

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Poznan University of Economics
and Business

July 2026

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About Poznan University of Economics and Business

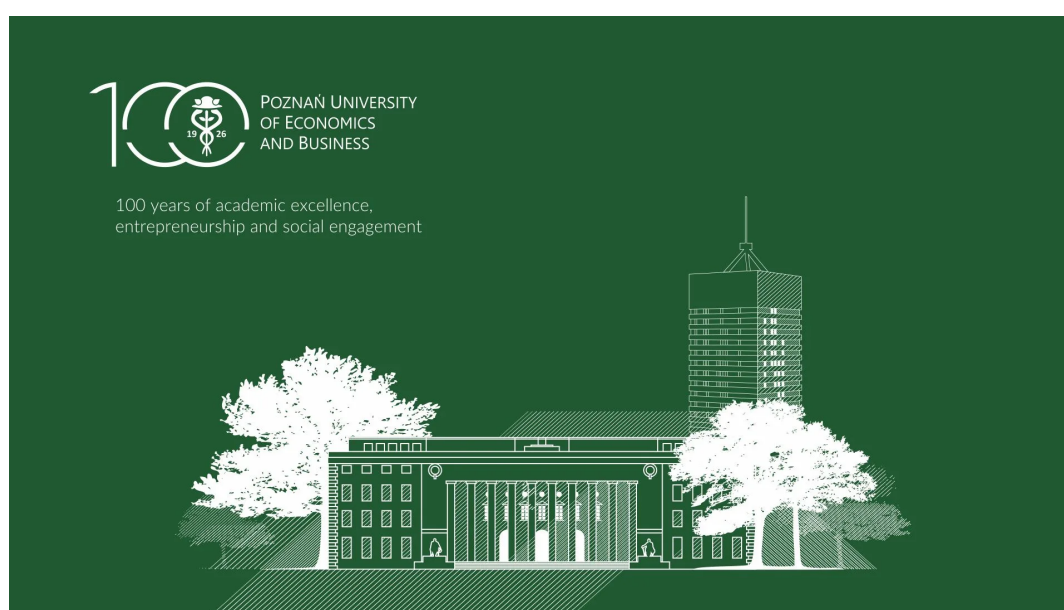
Founded in 1926 by entrepreneurs, Poznań University of Economics and Business (PUEB) is one of Poland's oldest and leading universities of economics and business. Located in the heart of Poznań, a dynamic and internationally connected city, PUEB has a long-standing tradition of academic excellence, entrepreneurship, and engagement with society.

The University specialises in economics, management, finance, accounting, international business, and related disciplines. Its educational offer reflects global models of managerial education, contemporary economic thought, and the evolving needs of business and public institutions. PUEB educates future business leaders, highly qualified managers, economic experts, and professionals for enterprises, public administration, and the wider socio-economic environment.

PUEB combines a strong academic foundation with a practical orientation. Study programmes help students understand complex economic realities, apply modern analytical and managerial tools, and make responsible decisions in changing market conditions. Teaching is enriched by business practitioners, executives, and experts, including through the PUEB Partner Club, which strengthens dialogue between academia and practice.

The University's reputation is confirmed by national rankings, international accreditations, and professional recognitions, including BSIS, AMBA, IQA CEEMAN, ACCA, CIMA, CFA Institute, CEPI, and the HR Excellence in Research distinction awarded by the European Commission.

Guided by the values of openness, reliability, responsibility, and ethical conduct, PUEB develops knowledge and competencies essential for building a sustainable, innovative, and inclusive economy. Its commitment to responsible management education is reflected in teaching, research, partnerships, and institutional engagement. Through cooperation with business, public institutions, and society, the University supports responsible leadership and contributes to addressing contemporary economic, social, and environmental challenges.



Contributors



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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be reused annually, and typically require minimal updates from year to year.

1. Mission

1.1 PUEB Mission

Provide supporting context

Our mission is to drive social responsibility by developing future-oriented knowledge, attitudes and transversal competencies, while supporting our surroundings to co-create a sustainable and innovative economy.

Our mission statement means that:

- We cultivate the traditions of the University, founded in 1926 by entrepreneurs,
- We conduct research in the fields of sustainable and resilient economies, business and technological innovation, responsible production and consumption, and inclusive society,
- We develop competencies in analytical, creative, and critical thinking skills, as well as communication, teamwork, leadership, ethics, and social responsibility,
- We provide and co-create expertise and solutions for the private sector, public sector, and social organizations,
- We build a community of people and values by integrating science, business, and society.

2. Vision

2.1 PUEB Vision

Provide supporting context

The Poznań University of Economics and Business combines tradition with modernity and is one of the leading universities of economics in Central and Eastern Europe. It creates space for discussion and initiatives and actively supports the economic and social development of the region in alignment with sustainable development goals.

3. Strategy

3.1 PUEB Strategy for 2025-2028

Upload or select a document

Strategy PUEB 2025-2028

View document  Download document 

4. Strategy Alignment

4.1 PUEB Strategy Alignment

Provide supporting context

Our institution's strategic priorities are deeply aligned with advancing sustainable development, the common good, and quality education.

The mission of Poznań University of Economics and Business (PUEB) explicitly emphasizes social responsibility, future-oriented knowledge, and the development of transversal competencies. By integrating tradition with modernity, we aim to co-create a sustainable and innovative economy together with our stakeholders.

Our strategic objectives directly support sustainable development and the common good. We commit to:

- Conducting high-quality research that addresses societal and economic challenges, with a strong focus on sustainable and resilient economies, responsible production and consumption, and inclusive societies.
- Ensuring a modern teaching process that equips students not only with analytical and practical skills but also with competencies in ethics, leadership, and social responsibility, thus raising future leaders who are capable of driving positive change.
- Fostering national and international relations to strengthen our social impact and to collaborate with businesses, public administration, NGOs, and alumni networks in building knowledge-based, responsible solutions.
- Empowering the academic community by nurturing socially responsible initiatives, improving working and learning conditions, and cultivating a culture rooted in PUEB's core values: competence, openness, responsibility, and ethics.

Our supporting actions demonstrate concrete steps towards sustainability, such as reducing energy consumption, purchasing green energy, implementing pro-environmental solutions, and enhancing accessibility for people with disabilities. These actions ensure that sustainability is embedded in both our academic mission and our daily operations.

Through these priorities, PUEB not only delivers quality education but also actively contributes to the United Nations Sustainable Development Goals (SDGs) by promoting sustainability, social well-being, and responsible management education.

5. Graduates

3470

6. Degrees Offered

- Bachelor of Business Administration (B.B.A.)
- Master of Business Administration (M.B.A.)
- Doctor of Business Administration (D.B.A.)
- Executive Education Programs

7. Faculty & Staff at the Institution

869

8. Total Student Enrollment at the Institution

9917

9. Undergraduate Student Enrollment at the Institution

5118

10. Graduate Student Enrollment at the Institution

2801

11. Doctoral Student Enrollment at the Institution

78

12. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

1920

13. Undergraduate Degree Programmes

13.1 Bachelor in Business Administration

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- International Economics

Degree Programme Subject

- Bachelor in Business Administration

Director Full Name

dr hab. Justyna Majewska, prof. UEP

13.2 International Economic Relations (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- International Economics

Degree Programme Subject

- International Economic Relations

Director Full Name

dr hab. Justyna Majewska, prof. UEP

13.3 Tourism Economics (B. Sc)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- International Economics Relations

Degree Programme Subject

- Tourism Economics

Director Full Name

dr hab. Justyna Majewska, prof. UEP

13.4 Management (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Management

Degree Programme Subject

- Management

Director Full Name

dr hab. Gabriela Roszyk-Kowalska, prof. UEP

13.5 Logistics (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- International Economics

Degree Programme Subject

- Logistics

Director Full Name

dr hab. Justyna Majewska, prof. UEP

13.6 Legal and economic studies (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Economics

Degree Programme Subject

- Economics and Politics

Director Full Name

dr Krzysztof Szwarc

13.7 Product Quality and Development (engineer, B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Quality Science

Degree Programme Subject

- Product Quality and Development

Director Full Name

dr inż. Mariusz Tichoniuk

13.8 Computer Science and Data Analytics (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Informatics and Economic Analysis

Degree Programme Subject

- Computer Science and Data Analytics

Director Full Name

dr hab. Elżbieta Rychłowska-Musiał, prof. UEP

13.9 Economics (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Economics

Degree Programme Subject

- Economics and Finance

Director Full Name

dr Krzysztof Szwarc

13.10 Social Policy (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Economics

Degree Programme Subject

- Economics and Finance

Director Full Name

dr Krzysztof Szwarc

13.11 Finance (B.Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Finance

Degree Programme Subject

- Finance

Director Full Name

dr hab. Anna Iwańczuk-Kaliska, prof. UEP

13.12 Finance, Auditing, Investment (B.Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Finance and financial markets

Degree Programme Subject

- Finance

Director Full Name

dr hab. Anna Iwańczuk-Kaliska, prof. UEP

13.13 Management and Production Engineering (engineer, B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Quality Sciences

Degree Programme Subject

- Management and Production Engineering

Director Full Name

dr inż. Mariusz Tichoniuk

13.14 Business Accounting and Finance (B.Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Accounting and Corporate Finance

Degree Programme Subject

- Accounting and Finance

Director Full Name

dr hab. Marek Cieślak, prof. UEP

13.15 Product quality and development (B. Sc.)

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Quality Science

Degree Programme Subject

- Product quality and development

Director Full Name

dr inż. Mariusz Tichoniuk

14. Masters Degree Programmes

14.1 International Economic Relations (M. Sc.)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- International Economics

Degree Programme Subject

- International Economic Relations

Director Full Name

dr hab. Justyna Majewska, prof. UEP

14.2 Digital Supply Chains (M. Sc.)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- International Economics

Degree Programme Subject

- Digital Supply Chains

Director Full Name

dr hab. Justyna Majewska, prof. UEP

14.3 Management (M. Sc.)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- Management

Degree Programme Subject

- Management

Director Full Name

dr hab. Gabriela Roszyk-Kowalska, prof. UEP

14.4 Informatics and Econometrics (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Computer Science and Economic Analysis

Degree Programme Subject

- Informatics and Economic Analysis

Director Full Name

dr hab. Elżbieta Rychłowska-Musiał, prof. UEP

14.5 Industry 4.0 (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Informatics and Economic Analysis

Degree Programme Subject

- Industry 4.0

Director Full Name

dr hab. Elżbieta Rychłowska-Musiał, prof. UEP

14.6 Quantitative Finance (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Informatics and Economic Analysis

Degree Programme Subject

- Quantitative Finance

Director Full Name

dr hab. Elżbieta Rychłowska-Musiał, prof. UEP

14.7 Master in International Business (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- International Economics

Degree Programme Subject

- Master in International Business

Director Full Name

dr hab. Justyna Majewska, prof. UEP

14.8 Transition, Innovation and Sustainability Environments (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- International Economics

Degree Programme Subject

- Transition, Innovation and Sustainability Environments

Director Full Name

dr hab. Justyna Majewska, prof. UEP

14.9 Design and Product Commercialization (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Quality Sciences

Degree Programme Subject

- Design and Product Commercialization

Director Full Name

dr inż. Mariusz Tichoniuk

14.10 Economic Data Analytics (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Economics

Degree Programme Subject

- Economics and Finance

Director Full Name

dr Krzysztof Szwarc

14.11 Product Quality and Development (engineer, M.Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Quality Sciences

Degree Programme Subject

- Product Quality and Development

Director Full Name

dr inż. Mariusz Tichoniuk

14.12 Innovation Management (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Management

Degree Programme Subject

- Innovation Management

Director Full Name

dr hab. Gabriela Roszyk-Kowalska, prof. UEP

14.13 Marketing (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Management

Degree Programme Subject

- Marketing

Director Full Name

dr hab. Gabriela Roszyk-Kowalska, prof. UEP

14.14 Sustainable Human Capital Management (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Management

Degree Programme Subject

- Sustainable Human Capital Management

Director Full Name

dr hab. Gabriela Roszyk-Kowalska, prof. UEP

14.15 Economics (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Economics

Degree Programme Subject

- Economics and Finance

Director Full Name

dr Krzysztof Szwarc

14.16 Legal and Economic Studies (M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Economics

Degree Programme Subject

- Economics and Law

Director Full Name

dr Krzysztof Szwarc

14.17 Finance, Auditing, Investment (M.Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Finance

Degree Programme Subject

- Finance and financial markets

Director Full Name

dr hab. Anna Iwańczuk-Kaliska, prof. UEP

14.18 Supervision and Control (M.Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Finance

Degree Programme Subject

- Finance and financial markets

Director Full Name

dr hab. Anna Iwańczuk-Kaliska, prof. UEP

14.19 Management and Production Engineering (engineer, M. Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Quality Sciences

Degree Programme Subject

- Management and Production Engineering

Director Full Name

dr inż. Mariusz Tichoniuk

14.20 Business Accounting and Finance (M.Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Accounting and Corporate Finance

Degree Programme Subject

- Accounting and Finance

Director Full Name

dr hab. Marek Cieślak, prof. UEP

14.21 Audit and Assurance (M.Sc.)**Degree Type**

- Master of Science (M.Sc. or M.S.)

