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2023-2027

EVALUATION REPORT

QUALITY OF EDUCATION AT A DOCTORAL SCHOOL

Szkoła Doktorska w Szkole Głównej Handlowej w Warszawie

Szkoła Główna Handlowa w Warszawie



Name of the doctoral school

Szkoła Doktorska w Szkole Głównej Handlowej w Warszawie

Evaluation period

4/30/19–9/10/25

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

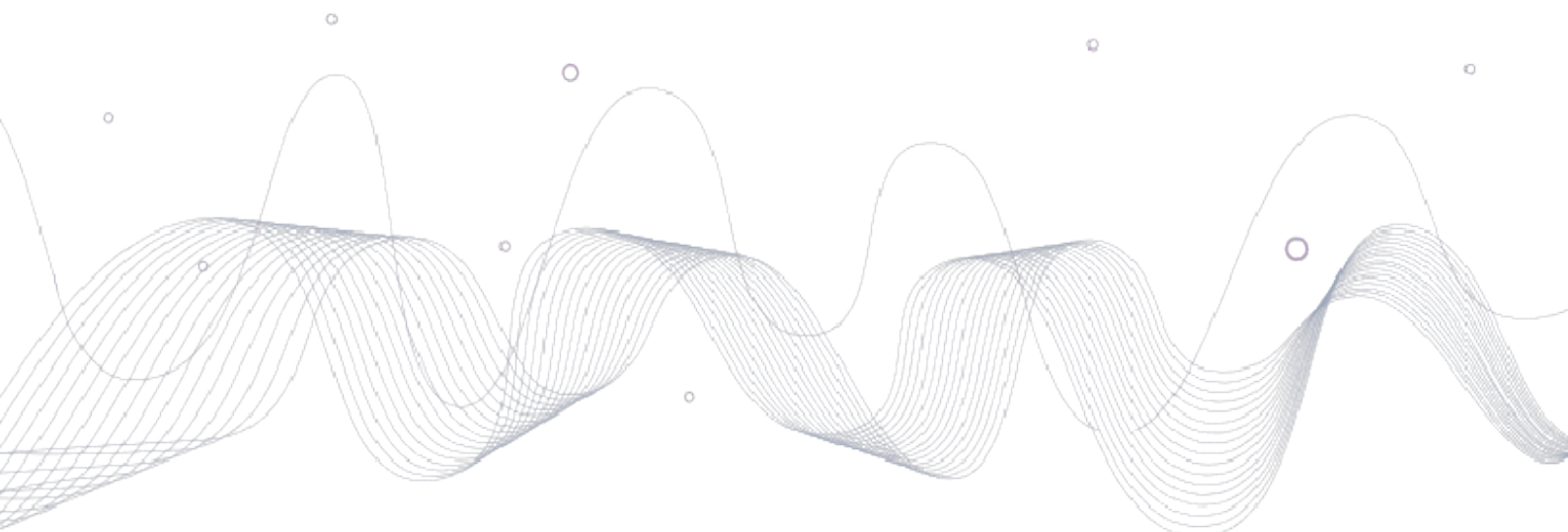
Szkoła Główna Handlowa w Warszawie

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

-

Date of submission of the self-assessment report by the Entity: DD.MM.YYYY

12/3/25



Composition of the evaluation team:

