
KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska Uniwersytetu Warmińsko-Mazurskiego w
Olsztynie

Uniwersytet Warmińsko-Mazurski w Olsztynie



Name and seat of the doctoral school

Szkoła Doktorska Uniwersytetu Warmińsko-Mazurskiego w Olsztynie

Evaluation period

10/1/19–5/11/25

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

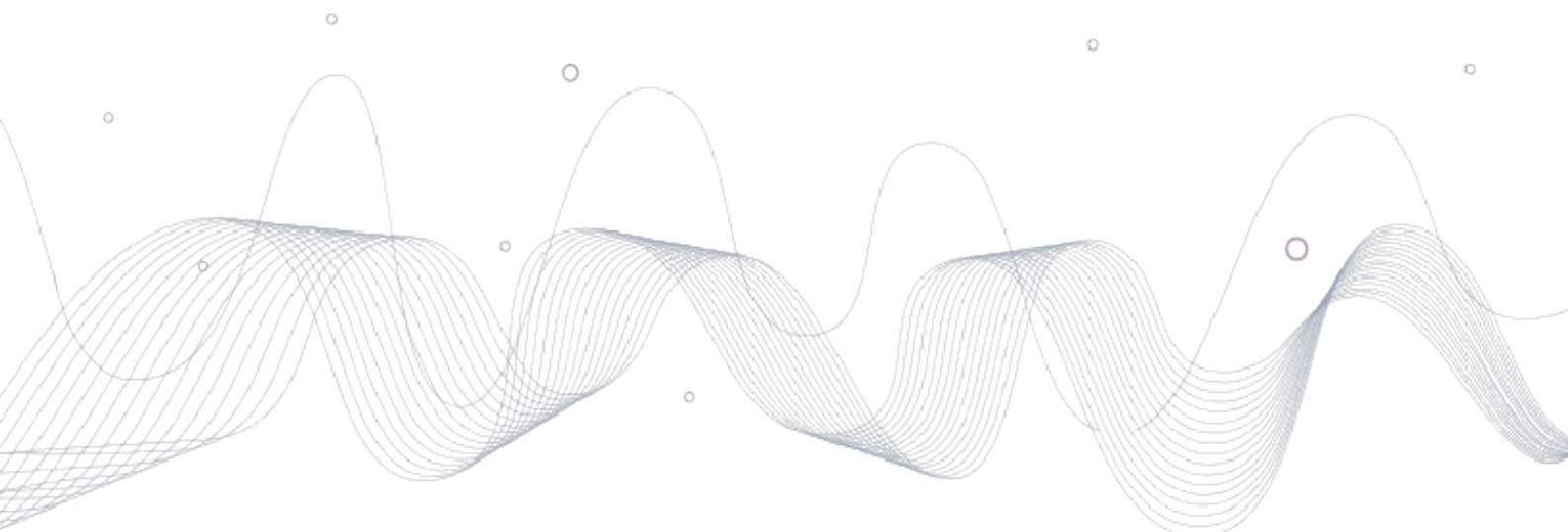
Uniwersytet Warmińsko-Mazurski w Olsztynie

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

-

Date of report

8/4/25



Composition of the evaluation team:

Chairman:

Agnieszka Wolińska

Secretary:

Adam Zadroga

Team members:

Hubert Gojzewski

Waldemar Górski

Piotr Borowski

Anna Nieczaj

Anna Gałązka



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I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

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|--|---|
| Name of doctoral school | Szkoła Doktorska Uniwersytetu Warmińsko-Mazurskiego w Olsztynie |
| Date of establishment | 2019 |
| Date of commencement of education at doctoral school | 10/1/19 |
| Entity cooperating in the conduct of education (this does not refer to entities co-founding a doctoral school) | - |
| Domains of study | Natural sciences (from: 01-01-2018) Humanities (from: 01-01-2018) Engineering and technology (from: 01-01-2018) Medical and health sciences (from: 01-01-2018) Agricultural sciences (from: 01-01-2018) Social sciences (from: 01-01-2018) Theology (from: 01-01-2018) The arts (from: 01-01-2018) Veterinary science (from: 11-11-2022) |
| Discipline(s) of science or art in which training is provided | mathematics (from: 01-01-2018) biological sciences (from: 01-01-2018) history (from: 01-01-2018) linguistics (from: 01-01-2018) literary studies (from: 01-01-2018) civil engineering and transport (from: 01-01-2018 to: 10-11-2022) mechanical engineering (from: 01-01-2018) environmental engineering, mining and energy (from: 01-01-2018) civil engineering, geodesy and transport (from: 11-11-2022) medical sciences (from: 01-01-2018) agriculture and horticulture (from: 01-01-2018) food and nutrition technology (from: 01-01-2018) veterinary science (from: 01-01-2018 to: 10-11-2022) animal science and fisheries (from: 01-01-2018) economics and finance (from: 01-01-2018) socio-economic geography and spatial management (from: 01-01-2018) social communication and media studies (from: |

