is carried out;
  - 2) Provide conditions for training in the doctoral school, including professional practice in the form of teaching or participating in the teaching of classes, not exceeding 60 didactic hours per year, provided that professional practice is included in the training program;

- 3) Providing conditions for scientific activity at the Kozminski University, including scientific research, development work;
- 4) Making decisions on all matters relating to the doctoral school;
- 5) Issuing administrative decisions, including on refusal of admission to the doctoral school, in cases of deletion from the list of doctoral students and cases regulated by the regulations of the doctoral school;
- 6) Expressing consent for doctoral students to receive internships and conduct research in scientific institutions outside the University, including support for grant activity and national and international mobility of doctoral students;
- 7) Development of regulations for the doctoral school;
- 8) Development of detailed rules and competitive mode of recruitment to the doctoral school;
- 9) Development of a training program at the doctoral school;
- 10) Cooperation with the socio-economic environment in the field of education PhD students;
- 11) Cooperation with the doctoral student government;
- 12) Determining the staffing of the education program;
- 13) Determination of the composition of the three-person commission conducting the mid-term evaluation PhD students after the fourth semester of the educational program;
- 14) Preparation of the annual report on the activities of the doctoral school, which is submitted to the rector by November 30 of each calendar year for the previous academic year;
- 15) Correct and timely data entry, updating, archiving and deletion in the Integrated Information System Higher Education and Science "POL-on";
- 16) Supervision of the collection of educational records.

### **III. Scientific council of the doctoral school**

#### **§ 4.**

1. The doctoral school has a scientific council of the doctoral school, with an advisory and consultative character.
2. The tasks of the Scientific Council include, in particular:
  - 1) Opinion on the detailed rules and competitive procedure for recruitment to the doctoral school;
  - 2) Opinion on the regulations of the doctoral school;
  - 3) Opinion on the educational program, including if there are training program;
  - 4) Opinion on the qualifications of academic teachers when staffing the program doctoral school education;
  - 5) opinion pointed out and rules preparation individual research plan of doctoral students at the doctoral school;
  - 6) To give an opinion on the manner and principles of conducting the mid-term evaluation of doctoral students at the doctoral school;
  - 7) Opinion candidates to the commission conducting mid-term evaluation of doctoral students at the doctoral school;
  - 8) Opinion on the annual report on the activities of the doctoral school

#### **IV. Rights and responsibilities of doctoral students**

##### **§ 5.**

1. Doctoral student - a person undergoing training at a school, as a young scientist within the meaning of Article 360 section 2 point 1 of the Act of 20 July 2018 - Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended).
2. Doctoral students at the doctoral school form a doctoral student government.
3. A doctoral student has the right to:
  - 1) having a doctoral student ID card;
  - 2) to receive a doctoral scholarship, provided he or she does not have a doctoral degree, the duration of which may not exceed 4 years. The amount of the doctoral stipend for the second and subsequent years of study may depend on academic achievement;
  - 3) rest breaks not exceeding 8 weeks per year;
  - 4) suspension of education for the period corresponding to the duration of maternity leave, leave on maternity leave conditions, paternity leave and parental leave, as defined in the Act of 26 June 1974 - Labor Code (Journal of Laws of 2018, item 917, as amended);
  - 5) extension of the deadline for submission of dissertation, but no longer than 2 years;
  - 6) to submit requests for reconsideration of administrative decisions issued;
  - 7) to associate in organizations or associations of doctoral students at the University;
  - 8) scientific supervision of the supervisor or supervisors in the preparation of the dissertation;
  - 9) changes of promoter or promoters in justified cases;
  - 10) use at the University of laboratories, scientific and research equipment and apparatus, as well as library and information resources to the extent necessary for the implementation of the educational program, individual research plan and preparation of the dissertation;
  - 11) support in the preparation of grant applications;
  - 12) to hold scientific internships.

##### **§ 6.**

1. The doctoral student is obliged to:
  - 1) comply with the provisions of these Regulations;
  - 2) suinien and diligent implementation of the educational program and individual research plan;
  - 3) proceedings in accordance with the oath taken;
  - 4) conduct in accordance with the Code of Ethics of a doctoral student;
  - 5) active participation in activities arising from the educational program;
  - 6) to undergo professional practice in the form of teaching or participating in the teaching of classes, not exceeding 60 didactic hours per year, provided that professional practice is included in the educational program;
  - 7) submission of a annual report together with the opinion of the promoter or promoters including the assistant promoter on the progress of the educational program and the results and progress of the work included in the individual research plan.

- An annual report shall be submitted by the end of October of each calendar year for the previous academic year in accordance with the rules laid down in separate legislation;
- 8) to submit a statement for the purpose of evaluation of the quality of scientific activity, authorizing the university to demonstrate scientific achievements within the discipline in which the is being prepared;
  - 9) to have an electronic researcher identifier that complies with international standards – <https://orcid.org/>;
  - 10) to report the scientific achievements that arose in connection with training at the doctoral school for the purpose of evaluating the quality of scientific activity;
  - 11) reporting data and information reported to the Integrated System Information on Higher Education and Science "POL-on";
  - 12) to immediately notify the director of the doctoral school of a change in their data personal.

## **V. Method of appointment and change of promoter, promoters and assistant promoter.**

### **§ 7.**

1. Scientific supervision the preparation of the dissertation is provided by:
  - 1) promoter or promoters or
  - 2) promoter and auxiliary promoter.
2. The promoter can be a person who has:
  - 1) doctoral degree or
  - 2) academic title of professor or
  - 3) a person who does not hold the degree of doctor habilitowany or the title of professor, who is an employee of a foreign university or scientific institution, if the senate of the university recognizes that the person has significant achievements in the scientific issues to which the doctoral dissertation relates.
3. The assistant promoter may be a person with a doctoral degree.

### **§ 8.**

A promoter cannot become a person who in the last five years:

- 1) Has been the promoter of four doctoral students who were removed from the doctoral school due to a negative mid-term evaluation result or
- 2) Has supervised the preparation of a doctoral dissertation for at least 2 PhD applicants who did not receive positive review;
- 3) does not have a current scientific output published in the last five years or does not have at least five years of experience in conducting scientific research activities.

### **§ 9.**

1. Within three months from the date of commencement of training, the doctoral student shall be excused a promoter, promoters or assistant .
2. A doctoral student applies to the director of the doctoral school for the appointment of a promoter, promoters or assistant promoters within 3 months of commencement of training.
3. The proposal includes:
  - 1) proposals of persons to act as promoter, promoters or assistant promoter;
  - 2) agreement to become a promoter;
  - 3) topic area.

4. The director of the doctoral school makes the decision on the appointment of a promoter, promoters or auxiliary promoter.
5. In justified cases, a doctoral student may apply to the director of the doctoral school for a change of supervisor, supervisors or assistant supervisors.

## **VI. Conditions for prehension of the deadline for submission of the dissertation**

### **§ 10.**

The director of the doctoral school in justified cases:

- 1) the occurrence of unforeseen fortuitous events;
- 2) temporary inability to receive training due to illness;
- 3) the end of personal care of the child;
- 4) the need for long-term scientific research;

may, at the request of a doctoral student, extend the time limit for the submission of dissertation, established in the individual research plan, but not less than 2 years.

### **§ 11.**

- 1) The application for an extension of the deadline for submission of the dissertation shall include:
  - 1) Data of the doctoral student: first name, last name, PESEL or, in the case of foreigners, the number of the passport or residence card;
  - 2) A justification with a deadline for submission of dissertation.
2. The application shall be accompanied by:
  - 1) Document justifying prehension deadline for filing dissertation of the doctoral dissertation in cases referred to in § 10 section 1 points 1 - 3 or
  - 2) opinions of the promoter, promoters or assistant promoter in the case referred to in § 10 paragraph 1 point 4.

### **§ 12.**

At the request of a doctoral student, the director of the doctoral school shall suspend education for a period corresponding to the duration of maternity leave, leave on maternity leave conditions, paternity leave and parental leave, as defined in the Act of 26 June 1974 - Labor Code (Dz. U. 1974, No. 21, item 141),

### **§ 13.**

Applications referred to in § 10 (1) (1) - (4) are considered by the director of the doctoral school within 14 days of their submission.

### **§ 14.**

From the decision of director of the doctoral school, doctoral students have the right to appeal to the Rector of the University.



## **VII. Conditions for conducting the mid-term evaluation**

### **§ 15.**

1. Mid-term evaluation is conducted after the fourth semester.
2. The mid-term evaluation is subject to the implementation of the individual research plan by the doctoral student, in particular, the timeliness and quality of the completion of tasks arising from the schedule for preparation of the dissertation.
3. PhD student attaches promoter's opinions, promoters or auxiliary promoter on the progress of the dissertation
4. The mid-term evaluation ends with a positive or negative result.
5. The result of the evaluation with the justification is public.
6. From the result of the mid-term evaluation, the doctoral student will appeal to the director of the doctoral school.
7. The time limit for filing an appeal with reasons is 7 days from the date of release of the evaluation results.