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Developed: 5/25/26

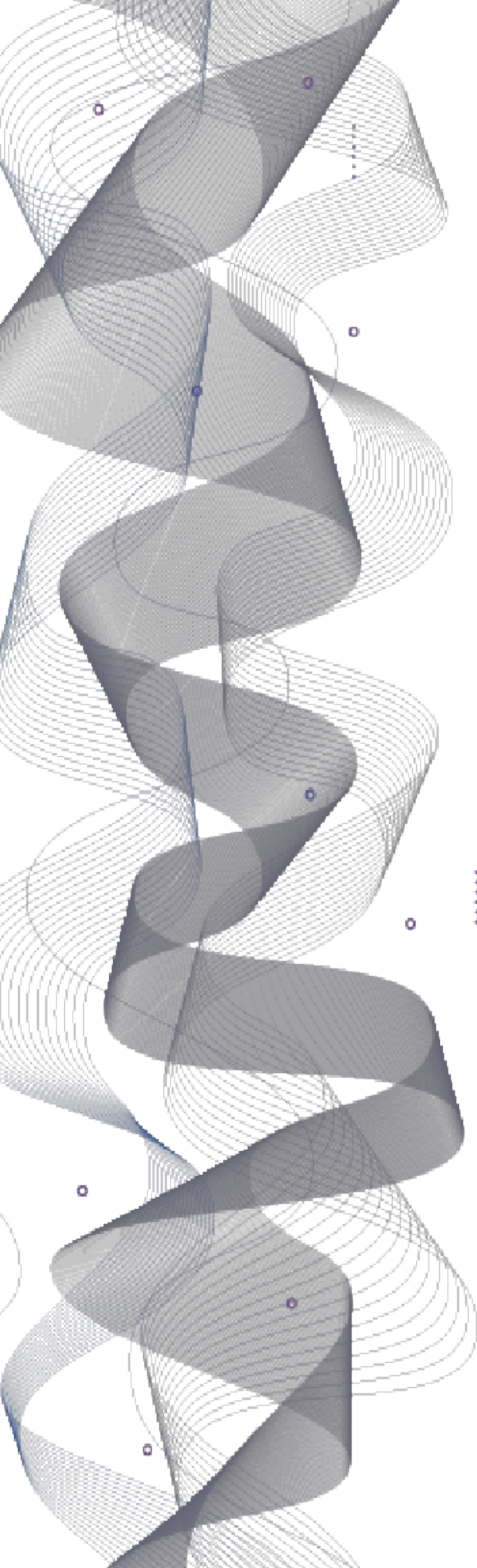


TABLE OF CONTENTS

I. General information on the doctoral school	5
II. Information on the inspection and its course	7
III. Collaboration between the entity and the doctoral student self-government	9
IV. Information on the doctoral school to which the statutory criteria apply	10
V. Final opinion and recommendations	22
VI. Assessment and reason	25

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

Name of doctoral school	Szkoła Doktorska w Szkole Głównej Handlowej w Warszawie
Date of establishment	2019
Date of commencement of education at doctoral school	10/1/19
Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school)	Polski Koncern Naftowy Orlen S.A. Orange Polska S.A. Volkswagen Group Polska British-American Tobacco Polska S.A. PhotoClaim Sp z o.o. Narodowe Centrum Badań i Rozowju Pratt and Whitney Kalisz Sp. z o.o. Polski Komitet Olimpijski Urząd Marszałkowski Województwa Pomorskiego Narodowy Instytut Kardiologii Stefana kardynała Wyszyńskiego GSK Commercial Sp. z o.o. Towarzystwo Funduszy Inwestycyjnych PZU S.A. Ministerstwo Finansów Urząd Dozoru Technicznego Fund Team Sp. z o.o. Citibank Europe plc TAURON Polska Enargia S.A. Ministerstwo Rozwoju i Technologii
Domains of study	Social sciences (from: 01-01-2018)
Discipline(s) of science or art in which training is provided	economics and finance (from: 01-01-2018) political and administrative sciences (from: 01-01-2018) management and quality studies (from: 01-01-2018)
Name/scope of the education programme	Management and Quality Sciences in the field of Economics and Finance with the specialization in Finance in the field of Economics and Finance in the scope of Economics with instruction in English Political and Administration Sciences in the field of Economics and Finance in the scope of Economics in the field of Economics and Finance in the scope of Economics - industrial PhD profile

	Management and Quality Sciences - industrial PhD profile Political and Administration Sciences - industrial PhD profile in the field of Economics and Finance with the specialization in Finance - industrial PhD profile Economics and Finance in the scope of Economics - industrial PhD profile Economics and Finance with the specialization in Finance Economics and Finance with the specialization in Finance - industrial PhD profile Economics and Finance in the scope of Economics Management and Quality Sciences - industrial PhD profile
Number of instructors	185
Number of doctoral students undergoing training at the doctoral school (as of 12/2/25)	198
Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 12/2/25)	125
Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 12/2/25)	18

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The site visit to the Doctoral School operated by SGH Warsaw School of Economics (SD SGH) took place on 3 March 2026 and lasted from 8:00 to 17:00. Meetings were held in facilities provided by the University, in accordance with the previously agreed schedule. The evaluation covered doctoral education in three academic disciplines: economics and finance, management and quality sciences, and political and administrative sciences.

The visit began with a meeting between the evaluation panel, the Rector's authorities, and the management of SD SGH, during which the detailed schedule was presented. The University authorities outlined key directions for doctoral education, identifying internationalization as a priority. They also identified the main challenges in staff development and outlined the role of individual disciplines within the Doctoral School and the University's overall strategy. The evaluation panel positively assessed this meeting, as it not only facilitated a structured understanding of the doctoral school's functioning but also provided a strategic and substantive framework for the visit.

The next item on the agenda was a meeting with the team responsible for preparing the self-evaluation report, including representatives of the administration. The following issues were discussed: learning outcomes defined for Level 8 of the Polish Qualifications Framework and the adequacy of the study program; methods for verifying learning outcomes, including the quality of mid-term evaluation; staff qualifications; the quality of the recruitment process and supervision; support provided to doctoral students; the scope and scale of internationalization; and the effectiveness of education. This meeting allowed for clarification and refinement of preliminary observations based on the analysis of documentation prepared by SD SGH.