Department

- Accounting and Corporate Finance

Degree Programme Subject

- Accounting and Corporate Finance

Director Full Name

dr hab. Marek Cieślak, prof. UEP

15. Postgraduate Degree Programmes

15.1 Doctoral School (Ph.D)

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Economics and Finance, Management Sciences and Quality Sciences

Degree Programme Subject

- Economics and Finance, Management Sciences and Quality Sciences

Director Full Name

dr hab. Tomasz Jewartowski, prof. UEP

16. Certificates, Professional Development, or Associate Programmes

16.1 Compliance in an Organization (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Compliance

Director Full Name

dr Jacek Jastrzębski

16.2 Expert in Anti-Money Laundering (AML) and Countering the Financing of Terrorism (CFT) (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Anti-Money Laundering and Counter-Terrorist Financing System

Director Full Name

dr Jacek Jastrzębski

16.3 Sustainability in Organizational Strategy and Non-financial Reporting (ESG) (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Sustainability and non-financial reporting

Director Full Name

dr Jacek Jastrzębski

16.4 Logistics and Supply Chains in Industry 4.0 (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Logistics and Supply Chain Management

Director Full Name

dr Jacek Jastrzębski

16.5 Internal Audit in the Private and Public Sectors (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Internal audit

Director Full Name

dr Jacek Jastrzębski

16.6 ESG Manager (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Management ESG Sustainability

Director Full Name

dr Jacek Jastrzębski

16.7 Trade & Customs Compliance (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- International Trade

Director Full Name

dr Jacek Jastrzębski

16.8 Environmental Management within an Organisation (Certificate)

Degree Type

- Certificate

Department

- Centre for Executive Education

Degree Programme Subject

- Environmental management

Director Full Name

dr Jacek Jastrzębski

17. Institutional History

17.1 Institutional History

Provide supporting context

PUEB History

The school was established on 12th October 1926 as Wyższa Szkoła Handlowa (WSH) in Poznań and was a single-faculty school supported financially by the Poznań Chamber of Commerce and Industry, local-government bodies, business organizations and individuals. It was awarded the right to confer master's degrees in 1938 and on 10th November 1938 the school was renamed Akademia Handlowa (AH) in Poznań. After the Second World War, by decree of 26 October 1950, Akademia Handlowa was transformed into a state academic school, which adopted the name of Wyższa Szkoła Ekonomiczna w Poznaniu (WSE). By government resolution of 2 July 1955, WSE was awarded the right to confer doctoral degrees. On 29 April 1974 the Council of Ministers decided to change, as of 1st October, the names of four Polish economic universities, including the one in Poznań, to Akademia Ekonomiczna. A year later the university's two basic organizational units, the Faculty of Production Economics and the Faculty of Trade and Commodity Science, were reorganized into three: the Faculty of Planning and Management, the Faculty of Production Economics and Sales, and the Department of Commodity Science (with the status of a Faculty). As a result of the University's reorganization and syllabus reform initiated in 1990, the existing faculties and departments were replaced by three large organizational units: the Faculty of Economics, the Faculty of

Management, and the Faculty of Commodity Science, with full academic rights. The development went further, and by the academic year 2006-2007 the school had five Faculties, including the Faculty of Informatics and Electronic Economy and the Faculty of International Business and Economics. On 27th December 2008 Akademia Ekonomiczna changed its name to Uniwersytet Ekonomiczny (Poznań University of Economics), and the English name was changed into Poznań University of Economics and Business in 2015. With the introduction of the new Law on Higher Education and Science in 2018, PUEB changed its organizational structure and is currently divided into nine Institutes: Economics, Socio-Economics, Finance, International Business and Economics, Informatics and Quantitative Economics, Marketing, Quality Science, Accounting and Finance Management, and Management. The organizational structure also comprises shared units such as the Department of Foreign Languages, the Department of Sport and Physical Education, the Main Library, and the Management Education Centre.

From Commitment to Practice: 14 Years of PRME at PUEB

The Poznań University of Economics and Business's accession to the PRME initiative in 2012 initiated a systematic process of integrating the principles of responsible management into the University's educational programmes and institutional practices. As early as August 2013, PUEB appointed its first Rector's Representative for University Social Responsibility, while simultaneously developing the University's first social responsibility programme. A further step was the establishment of the Rector's Committee for University Social Responsibility in 2014. During the first four years, the activities of the Representative focused on assessing the extent to which PRME principles were integrated into PUEB's existing operations and on developing a strategy to adapt teaching and research methods to international standards of social responsibility. Within the framework of the Committee's work, several documents were developed, including the assumptions and objectives of the University's social responsibility policy, fundamental codes of ethics for academic staff, doctoral candidates, and students, as well as a code of good practice for higher education institutions. Subsequent activities of the Committee were oriented toward the continuous development and promotion of the concept of University Social Responsibility, as well as the identification of new areas for improvement and self-development aimed at inspiring and supporting responsible management education. A significant event in this process was the conference entitled "The Issue of Corporate Social Responsibility in Teaching and Academic Research: The PRME Perspective", held on 3-4 April 2017. Its aim was to initiate discussion on the importance of corporate social responsibility in the contemporary world. Key elements of the programme included presentations by Rectors' Representatives for University Social Responsibility, a panel discussion involving PRME

signatories, a panel of employer representatives, as well as a student panel conducted in the format of an Oxford-style debate. The student debate focused on the responsibility of academic teachers in shaping students' civic-minded attitudes.

Another important stage in the development of these activities was PUEB's joining the Working Group on University Social Responsibility operating under the Ministry of Development Funds and Regional Policy. This facilitated the exchange of experience and the implementation of joint educational projects. The aim of the Working Group is to disseminate the principles of university social responsibility defined by the Polish academic community in the Declaration of University Social Responsibility (DUSR). The Declaration provides the foundation for the voluntary engagement of higher education institutions in promoting sustainable development and social responsibility through educational programmes, academic research, and management and organisational solutions. The Poznań University of Economics and Business signed the Declaration of University Social Responsibility on 16 November 2017 at the headquarters of the Ministry of Development in Warsaw, during the conference "Social Responsibility of Science - Challenges for the Academic Community and Business."

As a result of the initiatives described above, the concepts of sustainable development and social responsibility have become key pillars of PUEB's strategy and of initiatives undertaken for the benefit of its stakeholders. The academic community has consciously incorporated these values into both the educational process and research activities. For 14 years, the University's actions have remained in close synergy with PRME principles, representing a consistent continuation of the process initiated in 2012 - an initiative that is a source of pride for the entire academic community.

During the analysed reporting period, PUEB consistently strengthened the implementation of this mission by introducing and updating the University's strategy, developing its educational offer - including new courses and seminars in the field of social responsibility - and expanding postgraduate study programmes related to CSR. In the academic year 2024/2025, the PUEB community actively engaged in research projects, charitable initiatives, and debates devoted to social challenges, demonstrating the University's sensitivity to the needs of its environment. Work is also underway to prepare the third edition of the PUEB Empathy Map for 2025, a study examining the engagement of the PUEB community in activities supporting social organisations and initiatives.

PUEB has consolidated its position as an institution actively responding to global challenges, as evidenced by numerous certifications, accreditations, awards, and national and international collaborations confirming the integration of PRME values into the University's strategic goals. The University increasingly recognises that being a socially responsible institution enables it to educate graduates who will become responsible business leaders in the future. PUEB takes pride both in the continuity of the path undertaken 14 years ago and, in its ability, to adapt it - for example, by integrating new technologies into activities supporting sustainable development.

PhD Magdalena Kaźmierczak, Associate Profesor PUEB
Rector's Representative for University Social Responsibility, 2016–2020

PhD Anna Waligóra
Rector's Representative for University Social Responsibility, 2020–2024

PhD Ewa Róžańska
Rector's Representative for University Social Responsibility, 2025–2028



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

18. Letter of Commitment

18.1 Letter from PUEB Rector, prof. dr hab. Barbara Jankowska 2025

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Letter from PUEB Rector, prof. dr hab.
Barbara Jankowska 2025

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19. Define Purpose

At PUEB, Purpose means advancing social responsibility by developing future-oriented knowledge, values, and competencies. We integrate science, business, and society to co-create sustainable and innovative solutions, cultivating graduates who act with ethics and leadership to support inclusive prosperity and the sustainable development of our region and beyond.

20. Institutional Engagement

51% - 75%



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



21. Define Values

At PUEB, Values mean being competent and reliable, open to others and the changing world, responsible for education, research, and the environment, bold in thinking, and ethical in actions - always fostering knowledge, human potential, societal well-being, and the common good.

22. RME Lead

- Responsible Management Education at PUEB is championed by the Rector's Representative for University Social Responsibility and the Rector's Committee for University Social Responsibility, chaired by the Representative.

23. Student Voices

23.1 PhD Student Voice - Maria Kubala

Provide supporting context

In 2025, my academic work strongly aligned with the principles of responsible management, especially through my research (financed by National Science Centre - NCN Preludium 23 - 2024/53/N/HS4/02278) on ESG practices in multinational enterprises. As the principal investigator of the project "The role of multinational enterprises in adopting ESG practices in host markets – the case of Polish firms investing abroad", I explore how firms transfer responsible and sustainable practices across borders, contributing to a deeper understanding of how business can generate value not only economically but also socially and environmentally .

My engagement in international and national conferences further strengthened this perspective. Presenting research on ESG adoption and headquarters–subsidiary relationships at events such as the EIBA Conference and the Polish Economists Congress allowed me to critically reflect on how organizational structures influence responsible business conduct .

An important dimension of my academic journey has also been my teaching activity. In 2025, I conducted courses at both Bachelor's and Master's levels, including *Enterprise Strategies in International Business in the Face of Civilizational Challenges*, *Change Management*, *Globalization and Regionalization in the World Economy*, and *International Competitiveness and Economic Policy*. Through these courses, I incorporated topics such as sustainability, responsible leadership, and the socio-economic consequences of business decisions. This

allowed me to translate Responsible Management Education principles into classroom practice by encouraging students to critically assess global challenges, reflect on ethical dilemmas, and understand the role of business in addressing societal issues.

Moreover, my publication (<https://doi.org/10.58691/man/200056>) on employees' perspectives on CSR and ESG concepts contributed to understanding how responsibility is perceived within organizations, highlighting the human dimension of responsible management .

Beyond academic achievements, Responsible Management Education has significantly influenced my personal growth. It has strengthened my awareness of the broader impact of business decisions on diverse stakeholders and reinforced my commitment to conducting research and teaching that address real societal challenges. It has also shaped my identity as a future academic, encouraging me to promote ethical thinking, sustainability, and inclusiveness in both research and education.

Overall, Responsible Management Education has transformed my academic path into one that is purpose-driven, interdisciplinary, and socially engaged, while also fostering my development as a responsible researcher and educator.

Maria Kubala

24. Celebrating Values

24.1 Celebrating Values at PUEB (2025)

Provide supporting context

At PUEB, values such as ethics, social responsibility, diversity, inclusion, and sustainability are actively celebrated through a comprehensive ecosystem of initiatives that integrate education, research, campus life, and community engagement. These activities reflect our strategic mission and alignment with the UN Sustainable Development Goals, demonstrating that values are not only declared but consistently enacted across institutional practices.

Community engagement and solidarity remain central to how PUEB celebrates its values. The academic community actively participates in charitable and civic initiatives, including fundraising for the *Great Orchestra of Christmas Charity* (WOŚP), the *Charity Ball* (Bal Seledynowy) supporting hospice care, and campaigns such as *Szlachetna Paczka* and

rePREZENTuj UEP, which support vulnerable groups facing homelessness, unemployment, or social exclusion. Everyday solidarity is further reinforced through initiatives such as *Givebox* (a sharing space for goods), book exchange campaigns, and collaboration with social enterprises like *Magazyn Dobra*, promoting both social support and circular economy principles.

