

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

Szkoła Doktorska BioPlanet

Muzeum i Instytut Zoologii Polskiej Akademii Nauk
Instytut Paleobiologii im. Romana Kozłowskiego Polskiej Akademii Nauk
Instytut Biologii Ssaków Polskiej Akademii Nauk

Evaluation period: 28-05-2019 to 11-05-2025
EZD case number: DN-WAN.560.9.2025

Date and time:
04.08.2025, 23:26

TABLE OF CONTENTS

1. PART A	3
2. VISITING CARD	4
3. INFORMATION ON THE ENTITY'S COOPERATION WITH THE DOCTORAL STUDENTS' COUNCIL	9
4. INFORMATION ON THE DOCTORAL SCHOOL GROUPED BY 8 EVALUATION CRITERIA	10
4.1. Adequacy of the education program and individual research plans to the learning outcomes for qualifications at PRK level 8 and their implementation	11
4.2. Method of verifying learning outcomes for qualifications at PRK level 8	12
4.3. Qualifications of academic teachers or research staff conducting education at the doctoral school	13
4.4. Quality of the recruitment process	14
4.5. Quality of scientific or artistic supervision and support for conducting scientific activities	15
4.6. Integrity of the mid-term evaluation process	16
4.7. Internationalization	17
4.8. Effectiveness of doctoral education	19
5. ATTACHMENTS	22
6. STATEMENTS	24
7. AUTHORIZATIONS	25

PART A

Director / Head of Doctoral School

First Name

Przemysław

Last Name

Chylarecki

Email Address

pchylarecki@miiz.waw.pl

Doctoral School Address

City

Warszawa

Voivodeship

14

Zip code

00-818

Street

Twarda

Building Number

51/55

Premises No.

-

Contact

Website

<https://szkoladoktorska-bioplanet.pl/>

Email Address

sekretariat@miiz.waw.pl

VISITING CARD

Basic Information about the Doctoral School

Year of Creation

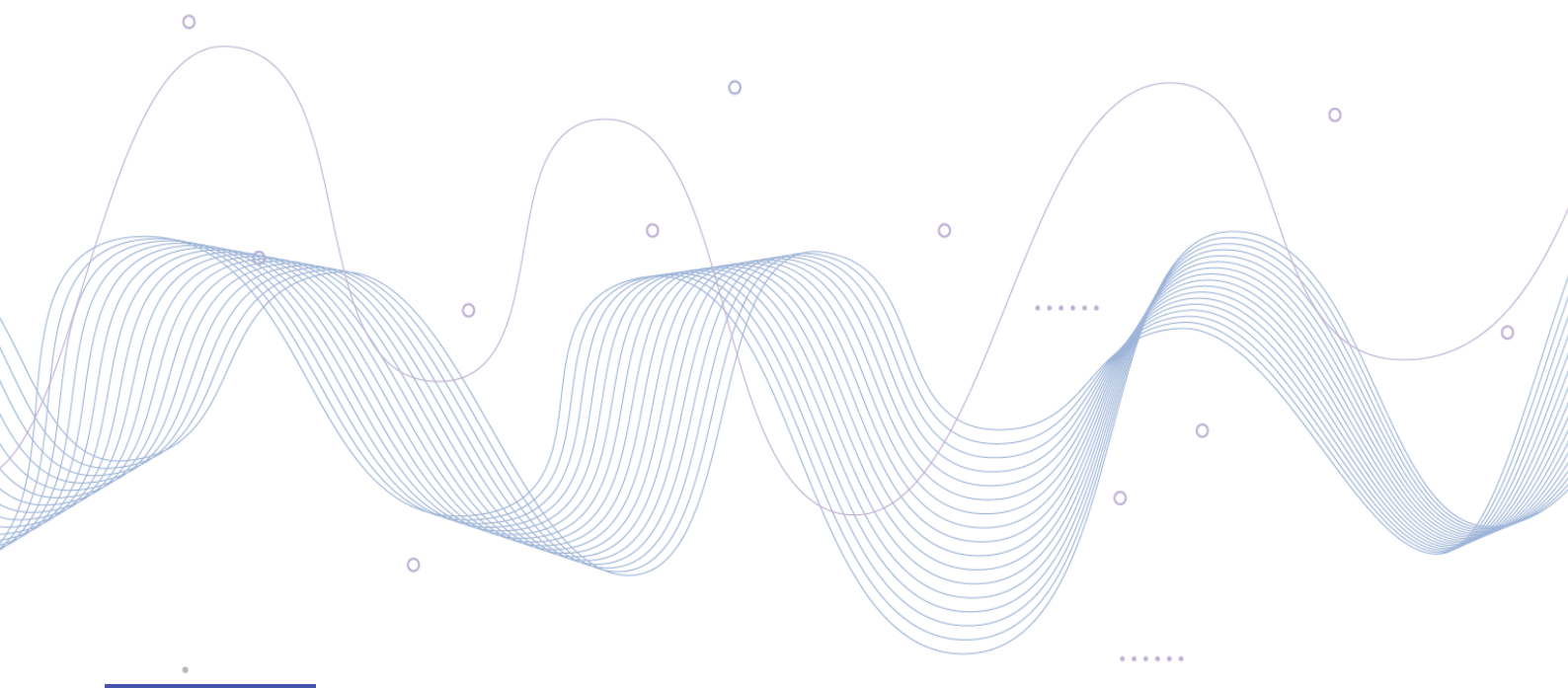
2019

Institutions running the doctoral school

Muzeum i Instytut Zoologii Polskiej Akademii Nauk

Instytut Paleobiologii im. Romana Kozłowskiego Polskiej Akademii Nauk

Instytut Biologii Ssaków Polskiej Akademii Nauk



Field of Education	Education Disciplines
Natural sciences	biological sciences earth and related environmental sciences

Name/Scope of the Education Program (PL)	Name/Scope of the Education Program (EN)
Regulamin Szkoły Doktorskiej BioPlanet	Biology and paleobiology

Characteristics of the Doctoral School

The BioPlanet Doctoral School offers an interdisciplinary training program preparing candidates for a PhD in the disciplines of Biological Sciences and Earth and Environmental Sciences.

The mission of the BioPlanet Doctoral School is to educate researchers capable of conducting independent scientific research, competent in collaborating within an international scientific environment, able to critically analyze facts, and committed to maintaining high standards in research quality. Our goal is for doctoral candidates to acquire a solid understanding of key issues in contemporary biology and paleobiology, which they can apply in the analysis of both modern and fossil organisms. We aim for them to gain the knowledge and skills necessary to conduct modern and competitive research in Poland and internationally, contributing to scientific progress.

The features that distinguish BioPlanet from other doctoral schools include:

- a small number of doctoral candidates,
- half of the doctoral candidates are foreigners,
- courses are conducted in English,
- regular presentation of research results at international conferences,
- most courses are delivered online,
- blocks of engaging field courses,
- doctoral recruitment primarily within externally funded projects.

The small number of doctoral candidates, combined with the specific nature of the training program, allows BioPlanet's academic staff to become well-acquainted with the students of the school. Relationships with doctoral candidates are far from anonymous, enabling the development of better, individually tailored interactions. The school is an attractive environment for scientific development and PhD preparation for international candidates, due to compelling research topics and a high-quality academic staff accustomed to regular international collaboration. The use of English as the primary language of communication, in turn, introduces Polish doctoral candidates to using the language in international contexts, facilitating conference presentations and collaboration on joint publications. Supervisors are typically researchers with established international reputations, which ensures that doctoral candidates are regularly exposed to the global scientific community from the beginning of their training.

Online classes allow both doctoral candidates and faculty to use their time more efficiently, without the need for frequent travel between distant locations. This enables our doctoral candidates to participate in courses even when conducting fieldwork in New Caledonia or analyzing data in the United States. Candidates based at the institute in Białowieża are not required to travel to Warsaw for lectures. In addition to Teams and email, doctoral candidates have access to an integrated online support platform, including web-based versions of standard tools such as Word, Excel, and PowerPoint. On the other hand, doctoral candidates greatly value the multi-day field courses conducted in the Białowieża Forest and the full-day practical paleontology courses held in the Owadow quarry.

Most BioPlanet doctoral candidates conduct their research with funding secured through dedicated research projects. This allows for better financial support for research, including funding for participation in international conferences and short-term visits to foreign research institutions.

The key strengths of the school are closely linked to its distinctive features. The small number of doctoral candidates allows supervisors to devote more attention to the development of each young researcher. The high degree of internationalization enables doctoral candidates to accelerate their scientific growth, making use of opportunities arising from the extensive international networks of supervisors and other faculty members involved in the program.

The main achievements of the school include numerous high-quality publications by doctoral candidates, carried out within international research teams and published in respected international journals. So far, three graduates have completed the program, all of whom defended high-quality dissertations. In the coming months, several more candidates—who clearly show strong potential as researchers—will join this group of alumni.

Additional Information about the Doctoral School

Educating Staff

Numerical data for the evaluation period

Educating Staff	Instructors	Supervisors	Assistant Supervisors
Number of people	39	26	14

Doctoral Students

Number of doctoral students (total): 37

Recruitment during the evaluation period	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
Number of recruited doctoral students	6	5	10	8	6	4	39
Number of doctoral students who completed the doctoral school	2	1	0	0	0	0	3
Number of doctoral students removed from the doctoral student list	2	1	2	2	1	0	8

Mid-term evaluation results	Positive	Negative
Number of Doctoral Students	20	0

Educational Programs	Number of Doctoral Students
Biology and paleobiology	37

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	0
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	0

Graduates

Numerical data for the evaluation period

Number of graduates who applied for initiation of proceedings for the award of a doctoral degree	3
Number of doctoral students who completed the doctoral school	3

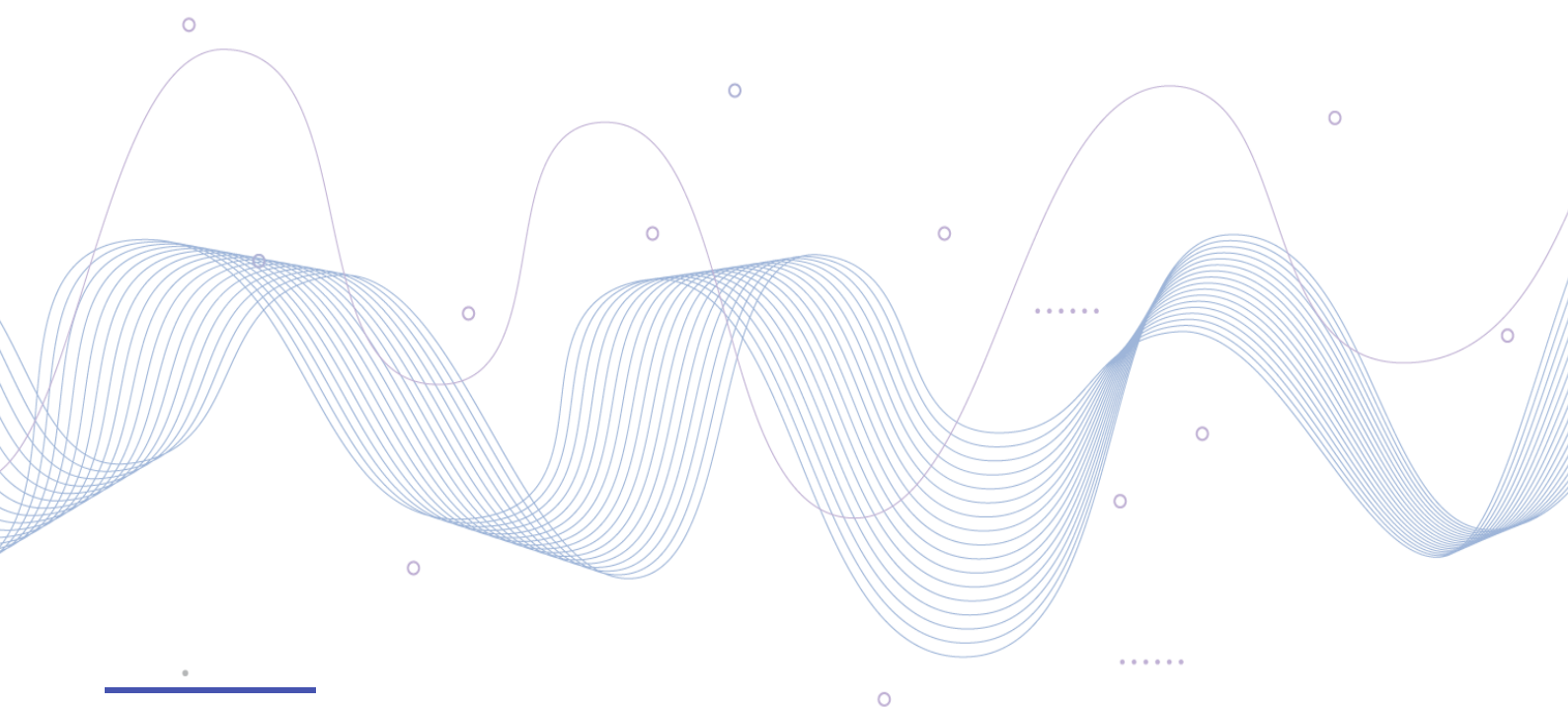
INFORMATION ON THE ENTITY'S COOPERATION WITH THE DOCTORAL STUDENTS' COUNCIL

The Doctoral Students' Council of the BioPlanet Doctoral School collaborates well with the coordinators and is actively involved in the school's functioning. We greatly value this cooperation. The Council frequently contacts the coordinators regarding the organization of lectures and classes, points out irregularities (e.g., inconvenient schedules, gaps in content), and proposes improvements to the curriculum. For example, in the past academic year, PhD students expressed interest in a lecture or training on postdoctoral career opportunities in Europe. Efforts are currently underway to find a suitable option. The Council also supports the integration of PhD students. We strive to make integration a meaningful part of their academic experience. This is especially important in BioPlanet, as the school consists of three institutes—one in Białowieża and two in Warsaw. Students from different institutes do not meet regularly and had limited contact during the pandemic. In 2024, the Doctoral Students' Council at the Institute of Paleobiology organized a joint integration meeting with PhD students from the GeoPlanet Doctoral School. The event took place in Warsaw during our school's reporting session. For such purposes, the Council at the Institute of Paleobiology has a dedicated budget of 1500 PLN. As the meeting proved successful, the Council announced plans for another meeting with BioPlanet students. Additionally, the Council contributed to organizing a supervisor evaluation survey.