Subsequently, the evaluation panel met with academic staff, supervisors, and representatives of the scientific councils of the assessed disciplines. This meeting enabled the exchange of views on the School's functioning from the perspectives of those delivering and overseeing education. The panel then reviewed doctoral student documentation, in particular, randomly selected Individual Research Plans (IRPs) and mid-term evaluation results. This was followed by a meeting with doctoral students and representatives of the doctoral student self-government to gather opinions on the organization and quality of education, the functioning of the School, and cooperation with supervisors and University authorities.

The visit concluded with an internal summary meeting of the evaluation panel and a closing meeting with the School's authorities, during which the next stages of the evaluation process were outlined. Attendance at meetings was satisfactory; occasional early departures, previously announced due to other obligations, were rare. The representation of doctoral students was particularly strong, including participants from different years, disciplines, and countries. It is recommended to monitor attendance at meetings, especially for teaching staff.

SD SGH provided full access to the required documentation. Participants provided comprehensive responses to most of the evaluation panel's questions. During the visit, key documents confirming the School's proper functioning were verified on-site. The panel reviewed Individual Research Plans, mid-term evaluation protocols, and documentation of recruitment committee proceedings. Documents confirming internationalization, survey results on the quality of education completed by doctoral students, graduate career tracking, evidence of infrastructure

availability, and information on the selection of teaching staff were also presented.

During the visit, the evaluation panel obtained sufficient information to formulate assessments for the following criteria:

- adequacy of the study program and Individual Research Plans in relation to learning outcomes at Level 8 PRK and their implementation,
- methods of verifying learning outcomes at Level 8 PRK,
- qualifications of academic staff conducting doctoral education,
- quality of the recruitment process,
- quality of supervision and support for research activities,
- reliability of the mid-term evaluation process,
- internationalization,
- effectiveness of doctoral education,
- cooperation between the institution and the doctoral student self-government.

The descriptions prepared by SD SGH for the assessment of the above criteria were complete and comprehensive, although in some cases somewhat general and schematic. This was partly due to word limits imposed by the reporting system.

Following a detailed analysis, the evaluation panel assessed all criteria positively, as no significant deficiencies or shortcomings were identified. For certain criteria, however, improvement recommendations were formulated, the implementation of which may contribute to the further development of education and the functioning of the SGH Doctoral School in the coming years.

In justifying the positive evaluation of SZDOK SGH in Warsaw, the panel noted that academic standards are upheld regarding research integrity, doctoral education, verification of doctoral students' work, cooperation with the doctoral student self-government, and the provision of organizational, substantive, and psychological support for doctoral students. The SGH Doctoral School is fully embedded in the University's strategy and structure, and its identity is clearly defined. Activities supporting the internationalization of education and research, including accreditations from renowned international agencies in economics and business (AACSB, AMBA, and EQUIS), contribute to the international recognition of both the University and its Doctoral School.

Study programs are coherent and structured around specific academic disciplines. The University offers both traditional (academic) doctorates and implementation doctorates. The development of these two pathways reflects the needs of doctoral students, the training of academic staff in science and higher education, and the needs of the socio-economic environment. Strengthening cooperation with external stakeholders may better align research topics with current market challenges and increase the University's impact on innovation.

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

The relationship between the entity operating the SGH Doctoral School and the Doctoral Student Council provides the foundation for a modern, democratic model of institutional governance. The implementation of doctoral students' statutory rights is not limited here to merely fulfilling formal obligations, but takes the form of a genuine partnership.

In accordance with applicable legal regulations, the Doctoral Student Council is systematically involved in advisory and consultative processes. This applies to key documents governing the unit's operations, including the curriculum and the School's regulations. Doctoral student representatives have full rights as members of the School's Scientific Council, playing a significant role in this advisory and consultative body. Their involvement in this body is reflected in their participation in shaping the School's long-term development strategy, refining the rules for preparing and reviewing individual research plans (IRPs), and developing transparent criteria for mid-term evaluations.

The high level of trust placed in student government representatives through their participation in the admissions committee deserves special recognition. Their presence not only guarantees the integrity and impartiality of the candidate selection process but also enables monitoring of ethical standards throughout the process. Equally important is the presence of doctoral student representatives on the SGH Senate. Thanks to this, the voice of the youngest generation of the academic community is heard in decisions of strategic importance for the entire university, particularly in research and teaching policy.

At the SGH Doctoral School, exemplary best practices for collaboration have been developed that go beyond the statutory minimum. Key elements of this organizational culture certainly include: ongoing consultations with the School's administration, which allow for the timely resolution of problems and the exchange of information; influence over financial decisions, as doctoral students provide input on research funding guidelines; and the allocation of funds for research activities. Particularly commendable is the Student Council's ability to co-decide on the selection of management staff, including agreeing on candidates for managerial positions related to the support and affairs of doctoral students. Also significant is the School's established practice of providing input on draft resolutions regarding the criteria for the periodic evaluation of academic staff, which leads to tangible improvements in educational standards and gives doctoral students real influence on the quality of teaching in the doctoral program.