### **§ 16.**

1. The mid-term evaluation is carried out by a committee for the mid-term evaluation of doctoral students, hereinafter referred to as the committee, which consists of 3 persons, including at least 1 person holding a doctoral degree or a professor title in the discipline in which the dissertation is being prepared, employed outside the University.
2. The promoter and assistant promoter may not be members of the commission.
3. A person on the committee who is employed outside of the entities conducting the doctoral school is entitled to a salary of 20% of a professor's salary.

## **VIII. Rules of receiving training**

### **§ 17.**

1. Admission to the doctoral school is by way of enrollment in the list of doctoral students.
2. A doctoral student begins his/her training and acquires the rights of a doctoral student upon submission of the oath.
3. You can be a doctoral student in one doctoral school at the same time.
4. No fees are charged for the education of doctoral students at the doctoral school.
5. The academic year runs from October 01 to September 30 and is divided into 2 semesters.

### **§ 18.**

Doctoral training in a doctoral school:

- 1) It is held in stationary form and lasts 8 semesters;
- 2) is conducted on the basis of an educational program and an individual research plan;
- 3) prepares you for a doctoral degree
- 4) ends with the submission of a doctoral dissertation.

## **§ 19.**

1. The training program of the doctoral school shall be adopted by the Senate, subject to the requirement to consult with the doctoral student government. In the event of an ineffective lapse of the time limit specified in the statute, the requirement for consultation shall be deemed satisfied.
2. The training program may provide for apprenticeship in the form of teaching or participating in the teaching classes, not exceeding 60 didactic hours per year.
3. The lecturer may be a person with a current scientific output published in the last five years 1 or at least five years of experience in conducting scientific and research activities.

## **§ 20.**

1. A doctoral student, in agreement with his/her supervisor 1 or supervisors, develops an individual research plan including, in particular, a schedule for the preparation of the doctoral dissertation and submits it to the director of the doctoral school within 12 months from the date of commencement of training.
2. If an assistant promoter is excused, the plan is submitted after being reviewed by that promoter as well

## **§ 21.**

The individual research plan of a doctoral student specifies in particular:

- 1) The schedule for the preparation of the dissertation including the deadline for its submission;
- 2) timetable for the implementation of the training program;
- 3) the due date of at least 1 scientific article published in a scientific journal or in the peer-reviewed materials of an international conference, which in the year of publication of the article in its latest form was included in the list prepared in accordance with the regulations issued to Article 267(2)(2)(b) of the Law 20 July 2018. - Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended) 1 or 1 scientific monograph published by a publishing house which, in the year of publication of the monograph in its latest form, was included in the list prepared in accordance with regulations issued pursuant to Article 267(2)(2)(a), or a chapter in such monograph;
- 4) mandatory active participation in a scientific conference - national 1 or international;
- 5) obligation to prepare and submit a grant application;
- 6) Optional participation in the co-organization of a national or international scientific conference;
- 7) Optional completion of at least a three-month research internship at a foreign university.

## **§ 22.**

The training program and individual research plan take into account the characteristics of the second level of learning objects for qualifications at level 8 of the Polish Qualification Framework.

### **§ 23.**

1. A doctoral student is removed from the list of doctoral students in the case of:
  - 1) negative result of the mid-term evaluation;
  - 2) Failure to submit the dissertation by the deadline specified in the individual research plan;
  - 3) education resignation.
2. A doctoral student may be removed from the list of doctoral students in the case of:
  - 1) Unsatisfactory progress in the preparation of the ;
  - 2) Failure to fulfill obligations under the regulations of the doctoral school, the training program and the individual research plan.

### **§ 24.**

Removal from the list of doctoral students is carried out by administrative decision. The decision is subject to a request for reconsideration.

### **§ 25.**

1. In the event of discontinuation of training of doctoral students in a particular discipline, the University operating the doctoral school shall provide doctoral students preparing dissertations in that discipline with the opportunity to continue their training at another doctoral school in that discipline.
2. In absence of a doctoral school providing training in a given discipline, the University operating the doctoral school in which the training has been discontinued shall cover the costs of the extemporaneous doctoral degree granting procedure for those who have lost the opportunity to complete their training.

## **IX. Method of documenting the course of education**

### **§ 26.**

1. The doctoral school keeps records of the course of training.
2. Documentation of the course of training at the doctoral school consists of:
  - 1) recruitment documents;
  - 2) Charter of periodic achievements of a doctoral student;
  - 3) The individual research plan of the doctoral student.

## **X. Final Provisions**

### **§ 27.**

1. Training at the doctoral school begins on October 1, 2019 and continues until 30 September 2022.
2. In the first regulations of the doctoral school, § 19(1) does not apply.
3. The Regulations shall enter into force on the date of adoption with effect from 1 October 2019.



KOZMINSKI UNIVERSITY

## **APPENDIX 5**

# **DOCTORAL SCHOOL RECRUITMENT RULES IN EFFECT DURING THE PERIOD COVERED BY EVALUATION**

**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2024/2025**

**RESOLUTION No. 8 - 2023/2024  
of the Senate of Kozminski University  
of 25 January 2024**

**on the rules of admission to the doctoral school in the academic year 2024/2025**

Pursuant to Article 200 section 2 of the Act of 20 July 2018 – *Law on Higher Education and Science* (Journal of Laws of the Republic of Poland of 2023, item 742, as amended), the Senate of Kozminski University resolves as follows:

**I. GENERAL PROVISIONS**

**§ 1.**

1. The Resolution sets out the rules for competitive admission to the doctoral school in social sciences in the disciplines of management and quality sciences, economics and finance, and legal sciences.
2. Education at the doctoral school is delivered in English.

**§ 2.**

The Rector is obliged to specify the number of places available to applicants for admission to the doctoral school by 30 April 2024.

**§ 3.**

1. Applicants shall submit their application for admission to the doctoral school and other documents referred to in § 5 between 25 and 02 July 2024, subject to sections 2 and 3.
2. The application for admission to the doctoral school in connection with the running of the “implementation doctorate” (PL: “doktorat wdrożeniowy”) programme and other documents referred to in § 5 shall be submitted between 4 and 08 September 2024.
3. If the places available referred to in § 2 are not filled, the Rector shall announce an additional round of admissions to the doctoral school, specifying the number of available places, no later than on 30 July 2024. Applicants shall submit their applications for admission to the doctoral school and other documents referred to in § 5 within the period specified in section 2.
4. The announcement referred to in section 3 will be posted online (<https://www.kozminski.edu.pl/pl/oferta-edukacyjna/szkola-doktorska/doctoral-school>).

**§ 4.**

1. Admissions are run by the Admissions Committee appointed by the Rector.
2. The Chair and the members of the Committee referred to in section 1 shall be appointed from among academic teachers holding the academic degree of “doktor” (PhD) or “doktor habilitowany” (PhD, DSc) or the title of “profesor” (professor).

## **II. COMPETITIVE ADMISSION DOCUMENTS**

### **§ 5.**

1. The competitive admission procedure in the disciplines of management and quality sciences and economics and finance will be open to applicants who submit the following documents by the deadline specified in § 3 (1) or (2):
  - 1) an application for admission to the doctoral school with justification;
  - 2) a curriculum vitae covering one's education, work experience, completed courses and training, foreign language skills, other relevant skills and experience;
  - 3) a personal questionnaire;
  - 4) a copy (original to be provided for inspection) of the diploma of completion of first-cycle studies and second-cycle studies or equivalent, as well as the relevant diploma supplements;
  - 5) up to three recommendations;
  - 6) an official statement of a KU researcher on consent to provide scientific supervision to the applicant if the applicant is admitted to the doctoral school;
  - 7) a research concept that falls within one of the areas of education in the doctoral school, approved by the future scientific supervisor;
  - 8) confirmation of GRE or GMAT test score with date and results – the date cannot be earlier than October 2018;
  - 9) proof of holding a language certificate attesting to one's knowledge of the English language, referred to in § 7 section 1 or 2, unless the applicant has completed studies taught in English or English is their native language;
  - 10) a cover letter (max. 1,200 words) describing one's motivation for attending the doctoral school, one's research interests, and one's career-related goals;
  - 11) other relevant documents (maximum of 5, such as publications, confirmation of obtaining a scientific grant funded by NSC (PL: NCN), NCRD (PL: NCBiR), ERC);
  - 12) original ID or passport for inspection;
  - 13) confirmation of payment of the admission in the amount of PLN 200.
2. The Rector shall determine the specimens of the documents referred to in section 1 items 1, 3, 5-7 by means of regulation.
3. Specimens of the documents referred to in section 1 items 1, 3, 5-7 are available on the university's website: <http://doktoranckie.kozminski.edu.pl/> (Doctoral School tab) and in the Academic Promotions Office.
4. If there is any doubt as to the need for recognition of the diploma referred to in section 1 item 4, the Director of the Doctoral School may request the Director of the Polish National Agency for Academic Exchange to provide the information referred to in Article 326(4) of the Act of 20 July 2018 - Law on Higher Education and Science.