Examples of the Doctoral Students' Council activities include:

- Contacting the coordinator on behalf of other students and arranging meetings
- Submitting course proposals
- Suggesting changes to the curriculum
- Participating in the School Council
- Representing doctoral students in committees and councils

INFORMATION ON THE DOCTORAL SCHOOL GROUPED BY 8 EVALUATION CRITERIA



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

Education within the BioPlanet program enables the achievement of learning outcomes at the level of PRK 8. In the area of developing key skills (P8U_U) and social competences (P8U_K) of doctoral candidates, two educational modules play a leading role: the Doctoral Seminar and the Specialist Lab. Each of them is implemented throughout the entire four-year education period, providing the opportunity to transfer and improve skills essential for a scientist's professional functioning. The Doctoral Seminar, conducted as a mandatory course, gathers all PhD candidates of the school (c.20 individuals) for a joint seminar meeting. Each year, a doctoral candidate is required to participate in the seminar in each of the following three roles: (1) as a presenter of a standard conference-style presentation (20 minutes), discussing (a) results of studies published by other researchers or (b) results of research conducted as part of their own doctoral project; (2) as a reviewer assessing a type (1) presentation delivered by another doctoral candidate; (3) as a presenter summarizing the results of an interesting scientific article in a 5-minute talk based solely on the printed version of the publication shown on the screen.

For standard presentations (1), during the first years, PhD candidates give reviews on selected cross-cutting topics, synthesizing the results of published research. They may choose the topic of the presentation from lists of issues prepared by the course instructors, covering (a) ecology and zoology, (b) molecular biology, and (c) paleobiology. For each topic, several key publications are indicated. In the 3rd or 4th year, the PhD candidate presents results of their own work carried out within the doctoral project. The standard presentation is followed by a discussion, in which the presenter answers questions from other doctoral candidates and listens to their comments. Each presentation is subject to a structured review delivered by another doctoral candidate (2), who provides an analysis focusing on formal aspects of the presentation, pointing out its strengths and weaknesses and suggesting improvements.

This structured format allows doctoral candidates to enhance their skills in communicating scientific research findings (P8S_UK), as well as in critically analyzing results and synthesizing information (P8S_UW). The combination of topics covering two disciplines contributes to broadening the doctoral candidates' knowledge horizons (P8U_W). The opportunity to discuss and critique both published research results and their own findings develops the candidates' social competences related to the appropriate evaluation of the role of science (P8S_KK).

The second course module that facilitates the development of doctoral candidates' competences and skills is individual work with the supervisor, implemented as the Specialist Lab. These classes aim to familiarize the doctoral candidate with the scientific methodology necessary for completing the dissertation, including formulating and discussing research problems, formulating research hypotheses, discussing and developing research methods, critical thinking, creativity, problem-solving in the face of interpretative and methodological challenges, as well as correct reasoning (P8S_KR) and confronting one's own research with literature data (P8S_KK). This enables the doctoral candidate to critically assess scientific research results, evaluate them, and revise existing paradigms (P8S_KK). The candidate will be able to plan and conduct scientific research, acquire the ability to lead research projects and collaborate within a research team, and develop the ability to argue and formulate their own original views (P8S_UU, P8S_KO).

Another element supporting the development of doctoral candidates' skills and knowledge is the course module focused on the researcher's toolkit. In the course on Statistics and Experimental Design, doctoral candidates learn fundamental techniques of statistical analysis, as well as the basics of hypothesis testing and statistical inference. Furthermore, they learn how to properly design research, taking into account key concepts of experimental design. The Researcher's Tool course teaches doctoral candidates how to write scientific manuscripts, prepare effective illustrations, edit texts, and respond to reviewer comments. Complementing these workshop-based classes is instruction on ethical aspects and the integrity of scientific research and the publication of its results.

All classes aimed at developing and enhancing skills and competences at PRK level 8, which go beyond mere subject knowledge, are designated as compulsory in the education program.

As part of the Individual Research Plan, activities that foster the development of the doctoral candidate's skills and competences are encouraged—such as applying for research funding through external grants and regularly participating in scientific conferences, including international ones.

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

The verification of doctoral students' learning outcomes as defined by the criteria of PRK Level 8 in the BioPlanet program is conducted using six main methods of information gathering.

(1) Completion of compulsory courses delivered in a given academic year, in accordance with the conditions specified in the syllabi. Reference to the specific academic year is necessary, as some compulsory courses are conducted every other academic year due to the constraints described in the attached education program.

(2) Annual doctoral student reports, reviewed and signed by the supervisor. Each year, by June 30, doctoral students are required to submit a report to the school coordinator summarizing their academic year, including information on the progress of research work related to the doctoral project within IPB and on the courses completed during the reporting period. The report is prepared using a predefined form that facilitates the inclusion of all information relevant to assessment. An exception is the report on the implementation of the Individual Research Plan, which is submitted after the second year of study, before the mid-term evaluation. According to the Guidelines, its submission deadline is extended to the end of August due to the document's critical importance.

(3) Mid-term evaluation of the doctoral student, carried out by a three-member evaluation committee, including an expert from outside the doctoral student's home institute. This evaluation is crucial for verifying educational progress, as it does not allow for partial grading in cases of significant shortcomings or deviations from expected outcomes (a negative evaluation results in removal from the list of doctoral students). Nevertheless, the evaluation formula used at the school allows for the identification of areas requiring improvement if the deviations are not critical to the timely completion of a high-quality doctoral thesis.

(4) Presentation of research results during the doctoral seminar, in the form of a standard presentation by the student in the 3rd or 4th year of study. The presentation, delivered in the presence of school coordinators and the supervisor, enables assessment not only of the quality of the results obtained but also of research skills reflecting knowledge of analytical methods and the ability to communicate scientific findings (criteria P8S_UK).

(5) Presentations of research results during institutional doctoral reporting sessions as well as departmental and institutional seminars. As with the previous method, if the presentation occurs in the presence of the supervisor or school coordinator (which is typically the case), it allows for the assessment of the doctoral student's ability to communicate scientific work (criteria P8S_UK).

(6) Conference presentations by the doctoral student—both oral and poster presentations. When attended by the supervisor or coordinator, they enable evaluation of learning outcomes related to analytical skills, communication of results, and discussion abilities as defined in the PRK 8 criteria. Such presentations also serve as a source of feedback to the coordinators and supervisor via third parties.

The verification methods listed above are, of course, imperfect. However, they appear sufficient to identify most cases in which the student may be at risk of failing to reach the skills and competencies expected at PRK Level 8. In the BioPlanet program, the use of methods based on observing the student's practical skills and knowledge is facilitated by a curriculum involving frequent and extended working interactions between the student and their supervisor (Specialist Lab) and regular seminar meetings with coordinators (Doctoral Seminar). With a small number of doctoral students, this setup allows faculty to relatively easily monitor the scientific development of the students.

To date, the school has not developed a formal document detailing specific criteria and a transparent procedure for verifying learning outcomes, tailored to the school's specific context and enabling early identification of issues in the educational process. The matter has been the subject of extensive discussions, including at School Council meetings, revealing divergent opinions on how to develop a codified document outlining the rules for assessing doctoral education outcomes. Developing such principles internally was questioned due to limited experience in producing documents requiring specialized expertise. The alternative—commissioning the document to an external, competent body—was challenged on budgetary grounds. Nevertheless, creating a document that details the criteria and rules for monitoring doctoral learning outcomes is one of the school's top priorities. The document should also address the evaluation of the quality of supervisory care as an integral element in the acquisition and development of the social skills and competencies specified in PRK Level 8.

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

The teaching staff of the BioPlanet Doctoral School consists predominantly of experienced researchers employed at the institutes that constitute the school. These are selected scholars with recognized scientific achievements, as measured by the number of publications in internationally circulated journals and the amount of targeted funding (grants, commissioned research) obtained for research projects. Most individuals involved in doctoral education are also engaged in broad international collaboration. Many of those teaching within BioPlanet have conducted or are currently conducting research at foreign scientific institutions.

The primary criteria for selecting researchers as teaching staff include: scientific knowledge and achievements, international cooperation, as well as communicative skills and the ability to establish contact easily. Another essential condition is a strong motivation to devote time to educating doctoral candidates, as opposed to dedicating all time exclusively to scientific research. This means that, alongside highly experienced individuals, we also invite younger researchers to participate in the teaching process—those who possess practical, up-to-date knowledge of the latest research approaches, trends, and analytical techniques.

Some of our supervisors have prior experience in supervising doctoral candidates. However, naturally, among the supervisors there are also individuals who are overseeing a doctoral candidate for the first time.

Since the language of instruction at BioPlanet is English, another selection criterion for teaching staff is a good command of spoken English. Typically, this skill is linked to the researcher's experience in international collaboration; therefore, this criterion aligns synergistically with efforts to improve indicators measuring the internationalization of the school's academic staff and the entire educational process.

In addition to employees of the institutes that form the school, a small portion of classes is taught by invited scholars from other institutions who are experts in specific fields. This applies to classes delivered in the form of one- or several-hour lectures within larger thematic blocks.

The criteria we use in selecting the teaching staff are largely consistent with the evaluation criteria for researchers applied in the institutes forming the school. Taking into account motivation to teach and to supervise doctoral candidates results in practice in the fact that those conducting classes are, on average, slightly younger than the average age of independent researchers in our institutes.

The average value of the Hirsch index (according to the Scopus database) among academic staff teaching at the BioPlanet Doctoral School is around 21–22 points. 25% of the teaching staff have an H-index greater than 25, with maximum values reaching 61 and 40. Of course, the exact values of the aggregate statistics change from year to year, also due to changes in the teaching staff responsible for one- or several-hour classes forming part of larger lecture series (e.g., Summer School of Ecology, Selected Topics in Mammal Biology, Fundamentals of Paleobiology).

The selection and evaluation of supervisors are discussed in greater detail in a separate section of the report. Due to the conditions related to the implementation of research projects, natural candidates for supervisors (or co-supervisors) are researchers who have secured external funding for research projects that can support a doctoral position. However, in the final selection of supervisors, negative criteria are also applied, such as a poor track record in previous collaboration with doctoral candidates (e.g., candidate resignation, failure to initiate the doctoral procedure).

The quality of supervision provided by advisors at BioPlanet has been evaluated by doctoral candidates through an anonymous survey. In this context, a significant shortcoming of the educational process at BioPlanet is the absence of a similar survey assessing the quality of the classes that make up the core training program. To some extent, due to frequent contact with doctoral candidates, feedback on the quality of classes reaches the school's staff through informal conversations or suggestions made by doctoral student representatives (the doctoral student council). Nevertheless, assessing the quality of teaching urgently requires the implementation of more formal and appropriate tools to obtain relevant feedback from doctoral candidates.

4. Quality of the recruitment process

Recruitment of candidates to the BioPlanet Doctoral School is carried out in accordance with the rules set out in the Recruitment Regulations adopted by the scientific councils of the institutes forming the school. The Recruitment Regulations, along with the Doctoral School Regulations and information on the organization of the educational process, are publicly available on the school's website. The information is available in both Polish and English, ensuring accessibility to international candidates.

Since the establishment of the BioPlanet Doctoral School, the recruitment principles outlined in the Recruitment Regulations and the education program have been continuously available on the school's website, thus meeting the criterion of accessibility at least five months prior to the start of the recruitment process for a given academic year. During the reporting period, the Recruitment Regulations were amended only once, and the updated version was published on the website with the required notice period before the application deadline.

The Recruitment Regulations clearly describe the criteria for evaluating candidates, the scoring system, the list of required documents, and the division of the process into the formal assessment stage and the substantive assessment stage of submitted applications. Recruitment is conducted as an open competition, in which all candidates who meet the formal requirements specified in the Regulations and in the detailed calls for individual projects (topics) may participate on equal terms. As such, recruitment is open to candidates regardless of citizenship or country of graduation from second-cycle studies. Recruitment is conducted separately for each proposed doctoral project topic.

Candidates are evaluated by recruitment committees appointed by the directors of the institutes forming the school. The committees are composed of researchers from the respective institute, including the school coordinator at the given institute or the principal investigator of the research project under which the doctoral research will be conducted. The formal assessment stage involves verifying the completeness of the candidate's submitted documentation. If formal deficiencies are found, candidates are requested to supplement their application within seven days. After this deadline, applications still failing to meet the formal requirements are rejected. The substantive assessment stage includes evaluating the candidate's academic achievements and research experience based on the submitted documentation, as well as assessing the candidate's aptitude for conducting research, which is carried out during an interview with the committee. According to the Recruitment Regulations, only selected candidates—those who scored highest in the document review—are invited for the interview.

The interview is generally conducted remotely (online), which is particularly important in the context of accessibility for international candidates. Interviews with international candidates are conducted exclusively in English, and the time is adjusted for the time zone difference between Poland and the candidate's country. Interviews with domestic candidates are conducted in both Polish and English, which also allows for the assessment of the candidate's language proficiency. During the interview, the committee evaluates the candidate's general knowledge in the discipline represented by the given institute, familiarity with the planned research topic for the doctoral thesis, motivation, and aptitude for scientific work. In assessing the candidate's scientific aptitude, the committee considers their ability to present the results of their master's thesis and the subject of the planned doctoral dissertation. The committee also evaluates the candidate's ability to formulate substantively correct responses, logical argumentation, and appropriate use of scientific terminology.

The committee prepares written documentation of the conducted interview and applies uniform evaluation criteria for all candidates. A predefined form is used to facilitate consistent application of standardized assessment rules.

For candidates applying to projects funded by external institutions (e.g., NCN), the formal requirements may be extended to include conditions imposed by the funding institution. In such cases, the composition of the recruitment committee may also be adjusted to meet the external institution's requirements.

Recruitment results are public and are published on the websites of the institutes conducting the recruitment for specific doctoral projects. Candidates may appeal the competition results to the director of the institute responsible for the recruitment for a given project. In the history of the BioPlanet Doctoral School to date, the appeals procedure has been invoked only once, in a situation where candidates received tied scores (the appeal was dismissed). This suggests that the evaluation criteria and scoring system used by the school are generally appropriate to the intended goals and sufficiently transparent. Nevertheless, the original recruitment rules were amended in autumn 2022 by adding provisions on joint recruitment to the school and to a research project funded by an external institution (e.g., NCN). The school is considering introducing clearer and more transparent criteria for evaluating candidates' academic achievements during the document assessment phase, as well as expanding the scope of publicly available information about the competition results.

Interest in applying to the BioPlanet Doctoral School varies from year to year and seems to depend primarily on the availability of specific, attractive research projects offering the opportunity to pursue a PhD. However, the number of available doctoral projects also reflects the general level of grant funding. Regardless, projects affiliated with recognized researchers (potential supervisors), particularly foreign researchers employed at our institutes, attract greater interest from potential candidates, especially from Asian countries. In contrast, interest among graduates of domestic universities in pursuing a doctorate is currently low. This trend is concerning, but it is unclear to what extent it reflects the school's offer versus the broader national context. Nonetheless, information about available doctoral projects should be disseminated more widely than just through the websites of the school and the member institutes. Projects promoted by potential supervisors via international academic mailing lists and social media have attracted the greatest interest.