The provision of a separate budget for the Doctoral Student Council should be viewed positively, as it fosters autonomy and enables the implementation of original projects, and is consistent with Article 215(2) in conjunction with Article 111(9) of the Law on Higher Education and Science (PSWiN). This cooperation yields numerous successes in both academic and social spheres, such as co-organizing summer schools, active participation in publishing processes (scholarly monographs), and fostering the social integration of the doctoral community.

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

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

The learning outcomes defined in the study programs are generally appropriate to qualifications at Level 8 of the Polish Qualifications Framework (PQF). It is positively noted that education at SGH Doctoral School is based on two complementary documents: the study program, including Level 8 PQF learning outcomes, and the Individual Research Plan (IRP). The procedures for appointing and the work of the recruitment committee, as well as the field-specific examination records, have been assessed as strengths of the School. Particular recognition is due to the fact that SZDOK SGH is subject to external evaluation as part of the institutional accreditation of SGH Warsaw School of Economics by the international organization AACSB. An issue requiring reflection is the division of the discipline of economics and finance into two separate fields—economics and finance—each with distinct learning outcomes. Although formally permissible, this raises questions regarding program coherence. Consideration could be given to introducing a common core module for both fields, alongside separate specialist modules. Certain provisions concerning learning outcomes also require editorial standardization, particularly in the consistent use of grammatical number when referring to disciplines.

Individual Research Plans (IRPs) are scientifically formalized and appropriately structured, with varying levels of detail—from extensive research projects (e.g., approx. 15 pages) to more concise but methodologically sound studies (3–4 pages). Overall, IRPs demonstrate conceptual clarity, coherence, and compliance with Level 8 PQF standards.

Syllabi require updates to the subject literature and a more precise specification of hourly topics for selected courses. The conditions for course completion should clearly define the minimum passing percentage. The establishment of expert teams supporting teaching activities is positively assessed.

Criterion 1 is considered satisfied.

- The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
 SGH Doctoral School applies an extensive, multi-stage system for verifying learning outcomes, encompassing both the formal assessment of individual courses and the evaluation of doctoral students' research progress. This system includes course completion requirements, a field-specific examination covering designated content at the end of the taught component (i.e., the second year of study), annual progress reports, a mid-term evaluation assessing the implementation of Individual Research Plans (IRPs) halfway through the training period, and a fourth-year review conducted at the beginning of the fourth year to determine the advancement of doctoral research. The School employs a project management methodology (an early warning system) to identify potential risks related to achieving the objectives of completing the doctoral program and preparing the dissertation. The use of a traffic-light system—ranging from safe to critical—enables early identification of potential issues and facilitates timely intervention. All stakeholders, including doctoral students, SZDOK authorities, administrative staff, and academic teachers, treat this system seriously and assess it positively. Administrative staff likewise value the system, as it enables them to provide support and propose alternative solutions when progress does not proceed as planned. The Dean of SZDOK prepares guidelines that assist students in fulfilling the formal requirements of doctoral education; these guidelines address each stage of assessment and are highly beneficial to doctoral students. The system for verifying learning outcomes enables the assessment of all intended outcomes, regardless of the discipline pursued. It is comprehensive, covering the acquisition of up-to-date knowledge (course completion and field-specific examination), the development of research skills (IRPs, mid-term evaluation, and fourth-year review), and organizational competencies (annual reports). Furthermore, at all stages, the system facilitates the evaluation of doctoral students' social competencies. It is therefore consistent with both the objectives and methods of education. The system is also robust, allowing for the identification of problems within a relatively short timeframe, which constitutes a clear advantage. At the same time, doctoral students undertake research projects and mobility activities that require flexible, individualized assessment. Identified examples confirm that the system is sufficiently flexible to accommodate diverse student needs while ensuring the achievement of learning outcomes during their education at SZDOK. The principles for verifying learning outcomes at the level of individual courses are set out in the syllabi available in SGH's online system, "Teaching offer." In cases of disputes related to course completion, doctoral students may refer the matter to the Deans or to one of the Rector's Plenipotentiaries: for Students' and Doctoral Students' Rights and Responsibilities, or for International Students and Doctoral Students. Efforts to maintain high standards of learning outcome verification are continuous. As a result, guidelines are regularly refined based on feedback from various sources. Changes are being introduced to course completion requirements, a so-called traffic-light system is in operation, and the mid-term evaluation process is subject to continuous improvement. Moreover, to enhance the standards for verifying learning outcomes at the Doctoral School, regular focus group studies with doctoral students are conducted to gather feedback and recommendations for improvement.

Criterion 2 is considered satisfied.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The criterion for evaluating staff qualifications, in general terms, takes into account all areas subject to assessment, i.e., the adequacy of the staff's academic achievements and activities to the scope of doctoral education; the quality of activities aimed at the professional development of the staff, and the reliability of procedures for verifying staff qualifications.