### **§ 6.**

The competitive admission procedure in the discipline of legal sciences is open to applicants who submit the documents specified in § 5 section 1 items 1-7 and 9-14, as well as an abstract of their master's thesis (maximum 1 page) by the deadline specified in § 3 section 1 or 2.

#### **§ 7.**

1. Admissions to the doctoral school are open to applicants with an English language proficiency certificate of at least C1 level according to the Common European Framework of Reference for Languages, obtained no earlier than 31 October 2020.
2. Admissions to the doctoral school are open to applicants with an English language proficiency certificate of at least B2 level according to the Common European Framework of Reference for Languages, obtained no earlier than 31 October 2020, provided that the applicant has obtained:
  - 1) at least 173 points for FCE, CAE, CPE, BEC Vantage, BEC Higher;
  - 2) a 6.5 average and at least a 5 on each part of the exam for IELTS Academic, or
  - 3) 84 points for TOEFL iBT.
3. A person without a certificate of proficiency in English may be admitted to the doctoral school if they have completed studies taught in English or if English is their native language.

### **III. ADAPTATION OF THE ADMISSION PROCESS TO THE SPECIAL NEEDS OF APPLICANTS WITH DISABILITIES**

#### **§ 8.**

1. The university makes use of its own resources and granted subsidies to take measures to enable applicants with disabilities to participate in the process of admission to the doctoral school.
2. The measures applied must not lower the substantive admission requirements for applicants and involve in particular removing architectural barriers taking into account the type of disability.
3. At the request of an applicant with disabilities, the Rector may modify the admission process as follows:
  - 1) allow third parties to participate in the admission process, with particular consideration of persons acting as interpreters/translators, assistants, stenographers;
  - 2) change the date of the interview – in justified cases;
  - 3) extend the duration of the interview.

### **IV. ADMISSION PROCEDURE**

#### **§ 9.**

1. Applicants for admission to the doctoral school in the discipline of management and quality sciences and economics and finance are accepted based on:
  - 1) a review of the submitted documents;
  - 2) the Admissions Committee's interview with the applicant.
2. The Admissions Committee shall review and assess the documents referred to in § 5 immediately after the applicant submits them. Applicants who obtain at least 60 points for criteria other than the interview will be invited for the interview referred to in section 1 item 2.
3. The interviews referred to in section 1 item 2 take place in the period from 8 July to 16 July 2024, and in the event that the places referred to in § 2 are not filled, in the period from 16 to 23 September 2024.



4. Admission to the doctoral school in the discipline of management and quality sciences and economics and finance takes place by way of enrolment in the doctoral programme on the basis of the score obtained.

Scoring criteria	Maximum number of points in the discipline of management and quality sciences	Maximum number of points in the discipline of economics and finance
Academic and professional achievements listed in the CV, including the level of proficiency in English	40	40
GRE/GMAT test score	10	10
Research concept, cover letter, recommendations	30	30
Other relevant documents	10	10
Interview	10	10
<b>IN TOTAL</b>	<b>100</b>	<b>100</b>

5. An applicant may be enrolled as a doctoral student in the disciplines of management and quality sciences and economics and finance if they obtain at least 65 points.

#### § 10.

1. Applicants for admission to the doctoral school in the discipline of legal sciences are admitted on the basis of:
  - 1) a review of the submitted documents;
  - 2) the Admissions Committee's interview with the applicant.
2. The Admissions Committee shall review and assess the documents referred to in § 6 immediately after the applicant submits them. Applicants who obtain at least 60 points for criteria other than the interview will be invited for the interview referred to in section 1 item 2.
3. The interviews referred to in section 1 item 2 take place in the period from 8 July to 16 July 2024, and in the event that the places referred to in § 2 are not filled, in the period from 16 to 23 September 2024.
4. Admission to the doctoral school in the discipline of legal sciences takes place by way of enrolment in the doctoral programme on the basis of the score obtained:

Scoring criteria	Maximum number of points in the discipline of legal sciences
Academic and professional achievements listed in the CV, including the level of proficiency in English	40
Research concept, cover letter, recommendations	30
Other relevant documents	10
Interview	20
<b>IN TOTAL</b>	<b>100</b>

5. An applicant may be enrolled as a doctoral student in the discipline of legal sciences if they obtain at least 70 points.

**§ 11.**

In justified cases, the interviews with applicants for admission to the doctoral school may be held with the use of technical devices that allow it to be conducted remotely with simultaneous direct transmission of image and sound.

**§ 12.**

Applicants with the highest scores (number of points) are admitted within the established limit of places.

**§ 13.**

1. The Admissions Committee's sessions shall be concluded with a record the specimen of which shall be determined by the Rector by means of regulation.
2. The record shall include a ranking list of applicants in each discipline, taking into account the score obtained and a recommendation for admission to the doctoral school for the designated applicants.
3. The record is to be signed by the Chair and the Members of the Admissions Committee.
4. The record shall be immediately submitted to the Rector.

**§ 14.**

1. The results of the competitive procedure are public and will be posted in the form of an announcement on the information board at KU, room A/7A.
2. Rejection of application for admission to the doctoral school takes the form of an administrative decision of the Rector. This decision may be appealed by submitting a request for reconsideration.

**V. FINAL PROVISIONS**

**§ 15.**

This resolution becomes effective on the day of its adoption.

**Chair of the Senate  
of Kozminski University**

**Professor Grzegorz Mazurek, PhD, DSc  
Rector**

**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2023/2024**

**RESOLUTION No. 11 – 2022/2023  
of the Senate of Kozminski University  
of 19 January 2023**

**on the rules of admission to the doctoral school in the academic year 2023/2024**

Pursuant to Article 200 section 2 of the Act of 20 July 2018 – *Law on Higher Education and Science* (Journal of Laws of the Republic of Poland of 2022, item 574, as amended), the Senate of Kozminski University resolves as follows:

**I. GENERAL PROVISIONS**

§ 1.

1. The Resolution sets out the rules for competitive admission to the doctoral school in social sciences in the disciplines of management and quality sciences, economics and finance, and legal sciences.
2. Education at the doctoral school is delivered in English.

§ 2.

The Rector is obliged to specify the number of places available to applicants for admission to the doctoral school by 30 April 2023.

§ 3.

1. Applicants shall submit their application for admission to the doctoral school and other documents referred to in § 5 between 19 and 26 June 2023, subject to sections 2 and 3.
2. The application for admission to the doctoral school in connection with the running of the “implementation doctorate” (PL: “doktorat wdrożeniowy”) programme and other documents referred to in § 5 shall be submitted between 4 and 10 September 2023.
3. If the places available referred to in § 2 are not filled, the Rector shall announce an additional round of admissions to the doctoral school, specifying the number of available places, no later than on 30 July 2023. Applicants shall submit their applications for admission to the doctoral school and other documents referred to in § 5 within the period specified in section 2.
4. The announcement referred to in section 3 will be posted online (<https://www.kozminski.edu.pl/pl/oferta-edukacyjna/szkola-doktorska/doctoral-school>).

§ 4.

1. Admissions are run by the Admissions Committee appointed by the Rector.
2. The Chair and the members of the Committee referred to in section 1 shall be appointed from among academic teachers holding the academic degree of “doktor” (PhD) or “doktor habilitowany” (PhD, DSc) or the title of “profesor Akademii Leona Koźmińskiego” (KU Professor).

## **II. COMPETITIVE ADMISSION DOCUMENTS**

### **§ 5.**

1. The competitive admission procedure in the disciplines of management and quality sciences and economics and finance will be open to applicants who submit the following documents by the deadline specified in § 3 (1) or (2):
  - 1) an application for admission to the doctoral school with justification;
  - 2) a curriculum vitae covering one's education, work experience, completed courses and training, foreign language skills, other relevant skills and experience;
  - 3) a personal questionnaire;
  - 4) a copy (original to be provided for inspection) of the diploma of completion of first-cycle studies and second-cycle studies or equivalent, as well as the relevant diploma supplements;
  - 5) up to three recommendations;
  - 6) an official statement of a KU researcher on consent to provide scientific supervision to the applicant if the applicant is admitted to the doctoral school;
  - 7) a research concept that falls within one of the areas of education in the doctoral school, approved by the future scientific supervisor;
  - 8) confirmation of GRE or GMAT test score with date and results – the date cannot be earlier than October 2018;
  - 9) proof of holding a language certificate attesting to one's knowledge of the English language, referred to in § 7 section 1 or 2, unless the applicant has completed studies taught in English or English is their native language;
  - 10) a cover letter (max. 1,200 words) describing one's motivation for attending the doctoral school, one's research interests, and one's career-related goals;
  - 11) applicant's statement of ability to attend obligatory courses taking place on-site on weekdays;
  - 12) other relevant documents (maximum of 5, such as publications, confirmation of obtaining a scientific grant funded by NSC (PL: NCN), NCRD (PL: NCBiR), ERC);
  - 13) original ID or passport for inspection;
  - 14) confirmation of payment of the admission in the amount of PLN 200.
2. The Rector shall determine the specimens of the documents referred to in section 1 items 1, 3, 5-7 by means of regulation.
3. Specimens of the documents referred to in section 1 items 1, 3, 5-7 are available on the university's website: <http://doktoranckie.kozminski.edu.pl/> (Doctoral School tab) and in the Academic Promotions Office.