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

The institutes forming the Doctoral School place strong emphasis on the proper relationship between the doctoral candidate and the supervisor, which constitutes the foundation of the entire educational process at the doctoral school. In the current academic model, the supervisor's role in shaping a young person's scientific path is of crucial importance. It requires specific knowledge and skills, which are often difficult to master; therefore, the institutes of the School have already implemented (e.g., IP PAS), or will soon implement, a Code of Cooperation between Doctoral Candidate and Supervisor, a Doctoral Candidate's Code of Ethics, and a Researcher's Code of Ethics. These codes have been consulted with both the doctoral community and independent researchers.

Both supervisors and doctoral candidates are aware of anti-mobbing procedures in their respective home institutes and know whom to contact in the event of experiencing mobbing. Additionally, at the Institute of Paleobiology, beyond the implementation of an anti-mobbing procedure, there is a disciplinary officer responsible, among other duties, for mobbing-related matters involving all staff members, including doctoral candidates. The disciplinary officer, together with the doctoral school coordinator, serve as first points of contact for doctoral candidates who experience any unethical conduct.

Furthermore, the BioPlanet School has introduced a mandatory course with the supervisor ("Specialist Workshop") consisting of 50 hours per semester throughout all four years of training. The aim of this course is to familiarize the doctoral candidate with the scientific methods necessary for the dissertation, to foster a good scientific relationship between the doctoral candidate and the supervisor, and to introduce the doctoral candidate to the scientific community. These classes require regular contact with the supervisor, consultations, and the organization of research work, especially during the early years of training at the doctoral school.

Activities carried out within BioPlanet to monitor cooperation between doctoral candidates and supervisors include primarily conversations with doctoral candidates—both group and individual—as well as discussions with supervisors. Additionally, in order to improve quality, in 2024 we conducted an anonymous survey on cooperation with supervisors. The survey revealed that the cooperation between doctoral candidates and supervisors does not always proceed smoothly. Only slightly more than half of the doctoral candidates considered their cooperation with their supervisor successful and without problems. The remainder reported varying degrees of difficulties or made minor critical remarks. This result is somewhat below the national average. In a survey conducted with a large number of respondents by the Department of Science and Higher Education Studies at Nicolaus Copernicus University in Toruń (Forum Akademickie, June 10, 2025), 69% of doctoral candidates at institutes of the Polish Academy of Sciences stated that the relationship with their supervisor was based on good cooperation.

The survey demonstrated that we need to improve relationships between supervisors and doctoral candidates in half of the cases. To address this, we conducted individual interviews with selected doctoral candidates and their supervisors, and made some supervisors aware of their significant role in setting a positive example and fostering ethical cooperation. Another form of evaluating the supervisor's work is the mid-term evaluation of the doctoral candidate, which indirectly reflects the quality of supervision in the dissertation preparation process. Comments and recommendations made by committee members during a positive mid-term evaluation may also serve as a source of information on aspects of supervision that require improvement. Doctoral candidates prepare a substantive report for each year of study, which serves as the basis for passing the academic year. The report is reviewed and approved by the supervisor. This allows for the systematic assessment of the doctoral candidate's progress and the advancement of the dissertation work. At doctoral seminars held by the Doctoral School (taking place every winter semester), third- and fourth-year doctoral candidates present the aims and results of their dissertation in the presence of their supervisors, who are invited to attend. Moreover, individual institutes conduct separate progress assessments of their doctoral candidates. At the Institute of Paleobiology, for example, an annual spring reporting session is held, during which doctoral candidates present progress on their dissertations. Supervisors and the institute's management are present at these sessions.

The appointment of a supervisor is based on a decision by the directors of the institutes forming the school, following an application from the doctoral candidate approved by the prospective supervisor. However, supervisor candidatures are previously reviewed by the scientific councils of the institutes. Each time, the scientific council is presented with a profile of the proposed supervisor and co-supervisor, along with a justification, information on the project (dissertation topic), and details about the doctoral candidate. The council provides its opinion on the appointment of the supervisor and co-supervisor in a secret ballot. This gives council members the opportunity to reject a proposed supervisor in justified cases.

Doctoral candidates are aware that, in specific circumstances, it is possible to change the previously appointed supervisor. In one of the institutes forming BioPlanet, such a change was made at the request of the supervisor. Following the resignation of the original supervisor, another researcher from the institute took over the role and was officially appointed as the new supervisor, successfully continuing the supervision of the doctoral candidate. The cooperation concluded with the timely submission and successful defense of the dissertation in 2004.

All conflict situations between a doctoral candidate and their supervisor are addressed on a case-by-case basis, which is possible due to the small number of doctoral candidates, who are well known to the school's coordinators. The primary method of resolving such conflicts is through dialogue and attempts at de-escalation. If these measures fail, a change of supervisor—described above—is possible. Typically, this type of intervention produces the desired results, except in one isolated case where a supervisor change became necessary.

Cooperation with foreign supervisors, usually appointed as auxiliary supervisors, is a characteristic feature of the school. It is described in more detail in the section dedicated to internationalization.

6. Integrity of the mid-term evaluation process

The mid-term evaluation at the BioPlanet Doctoral School is conducted halfway through the doctoral training period, typically between August and October, after the completion of the second year of study. A three-member Evaluation Committee is appointed to carry out the assessment. The committee consists of independent academic staff members and is established by a decision of the director of the institute with which the doctoral candidate is affiliated.

Each committee includes a specialist in the scientific discipline relevant to the doctoral dissertation, selected from outside the candidate's home institute. Additionally, two more researchers, usually from the candidate's home institute, complete the committee. Key criteria for selecting committee members include solid expertise in the doctoral project's subject area and experience in supervising doctoral candidates. Over time, prior experience in conducting mid-term evaluations has also become a significant factor. Due to conflicts of interest, supervisors, doctoral school coordinators, and their direct subordinates are not allowed to serve on the committee or participate as observers.

The evaluation is conducted following the procedure described in the document "Guidelines for Conducting Mid-Term Evaluations at the BioPlanet Doctoral School" (Annex 1). This procedure is known to both the doctoral candidates and the committee members. It involves an assessment based on a set of documents prepared by the candidate and a discussion between the committee and the candidate.

At the initial stage, committee members receive three key documents via the doctoral school coordinator: the candidate's Individual Research Plan (IRP), a first-year progress report, and a report on the IRP's implementation during the first two years. All documents follow predefined formats to ensure structured presentation of information. In particular, the IRP progress report includes a dedicated section outlining discrepancies between planned and actual progress made during the first two years of work on the dissertation. All documents are prepared in consultation with the candidate's supervisor and include a signed opinion from the supervisor.

Following the analysis of submitted documents, the committee agrees with the candidate on a mutually convenient date for an evaluation meeting. These meetings are usually held online to allow for more flexible scheduling. During the session, the candidate presents their research project and discusses the implementation of tasks outlined in the IRP, providing explanations for any deviations from the original plan. The committee then engages the candidate in a discussion focused primarily on assessing the advancement of work on the doctoral dissertation. The evaluation includes an assessment of the feasibility of addressing any delays or deficiencies and completing the dissertation on time.

The discussion may also touch on additional aspects of the project work that influence the quality and timeliness of results, such as research techniques, analytical tools, and the thematic scope of the research. The overarching goal of the evaluation is to determine the risk that the candidate may not submit the dissertation within the statutory time frame. This risk could stem from insufficient progress, lack of motivation, inadequate knowledge of the project's subject matter, or weak command of relevant analytical methods. If needed, the committee may suggest adjustments to the ongoing research efforts, such as the use of particular techniques or the narrowing of the project's analytical scope.

After the meeting with the candidate, the committee convenes in a closed session to decide on the final assessment and to agree on the contents of the evaluation report, including the justification for the decision and any formal recommendations for further action.

The committee's assessment is based on the criteria described in the "Guidelines," with a particular emphasis on the level of advancement in the doctoral work and the extent to which the IRP's timeline has been followed. When analyzing potential delays, the committee also considers whether the dissertation submission deadline could be extended by one or two years, as allowed by regulations.

The evaluation results are documented using a standardized report form. The complete version of the report is provided to the doctoral candidate, their supervisor(s), and the doctoral school coordinators. A summary of the result—positive or negative—along with the committee's justification, is published on the school's website. The voting outcome is also made public.

However, other details, such as specific recommendations and the names of committee members, remain confidential. In the case of doctoral candidates admitted in the second half of the academic year—those who begin in the spring semester and often follow an individual study schedule—the evaluation is postponed to the spring of the third year. This ensures compliance with the legal requirement to perform the evaluation "halfway through the education period," while also maintaining fairness by conducting evaluations after approximately 24 months of effective training for all candidates.

Out of the 20 mid-term evaluations conducted to date, all concluded with positive decisions, unanimously approved by committee members. As a result, no appeals were filed during the reporting period. However, in one case, a candidate who had received a positive evaluation chose to withdraw from the program approximately one year later. Considering this was an isolated instance, the adopted evaluation procedure appears to support its intended objectives effectively.

Nonetheless, at least two aspects of the process require improvement. First, while the possibility for the doctoral candidate to appeal the evaluation result is mentioned in the "Guidelines," it is not explicitly stated in the School's official Regulations—this inconsistency should be corrected. Second, the current requirement, as per the Regulations, for candidates to submit the IRP progress report by June 30 and to complete the evaluation by September 30 of the second year should be revised. These deadlines coincide with intense periods of fieldwork (June) for many doctoral projects and the summer holiday period, which affects the availability of committee members. Furthermore, the current timeline does not accommodate candidates who were admitted mid-year.

7. Internationalization

The Bioplanet Doctoral School is a highly internationalised institution. Foreigners account for almost half (46%) of the 37 doctoral students who studied at the school during the reporting period. Nearly half of them (8/17; 47%) are citizens of EU countries (the Netherlands, Germany, Italy, Slovenia, France, Spain), while the rest are citizens of non-EU countries, although in four cases they also obtained higher education in the EU or the US. The above figures reported by the POLon system do not include a further two foreign nationals who, after three years of study at BioPlanet, transferred to another doctoral school following a change in the affiliation of their supervisors and the grants providing funding for their work.

All classes at the Bioplanet doctoral school are conducted in English. The vast majority of ongoing electronic correspondence addressed to multiple recipients between school staff and doctoral students is also conducted in English.

The process of educating doctoral students at the Bioplanet Doctoral School involves scientists working at foreign research centres and scientists educated and previously employed at foreign centres who have been hired by the institutes that make up the doctoral school. Two supervisors currently supervising three doctoral students are scientists now working in Poland who gained their education and experience in Western European research centres. Nine assistant supervisors (out of a total of 14) are scientists currently working in foreign centres or scientists previously employed in foreign research centres and currently working in institutes forming the doctoral school. The involvement of foreign nationals in the education of doctoral students at BioPlanet is facilitated by the fact that English is the primary language of instruction at the school. One of the effects of such involvement of foreign scientists is the inclusion of the school's doctoral students in the work of international teams jointly analysing data and preparing multi-author publications appearing in leading international journals. In the last three years (2023-2025), BioPlanet doctoral students have published a total of 24 papers in teams of authors including foreign co-authors (Appendix 1).

The remaining academic staff teaching at the doctoral school includes employees who are overwhelmingly involved in formal and informal international cooperation. The vast majority of these employees' publications are works authored by international teams. Renowned lecturers from foreign academic institutions (2x US and 1x Spain) are invited to give lectures inaugurating the academic year at the Bioplanet Doctoral School. Foreign researchers also co-teach some lectures for doctoral students. At the institutes that make up the school, obtaining funding through international grants and presenting the results of their work at international conferences are rewarded as part of the evaluation of research staff. As a result, in 2024 alone, staff involved in the education of BioPlanet doctoral students presented over 40 papers and posters at international conferences, and doctoral students were authors or co-authors of 31 papers and posters.

Approximately half of doctoral students include visits to foreign research centres, mainly museum collections, in their individual research plans in order to obtain data or materials for analysis. Approximately half of doctoral students plan to present the results of their research at international scientific conferences. Some doctoral students also plan longer stays at foreign centres.

Foreign doctoral students are generally supported by the school staff in finding flats or rooms on the open market, taking out the necessary health insurance, and opening accounts at domestic banks. In some cases, doctoral students receive support from their home institutes in the form of renting flats or rooms in properties managed by the institutes, at rental prices significantly lower than those offered on the free market.

A key need for doctoral students who are foreign nationals from outside the EU is to provide them with support in obtaining a residence permit in Poland. National authorities issuing residence permits for the purpose of studying at a doctoral school (foreigners departments of provincial offices) apply procedures that are unclear, illogical and extremely unfriendly to doctoral students. The offices do not take advantage of the possibility of checking a range of information on the status of doctoral students who are non-EU foreigners directly in the POLon system, which is guaranteed by the 2023 amendment to the Act on Foreigners. Instead, they require the submission of original paper versions of a number of documents (or notarised copies of these documents). These requests are usually repeated two or three times during the procedure, which can take several months.

Foreign doctoral students and their supervisors are not informed that simply presenting the required documents to an official during a visit to the provincial office does not satisfy the request to provide these documents, as set out in a letter delivered earlier or even handed over during the same visit. Foreigners are surprised by repeated requests to immediately provide documents handed to them during a visit arranged for another purpose (presenting a passport and taking fingerprints). As a result of unclear procedures and obvious mistakes made by officials, in three cases, BioPlanet doctoral students, citizens of India and the USA, were refused an extension of their stay in the country halfway through their studies. In all three cases, the school staff provided the doctoral students with professional legal assistance, resulting in an appeal to the second instance authority, i.e. the Head of the Office for Foreigners. In all three cases, the second instance authority overturned the flawed decisions of the provincial office, ordering a re-examination of the case or issuing a positive decision for the doctoral student on its own.

The leading way to increase the attractiveness of the school for foreign students is to recruit doctoral students to carry out interesting, attractive grant projects led by recognised and renowned scientists, including foreigners working in Poland. The recruitment of doctoral students for such projects is publicised through the websites of institutes, doctoral schools and, above all, through international online discussion groups and platforms, as well as through social media (Twitter, Facebook). Such projects are very popular and result in applications from a dozen or more foreign candidates.