With regard to the adequacy of the academic achievements and scientific activity of staff to the scope of doctoral education, staff selection—as indicated in the report—considers research output, qualifications held, their alignment with the profile of the SGH Doctoral School, and the represented academic discipline. In the context of the education provided, reference is made to the courses delivered by SZDOK staff. It is stated that each course has a coordinator holding the title of professor or a habilitation degree. These individuals are responsible for the syllabus, course completion requirements, the substantive content of classes, and their coordination. In selecting staff, the authorities of SZDOK follow defined guidelines. According to the information provided, these are individuals with outstanding scientific and teaching achievements (as presented in the report's annexes on staff qualifications at SZDOK). Preferred coordinators are staff members holding at least a post-doctoral degree (doktor habilitowany), although in justified cases this role may also be performed by doctoral degree holders with exceptional research output.

The material contained in the report, as well as the information presented during the site visit, confirms the strong scientific standing of staff in the represented disciplines and research areas. The staff profiles in the annex demonstrate diverse competencies, enabling interdisciplinary research and teaching collaborations. Specific data on research activity for the years 2019–2024 have also been provided.

The description of staff demonstrates only to a limited extent how their academic achievements directly translate into doctoral students' attainment of learning outcomes. This relationship is presented rather indirectly through references to staff's high competencies, the quality of their research output, and the organization of the teaching process.

Regarding the quality of activities supporting staff professional development, the School has confirmed that it undertakes intensive measures to support the development of both staff and supervisors. Meetings and workshops are organized on topics including supervision and the educational process; workshops for prospective supervisors; training related to Individual Research Plans (IRPs) and program completion; applications to internal programs at SZDOK; submission of annual reports; and good supervisory practices. Meetings to facilitate the exchange of experience among supervisors are also held. As a rule, doctoral students are invited to participate in workshops alongside their supervisors, which strengthens a shared understanding of the educational and supervisory processes.

The material presented in the report indicates support for the development of staff research and teaching competencies, inter alia, through training in tools useful for research work and in the preparation of teaching materials for individuals with special needs. This confirms the implementation of development-oriented measures and indicates their thematic scope.

The reliability of measures undertaken by the institution to verify staff qualifications is high. The report's description confirms that verification occurs at both the recruitment stage and within SZDOK's ongoing internal quality assurance system. During the evaluation period, measures were introduced to improve and strengthen the staff selection process, with greater emphasis on qualifications.

An important area for verifying staff competencies is the quality assurance system, which includes regular evaluation of teaching activities, including surveys and focus group studies. The report also indicates that regular staff reviews are conducted, which have enabled changes to teaching assignments.

The report confirms the reliability of activities related to staff selection and the ongoing evaluation of teaching quality. However, it does not provide a detailed description of class observations, which may be considered an area requiring attention. Additionally, information obtained during the site visit indicates that although surveys are conducted, their response rates are not representative. During the visit, it was noted that, despite the limited representativeness of the responses, course evaluations and staff performance are analyzed to identify issues or risks that require resolution or may threaten the quality of education in the future.

Criterion 3 is considered satisfied.

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

The Rector of SGH Warsaw School of Economics's appointment of the recruitment committee and the prior public disclosure of its composition ensure institutional oversight. Particular recognition is due to the inclusion of two doctoral student representatives on the recruitment committee, which strengthens the inclusiveness and legitimacy of the recruitment process. The quality, accessibility, and legal standing of internal recruitment regulations approved by the Senate of SGH meet statutory requirements and the standards of good academic practice. The recruitment process is two-stage and includes a substantive evaluation of the candidate's documentation and a structured interview. The procedure is open to both domestic and international candidates, consistent with the principles of non-discrimination and the institution's internationalization objectives. It is positively noted that recruitment resolutions are systematically improved, following virtually every recruitment cycle, and modifications are introduced to enhance the quality and transparency of the selection process. At the same time, an analysis of recruitment resolutions from 2019–2025 reveals a significant weakness: resolutions from 2019–2021 lacked detailed scoring assigned to individual assessment criteria—while the criteria were listed, no precise point values were specified. Only from the 2022/2023 academic year onwards was a more detailed scoring framework introduced. Nevertheless, differentiated scoring has still not been implemented within categories of scientific publications (e.g., no distinction based on the bibliometric value of journals) or conference participation (e.g., no differentiation between national and international conferences). For conference participation, only active participation is assessed, which is appropriate practice; however, introducing gradation based on the conference's scope could be considered. Further clarification is also required regarding the allocation of points for internal and external research grants. Both in the resolutions for the 2024/2025 and 2025/2026 academic years, there is no detailed description of this criterion, including the types of grants eligible for evaluation.

Criterion 4 is considered satisfied.