### **§ 6.**

The competitive admission procedure in the discipline of legal sciences is open to applicants who submit the documents specified in § 5 section 1 items 1-7 and 9-14, as well as an abstract of their master's thesis (maximum 1 page) by the deadline specified in § 3 section 1 or 2.

### **§ 7.**

1. Admissions to the doctoral school are open to applicants with an English language proficiency certificate of at least C1 level according to the Common European Framework of Reference for Languages, obtained no earlier than 31 October 2020.
2. Admissions to the doctoral school are open to applicants with an English language proficiency certificate of at least B2 level according to the Common European Framework of Reference for Languages, obtained no earlier than 31 October 2020, provided that the applicant has obtained:
  - 1) at least 173 points for FCE, CAE, CPE, BEC Vantage, BEC Higher;
  - 2) a 6.5 average and at least a 5 on each part of the exam for IELTS Academic, or
  - 3) 84 points for TOEFL iBT.
3. A person without a certificate of proficiency in English may be admitted to the doctoral school if they have completed studies taught in English or if English is their native language.

### **III. ADAPTATION OF THE ADMISSION PROCESS TO THE SPECIAL NEEDS OF APPLICANTS WITH DISABILITIES**

#### **§ 8.**

1. The university makes use of its own resources and granted subsidies to take measures to enable applicants with disabilities to participate in the process of admission to the doctoral school.
2. The measures applied must not lower the substantive admission requirements for applicants and involve in particular removing architectural barriers taking into account the type of disability.
3. At the request of an applicant with disabilities, the Rector may modify the admission process as follows:
  - 1) allow third parties to participate in the admission process, with particular consideration of persons acting as interpreters/translators, assistants, stenographers;
  - 2) change the date of the interview – in justified cases;
  - 3) extend the duration of the interview.

### **IV. ADMISSION PROCEDURE**

#### **§ 9.**

1. Applicants for admission to the doctoral school in the disciplines of management and quality sciences and economics and finance are accepted based on a review of the submitted documents.
2. The Admissions Committee may invite the applicant for an interview in the period from 30 June to 11 July 2023, and in the event that the places referred to in § 2 are not filled, in the period from 18 to 26 September 2023.
3. The purpose of the interview referred to in section 2 is to verify the applicant's suitability for pursuing education at the doctoral school and to determine their proficiency in English. The interview is not subject to separate assessment.

4. In justified cases, the interview referred to in section 2 may be held with the use of technical devices that allow it to be conducted remotely with simultaneous direct transmission of image and sound.
5. Admission to the doctoral school in the disciplines of management and quality sciences and economics and finance takes place by way of enrolment in the doctoral programme on the basis of the score obtained:

<b>Scoring criteria</b>	<b>Maximum number of points in the discipline of management and quality sciences</b>	<b>Maximum number of points in the discipline of economics and finance</b>
Academic and professional achievements listed in the CV, including the level of proficiency in English	40	40
GRE/GMAT test score	20	20
Research concept, cover letter, recommendations	30	30
Other relevant documents	10	10
<b>IN TOTAL</b>	<b>100</b>	<b>100</b>

6. An applicant may be enrolled as a doctoral student in the disciplines of management and quality sciences and economics and finance if they obtain at least 65 points.

#### § 10.

1. Applicants for admission to the doctoral school in the discipline of legal sciences are admitted on the basis of:
  - 1) a review of the submitted documents;
  - 2) the Admissions Committee's interview with the applicant.
2. The Admissions Committee shall review and assess the documents referred to in § 6 immediately after the applicant submits them. Applicants who obtain at least 60 points for criteria other than the interview will be invited for the interview referred to in section 1 item 2.
3. The interviews referred to in section 1 item 2 take place in the period from 30 June to 11 July 2023, and in the event that the places referred to in § 2 are not filled, in the period from 18 to 26 September 2023.
4. Admission to the doctoral school in the discipline of legal sciences takes place by way of enrolment in the doctoral programme on the basis of the score obtained:

<b>Scoring criteria</b>	<b>Maximum number of points in the discipline of legal sciences</b>
Academic and professional achievements listed in the CV, including the level of proficiency in English	40
Research concept, cover letter, recommendations	30

Other relevant documents	10
Interview	20
<b>IN TOTAL</b>	<b>100</b>

5. An applicant may be enrolled as a doctoral student in the discipline of legal sciences if they obtain at least 15 points for the interview referred to in section 1 item 2.

**§ 11.**

In justified cases, the interviews with applicants for admission to the doctoral school may be held with the use of technical devices that allow it to be conducted remotely with simultaneous direct transmission of image and sound.

**§ 12.**

Applicants with the highest scores (number of points) are admitted within the established limit of places.

**§ 13.**

1. The Admissions Committee's sessions shall be concluded with a record the specimen of which shall be determined by the Rector by means of regulation.
2. The record shall include a ranking list of applicants in each discipline, taking into account the score obtained and a recommendation for admission to the doctoral school for the designated applicants.
3. The record is to be signed by the Chair and the Members of the Admissions Committee.
4. The record shall be immediately submitted to the Rector.

**§ 14.**

1. The results of the competitive procedure are public and will be posted in the form of an announcement on the information board at KU, room A/7A.
2. Rejection of application for admission to the doctoral school takes the form of an administrative decision of the Rector. This decision may be appealed by submitting a request for reconsideration.

## **V. FINAL PROVISIONS**

**§ 15.**

This resolution becomes effective on the day of its adoption.

Chair of the Senate  
of Kozminski University

Professor Grzegorz Mazurek, PhD, DSc  
Rector



**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2022/2023**

**RESOLUTION No. 45 - 2021/2022  
of the Senate of Kozminski University  
of 28 April 2022.**

**on the conditions and procedures for admission to the doctoral school  
for the academic year 2022/2023**

Pursuant to Article 200 (2) of the Law of July 20, 2018. Law on higher education and science and Science (Journal of Laws of 2022, item 574, as amended), the Senate of Kozminski University adopts the following resolution:

**I. GENERAL PROVISIONS**

**§ 1.**

1. The resolution establishes rules for competitive recruitment to the doctoral school in the social sciences in the disciplines of management and quality sciences, economics and finance, and legal sciences.
2. Education at the doctoral school is conducted in English.

**§ 2.**

In the 2022/2023 academic year, no more than 10 students may be admitted to the doctoral school.

**§ 3.**

The application for admission to the doctoral school and the other documents referred to in § 5, paragraph 1 shall be submitted by the candidates in the period from May 16 to June 26, 2022 and, in case the limit of places referred to in § 2 is not used, in the period from September 12 to 23, 2022. Information about the possibility of submitting documents by the additional deadline will be posted by August 31, 2022 on the website of Kozminski University (hereinafter "ALK")

**§ 4.**

1. Recruitment is carried out by a Recruitment Committee appointed by the Rector.
2. The chairman and members of the Commission referred to in paragraph 1 are appointed from among the academic staff of ALK.

## **II. DOCUMENTS IN THE COMPETITIVE RECRUITMENT PROCEDURE**

### **§ 5.**

1. Candidates who submit the following documents by the deadlines specified in § 3 shall participate in the competitive recruitment process:
  - 1) application;
  - 2) resume;
  - 3) list of publications;
  - 4) A list of scientific activities (including active and passive participation in scientific conferences);
  - 5) personal questionnaire;
  - 6) A copy (original for inspection) of a master's degree or equivalent;
  - 7) two recommendations;
  - 8) A statement of a researcher from ALK on consent to scientific supervision in case of admission to the doctoral school;
  - 9) Research concept according to the questionnaire accepted by the future research supervisor;
  - 10) Original identity card or passport for inspection;
  - 11) confirmation of payment of the qualification fee in the amount of 200 pln.
2. Application forms referred to in para. 1, 5, 7, 8 and 9 are available on the university's website: <http://doktoranckie.kozminski.edu.pl/> (Doctoral School tab) or at the Office of Doctoral Studies and Academic Advancement.

## **III. ADAPTATION OF THE PROCESS TO THE SPECIAL NEEDS OF CANDIDATES WHO ARE PERSONS WITH DISABILITIES**

### **§ 6.**

1. The University, within the framework of its own resources and allocated grants, shall take measures to enable candidates for doctoral school who are persons with disabilities to participate in the process of admission to doctoral school.
2. The measures taken must not reduce the substantive requirements for candidates and consist, in particular, in the removal of architectural barriers taking into account the type of disability.
3. The Chairman of the Recruitment Committee may, at the request of a candidate for doctoral school, adjust the organization and implementation of the recruitment process:
  - 1) Allow third parties to be included in the recruitment process, in particular acting as translators, assistants, transcribers;
  - 2) change, if warranted, the dates of the interview;
  - 3) Extend the duration of the interview.