In summary, BioPlanet is a highly internationalised school. The majority of the school's academic staff are internationally recognised scientists who regularly publish papers in international author teams. A large proportion of the assistant supervisors are foreigners. Half of the doctoral students are foreigners, most of whom have completed their second-cycle studies in the EU or the US. BioPlanet doctoral students commonly present the results of their research at international conferences, and some of them publish their first papers in international teams. On the other hand, it would be advisable to increase the number of foreign lecturers teaching at the school. Longer stays of doctoral students at foreign centres are too rare. The school's recognition abroad is low and requires comprehensive measures to improve this situation.

However, it should be noted that the attractiveness of a school to foreign researchers and doctoral students is also largely shaped by factors beyond the control of the school and institutes – the country's image on the international stage, immigration policy, the friendliness of administrative procedures, and the availability of financial resources.

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	100 %	100 %	0 %
in the total number of doctoral students who completed their education at the doctoral school	100 %	100 %	0 %

All three graduates of the school have already defended their doctoral dissertations. However, they represent a group of 11 doctoral candidates who were admitted to BioPlanet in 2019 and 2020 and who, under a four-year education cycle, should have submitted their dissertations and completed their training by now. Among the remaining eight doctoral candidates, three withdrew from the program, two transferred to another doctoral school, two extended the deadline for submitting their dissertation, and one delayed submission due to maternity leave.

Most doctoral candidates extend the deadline for submitting their dissertation, typically by one year. However, the sample of candidates who should have completed their training by this point is still too small to draw definitive conclusions. In cases where doctoral research is based on 2–3 years of fieldwork, a four-year training period may objectively be too short to prepare high-quality publications forming the doctoral dissertation. On the other hand, two of the three graduates of the school managed to prepare high-quality dissertations within the four-year timeframe.

A concerning signal is the high dropout rate among doctoral candidates, reaching 20% of all those who began the program. Although most of them withdrew after several to a dozen or so months of training—i.e., before the mid-term evaluation—this remains a matter that requires analysis. Among the three graduates of the school, all are currently employed as researchers.

1. earth and related environmental sciences

Achievement Description

Achievement #1: Doctoral Dissertation of Michał Czernielewski, a Graduate of the School

In the doctoral thesis “Rodents (Rodentia, Mammalia) from the Late Pliocene site of Węże 2: systematics, biogeography and ecomorphology” the author described diagnostic fossil material (isolated teeth as well as complete and fragmentary jaws) belonging to different groups of rodents. The studied taxa included dormice (Gliridae), squirrels (Sciuridae), beavers (Castoridae), porcupines (Hystricidae) as well as the enigmatic genera of *Prospalax* and *Baranomys*.

Remains belonging to several taxa not previously reported from Poland were described, including the beavers *Dipoides* and *Trogotherium minus*, as well as the porcupine *Hystrix refossa*. Based on a finding from the nearby and better known site of Węże 1 a new species of porcupine was defined, named *Hystrix velunensis*. Moreover, the Węże 2 material was shown to include several taxa that were already known from Poland but are in general very rare in the fossil record, including the squirrel *Blackia miocaenica* and the dormouse *Glirulus pusillus*.

Furthermore, fossil bacteria preserved in a carious cavity developed in a tooth of the dormouse *Glis sackdillingensis* were described. This is probably the only described case of pathogens fossilized *in situ* in a clear association with a disease or injury created by them. This is also probably the first described case of caries in a fossil rodent.

The systematic description of fossil rodents from Węże 2 made it possible to better understand faunistic changes occurring on the Neogene-Quaternary boundary. It also enabled to better reconstruct the Late Pliocene paleoenvironment of the Wieluń Upland, confirming for example that the animals remains of which were preserved in the Węże 2 sediments thrived in forest environments.

Achievement #2: Scientific Publication by Adam Rytel, a Fourth-Year Student

Fourth-year student Adam Rytel has achieved scientific recognition with his article in the renowned Royal Society Open Science journal (Rytel A., Böhmer C., Spiekman S.N.F. and Tałanda M., 2024). ‘Extreme neck elongation evolved despite strong developmental constraints in bizarre Triassic reptiles: implications for neck modularity in archosaurs’. *Roy. Open Sci.* 11(5): 1–12), in which the authors reconstructed the evolution of neck elongation in *Tanystropheus*, a genus of archosaurs.

The authors' main task was to determine the evolutionary course of neck elongation patterns in basal archosauromorphs – the ancestors of today's crocodiles and birds (archosaurs). Among the taxa studied was *Tanystropheus*, a Triassic reptile characterised by an extremely long cervical spine. In some individuals, the neck of *Tanystropheus* accounted for half of the

animal's body length. This was composed of only thirteen vertebrae, which were extremely elongated – the most of any animal – and assumed the proportions of limb bones. During our research, we aimed to compare the evolution of this feature with the available data for dinosaurs.

We compared the shape of the cervical vertebrae of seven basal archosauromorphs using geometric morphometrics. By comparing the results obtained for each taxon, we identified morphological subregions in the neck of each species and linked morphological changes to changes in *Hox* gene expression. Additionally, we determined the probable course of changes in the number of presacral vertebrae in the entire archosauromorph stem group.

Our findings revealed that the evolution of 'long-neckedness' in *Tanystropheus* was distinct from that of archosaurs. The extreme elongation of their vertebrae was caused by developmental constraints that prevented an increase in the number of presacral vertebrae. In tanystrophs, neck elongation was maximised through the 'shift' of dorsal vertebrae to the cervical spine, incorporating them into the anterior morphological module containing the longest vertebrae. *Tanystropheus*'s neck anatomy is an example of a trait developed close to the biological limits, showing that extant data only represents a fraction of the diversity found among extinct animals. Furthermore, the data obtained in this project, which covers the earliest archosauromorphs, will form the basis for further research into the evolution of complex neck structures, as observed in birds, non-avian dinosaurs and pterosaurs.

Achievement #3: Scientific Publication by Sofia Bakayeva, a Sixth-Year Student

The student's scientific achievement is an article published in a respected international journal: Bakayeva S., Nützel A. & Kaim A. 2024. *An elusive ancestry of Neogastropoda: a potential of Maturifusidae, Pseudotrioniidae, and Purpurinidae as the stem groups*. *Comptes Rendus Palevol* 23 (31): 481–509. The article identifies the evolutionary origins of one of the systematic groups of gastropods.

One of the mysteries of modern paleontology is the origin of snails from the order Neogastropoda, a large group of aquatic snails, both freshwater and marine. Notwithstanding considerable efforts and new data on gastropod evolution collected in the recent decades, the origin of Neogastropoda remains still elusive. In this contribution we compare and discuss members of three extinct families previously proposed as possible neogastropod stem groups, i.e., Maturifusidae Gründel, 2001, Pseudotrioniidae Golikov & Starobogatov, 1987, and Purpurinidae Zittel, 1895 and we propose a new evolutionary path for this group. Their morphological characteristics, especially the differences in protoconch morphology, strongly suggest that they should all be considered as separate clades. The taxonomic status and the composition of each family is here reviewed and accordingly revised. *Angularia kittli* n. sp. is introduced from the Carnian (Late Triassic) of the St. Cassian Formation (Italy). It differs from its congeners in having a more pronounced axial ornamentation, which makes it similar to *Fossacerithium* Gerasimov, 1992 from the Jurassic. However, the protoconch of the new species is unknown and therefore its taxonomic position is tentative. An evolutionary lineage from the oldest known purpurinid species of genera *Khetella* Beisel, 1977 and *Cretadmete* Blagovetshenskiy & Shumilkin, 2006 to the recent tonnoidea is proposed. We conclude that in the Jurassic, purpurinids were divided into two groups. One of them, represented by *Khetella*, could be considered as the ancestor of Tonnoidea, while the other, represented by *Fossacerithium*, can be interpreted as the ancestor of Neogastropoda. Maturifusidae most likely went extinct without direct descendants. The relation of Pseudotrioniidae to the neogastropod lineage remains uncertain.

2. biological sciences

Achievement Description

Achievement #1: Publication by Beata Bramorska, a Fourth-Year Student

The achievement is the publication of a scientific article by the doctoral candidate in a renowned journal: Bramorska B., Komar E., Maugeri L., Ruczyński I., Żmihorski M. 2024. *Socio-economic variables improve accuracy and change spatial predictions in species distribution models*. *Science of the Total Environment* 924: 171588.

The publication investigates the potential and usefulness of socio-economic variables in modeling the distribution of wild mammal species in Poland. In addition to environmental factors, the study examined the importance of socio-economic characteristics of local human communities—such as age, income, employment sector, gender, education, and village characteristics—in explaining the distribution of five mammal groups: predators, ungulates, rodents, shrews, and bats. The results showed that including socio-economic variables in the model increased its predictive power for more than 60% of the species and generally for most groups, except for predators. Across all species combined, six out of the ten strongest predictors were socio-economic variables. For individual groups, socio-economic variables had predictive strength comparable to that of environmental variables. Notably, spatial predictions of species occurrence changed after socio-economic variables were included in the model.

Based on these findings, the authors conclude that socio-economic data are useful—though rarely used—predictors that enhance the accuracy of spatial predictions of wild mammal occurrence in Poland. The results also point to significant relationships between the occurrence of selected species and the socio-economic profiles of local human communities, which may be crucial for understanding the causes of rare species decline, minimizing conflicts, and designing more effective biodiversity conservation strategies.

Achievement #2: Publication by Katharina Kasper, a Fourth-Year Student

The achievement is a scientific article authored by the doctoral candidate, published in a prestigious international journal

(Kuijper D., Disserens T., Say-Sallaz E., Kasper K., Szafrńska P., Szewczyk M., Stępnia K., Churski M. 2024. Wolves recolonize novel ecosystems leading to novel interactions. *Journal of Applied Ecology* 61: 906–921). This paper explores how grey wolves (*Canis lupus*) are recolonizing ecosystems across Europe and North America that have been heavily transformed by human activity during the species' absence. These landscapes differ significantly from natural ecosystems, featuring altered carnivore communities, changed vegetation structures, and modified predator–prey dynamics. The authors argue that such human-modified ecosystems give rise to novel ecological interactions, meaning the impacts of wolves in these systems may differ substantially from those observed in more intact environments. Wolves may engage in new types of trophic relationships and influence ecosystems in ways not previously documented. The paper calls for a rethinking of research questions and conservation strategies. Understanding these new dynamics and the context-dependent nature of wolf impacts can help guide better ecological management. The return of wolves to human-dominated landscapes may offer unique ecological and societal benefits through the emergence of novel ecosystem functions.

Achivement #3. Publication by Michał Walesiak, a Fifth-Year Student

The achievement is the publication of a scientific article by the doctoral candidate in a renowned journal: Walesiak M, Mikusiński G, Michielsen R, Żmihorski M. 2024. Salvage logging and subsequent post-windthrow management diminish forest bird communities for two decades. *Journal of Applied Ecology* 61: 2157-2168.

Post-disturbance forest management is known to harm biodiversity, but most research focuses only on short-term effects, overlooking the long-lasting impacts. We monitored bird community changes over 14 years (5–19 years post-disturbance) in managed and unmanaged windthrow areas of a temperate pine forest, comparing them to undisturbed production stands. Unmanaged windthrows consistently supported the highest bird abundance and richness, maintaining forest bird diversity comparable to undisturbed stands and also hosting many farmland species. Managed and unmanaged disturbed areas followed distinct successional paths and remained ecologically different from each other and from undisturbed forests throughout the study. The study shows that avoiding post-disturbance intervention leads to unique, diverse bird communities and natural disturbances should be seen as low-cost restoration opportunities - if left unmanaged. This might be especially important in the era of increasing disturbance frequency related to ongoing climate change.

ATTACHMENTS

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

No.	File type	Filename
1	Education programmes during the evaluation period	Framework Program at the BioPlanet Doctoral School.pdf

Method of verifying learning outcomes for qualifications at PRK level 8

No.	File type	Filename
1	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	ZasadyWeryfikacjiEfektowUczenia_EN.pdf

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

No.	File type	Filename
1	earth and related environmental sciences	SylwetkiWykladowcow_Paleobiologia_EN.pdf
2	biological sciences	SylwetkiWyklad_Biologia_EN.pdf

Quality of the recruitment process

No.	File type	Filename
1	The regulations of the doctoral school during the evaluation period	Regulations for the BioPlanet Doctoral S
2	The admissions rules of the doctoral school during the evaluation period	EN_RegulaminRekrutacjiDoSzkołyDokto
3	The compositions of the admissions committees during the evaluation period and the rationale for their selection with the aim of maintaining high admission standards	EN_Komisje rekrutacyjne w Szkole Dokto BioPlanet.pdf

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

No.	File type	Filename
1	Internal regulations that pertain to the midterm evaluation and that are in force during the evaluation period, such as evaluation rules and criteria	Wytyczne_KomisjaSrodokresowa_v2__EN.pdf

STATEMENTS

- 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

Added files

Upoważnienie M.Nakoneczna-Jałoszyńska.pdf

Upoważnienie P. Chylarecki.pdf



Framework Program

Training Framework Program at the BioPlanet Doctoral School

1. Within the curriculum at the BioPlanet Doctoral School a doctoral student is obliged to:
 - 1.1. Implement the individual research plan agreed with the student's supervisor;
 - 1.2. Earn at least 40 ECTS points by participating in the following courses organized by the School and, with the supervisor's consent, outside the School:
 - mandatory courses,
 - elective courses,
 - doctoral seminar,
 - specialization lab with the supervisor,
 - professional development courses,and by doing research, teaching, and popularizing science.
2. Mandatory courses
 - 2.1. **Lectures and classes (7 ECTS pts. in total)**. Doctoral students are required to take the following courses and earn credits for them:
 - Evolutionary Biology,
 - Ecology,
 - Statistical Methods and Experiment Planning,
 - Summer School of Ecology.
 - 2.2. **Doctoral seminar (8 ECTS pts. in total)** is mandatory for all years of study and every year a pass is awarded.
 - 2.3. **Specialization lab (16 ECTS pts. in total)** includes classes with the supervisor, directed on preparing a dissertation.
 - 2.4. **Professional development courses (2 ECTS pts. in total)** include a series of mandatory lectures and workshops concerning the rules for preparation of work for scholarly publications and conferences, professional ethics, writing proposals for grants, and the essential aspects of teaching.
3. Elective courses
 - 3.1. **Lectures, classes, seminars and field courses (7 ECTS pts. in total)** are chosen in consultation with the supervisor from those offered by the Institutes jointly forming the Doctoral School, other institutes of PAS, and higher education institutions:
 - Evo-devo in Paleontology,
 - Molecular methods in Biology,
 - Biodiversity: patterns and conservation,

- Selected topics in Mammalian Biology,
- Field course in Geology,
- Principles of Paleobiology.