Well-being, health, and quality of life are celebrated through a wide range of initiatives addressing both physical and mental health. These include the second edition of PUEB Well-being Days ("Let's be well!"), workshops on stress management and resilience, and awareness campaigns such as Pink October and Movember, promoting cancer prevention. The University also provides ongoing psychological support for students and promotes inclusive well-being through activities that address neurodiversity and accessibility. Systemic solutions, including relaxation zones, quiet spaces, and health-oriented campus infrastructure, complement these initiatives.

Responsible education and social outreach are reflected in numerous initiatives aimed at different age groups and stakeholders. PUEB actively contributes to educational inclusion and lifelong learning through events such as the Poznań Festival of Science and Arts, Night of Scientists, the Economic University for Children, and the University of the Third Age (*Erga Omnes*). Competitions and Olympiads (e.g., Entrepreneurship Olympiad, Financial Literacy competitions) as well as new sustainability-oriented educational programs (e.g., ESG Manager, Environmental Auditor) foster responsible leadership competencies among younger generations and professionals.

Intellectual responsibility and public debate are fostered through open lectures, conferences, and seminars addressing key societal challenges, including sustainable energy transition, global inequalities, accessibility, housing policy, and the role of cooperatives in building inclusive economies. These events create spaces for dialogue between academia, business, policymakers, and society, strengthening the University's role as a platform for responsible knowledge exchange.

Diversity, inclusion, and accessibility are actively promoted through both cultural and systemic actions. Events such as the Spanish Day, partnerships supporting disability awareness campaigns (#ChcemyByćSobą), and participation in equality initiatives (e.g., Wielkopolski Kongres Kobiet) foster openness and intercultural dialogue. At the same time, PUEB implements concrete accessibility solutions, including assistive infrastructure, accessible communication, and institutional policies (e.g., anti-mobbing updates, diversity commitments, accessibility strategy for 2025–2028), ensuring an inclusive environment for all members of the community.

Environmental responsibility is embedded in both symbolic and systemic actions. In 2025, PUEB strengthened its environmental commitment through the development of a new Environmental Action Plan (2025–2028), expanded renewable energy use, installation of photovoltaic panels and EV charging stations, and initiatives such as Earth Hour and e-waste collection campaigns. Everyday pro-environmental practices are supported by infrastructure (waste segregation systems, water stations) and biodiversity initiatives, including the campus apiary.

Community, identity, and organizational culture are reinforced through integrative and intergenerational events, including PUEB Day, strategic community meetings (“To nasz UEP”), and the celebrations of the University’s 100th anniversary, which highlighted its legacy of social engagement and responsibility. These events strengthen institutional identity while fostering dialogue, participation, and shared ownership of values.

Sports and collective engagement further contribute to promoting inclusiveness and solidarity, with events such as the Ekonomiczna Piątka run, Business Run, and the Collegium Altum stair run combining physical activity with community-building and, in some cases, charitable purposes.

Finally, **ethical governance and responsible management** are reinforced through institutional frameworks, including updated anti-mobbing policies, diversity commitments (e.g., Diversity Charter), and ongoing work on ethical, environmental, and accessibility standards. These formal mechanisms ensure that the celebration of values is embedded not only in events but also in decision-making and organizational structures.

Through these diverse and interconnected initiatives, PUEB celebrates its values in a holistic and practice-oriented way—bridging symbolic actions, everyday behaviors, and systemic solutions. This integrated approach demonstrates the University’s role as a responsible institution that actively contributes to inclusive, sustainable, and value-driven social and economic development.

25. Student Engagement

26% - 50%



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

26. Courses

26.1 Sustainable and Climate Finance

Course code

UEPFS.120C.205448.26

Department

- Finance

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Behavioral Finance and Decision-Making
- ESG Investing and Sustainable Finance

My course implements the following pedagogies:

- Case Method

Course Description

1. Explanation of a sustainable development concept, sustainable goals and fields of interest (public and private sectors), sustainable finance 2. Descriptions of climate change tendencies, legal and strategic backgrounds, different approaches to climate finance (public and private, national and international, bilateral and multilateral) 3. Analysis of sustainable and climate finance tools (e.g. ESG approach, new green taxonomy, emission trading systems, green public budgeting and tagging, green financial instruments)

Relevant SDGs addressed through the course**Upload your syllabus**

Sustainable and climate finance

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26.2 Ethics and Culture of Diversity

Course code

UEPES.110A.205346.26

Department

- Economics

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

- Economics of Social Welfare and Public Policy
- Economics of Climate Change and Sustainability
- Sustainable Economic Models and ESG Impact

My course implements the following pedagogies:

- Collaborative Learning
- Problem-Based Learning (PBL)
- Case Method

Course Description

1. The acquisition of knowledge on contemporary issues in the field of ethics 2. The development of skills in identifying relationships between issues related to culture and the role of humans in shaping it 3. The development of an attitude of cultural sensitivity and awareness of differences among people

Relevant SDGs addressed through the course



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Ethics and culture of diversity

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26.3 Sustainable Development for the 21st Century

Course code

UEPADES.28A.204441.26

Department

- Economic Data Analytics

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Economic Development and Growth Strategies
- Legal and Regulatory Environment in Business
- Sustainable Economic Models and ESG Impact
- Economics of Climate Change and Sustainability

My course implements the following pedagogies:

- Case Method

Course Description

1. To introduce students to the essence, theory and practice of sustainable development
2. To acquaint students with EU strategic documents on sustainable development and its measures.
3. To develop an economically efficient, socially appropriate and environmentally responsible attitude among students

Relevant SDGs addressed through the course



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Sustainable development for the 21st century

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26.4 Cross-cultural Management

Course code

UEPPSS.110B.12283.25

Department

- Social policy

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Ethics and Fair Practices in HR
- International Human Resource Management
- Corporate Governance and Ethical Leadership
- Cross-Cultural Management and Communication
- Diversity and Inclusion in Leadership
- Global Business Ethics and Corporate Social Responsibility
- Human-Centered Leadership in Organizations
- Organizational Culture and Employee Engagement
- International Corporate Social Responsibility (CSR) and ESG

My course implements the following pedagogies:

- Collaborative Learning
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Case Method

Course Description

1. To familiarize students with the basic concepts of national culture in an organisation's functioning
2. To make students know the basic concepts of organisational culture
3. To make students know the influence of cultural differences on human behaviour within the organisation and on the different markets
4. To enable students to acknowledge and characterise management styles in culturally different environment

Relevant SDGs addressed through the course



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Cross-cultural management

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26.5 Social Standards in ESG Reporting

Course code

UEPZZKLS.21A.205985.25

Department

- Sustainable Human Capital Management

The duration of my course is:

- 22 weeks

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Stakeholder Management and Corporate Responsibility
- Sustainable Leadership and Social Impact

- Organizational Culture and Employee Engagement
- Corporate Governance and Ethical Leadership

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Active Learning
- Case Method

Course Description

1. The student understands the role of social standards in ESG reports 2. The student is familiar with the social reporting requirements under EU directives and regulations 3. The student develops the ability to analyse and interpret company data in an ESG context 4. The student values the role of value chain management in the context of labour and human rights

Relevant SDGs addressed through the course



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Social standards in esg reporting

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26.6 Human and Social Capital

Course code

UEPKPES.110D(B).7284.25

Department

- Legal and economic studies

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Income Distribution and Economic Inequality
- Ethics and Fair Practices in HR
- DEI (Diversity, Equity, and Inclusion) in the Workplace
- Sustainable Economic Models and ESG Impact

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Case Method

Course Description

1. The goal is to familiarize students with the basic concept of human and social capital 2. The goal is to make students understand the role of human and social capital in organizations development 3. The goal is to enable students to apply their knowledge on human and social capital to assess organizational practices

Relevant SDGs addressed through the course



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Human and social capital

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26.7 Sustainable Finance and ESG Reporting

Course code

UEPFIRS.110B.205547.25

Department

- Finance, auditing, investment

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- ESG Investing and Sustainable Finance

My course implements the following pedagogies:

- Student-Centered Learning
- Case Method

Course Description

1. To familiarize students with the properties and principles of sustainable finance 2. To familiarize students with the role of finance in shaping sustainable development 3. To provide students with knowledge in the field of ESG reporting 4. To make students aware of the opportunities and challenges of sustainable finance

Relevant SDGs addressed through the course



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Sustainable finance and esg reporting

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26.8 Philosophy of Sustainable and Durable Development Economics

Course code

UEPNiKS.21A.205970.25

Department

- Supervision and control

The duration of my course is:

- 8 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- ESG Investing and Sustainable Finance

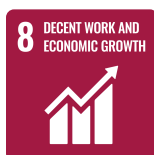
My course implements the following pedagogies:

- Student-Centered Learning
- Flipped Classroom
- Blended Learning

Course Description

1. Acquisition of skills to analyse the environment following the philosophy of ensuring a balance between social, economic and environmental needs. 2 Acquisition of skills to identify the need to create a harmonious world in which communities, economies and the environment coexist in a sustainable and equitable manner 3. Developing skills to promote an economy that grows in a sustainable and stable manner

Relevant SDGs addressed through the course



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Philosophy of sustainable and durable
development economics

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26.9 Philosophy and Logics

Course code

UEPFiRBS.18A.205325.25

Department

- Business accounting and finance

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Accounting Ethics and Professional Responsibility
- Business Ethics and Corporate Social Responsibility

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Experiential Learning
- Active Learning

Course Description

1. Student appropriately utilizes analytical techniques, methods, and models (is familiar with Zeroth-order logic and can verify the correctness of reasoning) 2. Student knows CSR and ESG - Student recognizes the axiological dimensions of economic activities

Relevant SDGs addressed through the course



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Philosophy and logics

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26.10 Sustainability Report and its Assurance

Course code

UEPFIRBS.24B.205445.25

Department

- Business accounting and finance

The duration of my course is:

- 8 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Accounting Ethics and Professional Responsibility
- Environmental and Social Accounting
- Sustainable Economic Models and ESG Impact

My course implements the following pedagogies:

- Active Learning
- Case Method

Course Description

1. Familiarizing students with regulations, standards and principles of sustainable development reporting 2. Familiarizing students with the stages of the process of preparing and analyzing a sustainable development report 3. Familiarize students with the assurance of a sustainable development report

Relevant SDGs addressed through the course



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Sustainability report and its assurance a

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26.11 Sustainability in Business and Economics

Course code

UEPBBAS.120B.13218.25

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Experiential Learning
- Active Learning

Course Description

1. Explain main sustainability concepts and drivers. 2. Understand the impact of personal and managerial decisions on Sustainability Goals. 3. Discuss main sustainability issues from multiple perspectives. 4. Learn how to develop sustainability strategies in companies.

Relevant SDGs addressed through the course



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Sustainability in business and economics

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26.12 Sustainable Business Development

Course code

UEPCLDS.22B.206095.25

Department

- Cyfrowe łańcuchy dostaw (Digital Supply Chains)

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- International Business Operations
- Decision-Making Models and Techniques
- Business Process Reengineering
- Change Management and Organizational Development

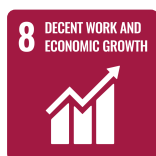
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Student-Centered Learning
- Blended Learning
- Case Method

Course Description

1. Gaining knowledge about sustainable development of enterprises in an international context. 2. Familiarization with regulations and standards regarding sustainable development. 3. Developing skills to identify challenges and opportunities in the implementation of sustainable development in organizations. 4. Developing competences in designing and evaluating sustainable development strategies in companies operating on international markets.

Relevant SDGs addressed through the course



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Sustainable business development

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26.13 Ethical Problems of Tourism Development

Course code

UEPGTS.110A.205435.25

Department

- Gospodarka turystyczna (Tourism Economics)

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Sustainable Business Models and ESG Integration
- Business Ethics and Corporate Social Responsibility

My course implements the following pedagogies:

- Collaborative Learning
- Problem-Based Learning (PBL)
- Student-Centered Learning
- Active Learning
- Case Method

Course Description

1. To familiarize students with the fundamental concepts and issues of ethics in tourism. 2. To familiarize students with the concept of sustainable development and its implementation in tourism. 3. To acquire the ability to identify and propose pro-social and pro-environmental actions for various entities within the tourism market. 4. To demonstrate the ethical connections and relationships between tourists and the residents of tourist reception areas.

Relevant SDGs addressed through the course



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Ethical problems of tourism development

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26.14 Ecologistics

Course code

UEPLS.120B.78.25

Department

- Logistyka (Logistics)

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning
- Case Method

Course Description

1. Student defines and identifies the objectives of ecologistics and Closed Loop Supply Chain.
2. Student identifies enterprise's problems in the field of ecologistics and waste management.
3. Student is able to assess the compatibility of the solutions used in companies in the area of logistics with ISO standards and law.