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

Based on the information contained in the self-evaluation report, the SGH Doctoral School has established a well-structured, transparent, and quality-oriented system of supervision, firmly grounded in national regulations and complemented by internally defined quality criteria. The procedures for appointing supervisors are clearly regulated, multi-stage, and competence-based; they include verification by expert panels and discipline councils and are supported by limits on supervisory workload, reflecting a deliberate effort to maintain appropriate supervisory capacity.

The supervision model demonstrates institutional maturity and flexibility, particularly through the possibility of appointing assistant supervisors and co-supervisors when complementary competences are required. Supervision is clearly framed as a partnership tailored to the doctoral student's research needs, with the doctoral seminar serving as a central, continuous mechanism of support and academic integration. The systematic inclusion of supervisory duties within the teaching workload further strengthens the formal status of supervision. At the same time, although the system places strong emphasis on process quality, feedback, and early intervention, the report provides more limited evidence regarding outcome-oriented indicators that would enable a more comprehensive assessment of the effectiveness of different supervision models. Overall, the system reflects high standards of organization, support, and responsiveness, comparable to good practices observed in recognized European doctoral schools, while leaving room for further strengthening through enhanced transparency of outcomes and impact.

Strengths of supervision and the support system:

- A clear, transparent, and multi-stage procedure for appointing supervisors, exceeding minimum statutory requirements.
- Well-defined quality criteria for supervisors, including scientific activity and publication record, as well as limits on supervisory workload.
- A flexible supervision model allowing for co-supervision and complementary competences, with formal justification and oversight.
- Strong emphasis on partnership, individualization, and continuous interaction through mandatory doctoral seminars.
- Systematic training and professional development for supervisors, including international and methodological components.
- Strong institutional support for inclusiveness, equality, and work–life balance.

Areas for improvement:

- Limited presentation of aggregated outcome indicators (e.g., average time to degree by supervisor, completion rates by supervision model), which would enable more evidence-based assessment of supervision effectiveness.
- The role, responsibilities, and evaluation criteria for assistant supervisors could be further standardized and more clearly communicated to doctoral students.
- Despite extensive feedback mechanisms, the report provides limited evidence of how feedback results translate into concrete remedial actions at the level of supervisors.
- Greater formalization of minimum standards of supervisory engagement (e.g., indicative frequency of meetings) could reduce variation among supervisors.

- International co-supervision exists but remains relatively limited in scale; further expansion could strengthen global research integration.
- More transparent presentation of the long-term impact of equality and inclusiveness measures on doctoral progression and outcomes would enhance the depth of evaluation.

Criterion 5 is considered satisfied.

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

The mid-term evaluation at SGH Doctoral School is conducted in accordance with Article 202(2) of the Law on Higher Education and Science, which directly concerns the implementation of the Individual Research Plan (IRP). The principles governing the mid-term evaluation are formalized and set out in the SZDOK SGH Regulations (Article 19), while the Dean issues detailed instructions in separate documents. The composition of the mid-term evaluation committee is appropriate. Particular recognition should be given to the inclusion of external members from foreign universities on the mid-term evaluation committees, which constitutes good practice and enhances both the prestige and objectivity of the evaluation process. Records of committee meetings are documented, and mid-term evaluations are aligned with the implementation of IRPs. However, an analysis of the instructions for the mid-term evaluation across successive years (2021, 2022, 2023, 2024) reveals a recurring shortcoming: none of the instructions specify the required structure of the doctoral student's interview with the committee, whether in the presence of the supervisor or not. This element requires clear regulation in future iterations of the guidelines. The interview with the committee, including the part conducted without the supervisor, constitutes a distinct diagnostic tool, and the absence of a defined structure limits the comparability of evaluations across committees. An additional issue requiring attention is the significant inconsistency in mid-term evaluation report forms, i.e., length, content, and structure across different committees and cohorts. Standardization of these forms would strengthen the transparency and reliability of the process. The results of mid-term evaluations have been consistently positive and aligned with the research objectives and methodological frameworks established at the outset of doctoral studies. The strategy for disseminating research results is well formulated and includes participation in national and international scientific conferences and publications in peer-reviewed academic journals. The financial planning component is clearly defined and justified, taking into account diverse funding sources, including the Dean's grant of the SGH Doctoral School, programs of the Ministry of Science and Higher Education, the National Science Center, the Visegrad Fund, and other competitive funding schemes. Some variation is observed in the financial plans presented by doctoral students; for example, some indicate higher funding levels (e.g., EUR 2,000), while others report approximately EUR 1,500. While some doctoral students presented selected dissertation chapters at the mid-term evaluation stage, others had already achieved significant research outcomes, including publications in reputable scientific journals and active participation in national and international academic events.

