
KEN

2023-2027

DOCTORAL SCHOOL

EDUCATION QUALITY REPORT

Szkoła Doktorska Nauk Humanistycznych

Uniwersytet Jagielloński w Krakowie



Name and seat of the doctoral school

Szkoła Doktorska Nauk Humanistycznych

Evaluation period

10/1/19–5/11/25

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

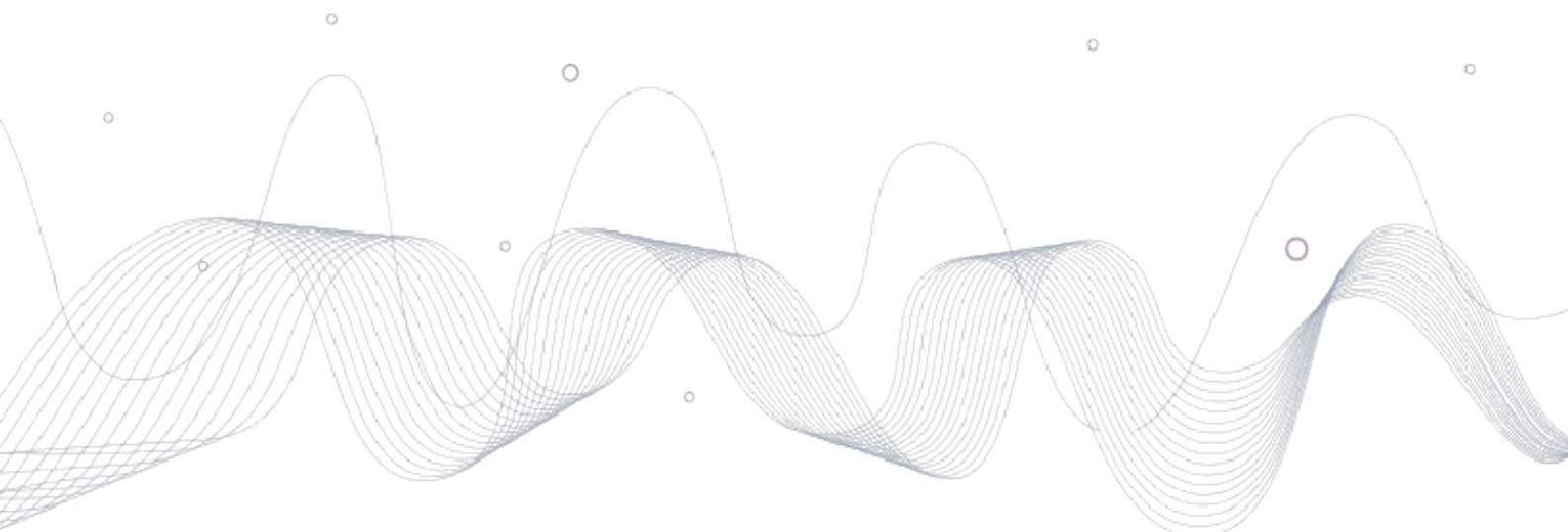
Uniwersytet Jagielloński w Krakowie

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

-

Date of report

8/4/25



Composition of the evaluation team:

Chairman:

Dariusz Kupisz

Secretary:

Dominika Bugno-Narecka

Team members:

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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 | 8 |
| IV. Information on the doctoral school to which the statutory criteria apply | 9 |
| V. Final opinion and recommendations | 19 |
| VI. Assessment and reason | 20 |