Relevant SDGs addressed through the course



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Ecologistics

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26.15 Sustainability Across the Organization

Course code

UEPMIBS.22B.205498.25

Department

- International Business

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- International Corporate Social Responsibility (CSR) and ESG
- Global Business Ethics and Corporate Social Responsibility
- Sustainable Development in Global Business

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning
- Case Method

Course Description

1. To understand the concept of sustainability in the context of an organization. 2. To identify the principles of sustainable business and link them to the sustainable development goals (SDGs). 3. To learn how to implement the sustainable business priorities in organizations. 4. To identify corporate strategies that address sustainability challenges.

Relevant SDGs addressed through the course





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Sustainability across the organization

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26.16 Cultural Diversity in the World

Course code

UEPMSGS.110A.205434.25

Department

- Międzynarodowe Stosunki Gospodarcze (International Economic Relations)

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Case Method

Course Description

1. To familiarize students with the nature of cultural differences globally. 2. To familiarize students with the diversity of national cultural elements (e.g., language, religion). 3. To identify cultural models based on diverse value systems. 4. To present the cultural conditions of selected countries and regions of the world.

Relevant SDGs addressed through the course



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Cultural diversity in the world

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26.17 Ethics in Business

Course code

UEPMSGS.28B.11358.25

Department

- Międzynarodowe stosunki gospodarcze (International Economic Relations)

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Designed to develop analytical and problem-solving skills

My course touches on the following concepts:

- Employee Motivation and Organizational Behavior
- Stakeholder Management and Corporate Responsibility

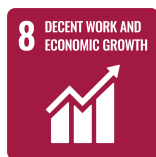
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning
- Case Method

Course Description

1. To familiarise students with the problems of the philosophy of values. 3. Outlining the relevant ethical issues of a free market economy. 3. To attempt to find an answer to the question of the chance of reaching a compromise between the pursuit of utilitarian-pragmatic values and ethical values.

Relevant SDGs addressed through the course



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Ethics in business

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26.18 Information Ethics

Course code

UEPTISES.22B.13279.25

Department

- Transition, Innovation and Sustainability Environments

The duration of my course is:

- 12 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Data Ethics and Privacy Compliance
- Business Ethics and Corporate Social Responsibility

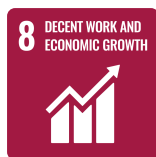
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning
- Case Method

Course Description

1. Knowledge of a range of theories, models and concepts in information ethics and their relevance to research and practice. 2. Familiarity with the history of the development of information ethics. 3. Ability to recognise and articulate ethical issues arising in ICT design and use. 4. Recognition of the impact of values and cultural context on ethical design.

Relevant SDGs addressed through the course



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Information Ethics

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26.19 Ethics and Corporate Social Responsibility

Course code

UEPDKPS.28A.205705.25

Department

- Design i komercjalizacja produktu (Design and Product Commercialization) II

The duration of my course is:

- 7 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Global Business Ethics and Corporate Social Responsibility

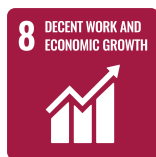
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning

Course Description

1. Students obtain knowledge on ethics and corporate social responsibility (CSR). 2. Students obtain knowledge on the principles, norms and standards of ethical and socially responsible organizations in light of the challenges of contemporary business. 3. Students obtain knowledge of different methods, tools and initiatives in the area of CSR. 4. Raising sensitivity to moral conflicts that accompany doing business and responsibility for the decisions made.

Relevant SDGs addressed through the course



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Ethics and corporate social responsibility

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26.20 Sustainable Production and Consumption

Course code

UEPJiRPS.41A.206027.25

Department

- Jakość i rozwój produktu (Product Quality and Development) II

The duration of my course is:

- 12 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making
- Encouraging of active learning and student engagement
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Student-Centered Learning
- Blended Learning

Course Description

1. Gain knowledge of the key concepts and definitions relating to sustainable production and consumption. 2. Gaining knowledge about social and institutional initiatives supporting sustainable production and consumption. 3. Obtaining knowledge about technological solutions, ecological and economic measures in the development and assessment of sustainable consumption and production.

Relevant SDGs addressed through the course



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Sustainable production and consumption

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26.21 Ecology and Environmental Protection

Course code

UEPZiIPS.31B.8178.25

Department

- Zarządzanie i inżynieria produkcji (Management and Production Engineering) I

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Clearly measurable with specific criteria for success
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Change Management and Organizational Development
- Knowledge Management and Organizational Learning
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Active Learning
- Case Method

Course Description

1. To familiarize students with fundamental concepts related to ecology and environmental protection. 2. To present tools for environmental protection. 3. To acquire the ability to assess the impact of daily life and technology on the environment. 4. To develop the ability to evaluate the credibility of information regarding the environment. 5. To present the applications of selected technologies and their environmental impact.

Relevant SDGs addressed through the course



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Ecology and environmental protection

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26.22 Data Analysis in Sustainable Finance

Course code

UEPFTN.24B.206307.26

Department

- FinTech Information Technology in Finance

The duration of my course is:

- 9 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Grounded in core business and management methodologies
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Data-Driven Decision-Making
- Sustainable Economic Models and ESG Impact

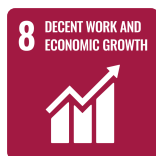
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Case Method

Course Description

1. Acquisition of knowledge of sustainable finance and its role in sustainable economic development. 2. Acquisition of knowledge of the economic foundations of sustainable finance. 3. Acquisition of knowledge of financial instruments supporting sustainable development. 4. Development of skills in analyzing financial and environmental data. 5. Development of skills in the quantitative assessment of relationships between finance and sustainable development. 6. Development of skills in the critical interpretation of ESG indicators and reports. 7. Development of an analytical and socially responsible approach to financial decision-making.

Relevant SDGs addressed through the course



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Data Analysis in Sustainable Finance

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26.23 Introduction to Sustainable Development and Environmental Economics

Course code

UEPIADS.120C.205939.25

Department

- Informatyka i analityka danych (Computer Science and Data Analytics) I

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Sustainable Business Models and ESG Integration
- Environmental and Social Accounting

My course implements the following pedagogies:

- Collaborative Learning
- Problem-Based Learning (PBL)
- Case Method

Course Description

1. Understanding of basic concepts in sustainable development and environmental economics.
2. Developing awareness of the relationship between economic activity and the natural environment.
3. Familiarity with environmental policy tools.
4. Developing skills in analyzing

environmental issues from an economic perspective. 5. Understanding the principles of natural resource management. 6. Developing awareness of the importance of sustainable development in global and local contexts.

Relevant SDGs addressed through the course



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Introduction to sustainable development and environmental economics

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26.24 Ecodesign

Course code

UEPP4S.28B.8180.25

Department

- Przemysł 4.0 (Industry 4.0) II

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Supported by research-based teaching methodologies
- Encouraging of active learning and student engagement
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Economic Forecasting and Business Cycles
- Behavioral Economics and Consumer Decision-Making

My course implements the following pedagogies:

- Problem-Based Learning (PBL)

- Student-Centered Learning
- Case Method

Course Description

1. To provide students with knowledge regarding the concepts and principles of Design for Environment (DfE). 2. To familiarize students with advanced eco-design techniques, specifically Life Cycle Assessment (LCA). 3. To raise students' awareness of the role of "Life Cycle Thinking" in assessing the environmental impact of products.

Relevant SDGs addressed through the course



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Ecodesign

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26.25 Ethics

Course code

UEPFES.22A.12798.25

Department

- Quantitative Finance II

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Structured to encourage critical thinking and decision-making
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Ethics and Fair Practices in HR
- Business Ethics and Corporate Social Responsibility
- Corporate Governance and Ethical Leadership

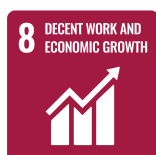
My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Constructivist Pedagogy
- Active Learning

Course Description

1. To provide knowledge regarding the code and standards of ethics, guidelines, and applications (Level II) developed by the CFA Institute. 2. To promote the highest quality standards of ethics, education, and professional excellence for the benefit of society. 3. To raise awareness of the importance of high ethical standards in maintaining public trust in financial markets and the investment profession. 4. To provide knowledge on the most significant findings in general and applied ethics within the context of financial services. 5. To present a discussion on the possibility of moral cognition and the formulation of moral judgments in relation to economic practice and the "Giving Voice to Values" (GVV) framework.

Relevant SDGs addressed through the course



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Ethics

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26.26 Ecoinnovations in Management

Course code

UEPIMS.28C.12799.25

Department

- Innovation Management II

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies

My course touches on the following concepts:

- Economics of Innovation and Technological Change
- Change Management and Organizational Development

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Constructivist Pedagogy
- Case Method

Course Description

1. To provide knowledge of the basics of eco-innovation. 2. Acquisition by the students practical skills of using specialist program for assessment of ecoinnovativeness.

Relevant SDGs addressed through the course



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Ecoinnovations in management

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26.27 Sustainable Economy

Course code

UEPMS.21A.205895.25

Department

- Marketing II

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Customer Discovery and Market Validation
- Market Research and Consumer Insights
- Sustainable Economic Models and ESG Impact
- Economics of Climate Change and Sustainability

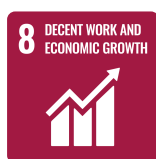
My course implements the following pedagogies:

- Constructivist Pedagogy
- Active Learning
- Case Method

Course Description

1. Obtaining knowledge about the idea of sustainable economy (genesis, goals, tools). 2. Shaping sensitivity to environmental, social and economic problems occurring as the effects of human economic activity. 3. Obtaining knowledge about business models based on the sustainable economy paradigm. 4. Obtaining knowledge about sustainable consumption patterns. 5. Basic ESG reporting skills development.

Relevant SDGs addressed through the course



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Sustainable economy

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26.28 Cultural Studies

Course code

UEPZarS.11A.205454.26

Department

- Zarządzanie (Management) I

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Structured to encourage critical thinking and decision-making

- Encouraging of active learning and student engagement
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Organizational Culture and Employee Engagement

My course implements the following pedagogies:

- Constructivist Pedagogy
- Active Learning
- Case Method

Course Description

1. The student acquires knowledge about the cultural basis of people's functioning in physical space. 2. The student acquires knowledge about the cultural basis of people's functioning in social space. 3. The student gains knowledge about cultural differences and their impact on people's functioning.

Relevant SDGs addressed through the course



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Cultural studies

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26.29 Sustainability and SDGs

Course code

UEPZZKLS.21B.205986.25

Department

- Zrównoważone zarządzanie kapitałem ludzkim (Sustainable Human Capital Management) II

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success

My course touches on the following concepts:

- Sustainable Leadership and Social Impact
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Collaborative Learning
- Problem-Based Learning (PBL)
- Constructivist Pedagogy
- Case Method

Course Description

1. The student learns about environmental and social challenges of economic development. 2. The student identifies economic thought streams concerning environmental issues. 3. The student explores concepts of sustainable development, CSR and doughnut economics. 4. The student learns methods for assessing non-financial business impact in ESG dimensions.

Relevant SDGs addressed through the course



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Sustainability and SDGs

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27. Define Teach

At PUEB, Teach means developing analytical, creative and critical thinking, communication, teamwork, leadership, ethics and social responsibility. Through eduSPACE, introduced during Teaching Days, we promote sustainable, personalized, adaptive, collaborative and engaging teaching, integrating responsible management education with contemporary societal and environmental challenges.

28. Teaching Awards

28.1 Most Inspiring Tutor of the 2024/2025

Award Granter

Collegium Wratislaviense

Award Grantee

Magdalena Andrałojć, PhD

Description of Award

Magdalena Andrałojć, PhD was awarded the title of the Most Inspiring Tutor of the 2024/2025 academic year during the Tutoring Congress organized by Collegium Wratislaviense. This prestigious award is presented annually to only one academic tutor from across Poland. It honors an individual who stands out for their passion and the effective use of tutoring tools to support student development, bridging an individual relationship with the mentee and a personalized approach to their academic and personal growth. The award promotes tutoring as an effective form of teaching, based on building a unique relationship between tutor and student, strengthening the learner's independence, agency, and responsibility for their own development. Dr. Magdalena Andrałojć is an Assistant Professor at the Department of Labor and Social Policy. She is an accredited coach, career development advisor, FRIS® trainer, certified Collegium Wratislaviense Tutor, and Head of the Postgraduate Studies in Management Coaching.