4. A detailed list of lectures, workshops, labs, practical courses and other classes organized by the Institutes jointly forming the Doctoral School in any given academic year, along with the number of corresponding ETCS points, are available on the web page of the Doctoral School at least one month before the academic year begins.
5. The implementation of the training program by a doctoral student is documented in the grade book.
6. The training schedule in the form of a table makes Annex 1 to this training framework program.

The school has not yet developed a document codifying the principles for verifying learning outcomes for qualifications at Polish Qualifications Framework level 8.

Profiles of Lecturers at the BioPlanet Doctoral School

Discipline: Earth and Environmental Sciences

	Prof. dr hab. Michal Kowalewski
ORCID	https://orcid.org/0000-0002-8575-4711
H index (Scopus)	46
ResearchGate	--
Google Scholar	https://scholar.google.com/citations?user=HUfTMkOAAAAJ&hl=en
Nauka Polska	-
Bio	<p>Kowalewski is a paleontologist with topically broad research interests that bridge biological and geological sciences. He received his MS in Geology at the University of Warsaw (1990) and his PhD in Geosciences at the University of Arizona (1995). Currently, he is a Curator, Professor, and Thompson Chair of Invertebrate Paleontology in the Florida Museum of Natural History at the University of Florida. In the past he worked as a Director of the National Science Foundation for funding programs in Sedimentary Geology and Paleobiology and Frontier Research in Earth Sciences. Earlier in his career, Kowalewski worked as an Assistant-Associate-Full Professor in the Department of Geosciences at Virginia Tech and a researcher in the Institute of Paleobiology of the Polish Academy of Sciences. Kowalewski is a scientific and technical diver who conducts research in multiple marine and freshwater settings (~600 dives total).</p> <p>Kowalewski was recognized for his research by multiple awards and fellowships including Charles Schuchert Award (Paleontological Society) (2005), UF Research Foundation Professor Award (2024) award. He is a fellow of the Paleontological Society (since 2005), Institute of Advanced Studies of the University of Bologna (since 2006), and the Geological Society of America (since 2010). He was a fellow of the Alexander von Humboldt Foundation (1996-1997, 2003, 2005). Kowalewski was a Distinguished Speaker of the Paleontological Society (2017-2021) and served as a senior editor, editor or co-editor for multiple scientific journals (Paleobiology, Palaios, Extinction, Journal of Taphonomy, Bulletin of the Florida Museum of Natural History, Eastern Paleontologist, and Revista Española de Paleontología). He chaired the Organizing Committee for the 10th North American Paleontological Convention and Stephen J. Gould Student Grants Committee of the Paleontological Society. He served on the Advisory Board of the Paleobiology Database.</p> <p>Kowalewski taught undergraduate and graduate courses on 14 topics (60 courses total) at University of Arizona, Virginia Tech and University of Florida. He also taught 19 international field courses and workshops in Argentina, Australia, Bahamas, Chile, Italy and Poland. Kowalewski mentored 14 post-doctoral researchers, 6 international visiting students, 18 PhD students and 12 MS students (>85% job placement rate).</p> <p>Kowalewski received numerous research and education grants (mostly from US National Science Foundation) totaling over \$4 million in external funding. He published over 150 peer-review papers in topically diverse scientific articles, including 17 contributions to Science, PNAS, and Proceedings of the Royal Society (~10% publications) and numerous articles in top-tier biological and geological journals (e.g., Biology Letters, Chemical Geology, Climate Change Biology, Ecology Letters, Geology, Journal of Geology, Paleobiology). His research is collaborative and included partnerships with 252 co-authors from 5 continents. His publications were cited ~10,000 times,</p>

	including 26 papers cited >100 times, and his current H-index is 56 (Google Scholar). His contributions to the emerging fields of Conservation Paleobiology and Stratigraphic Paleobiology were recognized in textbooks.
W BioPlanet	W BioPlanet współprowadzi wykład „Principles of Paleobiology” (2 h)

	Prof. dr hab. Jarosław Stolarski
ORCID	https://orcid.org/0000-0003-0994-6823
H index (Scopus)	34
ResearchGate	https://www.researchgate.net/profile/Jaroslaw-Stolarski
Google Scholar	https://scholar.google.pl/citations?user=ztd-jyAAAAAJ&hl=pl
Nauka Polska	https://ludzie.nauka.gov.pl/ln/profiles/jaros%C5%82aw.stolarski.mRNV13zSyoE
Bio	<p>Jarosław Stolarski is a professor of Earth Sciences at the Institute of Paleobiology, Polish Academy of Sciences in Warsaw. His interdisciplinary research, conducted with an international team, explores links between environmental changes, biomineralizing organism physiology, and their recording through biogeochemical signatures and crystallographic characteristics. His research on corals and various biomineral structures has led to several discoveries that have significantly altered our understanding of coral evolution, biomineralization, and the ancient marine environments. Stolarski's work on the phylogeny of Scleractinia has reshaped timelines of coral divergence and highlighted the evolutionary resilience of coral skeletal structures in response to environmental changes. Through new models of skeletal growth and innovative analytical methods, his research has provided deeper insights into how corals form their skeletons and respond to changes in ocean chemistry. These discoveries challenged longstanding concepts in coral paleobiology and offered new tools for studying both modern and ancient coral ecosystems. His work includes discovering the first fossil scleractinian coral with a primary calcitic skeleton, modern corals with dual-mineral aragonite-calcite skeletons, and ancient proteins in fossil fish otoliths from 14 million years ago. He authored over 100 peer-reviewed research articles (including Science, Science Advances, PNAS, Nature Communication, Geology, Global Change Biology, Scientific Reports, Acta Biomaterialia), out of which 35 as main or corresponding author. These publications have been cited 4719 times, and his h-index is 39 (Google Scholar).</p>
W BioPlanet	W BioPlanet współprowadzi wykład „Principles of Paleobiology” (2h). Ponadto jest promotorem 1 doktoranta

	Prof. dr hab. Łucja Fostowicz-Frelik
ORCID	https://orcid.org/0000-0002-1266-1178
H index (Scopus)	14
ResearchGate	https://www.researchgate.net/profile/ucja_Fostowicz-Frelik
Google Scholar	https://scholar.google.com/citations?user=O0JEF0gAAAAJ&hl=en
Nauka Polska	https://ludzie.nauka.gov.pl/ln/profiles/%C5%82ucja.fostowiczfrelik.MiNZdxLYfC
Bio	<p>Professor Łucja Fostowicz-Frelik is a biologist by training. She specializes in paleobiology and the evolution of fossil mammals, with a particular focus on placental mammals (including Cretaceous representatives of fossil Eutheria and modern Euarchontoglires). She is also interested in the evolutionary morphology of mammals, functional morphology of the skeleton of limbs and spine, dental adaptations, paleohistology of bones and teeth, reconstruction of lifestyle, life strategies, and environmental adaptations of extinct groups of</p>

	<p>placental mammals based on the fossil record and studies of modern ecological counterparts.</p> <p>Łucja Fostowicz-Frelik has completed numerous internships and trips abroad, including: postdoctoral internships at the Vertebrate Paleontology Section, Carnegie Museum of Natural History in Pittsburgh (2008–2009, as part of the Kolumb Program of the Foundation for Polish Science), the Division of Paleontology, American Museum of Natural History in New York (2010–2013, Roosevelt Postdoctoral Fellow), Research Scientist at the Institute of Vertebrate Paleontology and Paleoanthropology (IVPP), Chinese Academy of Sciences in Beijing (2013–2014).</p> <p>She was also a visiting associate professor at the Chinese Academy of Sciences in Beijing (Institute of Vertebrate Paleontology and Paleoanthropology, 2016–2017), and at the Department of Organismal Biology and Anatomy at the University of Chicago (Visiting Professor, Department of Organismal Biology and Anatomy) in the USA (2022–2023).</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Evo-Devo in Paleontology” (15 h) oraz współprowadzi wykład „Principles of Paleobiology” (3h).

	Dr hab. Adam Halamski
ORCID	https://orcid.org/0000-0003-4179-9253
H index (Scopus)	14
ResearchGate	https://www.researchgate.net/profile/Adam-Halamski
Google Scholar	https://scholar.google.com/citations?user=XzyEoekAAAAJ&hl=pl
Nauka Polska	https://ludzie.nauka.gov.pl/ln/profiles/adam.halamski.FXBGHVoOzaK
Bio	<p>Adam T. Halamski got his B.Sc. in biology and Earth sciences at the Université Paris 6 in 1996 and a M.Sc. in palaeontology at the Faculty of Geology of the University of Warsaw in 1999. In 2004, after an international doctorate, he received two doctor's titles (Polish and French) on the basis of a thesis on Middle Devonian brachiopods from the Northern part of the Holy Cross Mountains, prepared under the tutorship of A. Baliński (Institute of Paleobiology, Polish Academy of Sciences) and P. Rachebœof (Université Lyon 1). In 2016 he got a habilitation on the basis of a series of papers on Late Cretaceous floras from Poland. He is working in the Institute of Paleobiology of the Polish Academy of Sciences, since 2022 as an associate professor. He is an associate editor of the <i>Acta Palaeontologica Polonica</i> and a member of the editorial board of the <i>Acta Palaeobotanica</i>. Since 2001 he is a member of the Linnaean Society of Lyons. He led a M.Sc. student at the University of Silesia and currently he is supervising another one at the Jagiellonian University. He was the leader of one grant of the Polish Ministry of Science and Higher Education, two grants of the National Science Centre (Poland), and four small grants of the European union (Synthesys project).</p> <p>A.T. Halamski's main scientific achievement in palaeozoology is the reconstruction of a Middle Devonian ecosystem from the area of the present-day Holy Cross Mountains. This reconstruction was the output of a research project involving 32 collaborators from five countries, the results of which have been published as a special issue (in two volumes) of the <i>Annales Societatis Geologorum Poloniae</i>. Halamski was responsible for coordinating the work of Earth scientists representing many specialities (geophysics, geochemistry, stratigraphy, palaeozoology of several groups, micropalaeobotany), co-responsible for fieldwork, and was also more particularly involved in the study of brachiopods (the most diverse phylum present, 68 species). Halamski also</p>

	<p>described Middle Devonian brachiopods from the sub-Saharan region of Morocco. He also described several new brachiopod taxa (incl. a new suborder).</p> <p>A.T. Halamski's main scientific achievement in palaeobotany is the revision of Late Cretaceous megafloras from Poland, involving fieldwork, survey of historic collections, elaborating a novel methodology for the study of poorly preserved leaf assemblages, taxonomic descriptions, and reconstruction of vegetation on the basis of mega-, meso-, and microflora. This research project included all Polish Late Cretaceous floras (Roztocze, Sudetes, Lower Silesia) and has been completed 13 years after its project was announced.</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Mechanizmy ewolucji” (15 h), współprowadzi wykład „Principles of Paleobiology” (2 h).

	Dr hab. Barbara Kremer prof. IP PAN
ORCID	https://orcid.org/0000-0002-0464-1265
H index (Scopus)	21
ResearchGate	https://www.researchgate.net/profile/Barbara-Kremer
Google Scholar	https://scholar.google.com/citations?user=JuphYlgAAAAJ&hl=en
Nauka Polska	https://ludzie.nauka.gov.pl/ln/profiles/barbara.kremer.J8IGzVV3CC3 (dane niepełne)
Bio	<p>Dr. hab. Barbara Kremer is a professor at the Institute of Paleobiology of the Polish Academy of Sciences. She is a geologist by training and the leader of the Biosedimentology research group. A specialist in microbialites (sediments formed with the participation of microorganisms), she researches early traces of life on Earth in Archean rocks in South Africa. Another key area of her research is the sedimentation environments of siliceous rocks (known as cherts), where the remains of microorganisms are preserved, particularly from the Silurian, Devonian and Archaean periods. Dr Kremer's research focuses on the biochemical interactions between microorganisms and their environment, as well as the impact of microorganisms on the environment over geological time. Her work has revealed that cyanobacteria played a much greater role in carbon assimilation and accumulation in ancient marine benthic ecosystems than was previously thought. Her work contributes to our understanding of depositional environments and the evolution of early life forms on Earth, and potentially on other planets.</p> <p>Prof. B. Kremer was the principal investigator on three grants and a co-investigator on several others. She was awarded a Humboldt Fellowship twice (2008–2009 Munich and 2010 Darmstadt). She organised and led international scientific expeditions in South Africa (twice) and Mexico. From 2003 to 2006, she held a professorial subsidy grant scholarship from the Foundation for Polish Science. Between 2010 and 2012, she received funding from the Foundation for Polish Science, which was co-financed by the European Union as part of the FNP Homing Plus Programme. She completed three postdoctoral research internships abroad in Germany and France. She was also a scholarship holder on a European Science Foundation grant. From 2016–2024, she was Head of the Department of Environmental Paleobiology at the Institute of Paleobiology of the Polish Academy of Sciences. From 2014 to 2023, also at the Institute of Paleobiology, she headed the International Doctoral School of Biological Sciences (co-created with the Institute of Zoology of the Polish Academy of Sciences). Since 2024, she has led a research group and coordinated the BioPlanet Doctoral School (since the very beginning). Since 2024, she has been</p>

	a member of two COST actions, one of which he serves on the Management Committee. As a supervisor and co-supervisor, she has promoted three doctoral students and three master's students.
W BioPlanet	W BioPlanet współprowadzi wykład „Principles of Paleobiology” (4 h), “Doctoral Seminar” (30 h), and “One day geological trip to Owadów” (8 h)

Profiles of Lecturers at the BioPlanet Doctoral School

Discipline: Biological Sciences

	Prof. dr hab. Bogumiła Jędrzejewska
ORCID	< https://orcid.org/0000-0002-9652-0953 >
H index (Scopus)	61
ResearchGate	< https://www.researchgate.net/profile/Bogumila-Jedrzejewska >
Google Scholar	< https://scholar.google.com/citations?hl=pl&user=zkcdbVEAAAAJ >
Nauka Polska	< https://ludzie.nauka.gov.pl/ln/profiles/bogumi%C5%82a.j%C4%99drzejewska.A4bJCeNsJBH >
Bio	<p>Bogumiła Jędrzejewska is a professor of biological sciences and a researcher at the Mammal Research Institute of the Polish Academy of Sciences in Białowieża. For nearly 40 years, she has been conducting research in the Białowieża Forest, focusing primarily on the ecology of carnivorous mammals and the interactions between various trophic levels in a natural forest ecosystem. Over the past decades, Professor Jędrzejewska has led studies on topics such as the diet composition and foraging behavior of predatory mammals and birds, spatial use by large mammal species using radio telemetry, population dynamics of forest rodents in response to tree masting cycles, as well as biogeographic patterns and ecological connectivity of selected mammal species populations across the Palearctic. In addition, Bogumiła Jędrzejewska investigates the history of the Białowieża Forest, particularly the changing patterns of human use and conservation regimes over the centuries. She has been actively involved in the protection of the Białowieża Forest for many years.</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Warsztat naukowca” (16 h)