#### IV. RECRUITMENT PROCEDURE

##### § 7.

1. The Recruitment Committee analyzes the documents submitted by the candidates with particular attention to the study concept referred to in § 5 (1) (9), and conducts interviews with the candidates
2. The interviews referred to in paragraph 1 shall be held in the period from July 4 to 6, 2022, and in the case of submission of documents by the additional deadline referred to in § 3, in the period from September 26 to 28, 2022. In justified cases, the interview may be held with the use of technical devices that allow remote interviewing with simultaneous direct transmission of video and audio and sound.

##### § 8.

1. Minutes of the recruitment proceedings shall be drawn up according to the model established by the Chairman of the Recruitment Committee.
2. The protocol includes a ranking list of candidates by discipline, taking into account the points obtained, as referred to in § 9
3. The minutes are signed by the Chairman and Members of the Recruitment Committee.

##### § 9.

1. Admission to the doctoral school is by entry into the list of doctoral students on the basis of credits earned:

Scoring criteria	Maximum number of points		
	Management and quality	Economics and finance	Legal sciences
Interview	70	70	70
Recommendation I	10	10	10
Recommendation II	10	10	10
Statement of researcher's consent to scientific supervision	30	30	30
Scientific activity of the candidate	20	20	20
Publication activity of the candidate	20	20	20
Research concept	40	40	40
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>200</b>

2. The minimum total number of points a candidate must obtain to be invited to an interview is 100 points.
3. Within the established limit of places, candidates who have obtained the highest number of points are admitted. A candidate who has obtained less than 170 points cannot be admitted to the doctoral school.

4. The results of the competition proceedings are public and will be announced on the information board at ALK headquarters, room A/7A.
5. Admission to the doctoral school is denied by administrative decision. The decision is subject to a request for reconsideration.

## **V. FINAL PROVISIONS**

### **§ 10.**

**The resolution comes into force on the date of adoption.**

**Senate President  
Kozminski University**

**Prof. Dr. Grzegorz Mazurek  
Rector**

**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2021/2022**

**RESOLUTION No. 34 - 2020/2021  
Of the Senate of Kozminski University  
of 29 April 2021.**

**Regarding rules of recruitment to Doctoral School in academic year 2021/2022**

Pursuant to the provisions of Article 200 (2) of the Law of July 20, 2018. *Law on education and Science* (Journal of Laws of 2021, item 478, as amended), the Senate of Kozminski University adopts the following resolution:

**I. GENERAL PROVISIONS**

**§ 1.**

1. The resolution establishes rules for competitive recruitment to the doctoral school in the social in the disciplines of management and quality sciences, economics and finance, and legal sciences.
2. Education at the doctoral school is conducted in English

**§ 2.**

The Rector, by April 30, 2021, determines the limit of places for applicants to the doctoral school.

**§ 3.**

Recruitment of candidates to the doctoral school is carried out in the period from May 05 to June 27, 2021, and in the event that the limit of places referred to in § 2 is not used, recruitment is carried out in the period from September 15 to 26, 2021.

**§ 4.**

1. Recruitment is carried out by a Recruitment Committee appointed by the Rector.
2. The chairman and members of the Commission referred to in paragraph 1 shall be appointed from among the academic staff of the Leon Kozminski Academy (hereinafter "ALK").

## **II. DOCUMENTS IN THE COMPETITIVE RECRUITMENT PROCEDURE**

### **§ 5.**

1. Candidates who submit the following documents participate in the competitive recruitment process:
  - 1) application;
  - 2) resume;
  - 3) list of publications;
  - 4) A list of scientific activities (including active and passive participation in scientific conferences);
  - 5) personal questionnaire;
  - 6) A copy (original for inspection) of a master's or equivalent diploma
  - 7) Two recommendations made according to Appendix 1a;
  - 8) A statement of a researcher from ALK on consent to scientific supervision in case of admission to the doctoral school (Appendix 1b);
  - 9) Research concept according to the questionnaire approved by the future research supervisor (Appendix 1c);
  - 10) Original identity card or passport for inspection.
2. Application forms referred to in § 5, para. 1, 5, 7, 8 and 9 are available on the university's website: <http://doktoranckie.kozminski.edu.pl/> (Doctoral School tab) or at the Office of Doctoral Studies and Academic Advancement.

## **III. ADAPTATION OF THE PROCESS TO THE SPECIAL NEEDS OF CANDIDATES WHO ARE PERSONS WITH DISABILITIES**

### **§ 6.**

1. The University, within the framework of its own resources and allocated grants, shall take measures to enable candidates for doctoral studies who are persons with disabilities to participate in the process of admission to doctoral school.
2. The measures taken must not reduce the substantive requirements for candidates and consist, in particular, in the removal of architectural barriers taking into account the type of disability.
3. The Rector may, at the request of a candidate for doctoral school, adjust the organization and implementation of the recruitment process:
  - 1) Allow third parties to be included in the recruitment process, in particular acting as translators, assistants, transcribers;
  - 2) change, if warranted, the dates of tests and interviews;
  - 3) Extend the duration of tests and interviews.



#### **IV. RECRUITMENT PROCEDURE**

##### **§ 7.**

Candidates to the doctoral school are admitted on the basis of the results of the admission procedure, which consists of:

- 1) analysis of the documents presented by the candidate with particular attention to the research concept referred to in § 5 (1) (9);
- 2) The candidate's interview with the Recruitment Committee shall be held in the period from 01 to 03 July 2021, and in the event that the limit of places referred to in § 2 is not used, recruitment shall be carried out in the period from 28 to 30 September 2021. In justified cases, the interview may be held with the use of technical devices that allow the interview to be conducted at a distance with simultaneous direct video and audio transmission.

##### **§ 8.**

1. Minutes of the recruitment proceedings shall be drawn up according to the model established by the Chairman of the Recruitment Committee.
2. The minutes are signed by the Chairman and Members of the Recruitment Committee.

##### **§ 9.**

1. Admission to the doctoral school is by entry into the list of doctoral students on the basis of credits earned:

<b>Scoring criteria</b>	<b>Maximum number of points</b>		
	<b>Management and quality</b>	<b>Economics and finance</b>	<b>Legal sciences</b>
<b>Interview</b>	<b>70</b>	<b>70</b>	<b>70</b>
<b>Recommendation I</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Recommendation II</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>Statement of researcher's consent to scientific supervision</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>Scientific activity of the candidate</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Publication activity of the candidate</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Research concept</b>	<b>40</b>	<b>40</b>	<b>40</b>
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>200</b>

2. The minimum total number of points a candidate must obtain to be invited to an interview is 100 points.
3. The minimum number of points an applicant must earn to be admitted to the doctoral school is 170 points.
4. The results of the competition proceedings are public and will be announced on the information board at ALK headquarters, room A/25.
5. Admission to the doctoral school is denied by administrative decision. The decision is subject to a request for reconsideration.

## **V. FINAL PROVISIONS**

### **§ 10.**

**The resolution comes into force on the date of adoption.**

**Senate President  
Kozminski University**

**Prof. Dr. Grzegorz Mazurek  
Rector**

**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2020/2021**

**RESOLUTION No. 18 – 2019/2020  
of the Senate of Koźmiński University  
of 23 April 2020**

**regarding rules of recruitment to Doctoral School in academic year 2020/2021**

Pursuant to the provisions of Article 200 (2) of the Act – *Law on Higher Education and Science* of 20 July 2018 (Journal of Laws of 2018, item 1668 as amended) the Senate of Koźmiński University hereby resolves as follows:

**I. GENERAL PROVISIONS**

**§ 1.**

1. This resolution sets forth the rules of recruitment in a competitive procedure to the doctoral school in the field of social sciences in the following disciplines: management and quality science, economy and finances, law sciences.
2. English is the language of instruction in the doctoral school.

**§ 2.**

By 30 April 2020 the Rector shall specify the limit of places for candidates to the doctoral school.

**§ 3.**

Recruitment of candidates to the doctoral school shall take place from 1 July to 20 September 2020.

**§ 4.**

1. The recruitment procedure shall be performed by a Recruitment Board appointed by the Rector.
2. The Chairperson and members of the Board referred to in section 1 above shall be appointed among university teachers of Koźmiński University (hereinafter “KU”).