| | |
|--|---|
| | 01-01-2018) political and administrative sciences (from: 01-01-2018) management and quality studies (from: 01-01-2018) law (from: 01-01-2018) educational sciences (from: 01-01-2018) theology (from: 01-01-2018) music (from: 01-01-2018) fine arts and art conservation (from: 01-01-2018) veterinary science (from: 11-11-2022) |
| Name/scope of the education programme | Interdisciplinary Education Program at the Doctoral School of the University of Warmia and Mazury in Olsztyn |
| Number of instructors | 29 |
| Number of doctoral students undergoing training at the doctoral school (as of 7/25/25) | 232 |
| Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 7/25/25) | 189 |
| Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 7/25/25) | 98 |

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The visitation took place between 20 and 22 October 2025. All members of the Evaluation Team participated. The visitation schedule was established in advance in consultation with the Authorities of the Doctoral School and the Authorities of the University of Warmia and Mazury in Olsztyn.

The schedule of the visitation encompassed the following points:

Meeting with the Authorities of the Doctoral School and the University of Warmia and Mazury in Olsztyn

Meeting with the Team responsible for preparing the Self-Evaluation Report and with the Council of the Doctoral School

Evaluation of Individual Research Plans and mid-term assessment documentation – Part 1 (11 disciplines)

Meeting with lecturers of the Doctoral School at UWM, academic supervisors, and representatives of the Scientific Councils of the evaluated disciplines

Meeting with doctoral candidates and the Doctoral Students' Council

Evaluation of Individual Research Plans and mid-term assessment documentation – Part 2 (12 disciplines)

Summary meeting of the Evaluation Team

Final meeting with the Authorities of the Doctoral School and the University of Warmia and Mazury in Olsztyn

The Authorities and administrative staff of the Doctoral School remained at the disposal of the visiting Team throughout the entire three-day visitation. The Evaluation Team was provided with access to a spacious conference room, where it could review the documentation. All scheduled meetings were also held in this room.

The meetings were attended by a representative group of supervisors, lecturers of the Doctoral School, members of the Scientific Councils of the disciplines, doctoral candidates, and representatives of the Doctoral Students' Council.

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

The Doctoral School of the University of Warmia and Mazury in Olsztyn (DS UWM) maintains systematic, cooperative, and effective collaboration with the PhD Students' Self-Government Council. Representatives of the PhD Students' Self-Government Council participate in the process of reviewing the most important documents regulating the activities of the DS, including the education program and recruitment rules, which demonstrates the real influence of the doctoral student community on improving the quality of education.

The Evaluation Team (ET) noted that the process of agreeing on the Regulations of DS has not yet been completed, which may affect the current functioning and improvement of the internal regulation system. The PhD Students' Self-Government Council has its representatives in collegial bodies, including the Scientific Council of DS. The PhD Students' Self-Government Council is also involved in integration and promotional initiatives that support the building of an academic community. The practical involvement of doctoral student representatives in projects improving the conditions of education and scientific work should also be highly valued. The Council participated, among other things, in the development of a survey assessing the quality of supervisor support, in consultations on mobility and scholarship regulations, and in the preparation of the concept for the new doctoral school headquarters.

Another example of supportive activities is doctoral volunteering, which offers adaptation assistance in English for foreign doctoral students, an initiative that is particularly valuable from the perspective of internationalization. Regular contact between representatives of the student council and the Director of the DS in matters requiring intervention, including those concerning the relationship between the supervisor and the doctoral student, is part of a well-functioning internal communication system and supports the well-being of doctoral students. The cooperation between the DS and the PhD Students' Self-Government Council is mature, multidimensional, and based on the principles of partnership. Its scope and effectiveness are rated very highly.

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 adequacy of the learning outcomes specified in the education programme in relation to the intended learning outcomes is appropriate and consistent. These outcomes reflect the assumptions of education at the level 8 of the Polish Qualifications Framework, ensuring coherence between the programme content and the expected scientific and research competences of doctoral students. The structure of the education programme is universal, which allows for its effective implementation regardless of the discipline represented by the doctoral student.