	Dr hab. Dries Kuijper
ORCID	< https://orcid.org/0000-0002-0324-5893 >
H index (Scopus)	32
ResearchGate	< https://www.researchgate.net/profile/Dpj-Kuijper >
Google Scholar	< https://scholar.google.com/citations?hl=pl&user=lyuunjsAAAAJ >
Nauka Polska	< https://ludzie.nauka.gov.pl/ln/profiles/dries.kuijper.rD0jDXFrGLH >
Bio	<p>Dries Kuijper holds a habilitation degree in biological sciences and is a professor at the Mammal Research Institute of the Polish Academy of Sciences in Białowieża. For nearly 20 years, he has been conducting research on wolf ecology in the Białowieża Forest, focusing on the relationships between this predator and the populations of its main prey, primarily red deer. Professor Kuijper studies the ecological consequences of predator presence in natural forest ecosystems, particularly how it affects the abundance, distribution, and behavior of ungulate species. He also investigates how these ungulates influence the diversity and growth patterns of tree species in the Białowieża Forest. Additionally, Dries Kuijper conducts research on the impact of human presence on the spatial behavior of large mammals across various landscape configurations and forest use histories.</p>
W BioPlanet	W BioPlanet jest koordynatorem bloku zajęć „Letnia Szkoła Ekologii”. Ponadto jest promotorem 1 doktoranta

	Dr hab. Michał Żmihorski
ORCID	< https://orcid.org/0000-0001-5137-1635 >
H index (Scopus)	32
ResearchGate	< https://www.researchgate.net/profile/Michal-Zmihorski >
Google Scholar	< https://scholar.google.com/citations?hl=pl&user=hpVEij4AAAAJ >
Nauka Polska	< https://ludzie.nauka.gov.pl/in/profiles/micha%C5%82.%C5%BCmihorski.XC2Dv5IUW >
Bio	<p>Michał Żmihorski holds a habilitation degree in biological sciences and is a professor at the Mammal Research Institute of the Polish Academy of Sciences in Białowieża. He is a member of the State Council for Nature Conservation and the Committee for Environmental and Evolutionary Biology of the Polish Academy of Sciences. His research focuses on the ecology of terrestrial ecosystems, particularly the conservation of vertebrates (mainly birds and mammals) in habitats affected by varying degrees of human impact. He studies the effects of both anthropogenic disturbances (e.g., commercial forest use) and natural dynamics on forest ecosystem biodiversity. Michał Żmihorski is also involved in the development and application of advanced statistical methods for analyzing biological data and environmental monitoring, including the use of additive models and biodiversity metrics. He actively contributes to nature conservation efforts in Poland, with a special focus on the Białowieża Primeval Forest. He lives in Białowieża and has served as the Director of the Mammal Research Institute of the Polish Academy of Sciences since 2022.</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Statystyka i planowanie eksperymentu” (15 h). Ponadto jest promotorem 3 doktorantów

	Dr hab. Tomasz Borowik
ORCID	https://orcid.org/0000-0003-0321-8200
H index (Scopus)	26
ResearchGate	< https://www.researchgate.net/profile/Tomasz-Borowik-2 >
Google Scholar	< https://scholar.google.com/citations?hl=pl&user=7QiGOTAAAAAJ >
Nauka Polska	< https://ludzie.nauka.gov.pl/in/profiles/tomasz.borowik.KnJEnVoWRBs >
Bio	<p>My research focuses on the spatial ecology, habitat selection, and behavioral adaptations of large herbivores, particularly moose (<i>Alces alces</i>), in temperate forest ecosystems. My work integrates high-resolution movement data with landscape and climatic variables to understand how animals adjust their space use strategies across temporal scales—from daily to seasonal rhythms. A central theme in his research is the ecological flexibility of large mammals in response to environmental heterogeneity, human disturbance, and climatic stressors. Another major area of interest lies in foraging ecology, including how herbivores select food patches in fragmented landscapes and how resource availability, risk, and habitat structure influence their movement and feeding behavior. My studies also explore the broader implications of animal movement and foraging strategies for conservation planning, wildlife-vehicle collisions, and the management of protected areas. Principal investigator in 1 grant of Ministry of Science & Higher Education, and coinvestigator in further 2 grants.</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Statystyka i planowanie eksperymentu” (15 h). Ponadto jest promotorem 1 doktoranta

	Prof. dr hab. Marcin Jan Kamiński
ORCID	< https://orcid.org/0000-0002-2915-0614 >
H index (Scopus)	15
ResearchGate	< https://www.researchgate.net/profile/Marcin-Kaminski-2 >
Google Scholar	< https://scholar.google.com/citations?hl=pl&user=IE9ITE4AAAAJ >
Nauka Polska	< https://ludzie.nauka.gov.pl/ln/profiles/marcin.kami%C5%84ski.q4T0eHMWkQC >
Bio	<p>The primary focus of my research has been reconstructing the phylogenetic relationships and evolutionary history of beetles. Over the past 14 years, my work has played an important role in clarifying relationships within the darkling beetle family (Tenebrionidae)—for example, leading to the reinstatement of the subfamily <i>Blaptinae</i>, a global radiation of over 280 genera and 4,000 species, discovery of over 80 previously unrecognised species, investigation selected biogeographic patterns (e.g., the European–African amphitropical disjunction). Furthermore, my interest in darkling beetles has led me to engage with several other biological disciplines. To date, I have participated in pioneering research projects in developmental biology, functional anatomy, and the recovery of ancient insect DNA. As a result, I have authored more than 70 peer-reviewed publications, in journals such as <i>Cladistics</i>, <i>Insect Systematics and Diversity</i>, <i>Journal of Biogeography</i>, <i>Scientific Reports</i>, <i>Systematic Entomology</i>, and <i>Zoological Journal of the Linnean Society</i>. My publication record reflects the collaborative nature of my research. I have been the lead author on papers published with more than 30 researchers from Belgium, Canada, China, the Czech Republic, France, Germany, Italy, Spain, South Africa, the United Kingdom, and the USA. Additionally, my mentoring approach—centered on publication—has enabled me to co-author 18 papers with students under my supervision.</p> <p>My academic background includes two years of postdoctoral experience in insect systematics at Northern Arizona University (NAU) and Purdue University (ranked among the top 100 universities worldwide). My enthusiasm for exploring new research ideas, combined with a strong record of collaboration, has allowed me to secure extramural funding in both the EU and the US. To date, I have received two grants (SONATA and OPUS) from the National Science Centre (totaling over 1,350,000 PLN), three grants from the European Commission (SYNTHEsys), and additional funding from the University of Illinois (Small Grants for Beetle Nomenclature) and The Coleopterist Society (Ross Taylor and Joyce Rockenbach Bell Research Grant). In recognition of my contributions, I was awarded the Research Scholarship for Outstanding Young Researchers by the Polish Ministry of Science and Higher Education, as well as the Jean Theodore Lacordaire Prize for an outstanding paper based on a PhD thesis (granted by The Coleopterist Society). In 2023, I was awarded the scientific title of full professor.</p>
W BioPlanet	W BioPlanet prowadzi zajęcia „Taxonomy and Biodiversity” (15 h). Ponadto jest promotorem 1 doktoranta



Regulations for the BioPlanet Doctoral School

Article 1

The BioPlanet Doctoral School (hereinafter: the “Doctoral School”) is run jointly by the following research units of the Polish Academy of Sciences: the Museum and Institute of Zoology, the Institute of Paleobiology, the Mammal Research Institute, and the Institute of Parasitology, hereinafter referred to as the “Institutes”, pursuant to the Agreement on Establishing the BioPlanet Doctoral School. “Coordinating Institute” is the Institute responsible for entering data into the POL-on System and entitled to receive and manage funds for joint training in the Doctoral School. The present Regulations specify the organization and course of training at the Doctoral School and the rights and obligations of doctoral students, supervisors, and coordinators (hereinafter: the “Coordinators”) running the Doctoral School at each Institute level.

[Legal basis]

Article 2

The Doctoral School acts pursuant to the provisions of:

- 1) The Polish Academy of Sciences Act of 30 April 2010 (i.e. Journal of Laws 2018, item 1475, as amended);
- 2) The Law on Higher Education and Science of 20 July 2018 (Journal of Laws 2018, item 1668, as amended) – hereinafter: the “Act”;
- 3) Provisions Introducing the Law on Higher Education and Science Act of 3 July 2018 (Journal of Laws 2018, item 1669, as amended);
- 4) The Agreement on Establishing the BioPlanet Doctoral School concluded between the Institutes;
- 5) the Statutes of the Institutes;
- 6) these Regulations;
- 7) and other applicable laws.

[The Doctoral School organization]

Article 3

The organs of administration of the Doctoral School are:

- 1) Director;
- 2) Coordinators;
- 3) School Council;

- 4) Admission Panels;
- 5) Mid-term Evaluation Committees.

[Training in the Doctoral School]

Article 4

1. The Doctoral School trains Ph.D. candidates in the following disciplines: Earth and Environmental Sciences, and Biological Sciences.
2. The doctoral program lasts for eight semesters.
3. The academic year starts on 1st October and ends on 30th September of the next year.
4. Depending on the date of admission procedure in the Institutes constituting the Doctoral School, admission to the School in any given academic year may be no sooner than in the day the year commences, or in its course, but not later than on 31st March.
5. Doctoral student's training in the Doctoral School concludes with the submission of a dissertation accepted by supervisor(s).

Article 5

The terms of recruitment to the Doctoral School, including the course of appointment and operation of Admission Panels, are laid down in the "Terms and Conditions of Admission to the BioPlanet Doctoral School".

Article 6

1. The training framework program in the Doctoral School sets out the character and amount of teaching hours for doctoral students.
2. The training framework program is announced in the Public Information Bulletins (BIPs) of the Institutes and on the web page of the Doctoral School at least five (5) months before admission to the Doctoral School begins in any given academic year.
3. In duly justified cases at the doctoral student's request, the Coordinator may agree to an individual course of study.
4. Learning outcomes are assessed on the basis of written or oral exams, reports, written studies, or attendance. Method of assessment is specified in the course syllabus.
5. Courses may be graded on the following scale:

2 – unsatisfactory (a course failed),
3 – sufficient,
3,5 – sufficient +,
4 – good,
4,5 – good +,
5 – very good,

or be without a grade – on a pass/fail basis.

6. Doctoral student may sit a retake exam.
7. For successfully completed courses and other activities included in the program doctoral student is awarded credit points according to the European Credit Transfer and Accumulation System (ECTS).
8. The School Director credits a year of study. The conditions of promotion are: to pass all mandatory courses/exams scheduled in the study plan agreed with the supervisor(s) for a given academic

year, to pass the doctoral seminar, and to obtain positive evaluation of the report on the scientific activity including the overall progress of the dissertation.

9. In the case of failing one mandatory course in a given academic year, doctoral student may be granted, at their request, conditional permission to continue studies in the next academic year by the School Director.
10. In the case of such a conditional consent in a given academic year, doctoral student is required to fulfill the condition i.e., to pass successfully the mandatory course from the previous year.
11. Doctoral student is not allowed to repeat a year.
12. Doctoral student is required to present at the end of their second year a publication in a peer-reviewed journal with at least national coverage.
13. The implementation of an individual research plan by a doctoral student is subject to mid-term evaluation in the middle of the doctoral training period, pursuant to Art. 202 of the Act. The mid-term evaluation is carried out by a committee appointed during the fourth semester by the Director of the Institute to which a doctoral student was admitted.
14. The basis for the mid-term evaluation is a written report on the implementation of research plan with the supervisor(s) opinion there on and the committee's interview with the doctoral student. The report and supervisor'(s)' opinion are submitted to the Coordinator by 30th June of the second year of doctoral training.
15. The mid-term evaluation is carried out not later than 30th September of the second year.
16. The mid-term evaluation ends with a positive or negative outcome. The result of evaluation and the reasons for it are open.
17. The doctoral student's course of training is recorded according to Annex 1 to these Regulations.
18. The doctoral student's training ends with the submission of a dissertation accepted by the supervisor.
19. Any person who has not graduated from the Doctoral School may be issued, at their written request, a certificate on the course of training at the Doctoral School.

Article 7

1. The Scientific Councils of the Institutes constituting the Doctoral School oversee the course of training in the School.
2. In particular, the Scientific Council of each Institute:
 - 1) expresses an opinion, at the request of the Director, on candidate for the post of the Doctoral School Coordinator in a given Institute;
 - 2) expresses an opinion, at the request of the Director, on candidate for the supervisor and associate supervisor.
3. The Scientific Councils of the Institutes constituting the Doctoral School pass:
 - 1) the Regulations for the Doctoral School;
 - 2) the Terms and Conditions of Admission to the Doctoral School;
 - 3) the training framework program.

[Coordinators]

Article 8

1. At the Institute level the Doctoral School is managed by the Coordinator, appointed by the Director after receiving a favorable opinion of the Scientific Council and consulting the competent organ of doctoral students' government.
2. Coordinator must hold the title of Professor or habilitation degree or qualifications equivalent to those of habilitation.

3. Director of the Institute shall make request to have the Coordinator nominee agreed by the competent organ of doctoral students' government.
4. The absence of any response of the competent organ of doctoral students' government on this matter within 14 days shall be considered as consent to the presented Coordinator nominee.
5. The Coordinator may be revoked by the Institute Director after obtaining the opinions of the competent Scientific Council and the organ of doctoral students' government.
6. The Scientific Council of the Institute or the competent organ of doctoral students' government may request the Coordinator dismissal from the Institute Director.
7. The Institute Director request advice on the Coordinator dismissal from the competent organ of the doctoral students' government and from the Scientific Council, not earlier than after 14 days of receipt of the request but not later than the first meeting of the Scientific Council after those 14 days.
8. The Director of the Doctoral School, who is the coordinator of the Coordinating Institute is appointed by the Directors of the Institutes which established the Doctoral School, acting in cooperation.
9. The School Director may be recalled by the Directors of the Institutes. The provisions of Paras. 6–9 shall apply accordingly.

