Questionnaire Doctoral Studies

In its doctoral degree programs, the Faculty of Economics and Business Administration aims at developing the research competences and skills that PhD students need in becoming a researcher. With this questionnaire we want to know to what extent the exam commission thinks that the PhD student has acquired sufficient competences during his/her doctoral studies.

Please complete this questionnaire as honestly as possible. Your joint judgment gives us important insights into the effectiveness and the quality of our guidance process of PhD students. The questionnaire results will not be used during the assessment of the PhD student.

Please send this document to phd.eb@ugent.be.

|  |  |
| --- | --- |
| Name PhD student: |  |
| Date: |  |

For each statement, check the column that you think most applies to the PhD student.

Statements with an asterisk are mainly assessed by the supervisor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not applicable** | **Disagree** | **Agree to a limited extent** | **Agree** |
| The PhD student is an expert in the area of his/her research project. |  |  |  |  |
| The knowledge of the PhD student, is integrated in his/her research in a creative way.  |  |  |  |  |
| The PhD student is familiar with the general research methods in his/her field and selects the right one for his/her kind of work. |  |  |  |  |
| The PhD student is up-to-date with current discussions and new developments in his/her field. |  |  |  |  |
| The PhD student is able to design and conduct his/her own research based on the knowledge he/she has about recent developments in his/her field. |  |  |  |  |
| The PhD student is familiar with the different paradigms or approaches that help to address the challenges in his/her field of research. |  |  |  |  |
| The PhD student is able to write research in articles that can be published in scientific international journals with reading committee.  |  |  |  |  |
| The PhD student can articulate the benefits and limitations of his/her research in the context of his/her discipline. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not applicable** | **Disagree** | **Agree to a limited extent** | **Agree** |
| The PhD student understands the current deontological requirements of scientific integrity, legislation and ethical guidelines in research.\* |  |  |  |  |
| The PhD student makes sure that he/she processes and presents his/her research results correctly, reliably and without bias.\* |  |  |  |  |
| The PhD student acts according to the professional values and responsibilities regarding ethics, integrity and deontology in his/her field, and does so systematically.\* |  |  |  |  |
| The PhD student looks at his/her research with a critical eye and adjust his/her approach when necessary. |  |  |  |  |
| When faced with complex problems The PhD student can find and apply suitable solutions. |  |  |  |  |
| The PhD student responds critically and without bias to the research results and/or complex societal questions of others.  |  |  |  |  |
| The PhD student substantiates his/her opinion in a scientific way. |  |  |  |  |
| His/her academic writing about his/her research is clear and well-structured for a target audience of experts. |  |  |  |  |
| His/her academic writing about his/her research is clear and well-structured for a target audience of non-experts. |  |  |  |  |
| The PhD student is able to engage an audience of students, colleagues or stakeholders with a coherent and inspiring talk. |  |  |  |  |
| The PhD student can find the right approach to communicate his/her research in non-academic contexts (media, companies, government, education,…). |  |  |  |  |
| The PhD student manages to valorize his/her expertise in society..\* |  |  |  |  |
| The PhD student sees opportunities to apply his/her research outside of an university context.\* |  |  |  |  |
| The PhD student is familiar with the international networks and colleagues that play a key role in his/her discipline.\* |  |  |  |  |
| The PhD student is open to feedback from others. |  |  |  |  |