Doctoral students of the Doctoral School (DS) publish the results of their research primarily in peer-reviewed scientific journals and participate in national and international conferences, where they also present their research findings. In addition, they apply for grants and scholarships (NCN, NAWA), carry out implementation projects, and undertake international internships. Doctoral students in the field of arts are required to engage in academic activities in accordance with the established educational profile; however, the descriptions of learning outcomes lack an indication of the equivalence and/or interchangeability between the scientific and artistic learning paths.

Education at DS is conducted in an interdisciplinary manner and is oriented towards the development of key scientific and professional competences. The education programme and Individual Research Plans (IRPs) are designed to enable doctoral students to gain a multifaceted understanding of the studied phenomena, to integrate various methodological approaches, and to situate their research problems within a broad socio-economic and cultural context. Such an approach supports the achievement of the intended learning outcomes, fosters research independence, and shapes the attitude of a responsible scholar. DS offers elective courses that allow doctoral students to expand their knowledge and skills beyond their primary academic discipline. As a result, programme participants can take part in classes offered across different fields, which promotes the interdisciplinarity of the educational process. This approach facilitates the integration of research perspectives, methodologies, and tools characteristic of various areas of science and/or art, leading to a deeper and more comprehensive understanding of the undertaken research or artistic issues. Furthermore, DS consistently promotes interdisciplinarity through interdisciplinary recruitment committees, encouraging the selection of auxiliary supervisors from other disciplines, and organising open scientific seminars and guest lectures.

The Director of DS and the Scientific Council of DS systematically improve the education programmes, striving to continuously enhance the quality of both teaching and research processes. These efforts include regular evaluation of learning outcomes, analysis of doctoral students' needs, and adjustment of programme content to the dynamically changing requirements of science and the labour market. This process takes into account the results of doctoral students' surveys, recommendations from the Doctoral Students' Council, and

suggestions from supervisors and teaching staff. As part of this process, new courses are introduced into the curriculum to reflect current research trends and newly incorporated scientific disciplines within the School's structure.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**

Verification of learning outcomes is conducted at four basic levels. At the level of individual courses, the degree to which doctoral students achieve the intended learning outcomes is assessed through ongoing monitoring of progress and periodic evaluations in the form of exams or course assessments. This evaluation is based on a variety of teaching tools, such as knowledge tests, written assignments, worksheets, presentations, or research projects.

The process of verifying learning outcomes at the Doctoral School (DS) is transparent. It includes clearly defined assessment methods and criteria. Each learning outcome is assigned specific criteria and an appropriate form of assessment, such as tests, presentations, or projects. The transparency of the verification process is ensured, among other things, by the possibility of receiving feedback, the presence of the doctoral student during assessment, and the availability of appeal procedures. This system allows for an objective, comparable, and reliable evaluation of learning outcomes.

The reliability of the process for improving learning outcome verification at DS is based on the planned implementation of the Internal System for Quality Assurance and Improvement of Education – the regulation is currently in the process of being signed. This system also aims to systematically monitor and evaluate the effectiveness of applied verification methods, identify areas requiring improvement, and introduce appropriate enhancements. Thanks to the Internal System for Quality Assurance and Improvement of Education, the process becomes more coherent, transparent, and data-driven, allowing for the regular adjustment of assessment criteria and tools to the changing needs of doctoral students. At the same time, the system enables the documentation and analysis of verification results, supporting the continuous improvement of education quality and ensuring that learning outcomes are assessed in a reliable, objective, and repeatable manner.

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

The academic activity and achievements of the staff are adequate to the scope of education provided. The staff of the Doctoral School (DS) at the University of Warmia and Mazury in Olsztyn (UWM) consists of 29 highly qualified academic teachers with significant academic achievements and teaching experience. In addition, the staff includes 189 supervisors, 98 assistant supervisors, and the Director of the DS. The large and diverse composition of the staff results from the fact that the DS provides education in 23 scientific disciplines and 2 artistic disciplines.

The quality of activities aimed at the professional development of the Evaluation Team (ET) was assessed positively. DS UWM, in order to meet the needs of its staff, offers dedicated training courses in Research Project Management and Science Management Tools and Scientific Communication, which develop skills in the planning and implementation of scientific projects and effective cooperation within a research team.