[Duties of the School Director and Coordinator]

Article 9

1. The School Director:
 - 1) oversees the proper organization and course of teaching, and supervises and coordinates the course of training at the School;
 - 2) credits successive years of study of the doctoral student, after obtaining the supervisor's opinion;
 - 3) extends, in justified individual cases, the deadline for submitting a dissertation, taking into account periodical reports submitted by the doctoral student and the assessment by the supervisor(s), not longer than by two (2) years in total;
 - 4) arranges the implementation of the training framework program;
 - 5) informs the doctoral students about the annual evaluation of their progress and the promotion or lack thereof to the next year;
 - 6) organizes and conducts the doctoral seminars, during which the doctoral students present their research progress;
 - 7) submits to the School Council a report on the Doctoral School operation annually.
2. The Coordinator:
 - 1) announces the recruitment to the School, runs the admission process by the Director's authorization, as the chair of the Admission Panel, submits to the Director the results of admission, with the proposed supervisors and agreed with them topics of the doctoral dissertations;
 - 2) forwards supervisor(s) and associate supervisor(s) to the Scientific Council of the Institute for opinion after obtaining their consent for the post within three (3) months of the doctoral student enrollment;
 - 3) shall ensure that the Regulations for the Doctoral School are observed and the training framework program is implemented;
 - 4) makes the annual assessment of the implementation of the training program, of research progress and progress in the preparation of a dissertation, by inspecting periodical reports

submitted by the doctoral students and students' progress reports submitted by the supervisors, by 30th September;

- 5) submits to the Scientific Council of the Institute a report on the course of training program at the Doctoral School once every year;
- 6) forwards the annual reports of the doctoral students to the School Director once every year.

[The School Council]

Article 10

1. The School Council shapes the curriculum and oversees the work of the Doctoral School concerning education and research.
2. The School Council consists of the Coordinators, one representative of the Scientific Council of each of the constituent Institutes, and a student representative, which are nine members in total.
3. The tasks of the Council include in particular proposing and preparing the changes to the recruitment regulations, to the training framework program and the School Regulations, as well as expressing opinion on the reports of the School Director.
4. Each year before the admission announcement, the School Council approves the number of available places at the School.
5. The School Council renders an account of the School operations to the Scientific Councils of the Institutes annually.
6. The Chair of the School Council is the Director of the Doctoral School, who calls and presides over the meetings. The School Director calls a meeting of the School Council also upon request of representatives of at least two Institutes.

[Extension and suspension of studies]

Article 11

1. The School Director at the written request of the doctoral student may extend the deadline for submitting a dissertation if research necessary for the preparation of the dissertation is long-term, but no more than by two (2) years in total. The extension may be granted on condition that the doctoral student is the author or coauthor (the Coordinator may request the coauthors' statements for documenting the doctoral student's contribution) of at least one peer-reviewed paper published in a scholarly journal listed in the *Journal Citation Reports* database. Doctoral student's contribution to the published papers must be closely connected with the discipline represented by the Institute.
2. The School Director at the request of the doctoral student may suspend the doctoral training in the case of temporary incapacity to participate in the training program or individual research program due to:
 - 1) student's illness;
 - 2) the necessity to care for a sick family member personally;
 - 3) the necessity to care for a child up to four years of age or a child with disability certificate;
 - 4) other adequately justified circumstances,

– for no longer than one year in total.
3. In addition, the School Director, at the request of the doctoral student, suspends the doctoral training for the period corresponding to the duration of maternity leave, leave on the terms of maternity leave, paternity leave and parental leave, specified in the act of 26 June 1974 – The Labor Code (i.e., Journal of Law 2018, item 917, as amended).

4. The extension request referred to in Para. 1 should be submitted to the School Director at least 30 days before the final semester of training ends. The School Director is obliged to make the decision on extension within 21 days of the request receipt. The suspension request is submitted on a permanent basis and is examined immediately.
5. The request for the extension or suspension of the doctoral training includes:
 - 1) doctoral student's personal data: given name, surname, PESEL No. or, in the absence thereof, –the number of any documentary proof of identity, and the year of study at the Doctoral School;
 - 2) the justification;
 - 3) the opinion of supervisor(s);
 - 4) an updated individual research plan.
6. To the request of extension or suspension of the doctoral training referred to in Paras. 1–3, the doctoral student encloses the supporting evidence of the conditions specified in the aforementioned paragraphs.

[Supervisors]

Article 12

1. Doctoral student at the Doctoral School is trained under the instruction of the supervisor/supervisors.
2. Only scientific staff members of the Institute holding the title of Professor or habilitation degree in the discipline being represented by the Institute, or equivalent qualifications, with the reservation of Art. 190.6 of the Act, and having current scholarly achievements published within last five (5) years, are eligible to act as principal supervisors.
3. Supervisor/s and associate supervisor/s are appointed by the Director of the Institute to which the applicant has been admitted, after consulting the Coordinator and taking into account the Scientific Council opinion, as well as the list of prospective supervisors and proposed research topics announced at the admission of applicants to the Doctoral School.
4. The supervisor, acting in accordance with the doctoral curriculum framework:
 - 1) prepares with a doctoral student an individual research plan within 12 months since the start date of doctoral training and a detailed plan of training for each year at the Doctoral School;
 - 2) introduces a doctoral student to the topic of a dissertation and to the appropriate research method and techniques;
 - 3) sets the course of training and self-study of a doctoral student and supervises the process;
 - 4) should assist doctoral students in securing funds necessary for the preparation of a dissertation (via research projects, statutory financing, from other sources);
 - 5) informs the doctoral student about the progress of his/her work and research results presentation;
 - 6) submits to the Coordinator a report on the research progress and execution of the doctoral training program of the doctoral student by 30th June of each academic year;
 - 7) expresses an opinion on the doctoral student's request for extension of the deadline for submitting a dissertation in the case referred to in Art. 11.1;
 - 8) attends the doctoral seminars whenever his/her doctoral student presents a paper.
5. In justified cases, doctoral student, in consultation with supervisor(s), may request the Coordinator for the change of the topic of doctoral research and an individual research plan. Any such request must be justified and be submitted before the mid-term evaluation.

6. The Institute Director may revoke the supervisor at the request of the Coordinator or doctoral student. The request needs to be justified. The supervisor has the right to appeal against the Director's decision to the Scientific Council of the Institute. In the case of a change of the supervisor(s) or associate supervisor, a new supervisor is appointed by the Institute Director after obtaining the consent of the prospective supervisor.

[Rights and obligations of doctoral students]

Article 13

A doctoral student has the right to:

- 1) participate in the academic life of the Institutes constituting the Doctoral School;
- 2) use the libraries, reading rooms and to access the digital content of databases of the Institutes constituting the Doctoral School;
- 3) receive doctoral stipend on the basis set out in the Act;
- 4) extend and suspend the deadline for submitting a dissertation according to the rules contained in these Regulations;
- 5) take a leave not exceeding eight weeks a year. Doctoral student submits the request for a leave accompanied by the supervisor's opinion to the Coordinator;
- 6) serve as an intern and to conduct research in other domestic and foreign scientific institutions, with the Coordinator's consent and after obtaining the positive opinions from supervisor(s). The internship period, with the Coordinator's approval, may be counted toward the training time at the Doctoral School. The courses completed during the internship are considered at the evaluation of the implementation of the training program;
- 7) be supervised by and to benefit from research advice and support of supervisor(s) during the whole course of training at the Doctoral School;
- 8) appeal against the decision made by the Coordinator to the Institute Director, whose decisions are final;
- 9) participate in the activities of doctoral students' government at the Institute.

Article 14

1. General rights and obligations of doctoral students are set out in Art. 2 and the provisions of Art. 13 of these regulations. In particular, doctoral students are obliged to:
 - 1) carry out research in connection with the preparation of a dissertation;
 - 2) study by themselves, under the direction and guidance of supervisor(s) and agreed training program;
 - 3) participate in the courses listed in a training framework program;
 - 4) pass each year of study at the Doctoral School according to requirements set out in these Regulations and the training framework program;
 - 5) submit to the Coordinator, within 12 months of training, an individual research plan, approved by the supervisor(s), containing in particular a timetable for dissertation preparation and planned date of submitting the dissertation; in the case an associate supervisor was assigned, the timetable has to be approved also by this supervisor;
 - 6) observe the deadlines for the preparation of a dissertation included in the individual research plan;
 - 7) submit the written annual report on the performed research and progress of the dissertation to the Coordinator (by 30th June of each academic year);
 - 8) present reports on the work progress and results of dissertation research at the doctoral seminars;

- 9) publish their research in peer-reviewed scholarly journals listed in the Journal Citation Reports database;
 - 10) notify promptly the competent organ of administration of the Institute, Coordinator and Supervisor(s) about the change of name(s) and mailing address. Failure to inform of the address change means that correspondence sent to previous address will be deemed as delivered properly;
 - 11) comply with other applicable regulations, in particular concerning protection of intellectual property, classified information, and know-how;
 - 12) notify promptly the competent Institute of any issues affecting the student's eligibility for the doctoral stipend or its amount.
2. A person admitted to the Doctoral School starts training and acquires Ph.D. student's rights on taking an oath.
 3. Student of the Doctoral School is entitled to electronic student identity card.
 4. The scientific publications of a doctoral student, either individual or in coauthorship, related to his/her dissertation, should be affiliated with the Institute to which that student was admitted.

[Termination of enrollment]

Article 15

1. Doctoral student's enrollment shall be terminated on the grounds of:
 - 1) unsatisfactory result of the mid-term evaluation;
 - 2) failure to submit a dissertation within the timeframe agreed in the individual research plan;
 - 3) resignation tendered in writing to the Director of the competent Institute.
2. Doctoral student's enrollment may be terminated also in the case of:
 - 1) unsatisfactory research progress toward the dissertation;
 - 2) unsatisfactory coursework grades;
 - 3) unsatisfactory progress in the execution of the individual research plan;
3. The termination is by administrative decision of the Coordinator authorized by the Director of the competent Institute.
4. The doctoral student may request a review of the termination decision by the Director of the competent Institute within 14 days of its service. The request may be accompanied by supporting documents. The decision of the Institute Director is final.
5. The doctoral stipend payment is discontinued on the first day of the next month after the decision of termination becomes final.

[Doctoral students' government]

Article 16

Doctoral students admitted to each Institute form a separate student's government there.

[Final provisions]

Article 17

1. Any matters not regulated by these Regulations and by the legal acts cited in Article 2 shall be subject to decision of the Director of the respective Institute.
2. These Regulations come into force on 1st October 2019.

The Terms and Conditions of Admission to the BioPlanet Doctoral School

Article 1

1. Admissions to the BioPlanet Doctoral School (hereinafter: the “Doctoral School”) shall be by way of competition. The terms and conditions of the recruitment process contained in these Regulations shall be approved by the academic councils of the institutes constituting the Doctoral School, hereinafter referred to as the "Institutes".
2. Lists of prospective supervisors and description of proposed research topics are available on the web pages of the Institutes and Doctoral School. An applicant should contact prospective supervisor before applying.
3. Admission shall start with the call for competition for applicants to the Doctoral School. Each Institute runs admission independently, in the discipline being that Institute specialty.
4. The applicant to the Doctoral school should hold a professional title of magister, magister inżynier or equivalent, or a diploma referred to in Art. 326.2.2 or Art. 327.2 of the Law on Higher Education and Science of 20 July 2018 (hereinafter: the „Act”) giving the right of admission to the doctoral program in the state, in which the issuing institution of higher education is accredited.
5. In exceptional circumstances, a person referred to in Art. 186.2 of the Act or a recipient of the Diamentowy Grant scheme may be admitted to the Doctoral School.
6. A person who is not in possession of the required qualification listed in Art. 4. may apply on condition that that such an applicant obtains qualification before the Doctoral School program starts.
7. Applications to the Doctoral School are accepted by the respective Institutes as indicated in the call for competition for applicants to the Doctoral School.

Article 2

The following documents are required to apply for admission:

1. Application for admission to the Doctoral School along with consent for the personal data to be processed for the purpose of recruitment, and declaration of reading the terms and conditions of admission. A template of the application is to be found in Annex 1 to the terms and conditions of application to the Doctoral School.
2. Certified copy of diploma or certificate of completion of studies. If the applicant does not have proof of the qualifications, s/he is obliged to provide them before the Doctoral School program begins.
3. CV including education, employment and research experience with list of publication sand a short description of scientific achievements, particularly information on participation in scientific conferences, workshops, training and internships, participation in research projects, involvement in learned societies and students’ scientific associations, and awarded distinctions and scholarships.
4. Certificates or other documents confirming knowledge of English if the applicant has them at his/her disposal.
5. An opinion on the applicant and their past scientific activity from an academic staff member or a university teacher with at least a doctoral degree. Instead of providing such a

document, a person who is an academic staff member or a university teacher and holds at least a doctoral degree can be designated from whom the Recruitment Committee can obtain their opinion on the applicant independently.

Article 3

1. Decision on applicant's admission to the Doctoral School is made by the Director of the Institute to which the application was submitted, on the basis of Admission Panel's recommendation.
2. Admission panels are appointed by directors of the Institutes. Admission panel is chaired by the Doctoral School Coordinator of each Institute. In justified cases, the panel may be chaired by other person appointed by the Institute Director. In addition to the coordinator, the Committee shall include at least two academic staff members of the institute concerned, holding at least a doctoral degree. A potential thesis supervisor may be included as a voting member of the Recruitment Committee.
3. Announcements on application for admission to the Doctoral School are made public by being put on the bulletin board and by publication on the web page of each Institute and the Doctoral School, at least one month before submission of the applications begins.
4. Such an announcement includes at least:
 - a. information on proposed research topics and prospective supervisors;
 - b. information on the number of available places;
 - c. information on the possibility of proposing a research topic of applicant's choice after it has been agreed upon with a prospective supervisor;
 - d. the starting and end dates for applying;
 - e. information on the place and manner of registration/application for the admission;
 - f. formal requirements for the applicants;
 - g. description of the qualification criteria used by the Admission Panel during the admission procedure;
 - h. deadline for the results of the admission procedure;
 - i. information on the appeal procedure during the admission process.