## **II. DOCUMENTS IN THE COMPETITIVE RECRUITMENT PROCEDURE**

### **§ 5.**

1. The competitive recruitment procedure is open to candidates who shall submit the following documents:
  - 1) an application,
  - 2) a curriculum vitae,
  - 3) list of publications,
  - 4) list of academic activities (*inter alia* active and passive participation in scientific conferences),
  - 5) a personal questionnaire,
  - 6) a copy of master-degree diploma or equivalent (original available on request),
  - 7) concept of research according to the questionnaire with confirmed supervision consent given by the candidate to a supervisor,
  - 8) one recommendation given by a senior academic staff member of KU,
  - 9) original ID card or passport available on request.
2. Applications referred to in § 5 (1) (1), (5) & (7) are available at the University's website: <http://doktoranckie.kozminski.edu.pl> or in the Office for Doctoral Studies and Academic Promotion.

## **III. ADAPTING THE RECRUITMENT PROCEDURE TO SPECIFIC NEEDS OF CANDIDATES WITH DISABILITIES**

### **§ 6.**

1. The University – with the use of own means and obtained grants – undertakes measures aimed at facilitating participation in the doctoral school recruitment procedure for candidates with disabilities.
2. The undertaken measures cannot lessen essential requirements to be met by candidates and consist in removing architectonic barriers, taking into account the type of disability.
3. The Rector can – at the request of a candidate to the doctoral school – adapt the organisation and performance of the recruitment procedure in the following manner:
  - 1) allow for including third parties in the recruitment procedure, in particular in the role of translators, assistants and shorthand typists,
  - 2) change – in justified cases – the dates of tests and qualification interviews,
  - 3) extend the duration of tests and qualification interviews.

#### IV. RECRUITMENT PROCESS

##### § 7.

1. Candidates to the doctoral school shall be admitted based on the results of the recruitment procedure, which shall consist of:
  - 1) an analysis of documents submitted by the candidate, in particular taking into account the research concept referred to in § 5 (1) (7),
  - 2) a qualification interview with the candidate held by the Recruitment Board within the period from 21 to 25 September 2020.

##### § 8.

1. Minutes shall be drawn from the recruitment procedure according to the form set forth by the Chairperson of the Recruitment Board.
2. Minutes shall be signed by the Chairperson and Members of the Recruitment Board.

##### § 9.

1. Admittance to the doctoral school is effected by registering candidates on a list of doctoral students based on the achieved scores:

Scoring criteria	Maximum score		
	Management and quality	Economy and finances	Law science
Qualification interview	70	30	70
Recommendation of a senior academic staff member at KU	40	30	30
Research activity of the candidate	20	50	20
Publishing activity of the candidate	20	50	20
Research concept	50	40	60
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>200</b>

2. The minimum overall score which a candidate must obtain in the recruitment procedure is 170.
3. The results of the competitive recruitment procedure are public and shall be announced on an information board in the office of Koźmiński University, room A/25.
4. Refusal to admit a candidate to the doctoral school is made by way of an administrative decision. An appeal can be lodged against the decision.

## **V. FINAL PROVISIONS**

### **§ 10.**

**This resolution shall come into effect upon its adoption.**

**Chairman of the Senate of  
Kozmiński University**

**Witold T. Bielecki, Ph.D.  
Rector**

**KUDoS RECRUITMENT RULES IN EFFECT IN  
THE YEAR  
2019/2020**



**RESOLUTION No. 183 - 2018/2019**  
**Senate of Kozminski University**  
**of 25 April 2019.**

**Regarding rules of recruitment to Doctoral School in academic year 2019/2020**

Pursuant to the provisions of Article 200 (2) of the Law of July 20, 2018. *Law on education and Science* (Journal of Laws of 2018, item.1668, as amended), the Senate of Kozminski University hereby resolves as follows:

**I. GENERAL PROVISIONS**

**§ 1.**

1. The resolution establishes the rules for competitive recruitment to the doctoral school in the social in the disciplines of management and quality sciences, economics and finance, legal sciences and sociological sciences
2. Education at the doctoral school shall be conducted in English

**§ 2.**

The Rector, by 15 April 2019, determines the limit of places for applicants to the doctoral school.

**§ 3.**

Recruitment of candidates for the doctoral school is carried out from May 15 to October 15, 2019.

**§ 4.**

1. Recruitment is carried out by a Recruitment Committee appointed by the Rector.
2. The chairman and members of the Commission referred to in paragraph 1 shall be appointed from among the academic staff of the Leon Kozminski Academy (hereinafter "ALK").

## **II. DOCUMENTS IN THE COMPETITIVE RECRUITMENT PROCEDURE**

### **§ 5.**

1. Candidates who submit the following documents participate in the competitive recruitment process:
  - 1) application;
  - 2) resume;
  - 3) list of publications;
  - 4) A list of scientific activities (including active and passive participation in scientific conferences);
  - 5) personal questionnaire;
  - 6) A copy (original for inspection) of a master's or equivalent diploma
  - 7) Research concept according to the questionnaire with confirmation of consent to the scientific supervision of the promoter candidate;
  - 8) One recommendation from an independent researcher at ALK;
  - 9) Original identity card or passport for inspection.
2. Application forms referred to in § 5, paragraph 1,5 and 7 are available on the University's website: <http://doktoranckie.kozminski.edu.pl/> or at the Office for Doctoral Studies and Academic Advancement.

## **III. ADAPTATION OF THE PROCESS TO THE SPECIAL NEEDS OF CANDIDATES WHO ARE PERSONS WITH DISABILITIES**

### **§ 6.**

1. The University, within the framework of its own resources and allocated subsidies, shall take measures to enable doctoral candidates who are persons with disabilities to participate in the admission process to the doctoral school.
2. The measures taken must not reduce the substantive requirements for candidates and consist, in particular, in the removal of architectural barriers taking into account the type of disability.
3. The Rector may, at the request of a candidate for doctoral school, adjust the organization and implementation of the recruitment process:
  - 1) Allow third parties to be included in the recruitment process, in particular acting as translators, assistants, transcribers;
  - 2) change, if warranted, the dates of tests and interviews;
  - 3) Extend the duration of tests and interviews.

#### **IV. RECRUITMENT PROCEDURE**

##### **§ 7.**

1. Candidates to the doctoral school are admitted on the basis of the results of the admission procedure, which consists of:
  - 1) analysis of the documents presented by the candidate, with particular attention to the research concept referred to in § 5 (1) (7);
  - 2) The candidate's interview with the Recruitment Committee in the period from October 15 to 30 October 2019.

##### **§ 8.**

1. Minutes of the recruitment proceedings shall be drawn up according to the model established by the Chairman of the Recruitment Committee.
2. The minutes are signed by the Chairman and Members of the Recruitment Committee.

##### **§ 9.**

1. Admission to the doctoral school is by entry into the list of doctoral students on the basis of credits earned:

<b>Scoring criteria</b>	<b>Maximum number of points</b>			
	<b>Management and quality</b>	<b>Economics and finance</b>	<b>Sociology</b>	<b>Legal sciences</b>
Interview	70	30	50	70
Recommendation from an independent ALK employee	40	30	40	30
Scientific activity of the candidate	20	50	30	20
Publication activity of the candidate	20	50	20	20
Research concept	50	40	60	60
<b>TOTAL</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>

2. The minimum total number of points that a candidate must obtain throughout the proceedings is 170 points.
3. The results of the competition proceedings are public and will be announced on the information board at ALK headquarters, room A/25.
4. Admission to the doctoral school is denied by administrative decision. The decision is subject to a request for reconsideration.

## **V. FINAL PROVISIONS**

### **§ 10.**

**The resolution comes into force on the date of adoption.**

**Senate President  
Kozminski University**

**Dr. Witold T. Bielecki  
Rector**



KOZMINSKI UNIVERSITY

## **APPENDIX 6**

# **COMPOSITION OF RECRUITMENT COMMITTEES IN THE PERIOD COVERED BY THE EVALUATION WITH JUSTIFICATION OF SUCH SELECTION IN THE CONTEXT OF GUARANTEEING AND ENSURING A HIGH STANDARD OF RECRUITMENT**

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2024/2025**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.

**Decision No. 26 - 2023/2024**  
**Rector of Kozminski University**  
**of 27 May 2024**

**On the appointment of Recruitment Committees for admission of candidates  
to the Doctoral School in the academic year 2024/2025**

Pursuant to § 4 paragraph 1 of Resolution No. 8 - 2023/2024 of the Senate of the Kozminski University dated 25 January 2024 on the principles of recruitment to the Doctoral School in the academic year 2024/2025, it is ordered as follows:

**§ 1.**

Recruitment Committees are appointed to admit candidates to the Doctoral School for the 2024/2025 academic year with the following compositions:

**1) In the discipline of management and quality sciences:**

Prof. dr hab. Jerzy Cieřlik - chairman

Prof. ALK dr hab. Narcyz Roztocki

Dr Dawid Kostecki

Dr Miłosz Miszczyński

**2) In the discipline of economics and finance:**

Prof. ALK dr hab. Waldemar Karpa - chairman

Prof. ALK dr hab. Narcyz Roztocki

Dr Dawid Kostecki

Dr Grygorii Kravchenko

**3) In the discipline of legal sciences:**

Dr Dawid Kostecki - chairman

Prof dr hab. Jerzy Cieřlik

Dr Michał Ziółkowski

**§ 2.**

The decision comes into force on the date of signature.