The reliability of actions taken by the entity to verify staff qualifications is adequate. The selection process for supervisors and lecturers is based on transparent criteria verified by the Scientific Councils of individual disciplines. The basic requirement for lecturers is to hold at least a postdoctoral degree in a field consistent with the classes they teach (however, persons with a doctoral degree are allowed to participate if they have documented scientific achievements, teaching experience and the consent of the Director of the DS).

Systemic and quality requirements concerning the competences of teaching staff are set out in three documents:

Order No. 10/2023 of the Rector of the University of Warmia and Mazury in Olsztyn of 6 February 2023 on the education policy at the University of Warmia and Mazury in Olsztyn,
Order No. 58/2024 of the Rector of the University of Warmia and Mazury of 1 July 2024 on the Internal Quality Assurance System (WSZJK),
Order No. 62/2024 of the Rector of the University of Warmia and Mazury of 1 July 2024 on the framework procedures for assessing the quality of study programmes and the rules for verifying learning outcomes.

ET positively assessed the fact that DS conducts systematic evaluations of staff performance, supports the development of lecturers' competences, and ensures the quality of supervisor-student relationships. Surveys and consultations are widely used to gather the opinions of doctoral students. DS has also introduced the obligation to document supervisor-doctoral student cooperation in the form of annual reports.

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

The recruitment process at the Doctoral School (DS) of the University of Warmia and Mazury in Olsztyn is conducted in a transparent manner, in accordance with applicable laws and internal university regulations. The recruitment rules are published in a timely manner to allow candidates to prepare for the competition, and their content is clear and publicly available on DS and University websites in Polish and English. The school ensures the open nature of the recruitment process by conducting it in two modes (basic and supplementary), which allows both candidates financed by the university and those financed by external projects to apply. The recruitment process is transparent at all stages. The Competition Committee, appointed by the Rector, has a diverse composition ensuring interdisciplinarity and taking into account the perspective of doctoral students. It is good practice to have a doctoral student representative present as an observer during meetings with DS candidates. Clearly defined rules for the exclusion of committee members in the event of a potential conflict of interest are an important mechanism for ensuring the impartiality of the proceedings. The school has also implemented solutions to increase the accessibility of the recruitment process for people with disabilities, both by adapting forms of communication and by offering the possibility of conducting interviews in specially adapted rooms.

The criteria for evaluating candidates are specified in detail and cover all key elements of aptitude for scientific activity: the quality of the research project, previous scientific achievements, language skills, motivation, and the ability to think independently and critically. The point-based assessment system and the requirement to achieve a minimum threshold score promote objectivity and comparability of results. The data presented in the report and the documentation show that the recruitment process is effective and stable. The number of candidates in subsequent years remains high, and the ratio of the number of applicants to the number of applications indicates continued interest in DS offer.

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

The basis for verifying the quality of scientific and artistic supervision and support for doctoral students is clearly defined principles, set forth in regulations and forms, allowing for appropriate substantive supervision from the beginning of training to the submission of the dissertation. Analysis of documentation (doctoral student surveys, supervisor nomination forms, and mid-term evaluations) confirms the assured access to scientific supervision. However, the brevity of some mid-term evaluations, lacking substantive and descriptive detail, raises some concerns. The system for reviewing and appealing mid-term evaluations is effective.

The widespread use of the dual supervision model is noteworthy. Of the 231 doctoral students, 128 receive this form of support (15 professors or PhDs as second supervisors, 113 PhDs as assistant supervisors). In 13 cases, the supervisor is eminent scientists from abroad (4) or from other Polish centers (9). As the Head of the Doctoral School (DS) points out, this stems from the interdisciplinary nature of the research, although these issues are not formally regulated. It is worthwhile to develop clear procedures for entrusting dual supervision, appropriate to the nature of the research. Given the growing number of disciplines (currently 25, including 23 scientific and 2 artistic), their multidisciplinary nature, intercultural and international character (30 foreigners), the nomenclature in internal legal acts and curricula should be updated to equally consider both science and art. The DS curriculum covers only scientific disciplines, excluding artistic fields. In the requirements for Individual Research Plans (IRPs) the DS regulations equally impose the forms intended for science and art in the form of academic outcomes. This could mean that individuals pursuing a doctoral dissertation in the arts, instead of ultimately demonstrating the highest artistic competences, will be required to account for their achievements in the scientific methodology track, which constitutes a significant discrepancy in the intended learning outcomes for others when presenting an artistic work.