I. GENERAL INFORMATION ON THE DOCTORAL SCHOOL

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| Name of doctoral school | Szkoła Doktorska Nauk Humanistycznych |
| 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 | Humanities (from: 01-01-2018) |
| Discipline(s) of science or art in which training is provided | archaeology (from: 01-01-2018) philosophy (from: 01-01-2018) history (from: 01-01-2018) linguistics (from: 01-01-2018) literary studies (from: 01-01-2018) culture and religion studies (from: 01-01-2018) arts studies (from: 01-01-2018) ethnology and cultural anthropology (from: 11-11-2022) polish studies (from: 11-11-2022) |
| Name/scope of the education programme | Interdisciplinary and Cross-Domain Doctoral Programme - eight semesters Doctoral Programme in discipline Linguistics - eight semesters Doctoral Programme in discipline Studies on Cultures and Religions - eight semesters Doctoral Programme in discipline Literary Studies - eight semesters Doctoral Programme in discipline Philosophy - eight semesters Doctoral Programme in discipline Philosophy - six semesters Doctoral Programme in discipline Archaeology - eight semesters Doctoral Programme in discipline Studies on Arts - eight semesters Doctoral Programme in discipline Studies on Cultures and Religions - six semesters Interdisciplinary and Cross-Domain Doctoral Programme - six semesters Doctoral Programme in discipline History - eight |

| | |
|---|--|
| | semesters Interdisciplinary Doctoral Programme Doctoral Programme in discipline Ethnology and Cultural Anthropology - eight semesters Doctoral Programme in discipline Polish Studies - eight semesters |
| Number of instructors | 383 |
| Number of doctoral students undergoing training at the doctoral school (as of 8/4/25) | 265 |
| Number of supervisors in terms of guidance in preparing doctoral dissertations (as of 8/4/25) | 181 |
| Number of auxiliary supervisors in terms of guidance in preparing doctoral dissertations (as of 8/4/25) | 57 |

II. INFORMATION ON THE INSPECTION AND ITS COURSE

The inspection of the Jagiellonian University Doctoral School in the Humanities (JUDSH) took place on October 15, 2025, and was based on the schedule submitted in advance to its Director. The purpose of the inspection was to comprehensively assess the quality of education provided at the JUDSH and to analyze the degree to which the requirements for qualifications at level 8 of the Polish Qualifications Framework were met. The inspection began at 9:00 a.m. with a meeting with the authorities of the Doctoral School and the Jagiellonian University. The Evaluation Committee was acquainted with

JUDSH's mission and its place in the university structure. Then, the Evaluation Committee reviewed selected documentation, including Individual Research Plans, recruitment committee protocols, and mid-term evaluation reports. This was followed by meetings with the team that prepared the Self-Assessment Report, supervisors and lecturers, doctoral students, and the Doctoral Students' Council. All scheduled activities were carried out as planned, and the inspection was conducted in an atmosphere of substantive cooperation. Both the university authorities and representatives of the JUDSH were open to provide the Evaluation Committee with all necessary information. The inspection concluded at around 3:30 p.m. with a final meeting with the School's management, during which the chairman of the Evaluation Committee presented a general summary of the inspection and informed the participants about the next steps in the evaluation procedure.

The inspection of the JUDSH confirmed the very high standard of the educational process implemented there, as well as the excellent organization of its work. Both the substantive and organizational aspects function effectively and meet the requirements of a modern doctoral school.

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

The bodies of the Doctoral Students' Council at the Jagiellonian University Doctoral School in the Humanities (JUDSH) are the President of Doctoral Students' Council and the Council of Doctoral Students (DSC), the latter composed of representatives of the doctoral programs. The DSC is a body of the Doctoral Students' Association (DSA) at the Jagiellonian University. All doctoral students at the University are members of the DSA. The main responsibilities of the DSC include acting in the interests of doctoral students, providing opinions on key activities and documents, and assisting in resolving problems and disputes. The DSC has a separate budget and its own room, which provides opportunities for meetings and discussions. The JUDSH authorities cooperate closely with the Doctoral Students' Council, which has two representatives on the School Council. They also invite the DSC to provide opinions on curricula and numerous other matters concerning JUDSH doctoral students.

