

Summary of the Anonymous Evaluation of the Doctoral School

(Based on Evasys Questionnaires, September 2025)

1. Feedback from Current Hungarian Students

Out of the 15 full-time Hungarian doctoral students, 11 completed the survey. In the spring 2025 admission round, four new students were admitted; therefore, no major changes in motivation or prior knowledge were expected compared to previous surveys.

Professional interest and research opportunities remain the primary motivating factors (4.7–4.9). Previous research experience (e.g. Scientific Student Conference papers, thesis work) also played a role in their decision to pursue doctoral studies. Students expressed satisfaction with the national and international standards of their research environment and with the research infrastructure (4.2). They reported receiving sufficient support primarily from their supervisors (5.0), but also from other lecturers (4.7).

However, dissatisfaction was noted with some advertised courses regarding their content and up-to-dateness (2.7), and with financial resources available for research and the level of doctoral scholarships (2.5). These concerns were also explicitly emphasized in written comments. For some students, following courses delivered in English posed difficulties.

Students expressed satisfaction with internal information flow and administration (4.3–4.5). Teaching activity is only partially undertaken by doctoral students, which is reflected in low evaluations (2.0–2.5 on a 4-point scale). Likewise, participation in conference organization within the School's departments was limited; however, students attended conferences organized by other institutions (3.6 on a 4-point scale).

2. Feedback from Current International Students

Among international students, 70% became aware of the Debrecen doctoral programs through their lecturers or professional contacts, while the rest learned about them via databases or advertisements. Key motivating factors included the desire for professional advancement and the prospect of an academic career (4.5).

International students reported significantly greater involvement in teaching within the English-language Master's programs (4.0 on a 4-point scale) than their Hungarian peers (2.5 on the same scale). Likely due to their stronger English proficiency, all international students reported participation in proposal writing (100%). On a 5-point scale, they rated their supervisors' expertise and guidance very highly (4.7–5.0).

In written feedback, students emphasized that not all compulsory courses are linked to the institutes directly involved in research (e.g. Informatics, Statistics). They suggested that only subjects directly connected to the institutes should be included. They also noted that the School expects students to apply for grants and to actively contribute to the manual aspects of research.

3. Feedback from Employers

Seven enterprises completed the labor market survey. Opinions on the importance of a doctoral degree were mixed: 56% considered it important, while the remainder were neutral or did not consider the

qualification necessary. This was despite the fact that 86% emphasized the importance of introducing innovative procedures and developments.

It is likely that the same 56% of employers who value the doctoral degree are also those who can assign complex, research-intensive tasks to degree holders. Furthermore, 42% of respondents indicated a willingness to involve the doctoral school in their development projects.

4. Feedback from Graduates

No graduate survey was conducted in 2025. In the previous year (2024), responses were received from 19 Hungarian and 7 international graduates. Over the past year, one Hungarian and three international students successfully earned their degree.