The use of English as a language of instruction was positively assessed, strengthening the competences and internationalization of doctoral students. In accordance with the recommendations of doctoral supervisors, doctoral student surveys, and expert analysis, it is recommended to include seminars and optional classes led by supervisors with the most experience in doctoral supervision in the curriculum.

Some doubts remain regarding the effectiveness of completing doctoral studies at DS and defending doctoral dissertations. Of the doctoral students recruited in 2019 and 2020 (68 accepted, 60 continuing), 28 (47%) completed their studies at DS, and 22 earned their doctoral degrees (36.7%). This effectiveness is attributed to the COVID-19 pandemic, but this indicator requires further monitoring.

Appropriate accommodations have been provided for doctoral students with disabilities (6)

and their parents, including the possibility of leave and extension of studies.

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

The mid-term evaluation at the University of Warmia and Mazury (UWM SD) in Olsztyn is conducted in accordance with the provisions of the Law on Higher Education and Science and the SD regulations. The documentation is publicly available in electronic form on the university platform and the SD website. The evaluation criteria include the degree of achievement of research objectives, scientific or artistic publications, conference participation, teaching activity, and the development of other competencies by the doctoral student.

The Individual Research Plans (IRPs) evaluation takes place midway through the study period and is conducted by the Mid-Term Evaluation Committee. The Doctoral School (DS) has developed a detailed evaluation procedure, including rules for appointing evaluation committees, a timeline, a method for documenting results, and templates for forms and reports. Evaluation committees are appointed by the DS Director from among academic staff nominated by the chairs or artistic directors of scientific councils and disciplines. These individuals have documented scientific achievements and hold a PhD or professorial degree. Each committee consists of three members, at least one of whom holds a PhD or professorial degree. The chairperson must hold the title of professor in a discipline relevant to the doctoral dissertation topic and must be employed outside the University of Warmia and Mazury. This composition ensures the independence and objectivity of the evaluation process.

During the evaluation period, chairpersons from 39 different academic institutions participated in the mid-term evaluation. Four cohorts of doctoral students at DS, comprising 122 individuals, underwent mid-term evaluation, and all received positive results. The outcomes are communicated to doctoral students in writing, along with justification and recommendations for further research. In the event of a negative evaluation, the doctoral student has the right to appeal. The DS also collects and analyzes the results of the evaluations. Summary reports are used to monitor the quality of education, and the conclusions serve to improve supervisory practices and modify elements of the training program.

The evaluation committee positively assessed the mid-term evaluation criteria applied to doctoral students at DS.

- **Internationalisation:**

Internationalization of the teaching staff is implemented at the Doctoral School (DS) to a good degree. According to statistics and personal profiles presented to the Evaluation Team (ET), a noticeable part of the teaching staff and supervisors systematically carry out short- and medium-term scientific and teaching mobility in Europe (e.g. Italy, UK, Lithuania) and (to a lesser extent) outside it. Some supervisors completed long-term mobility (e.g. Finland, Germany, USA), mainly before DS was established. The presence of teaching staff and supervisors in international networks (e.g. COST actions), scientific societies, and conferences is clearly visible and contributes to building international cooperation and a partner image of DS abroad.

Teaching staff and supervisors publish research papers in international cooperation in indexed journals. Several supervisors (e.g. Prof. Korzeniewska, Prof. Wyszowska, Prof. Stolarski) were recognized in the Stanford University Top 2% Scientists ranking, which strengthens DS's potential in terms of international visibility and dissertation quality.

Internationalization of the education process and doctoral students' scientific activities is implemented at DS to a good degree. DS conducts all classes in English, taught exclusively by Polish lecturers. Nevertheless, DS employs a native speaker for language classes, which is a good practice. DS's education modules partly include internationalization components (e.g. publication writing). IPBs analyzed by ET, per DS Regulations, included many internationalization elements, e.g. mandatory participation in a scientific conference, preparation and submission of a grant application, and completion of a research internship, nationally or internationally (optional).

Statistics presented to ET show that doctoral students actively carry out international research trips and conferences (also to Asia and the Americas), and are supported in this by DS authorities and supervisors. These trips are also realized within programs such as NAWA STER, Erasmus+, and ChallengeEU. Support for applying for research grants is provided by the university's grant office. UWM Library provides doctoral students with access to commercial databases and journals, remotely and on-site.

The needs of international doctoral students are considered and met, and DS's visibility and effectiveness abroad are recognized. DS systematically seeks foreign candidates, e.g. via cooperation with partner universities or promotion at international fairs; result: about 30 international doctoral students study at DS.