Article 4

1. The procedure of admission is two-stage:
 - a) At the first stage the Coordinator formally assesses the submitted documents. In the case of applications that do not meet formal criteria listed in Article 2, the applicants are requested to submit any missing information within seven (7) days. In the event of a failure to do so, such applications are rejected, and the applicants shall be notified)
 - b) At the second stage, the Recruitment Committee evaluates the submitted applications, taking into account the applicant's academic achievements and experience, and invites selected applicants (no more than five per subject) for an interview. During the interview, which can be conducted online and in English, applicants are asked to give a short presentation (which should last up to 5 minutes) on their past research. If the applicant chooses their own research topic, they will have to present the concepts underlying the proposed dissertation (which should last up to 10 minutes).
2. At the second stage of the assessment, the Recruitment Committee evaluates:
 - a) applicant's scientific achievements and research experience, on the basis of scientific/popular science publications, awards and distinctions obtained due to

research or student activity, scholarships, participation in scientific conferences, workshops, training and internships, participation in research projects, involvement in learned societies and students' scientific associations, taking into account all submitted documents (0-10 pts.);

- b) b) applicant's knowledge of the discipline represented by the Institute of applicant's choice(0-5pts.);
 - c) c) applicant's familiarity with research scope of a prospective Ph.D. dissertation(0-5 pts.);
 - d) d) applicant's commitment and predisposition to carry out scientific research, particularly on the basis of presentations of their Master's thesis and proposed topic of doctoral dissertation, good communication skills, ability to speak precisely on the topic and to formulate logically valid statements (sound reasoning and correct use of scientific concepts within the discipline of applicant's choice) (0-5 pts.).
3. Knowledge of English confirmed by a certificate or demonstrated during the interview is a necessary condition for admission to the Doctoral School.
 4. Admission panel meetings shall be recorded each time in the form of minutes.
 5. Applicants with the total score not exceeding 10 points cannot be admitted to the Doctoral School. When no applicant passed the threshold of 10 pts., the deadline for application may be extended.
 6. The results of the admission procedure are non-confidential.
 7. Each Institute informs respective applicants of the results of admission procedure within 14 days of the interview date by announcing this information in the Public Information Bulletin (BIP) of the Institute and on the web page of the BioPlanet Doctoral School.
 8. Admission panel's decision denying admission may be appealed by the applicant to the Director of respective Institute within seven (7) days of its service. The sole basis for appeal may be a breach of terms and conditions of the admission procedure contained in these regulations. Director's decision is final.

Article 5

1. Recruitment process of the BioPlanet Doctoral School may also take place jointly with the recruitment of doctoral applicants to a project funded by external institutions (National Science Centre, The National Centre for Research and Development, Foundation for Polish Science, etc.), the beneficiary of which is one of the institutes forming the Doctoral School.
2. Where recruitment process of the Doctoral School is combined with recruitment to a project, the formal requirements for an applicant of the Doctoral School shall, if necessary, be extended by the requirements arising from the regulations of the funding institution concerned.
3. Recruitment process in conjunction with project recruitment may be carried out by a selection committee set up at the beneficiary institute according to the rules of the funding institution. The coordinator of the Doctoral School at the institute concerned is a member of the selection committee.
4. The announcement of the recruitment for the project should include information on joint recruitment to the project and to the BioPlanet Doctoral School, and the applicant should also submit the set of documents specified in Article 2 of these Regulations.

5. Once the joint recruitment process has been carried out, the coordinator of the beneficiary institute informs the head of the BioPlanet Doctoral School of the outcome of the recruitment and provides them with the relevant documentation of the accepted applicant.
6. The enrolment of a person admitted to the project as a doctoral student shall take place once the head of the BioPlanet Doctoral School has made a positive verification of the person's fulfilment of the requirements for admission to the school.
7. The other recruitment rules set out in Articles 1 to 4 apply respectively to joint project and school recruitment process.

Recruitment Committees at the BioPlanet Doctoral School 2019-2024

No.	Committee Members	Document
336/2021	dr hab. Maria Sterzyńska dr hab. Magdalena Witek dr hab. Przemysław Chylarecki	Decyzja Dyrektora MiIZ PAN z dnia 28.09.2021
335/2021	dr hab. Maria Sterzyńska prof. dr hab. Wiesław Bogdanowicz dr hab. Przemysław Chylarecki	Decyzja Dyrektora MiIZ PAN z dnia 28.09.2021
12/2022	dr Iago Sanmartin-Villar dr hab. Magdalena Witek dr Anna Dubiec	Zarządzenie Dyrektora MiIZ PAN z dnia 30.08.2021
11/2022	dr hab. Karol Szawaryn prof. dr hab. K. Wioletta Tomaszewska dr hab. Robert Rutkowski	Zarządzenie Dyrektora MiIZ PAN z dnia 29.08.2021
15/2022	dr hab. Przemysław Chylarecki dr hab. Marcin Kamiński dr hab. Robert Rutkowski	Zarządzenie Dyrektora MiIZ PAN z dnia 14.10.2022
2/2023	dr hab. Karol Szawaryn dr hab. Robert Rutkowski dr hab. Przemysław Chylarecki	Zarządzenie Dyrektora MiIZ PAN z dnia 17.01.2023
6/2023	dr Alfredo Attisano dr hab. Roman Gula prof. dr hab. Jorn Theuerkauf dr hab. Robert Rutkowski	Zarządzenie Dyrektora MiIZ PAN z dnia 06.03.2023
13a/2023	dr Violette Chiara dr hab. Magdalena Witek dr hab. Przemysław Chylarecki	Zarządzenie Dyrektora MiIZ PAN z dnia 10.08.2023
17/2023	dr Lech Karpiński prof. dr hab. K. Wioletta Tomaszewska dr hab. Robert Rutkowski dr hab. Przemysław Chylarecki	Zarządzenie Dyrektora MiIZ PAN z dnia 09.10.2023
06/2024	dr Alfredo Attisano prof. dr hab. Jorn Theuerkauf dr hab. Roman Gula dr hab. Przemysław Chylarecki	Zarządzenie Dyrektora MiIZ PAN z dnia 07.03.2024
08/2021	dr hab. Marcin Kamiński prof. dr hab. Dariusz Iwan dr hab. Robert Rutkowski	Zarządzenie Dyrektora MiIZ PAN z dnia 14.04.2021
10/2020	dr Andre Viola de Moura dr hab. Małgorzata Pilot dr Sylwia Czarnomska	Zarządzenie Dyrektora MiIZ PAN z dnia 30.06.2020
9/2020	dr hab. Robert Rutkowski prof. dr hab. K. Wioletta Tomaszewska dr Dagmara Żyła	Zarządzenie Dyrektora MiIZ PAN z dnia 29.06.2020
6/2020	dr hab. Małgorzata Pilot dr Sylwia Czarnomska dr Karolina Doan	Zarządzenie Dyrektora MiIZ PAN z dnia 19.05.2020

29/2019 dr hab. Przemysław Chylarecki Zarządzenie Dyrektora MiIZ PAN z dnia 16.09.2019
prof. dr hab. Joanna Gliwicz
prof. dr hab. Wiesław Bogdanowicz

Guidelines for conducting the mid-term review of a doctoral student at the BioPlanet Doctoral School

1. Introductory information

1. The mid-term review is required by the provisions of Article 202 (2) to (4) of the Act of 30 August 2018, Law on Higher Education and Science (hereafter referred to as LHES).
2. The purpose of the doctoral student's mid-term evaluation is to assess the implementation of the Individual Research Plan (hereafter referred to as the IRP) during the first two years of study at the doctoral school. The subject of the evaluation is not the implementation of the doctoral student's educational programme.
3. The review is carried out by a three-person Evaluation Committee (hereafter referred to as the Committee), which is appointed for each doctoral student individually by the director of the institute to which the doctoral student is affiliated (hereafter referred to as the home institute)
4. The mid-term review results in a pass or fail grade. The Committee shall provide a written justification of the evaluation (Article 202(3) LHES).
5. These guidelines are of an indicative character. The only legally binding provisions are contained in Article 202 LHES and Art. 6 (13) to (16) of the Regulations of the BioPlanet Doctoral School¹.

2. Specific aims and scope of the mid-term review

1. The primary purpose of the mid-term review is to identify - with the use of a negative evaluation - those doctoral students whose progress to date on the doctoral thesis indicates that they will not meet the requirements for the preparation and submission of the doctoral thesis within the required deadline and in the required form (including the extended deadline in accordance with art. 11 (1) to (3) of the Regulations of the BioPlanet Doctoral School).
2. The second purpose of the mid-term review is to identify - using the justification for a positive evaluation - issues and areas of activity that need to be extended or improved during the Doctoral Student's further work on the dissertation.
3. The assessment is based on:
 - Individual Research Plan (IRP) submitted by the Doctoral Student within 12 months of starting study at the Doctoral School,
 - IRP report submitted by 30.06. of the second year of study,
 - Report of the 1st year of study,
 - the Committee's interview with the Doctoral Student
4. The mid-term review shall include an assessment of the implementation of the IRP in the following areas of activity:

¹ <https://szkoladoktorska-bioplanet.pl/en/school/regulations-for-the-bioplanet-doctoral-school/>

- research results obtained and their progress in relation to the results assumed to be reported in the dissertation;
 - typescripts of publications prepared and submitted to the editor;
 - preparation and delivery of research results at scientific conferences (oral presentations, posters);
 - submitted grant applications;
 - participation in conferences, trainings, research of other teams;
5. The Committee shall give a positive grade to a Doctoral Student who:
- implements the established Individual Research Plan in accordance with the schedule, and any delays in its implementation do not pose a threat to the timely submission of the doctoral dissertation;
 - shows delays in the implementation of the IRP, but in the opinion of the Committee, the amount of work to be completed and the motivation of the doctoral student make it reasonable to believe that he or she will submit the dissertation on time.
6. The Committee shall give a failing grade to a Doctoral Student who:
- demonstrates significant delays in the implementation of the work schedule for the doctoral dissertation declared in the IRP, which does not provide a chance for the timely submission of the dissertation;
 - demonstrates significant delays in the completion of the IRP, combined with poor knowledge of the research topic or low commitment to the work.
7. In assessing the implementation of the IRP, the Committee shall take into account:
- The possibility to perform the research necessary to complete the dissertation by the end of the fourth year of study;
 - In justified cases - the possibility to extend the work on the dissertation by no more than 2 years, in accordance with art. 11 (1) to (3) of the Regulations of the BioPlanet Doctoral School²;
 - Circumstances beyond the control of the Doctoral Student that hinder the completion of the planned work (e.g. travel restrictions, failure to apply for a grant or funding), and other justified circumstances reported by the Doctoral Student.

3. Evaluation Committee

1. The Committee shall be composed of 3 independent academics. The Committee shall include at least one academic staff member from outside the home institute of the Doctoral Student. The Promoter and the Assistant Promoter shall not be appointed to the Committee (art. 202 (4) of LHES)
2. The Evaluation Committee shall be appointed by the Director of the Doctoral Student's home institute, upon the proposal of the School Coordinator at the respective institute. In the decision, the Director indicates the Chairperson of the Committee.

² <https://szkoladoktorska-bioplanet.pl/en/school/regulations-for-the-bioplanet-doctoral-school/>

3. In appointing the Committee, the Director shall take into account that a possible conflict of interest between the tasks of a member of the Committee and the function of the Promoter also includes the latter's close associates, direct subordinates or immediate superiors.

4. The process of the evaluation

1. The evaluation consists of three stages of the Committee's work: (a) analysis of the documents submitted by the Doctoral Student, (b) the Committee's interview with the Doctoral Student, (c) the Committee's meeting ending with a vote on the evaluation and drawing up the minutes of the evaluation. The work of the Committee is coordinated by the Chairperson of the Committee acting in liaison with the School Coordinator.
2. The documents submitted by the Doctoral Student are sent by e-mail to the members of the Committee by the Coordinator. The analysis of the documents submitted by the Doctoral Student does not require a meeting of the Committee, and its form and timing is determined by the Chairperson of the Committee.
3. During the interview with the Committee, the Doctoral Student gives a presentation summarising the results obtained during the first two years of work on the PhD thesis, and brief information on the completion of the remaining elements of the IRP. After the presentation, the Doctoral Student answers questions from the Committee related to the presentation and to the report on the completion of the IPB.
4. A meeting of the Committee shall be held after the interview with the Doctoral Student and shall be aimed at agreeing the assessment (as a result of the vote) and its justification.
5. The Committee shall draw up an evaluation report containing, inter alia, the result of the evaluation and its justification and shall forward it to the School Coordinator at the respective institute. The result of the evaluation and the justification is public (available in the public domain).
6. Meetings of the Committee, including the Committee's interview with the Doctoral Student, may take place via online contact platforms (e.g. Zoom, Skype, MS Teams, Google Meet). The School Coordinator will provide technical support for remote Committee meetings as needed.

5. Timetable for mid-term review activities

Activity	Completion date
The doctoral student reports on the implementation of the IRP to the School Coordinator.	by 31.08.
The Coordinator proposes the composition of the Evaluation Committee to the Director of the home institute	by 10.07.
The director of the institute appoints the Evaluation Committee	by 15.07.
Coordinator submits materials for evaluation to the Committee (IRP, report on IRP, report on the first year of studies)	by 03.09.
Committee analyses the materials (no meeting)	by 10.09.
The Coordinator, in consultation with the Chairperson of the Committee, sets a date for the Committee's meeting with the Doctoral Student	by 10.09.
The Committee holds a meeting with the Doctoral Student.	by 20.09.

The Committee, in a separate (closed, without the participation of the Doctoral Student) meeting, discusses and determines the mid-term grade, agrees the rationale and signs the evaluation protocol.	by 30.09.
The Committee forwards the assessment protocol to the Coordinator	by 30.09.
The Coordinator forwards the assessment to the Doctoral Student, the Promoters, the Director and the Head of School	immediately
Possibility for the Doctoral Student to appeal against the Committee's assessment	14 days after completion of the previous step
Publication of the assessment and its justification	by 30.09.



MUZEUM I INSTYTUT ZOOLOGII POLSKIEJ AKADEMII NAUK

S.012.6.2025

Warszawa, 15.07.2025 r.

Upoważnienie

Upoważniam niniejszym Panią Małgorzatę Nakonieczny-Jałoszyńską do podpisania i złożenia raportu samooceny Szkoły Doktorskiej BioPlanet w systemie SEDOK/POLon oraz do podpisywania i składania uzupełnień do raportu samooceny, uwag do raportu z ewaluacji oraz zastrzeżeń do oceny.

Z poważaniem

Dr hab. Tomasz Mazgajski

p.o. Dyrektora

T. Mazgajski
Dr hab. Tomasz Mazgajski



MUZEUM I INSTYTUT ZOOLOGII
POLSKIEJ AKADEMII NAUK

S.012.5.2025

Warszawa, 15.07.2025 r.

Upoważnienie

Upoważniam niniejszym Pana Przemysława Chylareckiego do podpisania i złożenia raportu samooceny Szkoły Doktorskiej BioPlanet w systemie SEDOK/POLon oraz do podpisywania i składania uzupełnień do raportu samooceny, uwag do raportu z ewaluacji oraz zastrzeżeń do oceny.

Z poważaniem

Dr hab. Tomasz Mazgajski

p.o. Dyrektora

T. Mazgajski
Dr hab. Tomasz Mazgajski

KEN

2023-2027



**NATIONAL
INFORMATION
PROCESSING**
INSTITUTE



Minister of Science and Higher Education
Republic of Poland

Assessment of the quality of education in doctoral schools
is made by the Science Evaluation Committee

The Evaluation System of Doctoral Schools
is financed by the Minister of Science and Higher Education