[Award link](#)

28.2 The Perspektywy Ranking of MBA Programs

Award Granter

Perspektywy

Award Grantee

The Executive MBA Poznań-Atlanta program

Description of Award

The Executive MBA Poznań-Atlanta program, offered by the Poznań University of Economics and Business, has tied for 3rd place in the prestigious nationwide MBA Programs Ranking published by Perspektywy. Importantly, our program received the highest rating for the quality of its curriculum! This ranking serves as a testament to the exceptionally high quality of managerial education at PUEB. The ranking included 30 Executive MBA programs conducted by 24 academic institutions. An "entry threshold" was applied: only programs meeting specific

criteria—a minimum of 400 teaching hours and at least two graduating classes—were eligible for evaluation. The assessment is based on survey results from alumni and program directors, as well as data from Polish and international accreditation and ranking organizations. The ranking is overseen by a jury composed of distinguished figures from the Polish business community. Running for 30 years, the Executive MBA Poznań-Atlanta program is designed for participants who wish to leverage their professional experience to advance into executive leadership roles within private and public organizations and institutions. Our goal is to cultivate graduates who will contribute to the development of a responsible and sustainable business environment and recognize the importance of global citizenship. The coursework develops analytical, evaluative, and leadership competencies.

[Award link](#)

28.3 Distinction at the 10th "17 Goals" Responsible Film Festival

Award Granter

Jury of the "17 Goals" Responsible Film Festival

Award Grantee

Barbara Borusiak, prof. PUEB with a team of Marketing Students

Description of Award

Dr. hab. Barbara Borusiak, prof. PUEB, along with a team of Marketing students from our University—Piotr Kotarski, Weronika Bednarek, Mateusz Badzian, and Kajetan Makowski—received a distinction at the 10th edition of the "17 Goals" Responsible Film Festival. Their film, *Recyklingowe Rozkminki na UEP* ("Recycling Reflections at PUEB"), was recognized by the jury. The awards were presented on October 1, 2025, at the Rialto Cinema. The "17 Goals" Responsible Film Festival is the only festival in Poland dedicated to documentary and promotional films produced by companies, NGOs, and public institutions focusing on sustainable development and Corporate Social Responsibility (CSR). The festival's name directly references the UN Agenda and its 17 Global Goals. All competition entries can be viewed online on the "17 Goals" Responsible Film Festival YouTube channel ([festiwalfilmówodpowiedzialnych](#)). The festival jury evaluated entries based on criteria such as the promotion of social values and sustainable development principles, the practical application of Corporate Social Responsibility, and artistic quality.

[Award link](#)

29. Educator Recognition

- Student-nominated teaching awards



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

30. Define Research

At PUEB, Research means conducting high-quality studies that advance knowledge and strengthen the economy and society, with particular focus on sustainable and resilient economies, business and technological innovation, responsible production and consumption, and inclusive society, while informing responsible management education and practice.

31. 2025 Publications

428

32. Research Barriers

- Data access and management
- Funding challenges
- Institutional policies and bureaucracy
- Technology and resource access

33. 2025 Publications on Sustainable Development and/or RME

269

34. Research Funding

- Local
- Regional
- National
- International

35. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- Local media
- National media
- Open-access platforms

- Public events and lectures
- Research collaborations
- Social media and digital outreach

36. Research Projects

36.1 Exploring Spatial Patterns of Agritourism Development: Spatial Dependence and Behavioral Intentions of Touristic Service Providers

Who is involved in the project

- PhD students

Department

- Department of Macroeconomics and Food Economy

This research project covers:



Period covering

January, 2025 - January, 2028

Describe the research project

Rural transformation driven by socio-economic and structural change has led to economic diversification and spatial polarization between rural, urban and suburban areas. Agritourism has become an important driver of rural development and farm diversification. The attractiveness of rural tourism destinations depends strongly on access to public goods, including infrastructure, public services, natural resources and environmental quality. Effective regional policies, spatial planning and local community engagement are therefore essential for supporting sustainable agritourism development.

The project examines spatial dependencies in agritourism development and their impact on tourism service providers, especially farmers. It addresses four main questions: what factors shape agritourism development; how agritourism's impact on rural development can be measured; how regional and local planning can be aligned with spatial development patterns; and how spatial dependencies and land-use planning affect farmers' intentions to provide tourism services. The study will identify key socio-economic and environmental factors influencing agritourism and assess the spatial effects of agritourism on rural development.

The research is based on an extended Theory of Planned Behavior and will use advanced methods to examine causal links between spatial dependencies and farmers' intentions to engage in agritourism. It will draw on data from Statistics Poland's Local Data Bank and relevant institutions in rural economy, agriculture, environmental protection and tourism. A survey will also be conducted among approximately 200 individual farmers potentially involved in tourism services. The findings will be presented at international conferences and published in journals related to rural studies, tourism economics and behavioral economics. 2024/53/N/HS4/02021

[Additional materials](#)

36.2 Higher Education for Resilient Economy

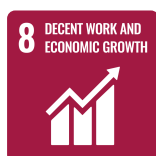
Who is involved in the project

- PhD students
- Faculty

Department

- Department of International Competitiveness

This research project covers:



Period covering

September, 2024 - August, 2026

Describe the research project

The project aims to strengthen cooperation between the partners, focusing primarily on two dimensions: conducting joint research, disseminating it, and implementing new standards in educational offerings. The main thematic area, which will be reflected in all activities, is building adaptive capacity in European economies in the face of growing geopolitical challenges. This topic is complex, as it concerns the level of national institutions, industry behavior, and company strategies. Additionally, the defined research area is characterized by high interdisciplinarity, combining issues such as economics, management, international relations, and socio-economic geography. The specific objectives of the project are: - strengthening international scientific and publishing collaboration among the staff of partner universities beyond the project's duration; - increasing the international recognition of researchers from partner universities through joint publications in renowned journals and publishers; - expanding

educational offerings by offering courses/workshops for students, jointly implemented by partner universities and based on the results of the conducted research. All partners will actively participate in the implementation of all activities specified in the project. Activities will be implemented through research visits to partner universities, remote collaboration, participation in joint seminars, and joint teaching workshops. In the short term, publication of monographs, scientific articles, study visits, and workshops for students are planned. Long-term outcomes include the creation of joint research groups that will continue their collaboration after funding ends, setting common standards for creating new teaching content, and expanding the experience of partner staff by conducting classes in international teams.

[Additional materials](#)

36.3 The Role of Multinational Enterprises in the Adoption of ESG Practices – the Case of Polish Companies Investing Abroad

Who is involved in the project

- PhD students

Department

- Department of International Competitiveness

This research project covers:



Period covering

January, 2025 - January, 2028

Describe the research project

The main objective of the study is to identify the roles played by multinational enterprises (MNEs) in the adoption of responsible environmental, social, and governance (ESG) practices. Due to the organisational complexity of MNEs, the research focuses on the roles of headquarters (HQs) and foreign subsidiaries (FSs) in ESG adoption in Central and Eastern European countries (CEECs), where this issue has been developing dynamically in recent years. The analysis aims to precisely identify the determinants influencing ESG adoption, the respective roles of HQs and FSs in this process, and the ESG strategies implemented by these entities. The findings will enable the development of a model explaining the relationships between determinants, organisational roles, and strategies of MNEs in the implementation of ESG practices.

The research project employs both qualitative and quantitative research methods. The study begins with a comprehensive literature review on multinational enterprises and sustainable development in order to establish a strong theoretical foundation. The empirical research includes both secondary data analysis and the collection of primary data. Secondary data will be analysed using available statistical sources, while primary data will be obtained through qualitative and quantitative research methods.

As part of the qualitative research, semi-structured interviews will be conducted with managers of MNEs. These interviews will serve as the basis for developing case studies and for the application of the Total Interpretive Structural Modeling (TISM) method, aimed at identifying preliminary relationships between determinants, roles, and ESG strategies of MNEs. The quantitative study will be conducted using the Computer-Assisted Web Interview (CAWI) method on a sample of 220 MNEs with headquarters located in Poland. Statistical analysis employing Structural Equation Modeling (SEM) will examine the relationships between determinants and the roles of MNEs adopting ESG practices. This approach will allow for the extension of qualitative findings and the development of a comprehensive model depicting actual relationships among determinants, roles, and strategies of MNEs in ESG adoption. Recent European Union regulations on sustainability reporting have imposed obligations on MNEs to disclose their non-financial practices. To effectively implement these frameworks at the organisational level, it is essential to examine the relationships between HQs and FSs within MNEs. This is particularly important given the dynamically changing business environments, geographical dispersion, and operation across diverse institutional and cultural contexts. The relationships between HQs and FSs may significantly affect the effectiveness of ESG initiatives and the optimisation of ESG-related activities. ESG strategies contribute to attracting investors and improving financial performance, which is critical for the long-term sustainable development of enterprises.

A noticeable research gap exists with respect to the geographical context of this issue. While the ESG concept is well established in Western markets, concerns have emerged regarding the effectiveness and adequacy of transferring ESG frameworks to CEEC markets. Examining HQ–FS relationships and ESG adoption in this region is therefore crucial to understanding how these frameworks can be effectively implemented and adapted to specific market conditions. The findings concerning ESG strategies adopted by HQs and FSs may provide MNEs with practical guidance on structuring their ESG initiatives and support the development of coherent ESG strategies aligned with both global standards and local requirements. The results will be relevant for headquarters, foreign subsidiaries, managers, and policymakers, thereby contributing to the advancement of international business and sustainable development economics. This integrated approach offers a comprehensive framework for understanding ESG adoption in MNEs and for analysing the complex dynamics between HQs and FSs in shaping ESG practices. By focusing on Polish outward foreign direct investment, the project provides empirical evidence from a relatively under-researched context and contributes to a

more global understanding of ESG practices in MNEs. The study offers insights into how MNEs from Central and Eastern Europe navigate global ESG requirements and adopt concepts initially introduced in Western European economies.

36.4 Sustainable E-commerce: Multi-actor Approach

Who is involved in the project

- Faculty

Department

- Department of Business Relationships and International Marketing

This research project covers:



Period covering

December, 2025 - December, 2029

Describe the research project

The construction sector faces significant challenges related to resource depletion, waste management, and carbon emissions, particularly in the production and distribution of building materials. Traditional supply chain processes are often linear and inefficient, leading to higher costs and increased environmental impact. One solution to these issues lies in adopting alternative, sustainable materials and developing models for an optimized, circular value chain focused on material reuse and operational efficiency in construction. The project aims to develop innovative optimization methods for the modular construction value chain, reducing logistics costs and environmental impacts. A key aspect of this approach is circular economy principles, where resources are reused, and waste is minimized. The project aligns with the New European Bauhaus initiative by combining energy efficiency with environmental sustainability in modular building systems. Modular construction, which involves prefabricating building components off-site and assembling them onsite, has gained popularity for its time savings, reduced waste, and lower energy consumption. However, current solutions in this field do not fully exploit the potential of the circular economy or advanced optimization techniques. Complex interdependencies between design, logistics, and building lifecycles demand a holistic approach that balances economic goals with sustainability. The research will be based on both primary and secondary data analysis to identify materials, building elements, lifecycle characteristics, and processes related to modular construction and demolition. Mathematical models will then be developed to optimize key areas such as logistics networks, material

management, and module layout design. The project will utilize advanced tools such as constraint programming, integer programming, and heuristic algorithms, including large neighborhood search (LNS). Multi-objective methods will allow the generation of solutions that balance competing priorities like cost and environmental impact. To broaden the scope of the research, synthetic datasets simulating real-world scenarios will be generated. These datasets will enable the simulation of various business models, including the product-as-a-service; concept, where manufacturers maintain responsibility for the lifecycle of their products. The project is expected to deliver numerous benefits for both academia and industry:

- Innovative optimization models for modular construction value chains.
- Efficient algorithms for solving complex logistical and construction challenges.
- Practical recommendations for implementing circular economy principles in construction.
- New industry standards that support the goals of the European Green Deal.

Through these outcomes, the project will contribute to a more sustainable and efficient construction sector while setting the stage for future research and innovation in this critical field.