Criterion 6 is considered satisfied

- **Internationalisation:**

Based on the information presented, internationalization at the SGH Doctoral School is approached in a coherent, strategic, and sustainability-oriented manner, as an element of the School's long-term development rather than merely a quantitative objective. The gradual approach adopted by SZDOK SGH reflects an understanding of internationalization as a process of institutional learning, capacity building, and consolidation of cooperation networks, supported by external funding instruments such as the NAWA STER Program.

The Doctoral School provides a strong international academic environment, combining the engagement of SGH staff active internationally with the systematic involvement of foreign scholars in teaching, supervision, seminars, and academic events. The increasing use of English in the curriculum, the possibility of completing doctoral education and defending dissertations in English, as well as the growing participation of domestic doctoral students in English-language tracks, indicate that internationalization is structural in nature and not limited to a distinct group of international students.

Participation in recognized international networks such as EDAMBA and CIVICA, along with active involvement in their governance and academic activities, demonstrates the institution's visibility and credibility beyond the national context. Opportunities for international mobility for doctoral students and staff, despite the impact of external factors, are clearly integrated into Individual Research Plans and yield tangible academic outcomes, including publications and lasting research partnerships.

At the same time, although the presented indicators confirm a level above the national average, internationalization remains unevenly distributed among doctoral students—mobility and international co-supervision are still concentrated within a relatively small proportion of the cohort. Overall, SZDOK presents a solid and well-supported framework for internationalization, with clear evidence of impact, while further development may focus on strengthening structural forms of international integration, such as joint doctoral programs and systematic co-supervision.

Strengths:

- A clear strategic understanding of internationalization as a long-term and sustainable process.
- Strong international engagement of academic staff and regular involvement of foreign scholars in teaching and supervision.
- Increasing share of courses delivered in English and growing use of English in dissertations and defenses.
- Active participation in recognized international networks (EDAMBA, CIVICA), including at the governance level.
- Integration of international mobility into Individual Research Plans and its measurable academic outcomes.
- Comprehensive administrative, academic, and integration support for international doctoral students.
- Effective international recruitment (approx. 20% international doctoral students).
- Incentive systems and scholarship programs supporting the sustainability of internationalization.

Areas for improvement:

- Limited evidence of systematic monitoring of teaching and research outcomes directly resulting from internationalization activities.
- International co-supervision and joint doctoral programs remain limited in scale and require further development.
- Further formalization of English-language tracks across all disciplines could reduce existing disparities.
- Participation in international networks could be more effectively leveraged to develop joint teaching modules and mobility programs.
- Forms of mobility for professionally active doctoral students.
- Limited long-term analysis of completion rates and career paths of international doctoral students.
- Recruitment strategy could be more targeted toward specific regions or strategic partners.
- The long-term financial stability of certain initiatives could be more clearly defined.

Criterion 7 is considered satisfied.

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

The effectiveness of doctoral education at the SGH Doctoral School should be assessed positively, while recognizing both clear strengths and areas requiring further monitoring. The publication activity of doctoral students merits a positive evaluation—doctoral students publish scientific articles in recognized journals, including those indexed in databases with an Impact Factor (IF), which indicates the high quality of their research activity. Doctoral students have obtained research grants, including Dean’s grants, and their conference participation constitutes an additional indicator of active engagement in the academic community. The School supports doctoral students participating in implementation doctorate programs, and the effectiveness of this educational pathway represents an additional element subject to monitoring. There is a need to analyze the effectiveness of education, distinguishing between Polish and international doctoral students and between those participating in implementation doctorate programs, as the specific characteristics of these groups may yield differing performance indicators. Data concerning the total number of doctoral students participating in conferences, as well as the number of conferences, should be documented and presented in a clear, synthetic, and comparable manner.

Criterion 8 is considered satisfied.

V. FINAL OPINION AND RECOMMENDATIONS

Final evaluation: positive.

Based on the information available in the Initial Report and the site visit to the SGH Doctoral School, during which interviews were conducted with representatives of the evaluated entity, university authorities, doctoral students, and academic staff, and an analysis was performed of the documentation related to the educational process at the doctoral school, the Evaluation Team gives a positive assessment of the educational process at the SGH Doctoral School. All criteria for the evaluation of educational quality specified in Article 261 of the Act on Higher Education and Science of July 20, 2018 (Journal of Laws 2018, item 1668, as amended) are deemed to have been met.

The Team generally assesses the implementation of the educational process at the doctoral school positively and has not identified any significant shortcomings in this regard. Nevertheless, this report presents recommendations in areas related to specific evaluation criteria. These are intended as suggestions to the authorities of the SGH Doctoral School regarding potential changes and actions to further improve the educational process.