During the meeting with the Evaluation Committee, representatives of the Doctoral Students' Council at the JUDSH did not raise any concerns regarding the manner in which they are consulted on key issues concerning doctoral students, including the review of education programs and the development of the JUDSH Regulations. According to the representatives of Doctoral Students' Council, their representation in the JUDSH bodies is sufficient and adequate. It was also noted that the cooperation between the JUDSH authorities and representatives of the Doctoral Students' Council was good and based on partnership. The facilities available to the members of the Doctoral Students' Council were positively assessed by both the representatives of the Doctoral Students' Council present at the meeting and the Evaluation Committee. The Evaluation Committee positively evaluates the JUDSH's cooperation with the Doctoral Students' Council, but notes the possibility of better rewarding individuals involved in the Doctoral Students' Council and in organizational activities for the University (expanding the existing reward system, for instance, by allowing doctoral students to report these activities in their individual activity reports and possibly taking them into account as justification of delays in the implementation of Individual Research Plans).

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 study programs and Individual Research Plans (IRP) implemented at the Jagiellonian University Doctoral School in the Humanities (JUDSH) are adequate for the learning outcomes for the qualification at level 8 of the Polish Qualifications Framework (PQF). The classes are divided into four thematic blocks: methodological, interdisciplinary, specialization, and additional competences that develop organizational, didactic, and social skills necessary for a scientist's work. Compulsory elements of the study program include: disciplinary Research Seminar, Research Symposium, Methodology and Philosophy of Science, Interdisciplinary Methodology Workshop, and Current Trends in Human Sciences. Doctoral students select the remaining elements of their study program individually, choosing from a wide range of courses: those specifically designed for the JUDSH and those offered by other Doctoral Schools at the Jagiellonian University. Such openness and flexibility of the program supports the development of skills necessary for independent organization and conduct of research. The JUDSH attaches great importance to doctoral students' active participation in classes conducted as interactive seminars and workshops. During these classes, doctoral students acquire not only knowledge but also social skills and competences that are essential for researchers, such as critical thinking, creativity, communication or decision-making.

It is worth noting the regular improvement of the doctoral programs, whose coordinators monitor the consistency of the program with the learning outcomes at PQF level 8. Doctoral programs at JUDSH are constantly modified. This applies to all classes, especially the *Current Trends* courses, which introduce doctoral students to the latest trends in the humanities.

The analysis conducted by the Evaluation Committee confirmed the importance placed in the JUDSH on the proper development of Individual Research Plans. IRPs are well-structured and contain all the necessary information regarding the doctoral thesis. The implementation of the IRP is constantly monitored; in case of deviations, explanatory and corrective measures are taken. IRPs and annual reports on their implementation require the Director's approval.

While the presented doctoral programs and Individual Research Plans do not raise any objections, the presented syllabi/course descriptions, in the opinion of the Evaluation Committee, require refinement and unification. Methods of learning outcomes verification are not the same as assessment criteria (e.g., mere participation in classes does not verify the achievement of learning outcomes and can only be a condition for passing). Some course descriptions provide detailed information on the competences developed, the course itself, and the workload, while others are very general in this respect (e.g., it is worth specifying which "additional competences" are acquired and developed during the classes). As a result, it is difficult to clearly assess the consistency and comparability of the courses and to what extent the intended learning outcomes are achieved.

The innovative solution in the field of academic tutoring should be highly praised. Every doctoral student has the opportunity to apply for a tutorial with a selected scientist (both from the JU and from outside the University) for up to 30 hours per year. This allows for additional cooperation with three researchers and fits perfectly into the personalization of the education process. Openness to individual needs is further proof of the adequacy of the implemented programs to the learning outcomes at PQF level 8. The Evaluation Committee recommends that the JUDSH authorities attempt to strengthen the role of tutoring at the JUDSH, which would expand the doctoral students' participation in shaping the School's program.