36.5 Bridging the Responsibility Gap: From Causalities to Ethical Decision-Making in Human-AI Collaboration

Who is involved in the project

- Faculty

Department

- Department of Marketing Strategies

This research project covers:



Period covering

July, 2025 - July, 2028

Describe the research project

The integration of Artificial Intelligence (AI) into professional environments creates both opportunities and challenges. While AI systems can enhance decision-making, their growing autonomy and human-like features raise critical ethical questions: Who is responsible when decisions made with AI lead to harm? This project focuses on the Responsibility Gap—a phenomenon where responsibility for actions taken in human-AI collaborations becomes unclear. It aims to explore how responsibility is attributed between managers and AI systems,

how this affects behavior, and what can be done to mitigate unethical decisions. Our research tackles the urgent need to understand the behavioral and ethical consequences of working with AI. Managers often face situations where they must balance organizational goals, such as profit maximization, with ethical considerations, like consumer privacy and safety. The involvement of AI in these decisions can lead to responsibility shifting, where managers feel less accountable, potentially increasing harmful or unethical actions. By investigating these dynamics, we aim to uncover the factors that influence responsibility attribution and propose interventions to reduce negative behaviors. The project will use innovative research methods, including experimental studies with real interactions between professionals and AI agents powered by advanced language models. These experiments will provide unprecedented insights into how managers collaborate with AI and how responsibility is shared in such partnerships. Our research will also test practical solutions to ensure that AI is used ethically in professional settings, safeguarding public trust and societal well-being. The findings of this project will contribute to the responsible use of AI in business. By identifying the mechanisms that drive harmful behaviors and designing interventions to mitigate them, we aim to support managers in making ethical decisions while leveraging AI's potential. This work will also guide policymakers and organizations in developing frameworks for accountability and transparency, ensuring that AI technologies benefit society as a whole.

36.6 Enhancing Housing Market Transparency through Artificial Intelligence and Big Data

Who is involved in the project

- Faculty

Department

- Department of Microeconomics

This research project covers:



Period covering

June, 2025 - June, 2028

Describe the research project

Recent technological developments and improved data-gathering techniques have changed real estate evaluation from applied and theoretical perspectives. Large volumes of data are being collected, transformed and analysed to predict market trends. Moreover, access to public

resources became easier. In many countries, real property data has significantly improved regarding geographic coverage, depth and granularity, availability of new information, the currency of information, and the integrity and accuracy of available data sources. In the case of Poland, there was a massive change in the possibility of obtaining information on the property transaction. Nowadays, these data are to be accessed in electronic form from the Land Registry, while ten years ago, one had to rewrite it directly from notarial deeds. This information has limitations in describing properties; however, it is always a huge step forward. Considering the ease of gathering data from different online sources (e.g. information on properties or sales, GIS data – coordinates, layers shared by municipalities or data from OpenStreetMap project) gives the possibility to merge data, estimate models with new variables, and elaborate new ideas and solutions. The value of the project lies primarily in presenting the idea of AVMs (automated valuation models), which have not yet been explored, not only in Polish conditions but also in others (e.g. offer indices as a way of dealing with transaction delays in AVMs and accuracy in different phases of the housing cycle). Furthermore, we will compare the valuations of dwellings for mortgages prepared by valuers with values determined by AVMs. The models will be estimated based on different assumptions. The data will be split into sub-periods to test their effectiveness in various phases of housing cycles. The research will be conducted on own appraisal emulations, hedonics, and machine learning approaches in the emerging market. Moreover, the study will be investigated on large, original datasets with a detailed description of properties in long-horizon time.

36.7 More Knowledge per Hectare? Economic and Environmental Aspects of Technological Change Stimulated by Investments in Precision Agriculture Technologies

Who is involved in the project

- Faculty

Department

- Department of Macroeconomics and Agricultural Economics

This research project covers:



Period covering

October, 2024 - September, 2027

Describe the research project

The main problem to be solved in this scientific project is finding (a) what drives precision agriculture (PA) technologies implementation, (b) how these innovations influence technological change (TC) and (c) pollution adjusted total factor productivity (TFP) among large, family, field crops (LFF) farms. This goal will be achieved by answering the following research questions: RQ1: How production, resources consumption and perception of technology are shaped among the LFF farms in Poland?; RQ2: What is the environmental footprint of field crops farming?; RQ3: What are the TFP change patterns and how do they differ for pollution-adjusted TFP change?; RQ4: Can the TC be driven by the PA investments?; RQ5: What are the most important drivers of PA investment decisions? Theoretical novelty of this project results from the research gaps, which it will fill. First, works where agricultural TFP is evaluated, very rarely aim to explain TC, which is usually treated as a residual value. Even if provided, the explanation is unsatisfactory, as it lacks connection with the adoption of concrete technology. Second, TFP estimates are rarely extended to take into account environmental impact. Third, despite the fact that technology acceptance and other behavioural concepts are present in agricultural economics, they are used mostly to evaluate behavioural intention instead of use behaviour. The methodological novelty lies in the use of the most robust by-production approach to evaluate environmentally-adjusted efficiency and pollution-adjusted productivity. We plan to combine this method with a transition–production function estimation that allows for a smooth transition between traditional and innovative technologies. Novelty of the scope arises from the Polish case study, which may serve as an example of post-transition country with untapped potential for the development of PA. The most of the earlier studies concentrate either on developing or on the most developed countries. Poland and other countries from the region are “suspended” somewhere between these groups and may seek for their own “third way” and knowledge in this field is rather limited. The main source of the data in the project will be face-to face survey. The questionnaire survey will be carried out by employees of agricultural advisory centres, basing on the sample of farmers taking part in the FADN. The planned research sample is 300 observations. Results from the survey will be supported with standard FADN data concerning the economic situation of farms. This information, obtained from FADN data administrator, will be also used for drawing farms to the sample. The last source used to build database is Agri4Cast portal, from where weather data will be obtained. Study will include a number of methods. Environmental accounting is necessary to evaluate pollution-adjusted productivity. Basing on the literature review we identified three indicators useful from the point of view of this study which will be estimated - nutrient balances, crop protection application risk, greenhouse gases emission. To overcome all the problems of pollution-adjusted TFP estimation we will follow a by-production approach, where separate frontiers are calculated for economic and environmental aspects of production and final efficiency score is a distance to both of these frontiers. The next stage of efficiency and productivity studies is analysis of their determinants. Here we will follow truncated bootstrap regression procedure. Abovementioned estimations of efficiency and productivity will be conducted using data envelopment analysis. In the UTAUT framework, behavioural factors

such as effort or performance expectancy are latent constructs, created by the set of farmers statements. Therefore, a structural equation modelling will be applied. Finally, to identify relation between PA investments on technical progress we will apply a two-stage estimation procedure incorporating the technological transition process within a primal TFP decomposition framework. In this twostage approach, in the first step a decision-making process is modelled, as a function of some farm characteristics, using probit model. Propensity to adopt technology further affects inputs usage and through this TFP, which can be later decomposed. One of the components describes part of the TC driven by the new technology adoption. In the project we plan to use this approach to explore PA techniques used to apply fertilisers.

36.8 Can Remote Working Make Labor Market More Inclusive?

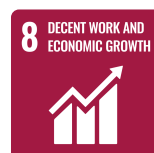
Who is involved in the project

- Faculty

Department

- Department of Macroeconomics and Development Research

This research project covers:



Period covering

October, 2024 - September, 2027

Describe the research project

The REWORK project will investigate the impact of remote working on women's activation and the spatial mobility of prime-aged workers and the potential implications of these two effects for regional development. The project's results will also address the pressing and complex challenge for today's European labor markets: a scarcity of workers, which is a result of diminishing birth rates and a rising elderly population. This is because encouraging greater participation of women in the workforce and the possibility to satisfy the excess demand for labor in metropolises with people that live in peripheries and work remotely, will alleviate the labor shortage. Specifically, the project aims to gather new survey data to address the following inquiry: Does the implementation of remote work arrangements in the post-pandemic era lead prime-aged workers to increase their willingness to live in peripheral regions, as well as encourage women with childcare responsibilities or residing in peripheral regions to increase their labor participation? Thus, the project seeks to provide insights into two overarching

questions: Firstly, to what degree can remote working mitigate geographical disparities in labor markets? Secondly, can remote working enhance women's participation in the labor market? The project's geographical scope focuses on the European Union, with particular emphasis on Ireland, Italy, France, Lithuania, and Poland. The selection of these countries is founded on their track record in terms of promoting work-from-home opportunities for mothers with children under the age of six during the years 2019-2022, as well as their patterns of regional migration. Our main hypothesis posits that remote working has the potential to considerably impact both the willingness of prime-aged employees to live in peripheral regions and the labor force participation rate of prime-aged women. However, this effect is contingent upon the extent of a state's commitment to promoting remote working as a standard form of employment. Conducting tests on this hypothesis using newly acquired primary data would yield novel findings and facilitate the formulation of customized policy recommendations tailored to the countries under investigation. Thus, the expected contributions of this research address the priorities and key goals of the EU policy. This is because increasing women's participation in the labor market promotes diversity, but also enables women to support themselves, their families, and communities, improving living standards and reducing dependence on social welfare systems. At the same time, the technological and social change embedded in remote working has the potential to become a cornerstone of regional development and to curb the negative externalities of urbanization.

36.9 Decoding Digital Pollution: Consumer Awareness, Motivations, and Behaviour towards Sustainable Digital Practices

Who is involved in the project

- PhD students
- Faculty

Department

- Doctoral School

This research project covers:



Period covering

January, 2024 - January, 2026

Describe the research project

The outcomes of this research project are expected to have several important effects. First, by enhancing our understanding of consumer awareness of digital pollution and the factors influencing sustainable digital behavior, targeted interventions and initiatives can be developed to promote environmentally responsible online actions. Second, identifying the motives behind consumers; willingness to engage in digitally sustainable behaviors will enable the design of persuasive communication strategies that can effectively influence attitudes and behaviors. Third, the quasi-experimental study will provide real-world insights into consumers; willingness to change their digital behavior based on environmental information. The results can inform the development of user-friendly tools and platforms that facilitate more sustainable choices and help users reduce their digital environmental footprint. Moreover, the research project will contribute to the academic literature by advancing our understanding of the complex relationship between technology use and its environmental consequences. It will provide a foundation for further exploration of the environmental impact of emerging digital technologies and their potential solutions. By examining the role of individual attitudes and motivations, the research project will generate valuable insights for behavioral change theories in the context of environmental sustainability.

36.10 Innovative, Eco-friendly Packaging Materials for the Economy 5.0.

Who is involved in the project

- Undergraduate students
- Masters students
- Faculty

Department

- Department of Industrial Products and Packaging Quality

This research project covers:



Period covering

May, 2025 - May, 2026

Describe the research project

In the near future, the packaging industry, and in particular the segment of the plastic packaging industry, will have to face the challenges posed by the directive's regulations on reducing the environmental impact of products. The main challenges outlined in the directive for the introduction of a circular economy are the result of the observed degradation of the environment, the development of climate policies and the resulting new environmental regulations, and the increase in consumer awareness and expectations of how business should be conducted. In addition, the pandemic disease outbreak in recent years has made consumers realise that they need to reassess their food preferences and prioritise food quality and safety. The initiative presented by the EC directive is also considered in the broader context of the European Union's transition to a circular economy, which is one of the key areas of development for the European Union. In order to meet the expectations of the directive, the circular economy and the zero waste approach, producers of plastic packaging are facing huge changes, even a revolution of sorts. Therefore, the research is in progress for new packaging materials that will be able to replace the current ones in the future. Food safety is therefore a global priority and one of the main concerns of consumers and industry. Food packaging plays a very important role in this aspect. Oxidation is one of the main factors causing food spoilage and deterioration of food quality. Although traditional packaging technology can protect food, it cannot effectively prevent food oxidation. Irregularities in the choice of packaging material can determine the growth of pathogenic bacteria, e.g. *Listeria monocytogenes*. In recent years, there has been a clear upward trend in the incidence of listeriosis in the European Union. Therefore, obtaining material showing activity against such a problematic microorganism represents a great application potential for the material produced. The main objective of the project is to develop antioxidant and antibacterial packaging materials. Currently, commercial antioxidants remain the preferred choice for practical applications. However, synthetic substances are often unsuitable for food contact packaging. One suggested solution is packaging made of biopolymers containing natural antioxidants min. selected plant extracts. Compared to synthetic ingredients, natural extracts are not harmful to humans and the environment, and can have a health-promoting effect due to their rich composition in biologically active substances.