Rector

Professor Grzegorz Mazurek, PhD, DSc

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2023/2024**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.



**Decision No. 35 - 2022/2023**  
**Rector of Kozminski University**  
**as of 1 June 2023**

**On the appointment of Recruitment Committees for admission of candidates  
to the Doctoral School in the academic year 2023/2024**

Pursuant to § 4 (1) of Resolution No. 11 - 2022/2023 of the Senate of the Kozminski University dated on 19 January 2023 on the rules for recruitment to the Doctoral School in the academic year 2022/2023, it is ordered as follows:

**§ 1.**

Recruitment Committees are appointed to admit candidates to the Doctoral School for the 2023/2024 academic year with the following compositions:

- 1) In the discipline of management and quality sciences:
  - a) Prof. ALK dr hab. Anna Baczyńska - chairman,
  - b) Dr Elwira Duś-Prieto,
  - c) Dr Grygorii Kravchenko;
- 2) In the discipline of economics and finance:
  - a) Prof. ALK dr hab. Waldemar Karpa - chairman,
  - b) Prof. ALK dr hab. Jacek Tomkiewicz,
  - c) Prof. ALK dr hab. Paweł Korzyński;
- 3) In the discipline of legal sciences:
  - a) Prof. ALK dr hab. Jan Chmielewski - chairman,
  - b) Prof. ALK dr hab. Lukasz Gruszczyński,
  - c) Prof. ALK dr hab. Paweł Krzyworzeka.

**§ 2.**

The decision comes into force on the date of signature.

**Rector**

Professor Grzegorz Mazurek, PhD, DSc

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2022/2023**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.

**Decision No. 29 - 2021/2022**  
**Rector of Kozminski University**  
**dated September 12, 2022**

**On changes in the composition of Recruitment Committees for admission of candidates  
To the Doctoral School in the academic year 2022/2023**

Pursuant to § 4 paragraph 1 of Resolution No. 45 - 2021/2022 of the Senate of the Kozminski University of 28 April 2022 on the principles of recruitment to the Doctoral School in the academic year 2022/2023, it is ordered as follows:

**§1.**

1. To the composition of the Recruitment Committee for admission of candidates to the Doctoral School for the academic year 2022/2023, appointed by Decision No. 25 - 2021/2022 of the Rector of Kozminski University dated May 9, 2022, the following persons are appointed:
  - Prof. dr hab. Jerzy Cieřlik;
  - Prof. ALK dr hab. Dominika Wojtowicz;
  - Prof. ALK dr hab. Robert Zieliński.
2. The composition of the Commission referred to in paragraph 1 is as follows:
  - Prof. dr hab. Dorota Dobija - Director of the Doctoral School, Chairwoman of the Commission
  - Prof. dr hab. Jerzy Cieřlik
  - Prof. dr hab. Krzysztof Jackowicz
  - Prof. ALK dr hab. Łukasz Gruszczyński
  - Prof. ALK dr hab. Agnieszka Grzelak
  - Prof. ALK dr hab. Paweł Krzyworzeka
  - Prof. ALK dr hab. Jacek Tomkiewicz
  - Prof. ALK dr hab. Dominika Wojtowicz
  - Prof. ALK dr hab. Robert Zieliński
  - Dr Elwira Duć-Prieto
  - The candidate's proposed Research Supervisor.

**§2.**

The decision comes into force on the date of signature.

**Rector**

Professor Grzegorz Mazurek, PhD, DSc

**COMPOSITIONS OF KUDoS  
RECRUITMENT COMMITTEES  
IN 2022/2023  
(ADDITIONAL RECRUITMENT IN SEPTEMBER)**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.

**Decision No. 25 - 2021/2022**  
**Rector of Kozminski University**  
**of 9 May 2022**

**On the appointment of Recruitment Committees for the admission of candidates  
to the Doctoral School in the academic year 2022/2023**

Pursuant to § 4 paragraph 1 of Resolution No. 45 - 2021/2022 of the Senate of the Kozminski University of 28 April 2022 on the principles of recruitment to the Doctoral School in the academic year 2022/2023, it is ordered as follows:

**§ 1.**

1. A Recruitment Committee is appointed to admit candidates to the Doctoral School for the academic year 2022/2023, hereinafter referred to as the Commission, with the following composition:
  - Prof. dr hab. Dorota Dobija - Director of the Doctoral School, Chairwoman of the Commission
  - Prof. dr hab. Krzysztof Jackowicz
  - Prof. ALK dr hab. Łukasz Gruszczyński
  - Prof. ALK dr hab. Agnieszka Grzelak
  - Prof. ALK dr hab. Paweł Krzyworzeka
  - Prof. ALK dr hab. Jacek Tomkiewicz
  - dr Elwira Duś-Prieto
  - The candidate's proposed Scientific Supervisor
2. The Director of the Doctoral School appoints 4 members from the Commission, to evaluate the application of a given candidate.

**§ 2.**

Also participating in the work of the Recruitment Committee is the Head of the Office for Doctoral Studies and Academic Promotions, who provides organizational and administrative support for the work of the Recruitment Committee.

**§ 3.**

The decision comes into force on the date of signature.

**Rector**

**Professor Grzegorz Mazurek, PhD, DSc**

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2021/2022**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.

**Decision No. 22 - 2020/2021**  
**Rector of Kozminski University**  
**as of June 30, 2021**

**On the appointment of Recruitment Committees for admission of candidates  
to the Doctoral School in the academic year 2021/2022**

Pursuant to § 4 paragraph 1 of Resolution No. 34 - 2020/2021 the Senate of Kozminski University of 29 April 2021 on the rules for recruitment to the Doctoral School in the academic year 2021/2022, it is ordered as follows:

**§ 1.**

Recruitment Committees are appointed to admit candidates to the Doctoral School for the academic year 2021/2022 with the following composition:

Prof. dr hab. Dorota Dobija - Chairperson  
Prof. dr hab. Wojciech Góralczyk  
Prof. dr hab. Dariusz Jemielniak  
Prof. dr hab. Krzysztof Oblój  
Prof. ALK dr hab. Domenico Buccella  
Prof. ALK dr hab. Sebastian Jarzębowski  
Prof. ALK dr hab. Małgorzata Runiewicz-Wardyn  
Prof. ALK dr hab. Jacek Tomkiewicz  
Prof. ALK dr hab. Maciej De Abgaro Zachariasiewicz  
Dr Anna Górską

**§ 2.**

The decision comes into force on the date of signature.

**Rector**

**Professor Grzegorz Mazurek, PhD, DSc**

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2020/2021**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.



**Order No. 59 - 2019/2020**  
**Rector of Kozminski University**  
**dated May 28, 2020.**

**On the appointment of Recruitment Committees for admission of candidates  
to the Doctoral School in the academic year 2020/2021**

Pursuant to § 4 of Resolution No. 18 - 2019/2020 of the Senate of the Kozminski University dated 23 April 2020 on the principles of recruitment to the Doctoral School in the academic year 2020/2021, it is ordered as follows:

**§ 1.**

Recruitment Committees are appointed to admit candidates to the Doctoral School for the academic year 2020/2021 with the following composition:

Prof. dr hab. Dorota Dobija - Chairwoman of the Commission  
Prof. dr hab. Dariusz Jemielniak  
Prof. dr hab. Grzegorz Mazurek  
Prof. ALK dr hab. Mariola Ciszewska-Mlinarić  
Prof. ALK dr hab. Giuseppe Grossi  
Prof. ALK dr hab. Łukasz Gruszczyński  
Prof. ALK dr hab. Agnieszka Grzelak  
Prof. ALK dr hab. Artur Mudrecki  
Prof. ALK dr hab. Czesław Szmidt  
Prof. ALK dr hab. Maciej Zachariasiewicz

**§ 2.**

The Ordinance shall come into effect as of the date of signature.

Rector

Professor Grzegorz Mazurek, PhD, DSc

# **COMPOSITIONS OF KUDoS RECRUITMENT COMMITTEES IN 2019/2020**

**Justification:** The recruitment committee for the doctoral school was carefully assembled, with an emphasis on interdisciplinarity, enabling a comprehensive assessment of candidates. Members, selected for their extensive research, teaching and supervisory experience, guaranteed a proper assessment of the candidates' scientific potential and development. Experience in managing research grants allowed the committee to effectively assess the scientific value of projects. Thanks to these criteria, the selection process maintained high standards, contributing to the development of research and raising the level of doctoral education.