- **The method of assessing the learning outcomes for qualifications at level 8 of the PQF:**
Both the analysis of the Self-Assessment Report and the interviews held during the inspection of the JUDSH demonstrate that the verification of learning outcomes for qualifications at PQF level 8 is carried out in a consistent and thoughtful manner. This verification is a systematic process in which three key milestones can be distinguished: approval of the Individual Research Plan, mid-term evaluation, and submission of the doctoral dissertation. Detailed methods of monitoring and verifying learning outcomes are adapted to individual classes and forms of education. These include, among others, exams, tests, written assignments, active participation in seminars and tutorials, writing scientific articles, or giving conference presentations.
The verification rules apply to all participants in the didactic process. They are clearly defined and publicly available, creating an environment in which every doctoral student has equal opportunities to improve their qualifications and achieve academic success.
Improving the methods of monitoring and verifying knowledge, skills, and social competences is a continuous process. Rightly emphasizing that the verification of the last of these elements is the most challenging, JUDSH authorities attach particular importance to these activities. In this context, it is worth highlighting the annual Research Symposium, during which doctoral students of the JUDSH present the results of their research. The event's open format makes it an invaluable opportunity for the verification of social competences.
The elements mentioned above indicate that the process of verifying learning outcomes for qualifications at PQF level 8 at the JUDSH should be rated very highly. The activities undertaken in this area are an example of good practices that are worth disseminating within the broader academic community.

- **Qualification of academic teachers and academic staff employed at the doctoral school:**
The Evaluation Committee's analysis of the Self-Evaluation Report prepared by the JUDSH, as well as the examination of documents and information obtained during the inspection, in particular during the interviews with academic teachers and researchers conducting classes at the JUDSH, allow the Committee to conclude that the qualifications of the teaching staff at the JUDSH are beyond reproach. The efforts made by the School's authorities to continuously improve these qualifications deserve recognition.
The researchers conducting classes represent disciplines related to the doctoral students' academic work. The high degree of internationalization of the teaching staff is worth emphasizing. It should be noted that the JUDSH authorities attach great importance to this aspect and skillfully draw on the international networking experience of the University. Furthermore, the efforts of the JUDSH authorities to ensure the continuous professional development of the academic teachers conducting classes within the School (e.g. through effective applications to participate in programs such as NAWA STER) deserve recognition. The Evaluation Committee also highlights new initiatives undertaken by the JUDSH in this regard (a handbook of good practices and a platform for the exchange of experience), which will undoubtedly contribute to further enhancing the qualifications of teachers working with doctoral students.

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

In the evaluated period the recruitment policies and procedures at the JUDSH were subject to continuous monitoring and improvement. A detailed analysis of completed procedures was conducted annually after the recruitment process was closed. The Director discussed necessary changes and improvements with the coordinators of doctoral programs, and then presented them to the School Council, which consults and reviews key decisions regarding the recruitment process.

Recruitment to the JUDSH takes into account the number of scholarships available for each doctoral program and is conducted through a competition based on rules established by the Senate. Recruitment process at the JUDSH consists of several stages and lasts approximately five months. The first stage involves electronic registration and submission of documents by candidates in the IRK (online registration system). After the IRK is closed, the second stage of the qualification process begins, in which committee secretaries verify that submitted documents meet formal requirements. Reviewers are selected at recruitment committee meetings to evaluate the research plan proposal and a sample text evidencing the candidate's research competence. The review process is anonymous and lasts approximately two weeks. After this time, based on the reviewers' assessments, the committees select candidates for the second stage, i.e. interviews with the committee. The list of candidates selected in this process is always announced according to the schedule, and interview dates are provided in advance. It is worth noting that all interviews are conducted online, which is beneficial for candidates with disabilities and those residing further from the JUDSH headquarters, in particular foreign candidates. The recruitment process is conducted in Polish or English. The review of the documentation related to the recruitment of candidates to the JUDSH confirmed that recruitment to the JUDSH is competitive, transparent, and based on a thorough substantive assessment. Legal documents regarding recruitment to the JUDSH are published on the School's website in a timely manner. Thus, statutory obligations regarding public access to internal legislation are fulfilled. The recruitment process is transparent and reliable, which allows for the selection of candidates with the highest potential to carry out research projects.

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

The Jagiellonian University Doctoral School in the Humanities (JUDSH) provides a high level of academic supervision and support for doctoral students in their research activities.

The procedures for appointing and replacing supervisors at the JUDSH are transparent and well-structured. Supervisors are appointed or changed by discipline councils on the basis of doctoral students' applications, in accordance with clear deadlines and formal requirements.