36.11 Bioferment from Aronia Pomace as an Innovative Raw Material for the Development of Bioactive Cosmetics

Who is involved in the project

- Undergraduate students
- Masters students
- Faculty

Department

- Department of Natural Science and Quality Assurance

This research project covers:



Period covering

May, 2025 - May, 2026

Describe the research project

The subject of the project carried out by the INVENTUM Student Research Group at the Department of Natural Science and Quality Assurance at the Institute of Quality Sciences will be the preparation of bioferment from chokeberry pomace using selected microorganisms from the Department's collection and then the development of prototypes of a cosmetic product containing the obtained bioferment. The project will be carried out in several stages. The first part of the research will focus on the fermentation of pomace using microorganisms selected based on previous studies and the characteristics of the bioferment, taking into account the composition of bioactive substances (mainly polyphenolic compounds) and antioxidant and antimicrobial properties. Due to the limited amount of literature data on the fermentation of chokeberry pomace, the preparation of the bioferment and its characteristics will be a key task in the project requiring a multidirectional analytical approach. In the next stages, sample prototypes of cosmetic products with the addition of the obtained bioferment will be developed. The formulation of the cosmetic product will be selected depending on the characteristics of the bioferment, with the initial plan being to produce a face cream and gel masks using the bioferment. The product prototypes will be assessed in terms of microbiological quality and subjected to preservation tests. A basic sensory analysis of the designed prototypes will also be carried out. The project also includes conducting a survey on consumer awareness/attitudes regarding the use of food industry waste as cosmetic raw materials.

It should be emphasized that the bioferment obtained on the basis of chokeberry pomace will fit into the concept of a closed-loop economy, current pro-ecological trends and market needs as a proposal for the management of waste from the food industry. The increase in plant production observed in recent years contributes to a large extent to environmental pollution, and one of the sources of threats related to agri-food processing is waste generated during production. It is estimated that during the production of fruit and vegetable juices, the amount of unused raw materials constituting waste is 30-50%. It is worth emphasizing that the EU countries have committed to reduce food losses in the scope of production and supply chains by 2030, striving to achieve the goal of sustainable development, hence the actions taken within the project are fully justified. Due to the content of biologically active substances,

post-production residues from the fruit and vegetable industry are used in various branches of the economy, however, there is little data on the use of waste or by-products from the domestic food industry to obtain valuable raw materials or semi-finished products for cosmetics. The amount of data on bioferments in cosmetics is also very limited, especially in terms of their characteristics, properties and application possibilities, although there is a clear increase in interest in these ingredients on the market. As indicated by literature data, the fermentation process makes it possible to increase the bioavailability of ingredients and the bioferment itself may exhibit completely new, improved bioactive properties, including higher antioxidant activity. Due to their natural origin, fermentation products are usually well tolerated by the skin and are environmentally friendly, which is why plant ferments are increasingly used in the cosmetics industry.

36.12 The Communicative Value of Sustainable Products and Consumer Behavior

Who is involved in the project

- Faculty

Department

- Department of Product Marketing

This research project covers:



Period covering

February, 2024 - February, 2026

Describe the research project

The main scientific objective of the project is to identify and evaluate the impact of the elements of the communicative value of sustainable fermented dairy products (SFDPs) on their perception, purchasing decisions, and consumer engagement in the process of sustainable consumption.

37. Research Awards

37.1 Best PhD Paper Award

Award Granter

Jury of 4th Conference on International Sustainable and Climate Finance / International Financial Integration

Award Grantee

Natalia Kostuś (PhD candidate at the Poznań University of Economics and Business)

Description of Award

Natalia Kostuś (PhD candidate at the Poznań University of Economics and Business; supervisor: Professor dr hab. Tomasz Jewartowski) received the Best PhD Paper Award at the 4th Conference on International Sustainable and Climate Finance / International Financial Integration, held on 9–10 June 2025 at Edinburgh Napier University. The award-winning article, entitled "The Pricing of Biodiversity Risk in Biodiversity Exchange-Traded Funds (ETFs)", forms part of Mgr Natalia Kostuś' doctoral dissertation.

[Award link](#)

Provide supporting materials...

Award_NK1

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Award_NK2

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37.2 International DESIGNathon Competition

Award Granter

Jury of International DESIGNathon Competition

Award Grantee

Aleksandra Pierzyńska, PUEB student

Description of Award

Aleksandra Pierzyńska, a first-year student of Management and Production Engineering and a member of the "Ekobiznes" Student Scientific Circle, has taken 2nd place in the international DESIGNathon competition. The event took place on January 7–8, 2025, at the Inspiration Center in Düsseldorf. Over the course of two days, students from around the world and industry experts worked on innovative ecological packaging projects for the circular economy. This was

the first competition of its kind organized by Henkel. The goal of the competition is to shape the future of consumer packaging by utilizing the creative thinking of the new generation in collaboration with industry and academic thought leaders. The innovative eco-friendly packaging project, which our student developed together with a group of three others from different countries, was highly praised by the jury.

[Award link](#)

37.3 The hm. Olgierd Fietkiewicz Competition for scientific papers on scouting

Award Granter

The Committee of the hm. Olgierd Fietkiewicz Competition for scientific papers on scouting

Award Grantee

Katarzyna Chałko, PUEB Student

Description of Award

In their bachelor's and master's theses, our students address topics concerning the balance between economic and social development and environmental protection. These efforts do not go unnoticed! Our graduate Katarzyna Chałko's bachelor's thesis, titled "Sustainable Development Goals in Non-Profit Organizations: The Case of the Polish Scouting and Guiding Association (ZHP)," was distinguished by The Committee of the hm. Olgierd Fietkiewicz Competition for scientific papers on scouting. The supervisor of the awarded thesis was dr hab. Iwona Olejnik, prof. PUEB.

37.4 Polish Geopolitical Society Awards

Award Granter

Polish Geopolitical Society

Award Grantee

Marceli Hązła, PUEB PhD candidate

Description of Award

The article titled "Economic and geopolitical consequences of the 'Asian Century' for Poland," authored by Marceli Hązła, MA, has been honored with two distinctions at the Congress of Polish Geopoliticians organized in Kraków by the Polish Geopolitical Society. It secured 3rd place in the competition for the best article published in the Przegląd Geopolityczny

(Geopolitical Review) journal in 2024, in the "best reviews" category, as well as 2nd place in the "highest popularity" category (based on citations). Furthermore, the researcher was awarded the Silver Badge of Merit for Polish Geopolitics.

[Award link](#)

37.5 "AgroAbsolwent" competition for the best thesis organized by BNP Paribas Bank

Award Granter

BNP Paribas Bank

Award Grantee

Paulina Gluzińska, PUEB PhD Candidate

Description of Award

Paulina Gluzińska, a PUEB alumna and doctoral student, has won the "AgroAbsolwent" competition for the best thesis on modern agriculture, sustainable food production, and the agri-food industry, organized by BNP Paribas Bank. The jury highly appraised her thesis titled: "Soil microorganisms as a potential biological control agent for *Fusarium* sp. fungi in sustainable agriculture." The work aligns with the idea of sustainable agriculture by focusing on the search for alternatives to synthetic plant protection products. The development of biological plant protection methods is of crucial importance for the future of the agri-food sector. In a broader perspective, the research conducted by our doctoral student contributes to increasing the added value in agribusiness by potentially enhancing the competitiveness of the domestic sector producing plant protection preparations. Implementing innovative, eco-friendly solutions can realistically strengthen the position of Polish agriculture, steering it toward sustainable, modern, and safe food production. Further refinement of the researched solutions also creates an opportunity to transform plant protection practices toward so-called "green solutions," combining production efficiency with environmental care and consumer health.

[Award link](#)

37.6 Nationwide Competition „The Circular Shift – Business Reinvented”

Award Granter

Jury of Nationwide Competition „The Circular Shift – Business Reinvented”

Award Grantee

Kamil Kulas, Marcelina Sul, Brygida Stanek i Agata Winnowicz - PUEB Students

Description of Award

Students of Management and Production Engineering, active in the "Qualitas" Quality Student Scientific Circle—Kamil Kulas, Marcelina Sul, Brygida Stanek, and Agata Winnowicz—have won 3rd place in the nationwide competition "The Circular Shift – Business Reinvented"! As part of the competition, the participants were tasked with developing a circular transformation strategy for a selected corporation. The project supervisor was Dr. Magdalena Muradin from the Department of Quality Management. The awarded project is titled: "Consolidation of goods as the key to improving energy efficiency in transport processes."

37.7 Stanford University's "World's Top 2% Scientists" list

Award Granter

Stanford University

Award Grantee

prof. Renata Dobrucka, prof. Anna Gliszczyńska-Świgło, prof. Adam Zaremba

Description of Award

Three scientists from the Poznań University of Economics and Business (PUEB) have been included in the prestigious list of the world's most cited and influential researchers—Stanford University's "World's Top 2% Scientists" list. They are: Dr. hab. Renata Dobrucka, Prof. PUEB, Department of Industrial Product Quality and Packaging; Prof. dr hab. inż. Anna Gliszczyńska-Świgło, Department of Instrumental Analysis and Technology; Prof. dr hab. Adam Zaremba, Department of Investment and Financial Markets. Stanford University's "World's Top 2% Scientists" list is based on a metric that places scientists in the top 2% percentile or higher, or among the top 100,000 researchers based on their c-score (with and without self-citations). This prestigious list identifies leading researchers worldwide, representing approximately 2% of all scientists globally. It encompasses standardized data on citations, the H-index, and a wide range of bibliometric indicators. Researchers are classified into 22 scientific fields and 174 subfields, based on Scopus data provided by Elsevier through the ICSR Lab.

[Award link](#)

38. Share Publications

38.1 No Credit for Success, Penalized for Failure? An Examination of Entrepreneur Race, Gender, and Prior Fundraising Track Records in Crowdfunding

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Aaron Anglin, Neeley School of Business, Texas Christian University, USA
- Garry D. Bruton, Neeley School of Business, Texas Christian University, USA, Sun Yat Sen University, Jilin University, China
- Marcin Bielicki, Poznan University of Economics and Business, Poland

Date of publication

June, 2025

Abstract or Summary of Publication

While Black entrepreneurs have historically received less startup funding than White entrepreneurs, the nuances of this relationship have been understudied. We employ role and intersectionality theory to fill this gap by examining how race and associated stereotypes of Black entrepreneurs influence the impact of entrepreneurs' prior fundraising track record on current fundraising efforts. Using 1,164 hand-coded crowdfunding campaigns and a follow-on experiment, we find that Black entrepreneurs receive less credit for prior success, and are penalized more for prior failure, than White entrepreneurs. Gender moderates this relationship in that Black women see even less benefit from prior success and experience a larger decline in support after failure than Black men.

What would be the ideal impact of this research in the field and/or in society?

The research findings indicate significant structural barriers and inequalities in the entrepreneurial ecosystem, highlighting the need to implement more informed and equitable financing strategies that particularly take into account the experiences of discriminated groups.

This research covers (Department):

- Finance

This research covers (SDGs):



Is this available through open access?

- No

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38.2 Consumer attitudes towards animal-derived food waste and ways to mitigate food loss at the consumer level

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Hysen Bytyqi, University of Prishtina “Hasan Prishtina”, Republic of Kosovo
- Ibrahim Ender Kunili, Çanakkale Onsekiz Mart University, Türkiye
- Mergim Mestani, University for Business and Technology - UBT, Republic of Kosovo
- Marcin Adam Antoniak, Poznań University of Economics and Business, Poland
- Kaltrina Berisha, University of Prishtina “Hasan Prishtina”, Republic of Kosovo, Hungarian University of Agriculture and Life Science, Hungary
- Selin Ozge Dinc, Çanakkale Onsekiz Mart University, Türkiye
- Paulina Guzik, University of Agriculture, Poland
- Andrzej Szymkowiak, Poznań University of Economics and Business, Poland, Czech University of Life Sciences Prague, Czech Republic
- Piotr Kulawik, University of Agriculture, Poland

Date of publication

March, 2025

Abstract or Summary of Publication

Highlights • Key drivers of consumer attitudes toward animal-derived food waste is investigated. • Consumer behavior and confusion over expiration dates are major drivers. • Mitigation strategies include education, clearer labeling, and policy reforms. • Mitigating food waste is essential for environmental, economic, and ethical progress.

This research covers (Department):

- Marketing

This research covers (SDGs):



Is this available through open access?

