

Summary of the Anonymous Evaluation of the Doctoral School

(Based on Evasys Questionnaires, October 2024)

1. Feedback from Current Hungarian Students

Out of the 16 Hungarian doctoral students currently enrolled, 9 completed the questionnaire. Their choice of doctoral studies was strongly influenced by their university lecturers (average score 4.3). More than half (55%) had previously prepared a Scientific Student Conference (TDK) paper, and the majority (77%) obtained their prior degree at this Faculty.

Professional interest was a decisive factor (4.6 on a 1–5 scale), alongside research opportunities, the topic itself, and career prospects (4.2). Less important factors included prolonging student years, receiving allowances (2.2; 2.4), or opportunities for employment abroad (2.4). For those considering an academic career, the possession of a doctoral degree was significant (3.6).

Students conduct their research under varied infrastructural conditions, which is reflected in differing assessments of the doctoral school's international recognition and infrastructure: 37.5% rated these aspects with the highest score (5), while another 37.5% gave an average score (3). Supervisory support was rated as excellent (4.9), with additional lecturers also providing sufficient assistance (4.8). Students suggested the introduction of a course on proposal and grant writing.

2. Feedback from Hungarian Graduates

Nineteen Hungarian alumni responded. Nearly half (47%) pursued the degree for its advantages in employment, while 21% were motivated by the expectation of higher salaries. Overall satisfaction with the training was high: 63% were satisfied and 37% very satisfied.

More than half (53%) selected their research topic already during their university studies; 16% defined it during professional practice, while 21% applied for an advertised topic. Innovative approaches were used in collaboration with supervisors in 69% of cases, and the results were likewise novel. Teamwork across disciplines was reported by 28%. The supervisor's role and personality were considered decisive by all respondents (100%).

Graduates highlighted the need for:

- continuous updating of the curriculum,
- early involvement of students in publication writing,
- professional networking and contact with alumni.

They also noted occasional non-partner-like communication between some lecturers and PhD students, especially in cases of mistakes. Suggestions included increasing the number of courses offered in foreign languages. A few graduates entered private business, but the majority continued in research and higher education, where they see long-term career prospects.

3. Feedback from Current International Students

Of the 15 international students enrolled in English-language programs, 11 completed the questionnaire. Students primarily learned about the doctoral school via the doctoral database (45%), friends (27%), and university lecturers (18%).

The most important factors in their decision were professional interest (4.6), research opportunities (4.5), and career advancement (4.5). Less relevant were prolonging study time (1.9) or receiving allowances

(2.6). Foreign scholarships (3.8), workplace expectations (3.3), and career opportunities (4.0) were also significant motivators.

International students rated the doctoral school at 3.8 on a 1–4 scale. Two-thirds (66%) gave ratings of 4 or 5 for supervisory guidance, with similar ratings for the quality of courses. Information flow was also positively assessed (4.0). Although students were rarely involved in research beyond their dissertation topics, more than half (54%) participated in English-language Master's teaching, 64% contributed to organizing conferences, and all had attended at least one conference.

Supervisors received very high evaluations (4.6), especially for progress monitoring (4.3). A large majority (82%) would choose the same supervisor again.

4. Feedback from International Graduates

Seven international graduates responded. Overall satisfaction was very high: 43% were satisfied and 57% very satisfied. Over half (57%) had chosen their topic during their university studies, while 29% worked on topics recommended by supervisors. The supervisor's personality and professional conduct were considered decisive by all respondents (100%).

All graduates envisioned their careers in research over the next decade, emphasizing the importance of international collaboration and the future role of research. For further improvement, they suggested:

- clearer process charts outlining tasks during the degree period,
- interdisciplinary expansion of research topics, including cooperation with business partners at national and international levels,
- increased involvement of supervisors in international projects,
- further development of research infrastructure to enhance the school's reputation.

5. Feedback from Academic Staff

Sixteen staff members completed the staff satisfaction questionnaire. Respondents highly valued the doctoral school leadership's openness to suggestions (4.6), strong representation of institutional interests (4.9), and the provision of timely, regular, and high-quality information (4.6). Expectations toward staff performance were clearly defined (4.5), and collaboration with other doctoral schools was well-supported (4.7). Overall satisfaction with performance was high (4.7).

Areas for improvement included increasing staff involvement (4.3). Respondents considered task coordination (4.6), organizational culture and atmosphere (4.6), the selection of guest lecturers and topics (4.6), and the quality of public defenses (4.7) to be good. Suggestions included inviting guest professors for longer stays (3–6 months), announcing more interdisciplinary research topics, and updating research directions based on experiences from international conferences.

6. Feedback from Employers

Four responses were received from labor market representatives. Instead of numerical scores, a key recommendation was provided: the doctoral school should involve professional stakeholders and co-financing partners when announcing research topics.