The possibility of appointing a second supervisor or an assistant supervisor, also from a foreign university, broadens the scope of academic supervision and promotes the internationalization of research. Doctoral committees and hours available to doctoral students for academic tutoring are a very good solution for supporting academic activity and improving the quality of academic supervision. The Evaluation Committee recommends that doctoral students be encouraged to make more frequent use of these forms of support.

The quality of supervision at the JUDSH should be rated very highly. The School strives to ensure regular, partnership-based, substantive cooperation between supervisors and doctoral students. Supervisors have 30 hours per year to work with doctoral students, which allows for systematic supervision of research progress. The system of reports and Individual Research Plans allows for ongoing monitoring of research progress and the supervisor-doctoral student relationship. The JUDSH organizes training and information meetings for both supervisors and doctoral students. In 2025, an information sheet for supervisors was introduced, modeled on solutions used at the University of Oxford. The high quality of academic supervision is also reinforced by close cooperation between supervisors and doctoral program coordinators who support both parties in resolving problems and crisis situations.

The JUDSH also offers an effective conflict resolution system. In difficult situations, mediation meetings are organized, and if necessary, it is possible to seek assistance from the Jagiellonian University Ombudsman for Academic Rights and Values, the Centre for Alternative Dispute Resolution, or the "Safe JU" Unit. This multi-level intervention system provides effective support and promotes a culture of dialogue.

The high quality of academic support is also influenced by the JUDSH's rich educational offer. The school regularly invites distinguished researchers from Poland and abroad to participate in seminars and lectures. Thanks to these initiatives, doctoral students develop their research skills, learn about modern methodologies, and establish contact with the international academic community.

Among the development plans, it is worth mentioning the work on creating a platform for the exchange of experiences for supervisors, which is to be launched in 2026. It may significantly strengthen the system of support and improvement of supervisory competences. It is recommended to further deepen the internationalization of academic supervision, among other things through the development of joint co-tutelle doctoral programs.

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

In the evaluated period, the JUDSH educated 383 doctoral students, 171 of whom have already undergone the mid-term evaluation procedure. So far, all doctoral students have received a positive evaluation. Mid-term evaluation is carried out at the JUDSH on the basis of the relevant regulations by a three-member committee. The process of appointing the committee begins six months in advance. The members of the evaluation committees are appointed by the discipline councils and their selection is closely related to the subject of the doctoral student's research plan. It is worth noting the evaluation schedules and sets of documents prepared by doctoral students, both of which are very well and clearly described, as well as the fact that all documents, including the form completed by the committee, are made available to doctoral students for inspection. What the Evaluation Committee finds interesting is the distinction between the public and non-public parts of the committee meeting (usually held online), where the former is open to the public. This allows doctoral students to broaden their experience in public speaking and defending their research theses. Verification of the documentation related to the mid-term evaluation has shown that it is carried out in a transparent manner, and the results made available to doctoral students and supervisors are a valuable guide for both parties to continue their research work.

- **Internationalisation:**

The Evaluation Committee verified that the JUDSH is pursuing real internationalization by involving foreign staff in the education process and in supervising doctoral students. The JUDSH creates conditions for an ongoing cooperation with foreign centers within the framework of its doctoral programs (including the Una Europa Cultural Heritage Doctoral Program and the planned Una Europa Artificial Intelligence and Human Nature program). The JUDSH staff regularly participate in foreign projects and collaborate with academic and artistic centers around the world.

The JUDSH actively pursues activities aimed at recruiting foreign doctoral students, primarily through its online presence (website in English) and bilingual documentation available to candidates and doctoral students. The School recruits foreign doctoral students and supports them both in the process of obtaining a residence permit and later during their education. Foreign doctoral students can count on assistance with accommodation, integration, and mediation. Education at the JUDSH is conducted in two languages: Polish and English. These solutions promote the full integration of the international community and ensure equal access to education.