While supporting the University's efforts regarding the current state and development prospects of the SZDOK SGH, the Evaluation Team proposes considering a series of improvement measures for each criterion. Accordingly, the Team recommends the following:

Despite the very high evaluation of doctoral students' involvement in the work of collegial bodies and committees, it is necessary to point out a certain inconsistency in the form of the lack of a systemic reward mechanism for doctoral students participating in recruitment committees for the Doctoral School, despite their diligent work for the benefit of the university. Doctoral students receive points for their activities, for example, as doctoral student senators or members of the doctoral student council, which may contribute to an increase in the doctoral scholarship at the SGH Warsaw School of Economics. In view of the above, and given the absence of a systemic form of recognition for doctoral students engaged in the work of recruitment committees, it is recommended that forms of rewarding doctoral student activity in recruitment committees be introduced, for example, by extending the current catalogue of points awarded to doctoral students to include those participating in recruitment committees for the Doctoral School. Such a solution could additionally strengthen the professionalization of the function performed. Considering the integration of learning outcomes for economics and finance, while maintaining separate study tracks or introducing a common core module with distinct specialization paths. Updating literature and clarifying hourly content in syllabi, particularly where reading lists are outdated (over 10 years old) or incomplete.

Supplementing course descriptions with information on the minimum percentage threshold required for passing.

Developing and implementing standardized (data-based) assessment criteria for key evaluation stages to ensure consistency and transparency.

Providing structured written feedback systematically to doctoral students at each stage of assessment.

Strengthening the individualization of assessment, particularly in relation to mobility, interdisciplinary research, and non-standard research pathways.

Ensuring training and calibration sessions for supervisors and evaluators to improve assessment consistency.

Strengthening clear and accessible appeal procedures and conflict resolution mechanisms, including defined timelines.

Strengthening the linkage between research activities (including projects conducted by teaching staff at SZDOK SGH) and the learning outcomes achieved by doctoral students.

Introducing a formalized procedure for the selection of supervisors and systematic verification of their achievements and engagement.

Integrating class observations and analyzing their results.

Introducing detailed, differentiated scoring for scientific publications, taking into account bibliometric indicators (e.g., indexing in Web of Science or Scopus, Impact Factor values).

Differentiating scoring for conference participation by scope (national/international) and type of participation (active/passive).

Clarifying the catalog of internal and external grants eligible for scoring in the recruitment process.

Developing and regularly publishing aggregated, outcome-oriented indicators related to supervision (e.g., completion rates, time to degree, research outputs by supervision model) to enable evidence-based assessment of supervision effectiveness.

Further formalize and standardize the roles, responsibilities, and evaluation criteria for assistant supervisors and co-supervisors to ensure greater transparency and consistency across disciplines.

Strengthening mechanisms linking doctoral student feedback with concrete developmental actions in supervision, including targeted training or support for supervisors where necessary.

Implementing the systematic use of specialized IT tools for similarity detection, plagiarism prevention, and identification of AI-assisted texts, integrated with supervision and assessment processes to ensure academic integrity and transparency.

Introducing, in all future mid-term evaluation guidelines, a precise description of the required structure of the doctoral student's interview with the committee, both with and without the supervisor present.

Standardizing mid-term evaluation report forms in terms of length, content, and structure to ensure comparability across committees.

Including an external review of the doctoral student's work as part of the mid-term evaluation documentation, as an additional quality assurance and objectivity measure.

Further developing and institutionalizing structural forms of internationalization, including joint doctoral programs and systematic international co-supervision.

Developing a comprehensive system for monitoring the outcomes of internationalization, particularly its impact on research quality, the educational process, and doctoral career paths.

Strengthening the strategic use of international networks such as EDAMBA and CIVICA through the development of joint teaching modules, coordinated mobility programs, and doctoral initiatives.

Developing and regularly publishing aggregated indicators of educational effectiveness, disaggregated by Polish and international doctoral students, implementation doctorate participants, and individual disciplines.

Systematically documenting and reporting the number of doctoral students participating in scientific conferences (national and international), along with the number of events attended. Analyzing the correlation between doctoral students' grant and publication activity and the timeliness of initiating doctoral proceedings, to identify good practices and areas of risk.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

At the Doctoral School of the Warsaw School of Economics (DS WSE), all criteria identified during the evaluation process were met, and the Evaluation Team issued a positive assessment. Detailed information is provided in the individual sections of the evaluation report. The comments raised and the shortcomings identified do not disrupt the overall functioning of the DS WSE. The Evaluation Team presented recommendations in the report that, if implemented, will improve the quality of the educational process at the doctoral school. The members of the Team unanimously concluded that the doctoral education process at the WSE Doctoral School in Warsaw deserves a positive evaluation. This process is characterized by coherent organization, a high level of academic quality, and the commitment of the academic staff, which contributes to increasing the quality of education and the development of doctoral students.

The Evaluation Team recommends conducting the next evaluation of the Doctoral School operated by the Warsaw School of Economics in 6 years, in accordance with Article 259(2) of the Act of July 20, 2018 – Law on Higher Education and Science (Journal of Laws of 2024, item 1571, as amended).

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