**Order No. 39 - 2018/2029**  
**Rector of Kozminski University**  
**of 26 April 2019**

**on the appointment of Recruitment Committees for the admission of candidates  
to the Doctoral School for the academic year 2019/2020**

Pursuant to § 4 of Resolution No. 183 - 2018/2019 of the Senate of Kozminski University of 25 April 2019 on the principles of recruitment to the Doctoral School in the academic year 2019/2020, it is ordered as follows:

**§ 1.**

Recruitment Committees are appointed for the admission of candidates to the Doctoral School for the academic year 2019/2020 with the following composition:

Prof. dr hab. Dorota Dobija - Chairman of the Commission  
Prof. dr hab. Dariusz Jemielniak  
Prof. KU dr hab. Bartłomiej Nowak  
Prof. KU dr hab. Czesław Szmidt

**§ 2.**

The Ordinance shall enter into force on the date of signature.

Rector

Prof. KU dr hab. Witold T. Bielecki



KOZMINSKI UNIVERSITY

## **APPENDIX 7**

# **INTERNAL LEGAL ACTS PREPARED FOR THE MID-TERM EVALUATION PURPOSES IN FORCE DURING THE PERIOD COVERED BY THE EVALUATION**

# **MID-TERM EVALUATION PROCEDURE FOR KUDoS PARTICIPANTS**

## **The Process of Mid-term PhD Student Evaluation in KU Doctoral School**

The process was developed pursuant to the legal regulations currently in force that specify the form and rules of how the KU Doctoral School functions, namely the Act of 20 July 2018 on the Law on Higher Education (i.e. Journal of Laws of 2020, art. 85, with subsequent amendments) as well as the Regulations of the KU Doctoral School.

1. A mid-term PhD student evaluation is conducted during the fourth semester of studies from 1 September to 1 November.
2. The evaluation is conducted by an evaluation committee appointed individually for each doctoral student by the Director of the KU Doctoral School on a proposal from the Scientific Council of the KU Doctoral School.
3. The Regulations of the KU Doctoral School specify that the Evaluation Committee is composed of three members, with one member holding a post-doctoral habilitation degree or a title of a professor in the discipline of the doctoral dissertation who is required to be employed by another tertiary education institution, and with the other two members being employed by KU and holding post-doctoral habilitation degrees or titles of professor. The supervisor and the auxiliary supervisor as well as the members of the Scientific Council of the KU Doctoral School shall not be the members of the Evaluation Committee.
4. The Evaluation Committee may debate on-line.
5. For the purpose of a mid-term evaluation students submit a „Mid-term Report on the Progress in Research and Writing the Dissertation”. This report together with the appendices is submitted by doctoral students in a paper form and also sent electronically to the following email address: [dobosrzr@kozminski.edu.pl](mailto:dobosrzr@kozminski.edu.pl)
6. In the report students present their achievements in three areas:
  - A. Progress in research.
  - B. Presentation of research achievements.
  - C. Other forms of research activities and publications.
7. Each activity in the three areas of the report must be documented. Declarations by students which are not documented shall not be evaluated. A „Mid-term Report on Progress in Research and Writing the Dissertation” should be maximum five-page long (excluding appendices) and formatted in A4, Times New Roman, font size 12 and 1.5 spacing. The structure of a „Mid-term Report on the progress in Research and Writing the Dissertation” and the methods of documenting the achievements of doctoral student are specified in Appendix 1.
8. During an Evaluation Committee meeting a doctoral student presents his/her achievements in the three areas of evaluation. He or she may use a multimedia presentation.
9. The Committee evaluates the three areas of activities of doctoral student listed in point 6 using the following scale:
  - A. Progress in research: 0 – 20 points
  - B. Presentation of research achievements: 0 – 20 points
  - C. Other forms of research activities and publications: 0 – 10 points
10. The maximum number of points that the Committee can grant for the three areas is 50.

11. The Evaluation Committee takes decisions by an ordinary majority of votes. In case the number of Evaluators even and the number of 'for' and 'against' votes is equal, the vote of the Chairperson of the Committee is decisive.
12. A mid-term evaluation can be either positive or negative.
13. A mid-term evaluation is positive if a doctoral student has received at least 30 points.
14. A report on the meeting of the Committee is written and then signed by the Chairperson. The structure of this report is enclosed in Appendix 2.
15. The result of the evaluation and its justification are available to the candidate. They will be disclosed at the request of the doctoral student who has been evaluated if he or she makes a request to the Director of the KU Doctoral School.
16. A doctoral student is removed from the student list if an evaluation is negative.
17. A doctoral student with a negative evaluation has the right to appeal to the KU Rector within 14 days from receiving a negative evaluation result from the Committee.
18. The Rector's decision is final.

Appendix 1.

**Structure of a „Mid-term Report on the Progress in Research and Writing the Dissertation” and the method of documenting achievements**

Evaluation area/Title of the report section	Type of activity/ Title of the report subsection	The method of documenting achievements (Appendix to the report)	Number of points
<b>A. Progress in research</b>	A. 1. The degree of implementation of an Individual Research Plan (IRP) in each of its elements	A written declaration of the supervisor and auxiliary supervisor (if he/she was appointed) confirming the activities presented in the doctoral student's report in part A.1, A.2 and A.3 (Appendix A to the report in its electronic form)	0-20
	A. 2. Timeliness of IRP implementation in respect of the work schedule of the doctoral dissertation.		
	A.3. Justification of the relationship with the effects of learning for the qualifications at level 8 of the Polish Framework of Qualifications.		
<b>B. Presentation of research achievements</b>	B. Research achievements	B. 1. Current advancement of work on the doctoral dissertation (Appendix B.1 to the report in its electronic form) B 2. Documentation of the conducted research (Appendix B.2 to the report in its electronic form) B 3. Scientific articles or their parts if the doctorate is to be composed of a series of articles (Appendix	0-20



		B. 3 to the report in its electronic form)	
<b>C. Other forms of research activities and publications</b>	C. 1. Reviewed scientific publications (published or accepted for publication)	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendix C.1 to the report in its electronic form)	0-10
	C.2. Research grants	A decision made by the KU Rector, the National Science Centre or the National Centre for Research and Development, and similar institutions to give a grant; confirmation of a grant application; confirmation from the research grant manager; a decision to give a collegial grant (Appendices C.2 to the report in its electronic form)	
	C. 3. Participation in scientific conferences	Confirmation from the conference organizer (Appendix C.3 to the report in its electronic form)	
	C.4. Other publications and scientific articles including those considered to be of a popular science type	A copy of an article or a chapter in a monograph, information from the editors that the text was accepted for publication (Appendices C.4 to the report in its electronic form)	
	C.5. Academic trainings/internships	An opinion of the head of academic training/internship (Appendix C.4 to the report in its electronic form)	

## Appendix 2

### Structure of a report on mid-term evaluation meeting

#### REPORT ON MID-TERM PhD STUDENT EVALUATION IN KOZMINSKI UNIVERSITY DOCTORAL SCHOOL

Surname:.....

Name/Names: .....

PESEL number: .....

Academic year when studies in the Doctoral School started: .....

	Area of mid-term evaluation	Partial evaluation [number of points]
1.	Progress in research	
2.	Presentation of research achievements	
3.	Other forms of research activities and publications	
4.	Total number of points	

RESULT OF MID-TERM EVALUATION: ..... pts. – Positive/Negative

Justification of the mid-term evaluation result

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Evaluation Committee

Chairperson – .....

Secretary – .....

Member – .....

## **PEŁNOMOCNICTWO Nr 13 - 2024/2025**

wystawione w dniu 12 marca 2025 roku w Warszawie

### § 1.

Ja, niżej podpisany, prof. dr hab. Grzegorz Mazurek, działając jako Rektor Akademii Leona Koźmińskiego z siedzibą w Warszawie przy ul. Jagiellońskiej 59, 03-301 Warszawa (dalej jako: „Akademia”), udzielam prof. ALK dr. hab. Tomaszowi Olejniczakowi – Dyrektorowi Szkoły Doktorskiej, pełnomocnictwa do podpisania:

- 1) raportu samooceny w ramach ewaluacji jakości kształcenia w Szkole Doktorskiej;
- 2) uzupełnień i uwag do raportu samooceny, o którym mowa w pkt 1;
- 3) zastrzeżeń do oceny z ewaluacji jakości kształcenia.

### § 2.

Wszelkie zmiany niniejszego pełnomocnictwa wymagają zachowania formy pisemnej pod rygorem nieważności.

### § 3.

Niniejsze pełnomocnictwo nie obejmuje prawa do udzielania dalszych pełnomocnictw.

### § 4.

Niniejsze pełnomocnictwo zostało wystawione w trzech jednobrzmiących egzemplarzach, z których jeden otrzymuje Mocodawca, drugi Pełnomocnik, trzeci do akt Akademii.

### § 5.

Niniejsze pełnomocnictwo obowiązuje od dnia wystawienia do odwołania, nie dłużej jednak niż do 31 sierpnia 2028 r.

.....  
Mocodawca

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# KEN

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2023-2027



**NATIONAL  
INFORMATION  
PROCESSING**  
INSTITUTE



Minister of Science  
Republic of Poland

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Assessment of the quality of education in doctoral schools  
is made by the Science Evaluation Committee

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The Evaluation System of Doctoral Schools  
is financed by the Ministry of Science

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