The JUDSH offers numerous forms of support for doctoral students in terms of international mobility, including Erasmus+ and Erasmus+ Internship programs, bilateral agreements, financial support under the Excellence Initiative - Research University program, and the NAWA STER project. The JUDSH attaches great importance to involving doctoral students in international research groups and encouraging them to participate in international scientific events. The possibility of earning ECTS points for active participation in scientific conferences is noteworthy. This solution is appreciated both by the doctoral students (as emphasized during a meeting with representatives of the JUDSH Doctoral Students' Council) and by members of the Evaluation Committee. However, the Evaluation Committee emphasizes the need for better specification of the results of the actions taken. There is a lack of detailed figures on the number of mobilities (except for the Erasmus+ program), the effects of participation in programs, or the results of joint research projects (e.g., joint publications with partners from foreign centers). It is recommended that this information be included in the next self-evaluation report.

SDNH actively builds its international recognition through participation in the Una Europa networks, Erasmus+ programs, NAWA STER, Excellence Initiative, and FERS, as well as through its presence on platforms such as FindAPhD. Despite a full-fledged English-language education track, the number of foreign doctoral students remains low, only 23 out of 265 doctoral students (8.7%). The Evaluation Committee recommends increasing the number of candidates from (non-)European research centers.

According to the data obtained during the inspection, since 2019, approximately 50 doctoral dissertations have been submitted to the JUDSH, of which approximately 20% were written in a language other than Polish. The Evaluation Committee recommends increasing the number of dissertations written in foreign languages, which will contribute to greater visibility of research results on the international arena. It is also recommended that this data be detailed in the next self-evaluation report. In the field of Polish studies, which is still being developed within the JUDSH (currently 2 doctoral scholarships), the Evaluation Committee recommends developing a coherent strategy for the internationalization of this discipline and defining its operational objectives.

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

The JUDSH monitors the effectiveness of doctoral education by analyzing scientific achievements of doctoral students, including their publications. These achievements are impressive, considering that between 2022 and 2025 alone, doctoral students published over 350 papers in Poland and abroad. Many doctoral students obtain research grants and scholarships from the Minister of Science and Higher Education. Of the total number of doctoral students who completed their education during the evaluated period, 50% have already obtained a doctoral degree. It is also worth noting that no one has yet been refused a degree. The Doctoral Students' Council participates in evaluating educational programs. The JUDSH allows students to evaluate the quality of education through anonymous surveys on classes and study programs. No information was provided as to the impact of these surveys on the education process; however, it is known that the JUDSH analyzes the reasons for dropping out, monitors the professional careers of doctoral students as far as possible, and cooperates with graduates. The Evaluation Committee notes here that the responsibility for monitoring graduates' career paths lies with the Jagiellonian University Career Office, which the JUDSH could utilize.

V. FINAL OPINION AND RECOMMENDATIONS

The Jagiellonian University Doctoral School in the Humanities (JUDSH) submitted its Self-Assessment Report on time. The Evaluation Committee appointed by the Chair of the Science Evaluation Committee reviewed the report and then conducted an inspection which included the verification of documentation and the interviews with both employees and doctoral students. In the opinion of the Evaluation Committee, the quality of education at the Jagiellonian University Doctoral School in the Humanities met all evaluation criteria to a very high standard during the evaluated period, including the criteria for level 8 of the Polish Qualifications Framework, significantly supporting the preparation of doctoral dissertations. The education process was conducted by qualified academic staff from Poland and abroad, and the achievements of doctoral students in terms of publications and obtaining research grants deserve recognition. The Evaluation Committee observed that the recruitment and mid-term evaluation procedures were followed in a transparent and reliable manner. In the opinion of the Evaluation Committee, the Doctoral Students' Council closely cooperates with the JDSH authorities, and the commitment of the Director and administrative staff to the functioning and development of the School deserves full recognition. In view of the above, the Science Evaluation Committee gives a positive assessment of the quality of education at the Jagiellonian University Doctoral School in the Humanities in the evaluated period.

VI. ASSESSMENT AND REASON

Final assessment
positive

Reason:

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

KEN

2023-2027



Minister of Science and Higher Education
Republic of Poland



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