A positive image of DS is built by sharing doctoral students' and supervisors' successes on social media, which increases the number of foreign applications. DS supports international doctoral students, e.g. with NFZ insurance and translation of documents into English, including IRPs and mid-term evaluation results. A particularly commendable initiative is the

extensive Polish language course system (A0–B1), where international students can earn ECTS points. Another example of supporting adaptation is “doctoral volunteering” (support from Polish doctoral students). Maintaining contact and tracking graduates’ careers is done personally between graduate and supervisor. DS’s website is maintained in English.

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

The effectiveness of doctoral education at the Doctoral School of University of Warmia and Mazury (DS UWM) is relatively high, as demonstrated by the number of doctoral degrees awarded. During the evaluation period, 28 doctoral students who completed their studies submitted applications to initiate the doctoral degree procedure, and 22 of them were awarded the doctoral degree. No doctoral student received a negative decision.

The ET positively evaluated the graduate career monitoring system developed by UWM, as well as the annual surveys and consultations with doctoral students, which are intended to systematically monitor the quality of education at UWM. Furthermore, the high effectiveness of doctoral procedures observed during the evaluation period reflects both rigorous recruitment and effective research support provided to doctoral students.

V. FINAL OPINION AND RECOMMENDATIONS

The verification of the Self-Evaluation Report submitted by the Doctoral School operated by the University of Warmia and Mazury in Olsztyn, together with the information obtained during the on-site visitation, leads the Evaluation Team to conclude that the educational process at the UWM Doctoral School meets the criteria established for level 8 of the Polish Qualifications Framework. Pursuant to Article 262, paragraphs 1 and 3 of the Act on Higher Education and Science, the Evaluation Team issues a positive assessment of the quality of education at the UWM Doctoral School in Olsztyn.

The Evaluation Team highly values the commitment of the Director of the Doctoral School and the Administrative Staff to the functioning and further development of the School.

The Evaluation Team has formulated the following recommendations and suggestions aimed at enhancing the quality of education in the evaluated Doctoral School:

CHANGES TO BE IMPLEMENTED

1. Increase the number of elective courses so that all doctoral students have the opportunity to choose subjects of interest, consistent with their scientific or artistic discipline and relevant to their dissertation topic.
2. All forms of assessment should be documented, including oral exams.
3. It is expected to prepare course sheets for seminars.
4. Introduce a nomenclature in all internal DS documents that recognizes the coexistence of the fields of science and art, scientific research and artistic creation.
5. Education programs should also specify the formats of dissertations, such as design, construction, technological, implementation, and artistic work, with appropriately selected teaching staff and the participation of an additional specialist in a specialized subdiscipline, anticipated at the stage of submitting supervisor proposals.
6. Introduce motivational mechanisms to intensify internationalization for medium- and long-term mobility.
7. Increase the share of regular classes taught by foreign lecturers or those from abroad.

RECOMMENDATIONS

1. In the descriptions of learning outcomes, include terminology for the arts pathway by complementing the concept of "scientific research" with "artistic creativity."

2. Improve the visibility of the scientific and/or artistic achievements of DS staff by creating a publicly accessible catalogue of the scientific and/or artistic achievements of DS supervisors and lecturers, which could potentially make it easier for doctoral students to choose a supervisor in line with their scientific/artistic interests pursuits or to apply for supplementary supervision from a second supervisor or assistant supervisor.
3. Introduce a training system for potential new supervisors, involving the most experienced supervisors of doctoral dissertations certified by doctoral degrees.
4. Pay more attention to appointing committee members individually for each doctoral candidate. During the evaluation period, the same committee members were assigned multiple times to different candidates within the same discipline.
5. Increase applications for research projects with mandatory internships, e.g. NCN Preludium Bis.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

The Evaluation Team did not identify any significant irregularities in the functioning of the Doctoral School of the University of Warmia and Mazury in Olsztyn. Although certain aspects require modification, they do not substantially affect the overall positive evaluation of the School's activities. The issues requiring improvement have been indicated by the Evaluation Team in its recommendations and guidelines.

Furthermore, the Evaluation Team did not perceive the need to shorten the interval before the next evaluation of the Doctoral School, recommending that the subsequent evaluation be conducted in six years, in accordance with Article 259, point 2 of the Act on Higher Education and Science of 20 July 2018 (Journal of Laws of 2024, item 1571, as amended).

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