- No

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38.3 Predictors of emission-adjusted efficiency in crop farms: interactions and non-linearities within the nexus of social, economic and natural factors

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Jakub Staniszewski, Poznań University of Economics and Business, Poland
- Bazyli Czyżewski, Poznań University of Economics and Business, Poland
- Anna Matuszczak, Poznań University of Economics and Business, Poland

Date of publication

September, 2025

Abstract or Summary of Publication

The term 'emission-adjusted efficiency' (EAE) typically refers to technical efficiency, defined as the set of desirable and undesirable outputs relating to classical production factors such as land, labour and capital. However, standard approaches to estimating the drivers of EAE fail to capture the nonlinear nature of these relationships or their interactions with different qualitative factors. This study aims, firstly, to identify the determinants of EAE oriented towards minimising greenhouse gases emissions in the field crop system within the socio-economic-natural nexus, secondly, to discover the non-linear relations with EAE and the effects of qualitative variables and policies. This approach is innovative in demonstrating that subsidies and agricultural

practices change the direction of their effects after a certain threshold has been reached, and that they interact with qualitative factors. Based on a sample of 2107 crop farms in Poland, EAE was computed using the 'by-product' approach. Several machine learning models were then used to estimate the impact of EAE predictors and illustrate non-linearities and interactions. The results show that external labour services, land renting and investment loans are favourable for EAE. Furthermore, a trade-off between economic and emission-adjusted efficiency occurs above a certain threshold of environmental subsidies, though this conflict is mitigated in regions with fragmented agriculture.

This research covers (Department):

- Economics

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

38.4 The asymmetric impact of fuel and oil prices on inflation and inflation expectations in emerging economies

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Magdalena Szyszko, WSB Merito University in Poznan, Poland
- Agata Kliber, Poznan University of Economics and Business, Poland

Date of publication

May, 2025

Abstract or Summary of Publication

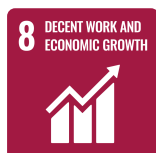
This article determines the asymmetric impact of oil and fuel prices and the pressure in supply chains on inflation and consumer inflation expectations in Czechia, Hungary and Poland. The research period covers COVID-19 and the beginning of the Russian invasion of Ukraine (2017–2022). We compare the V-3 countries, which are heavily dependent on Russian oil. We estimate

the nonlinear ARDL model and multithreshold ARDL to verify whether long-run relationships exist between oil prices (fuel prices or the pressure in global supply chains) and inflation or expectations. We find asymmetric reactions. However, no comparable pattern exists across the sample countries.

This research covers (Department):

- Informatics and Quantitative Economics

This research covers (SDGs):



Is this available through open access?

- No

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38.5 A systematic literature review of environmental assessments of citrus processing systems, with a focus on the drying phase

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Grazia Cinardi, University of Catania, Italy
- Provvidenza Rita D'Urso, University of Catania, Italy
- Claudia Arcidiacono, University of Catania, Italy
- Magdalena Muradin, Poznań University of Economics and Business, Poland
- Carlo Ingrao, University of Bari Aldo Moro, Italy

Date of publication

March, 2025

Abstract or Summary of Publication

Citrus processing results in a considerable quantity of citrus waste that must be treated in an environmentally friendly manner to minimise its overall impact and address the issue of resource circularity. The phase having the greatest environmental impact is the drying phase,

since it requires a significant input of energy and time. This phase is essential for many valorisation strategies, as it facilitates the storage and transportation of citrus waste. To gain insight into the Life Cycle Assessment (LCA) of drying techniques, a Systematic Literature Review (SLR) was conducted in this study based on PRISMA statement. Eleven articles were reviewed, to understand the energy requirements and the environmental impacts associated with the process, along with the economical profitability. To that end, attention was focussed upon single- and multi-indicator LCAs. Results from the SLR showed that the drying phase makes citrus waste low valuable for energy valorisation employing gasification, with heat generation efficiency between 21 % and 25 %, or to produce biodiesel, with the impact greater than in conventional diesel usage for a vehicle. Sustainable practices in which the drying phase has a lesser impact include incineration and animal feed. In both cases, dehydration was performed with an industrial direct kiln, requiring the consumption of fossil fuels. Indeed, citrus waste has low thermal potential (low heating value $<4 \text{ MJ} \cdot \text{kg}^{-1}$), and its use for thermal energy would result in lower environmental performance than natural gas. Moreover, using citrus waste as a feed additive for livestock is feasible, provided that the distance between the livestock and citrus processing facilities is assessed for sustainability.

This research covers (Department):

- Management

This research covers (SDGs):



Is this available through open access?

- Yes

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38.6 Central bank communication during the war: the case of the National Bank of Ukraine

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Magdalena Szyszko, WSB Merito University in Poznan, Poland
- Aleksandra Rutkowska, Poznań University of Economics and Business, Poland
- Olena Motuzka, National Academy of Statistics Accounting and Audit, Ukraine

Date of publication

July, 2025

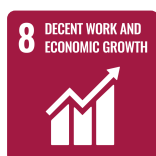
Abstract or Summary of Publication

How does war change communications between state and society? We evaluate the language of the National Bank of Ukraine (NBU), as presented in post-decision announcements and tweets from September 2019 to March 2024. We distinguish between pre-war and wartime samples. Using a variety of natural language processing methods, we extract four variables describing the messages of the NBU (sentiment, polarity, subjectivity, and saturation of war language). Additionally, we use the BERTopic modeling technique to extract, identify, and quantify the underlying themes in both types of corpora. Nonparametric tests confirm the differences in the distributions of variables before and after the invasion. The NBU changes the tone and subjectivity of both types of communication after the invasion. The results are robust to different methods of analysis, but are more ambiguous for Twitter/X. To the best of our knowledge, we present the first comprehensive case study of wartime language by a central bank.

This research covers (Department):

- Informatics and Quantitative Economics

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

38.7 Does a higher environmental consciousness of farmers reduce expectations for financial compensation? A choice experiment to improve the organic farming intervention in Romania

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Łukasz Kryszak, Poznań University of Economics and Business, Poland
- Bazyli Czyżewski, Poznań University of Economics and Business, Poland
- Andreea Muntean, "1 December 1918" University of Alba Iulia, Romania
- Egzon Bajrami, Institute of Agricultural Development in Transition Economies (IAMO), Germany

Date of publication

October, 2025

Abstract or Summary of Publication

The European Green Deal sets an ambitious target of 25% of agricultural land under organic farming by 2030. Eastern European countries, where small-scale agriculture predominates, still face significant challenges in meeting this goal. In Romania, although the organic sector has grown substantially, the proportion of certified land remains among the lowest in the EU. The reasons behind the reluctance of small and medium-sized farmers to convert to organic farming—and how best to encourage them—are not yet fully understood. This paper introduces the latent construct of farmers' environmental consciousness to explore how it shapes expectations of public policy. Drawing on the Theory of Planned Behaviour, we investigate Romanian farmers' preferences for adopting organic practices on arable land and permanent grassland, with the aim of informing improvements to existing policy schemes. A hybrid discrete choice model, specified through a multi-stage procedure, is employed. Our findings reveal that farmers hold favourable views towards converting small to moderate portions of arable land, while expressing negative attitudes towards grassland conversion. Reluctance can be mitigated through higher subsidies and targeted advisory support—though only professional consultancy proves effective. Basic information provision constitutes a deadweight loss, and collective certification schemes are unlikely to succeed. Notably, greater environmental consciousness is associated with a reduced expectation for financial compensation, suggesting that intrinsic motivation may play a key role in policy design and perception.

This research covers (Department):

- Economics

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

39. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- CEEMAN (Central and East European Management Development Association)
- EFMD (European Foundation for Management Development)
- Local institutions and associations
- Ministries of Education, Higher Education, or similar national bodies
- University Councils
- ACCA (Association of Chartered Certified Accountants) - for Accounting and Finance in Business master program, ACCA Accounting and Financial Management specialization
- CEPI (European Association of Real Estate Professions) - for Management program, Investment and Real Estate Management specialization
- CFA Institute - for the bachelor program of Finance
- CIMA (Chartered Institute of Management Accountants) for the executive education program "CIMA Diploma in Management Accounting"
- HR Excellence in Research

40. Define Partner

At PUEB, Partner means building purposeful cooperation with business, public administration, NGOs, alumni, and academic partners to co-create expertise, solutions, and initiatives that support a sustainable and innovative economy, strengthen social impact, and integrate science, business, and society in line with our mission and values.

41. Student Partners

- Enactus
- Erasmus Student Network

42. Partnerships

42.1 CEEMAN

Period this affiliation covers

April, 2011 - N/A

This organization is a:

- Non-Profit

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The University maintains close and values-based cooperation with CEEMAN (International Association for Management Development in Dynamic Societies), engaging actively with its expert community and quality frameworks to support responsible management education and institutional development.

CEEMAN's mission and core values—emphasising ethics, sustainability, social responsibility, and impact-oriented management education—are strongly aligned with the Principles for Responsible Management Education (PRME), which constitute an important reference point for the University's strategic approach to education and international engagement.

Recognising the relevance of CEEMAN's value framework and its consistency with the PRME agenda, the University authorities decided to pursue the renewal of the CEEMAN International Quality Accreditation (IQA). As a result of this strategic decision and the University's continued commitment to quality enhancement and responsible governance, Poznań University of Economics and Business successfully completed the CEEMAN IQA reaccreditation process in 2025.

Cooperation with CEEMAN and engagement in the IQA process supported institutional reflection on governance, curriculum relevance, societal impact, and stakeholder engagement. It also reinforced the integration of responsible management principles into teaching, learning outcomes, and organisational practices.

Through sustained collaboration with CEEMAN, the University strengthens its commitment to PRME values, continuous improvement, and active participation in international dialogue on the role of business schools in addressing global and regional challenges.

Provide supporting materials...

CEEMAN

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42.2 EFMD

Period this affiliation covers

May, 2015 - N/A

This organization is a:

- Non-Profit

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The University maintains an ongoing, reflective cooperation with EFMD, engaging systematically with its quality frameworks and expert community to support institutional development, strategic learning, and continuous improvement.

This cooperation is exemplified by EFMD's active participation in University-hosted international events. During the PUEB International Conference *Women in Business Education*, held on 9 March 2026 at the Poznań University of Economics and Business, EFMD was represented at the highest expert level. Prof. Debra Leighton, Senior Advisor for the Business School Impact System (BSIS) at EFMD Global, participated as a panelist in the plenary session entitled *Women Leading the Future of University Education*.

The presence of EFMD representatives at University-led international conferences strengthens mutual dialogue on impact, governance, and societal responsibility in management education. This ongoing exchange supports the University's internal reflection processes and contributes to evidence-based institutional learning.

In this context, the University authorities decided to pursue the renewal of the BSIS Label, confirming the strategic importance of the Business School Impact System as a framework for assessing and enhancing institutional impact. As part of this process, in 2026 Poznań University of Economics and Business hosted the EFMD BSIS assessment peer review visit, providing an opportunity for in-depth evaluation, expert feedback, and further dialogue on the University's impact, governance, and societal engagement.

Through sustained cooperation with EFMD, the University reinforces its commitment to continuous quality enhancement, responsible internationalisation, and meaningful participation in global discussions on the future of management education.

Provide supporting materials...

BSIS

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42.3 AACSB

Period this affiliation covers

January, 2017 - N/A

This organization is a:

- Education organization

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The University maintains active cooperation with AACSB International through sustained engagement in its academic and advisory ecosystem, contributing to international dialogue on quality, impact, and the future of business education. An important element of this cooperation is the systematic participation of the University's leadership in conferences and professional events organised by AACSB, which supports continuous exchange of knowledge and best practices at the international level.

An important dimension of this cooperation is also the personal involvement of the University's leadership in AACSB initiatives. The Rector of the Poznań University of Economics and Business (PUEB), Prof. Barbara Jankowska, participated as a speaker at the AACSB Europe, Middle East and Africa Annual Conference, held on 18–20 November 2024, contributing to the session *SDG Alignment: Research and Educational Activities*.

Since 2025, Prof. Barbara Jankowska has served as a member of the AACSB European Advisory Council, actively contributing to strategic advisory discussions on accreditation standards and regional priorities within Europe.

Cooperation with AACSB is further reflected in academic dialogue hosted by the University. During the PUEB International Conference *Women in Business Education*, held on 9 March 2026, senior representatives of AACSB actively contributed to the programme. In particular, Prof. Eileen McAuliffe, Executive Vice President and Managing Director for Europe, the Middle East and Africa (EMEA) at AACSB, delivered a keynote presentation and participated as a panelist in the plenary session.

Through these diverse and sustained forms of engagement, cooperation with AACSB supports the University's strategic objectives related to international visibility, continuous quality enhancement, and meaningful participation in global accreditation-related discourse.

Provide supporting materials...

IMG-20260310-WA0052

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42.4 Association of MBAs

Period this affiliation covers

May, 2007 - N/A

This organization is a:

- Non-Profit

Purpose of work with this organization

- Accreditation and Assessment

Describe your work with this organization

The University maintains active and values-driven cooperation with the Association of MBAs (AMBA), engaging with its international community to support high-quality, responsible, and future-oriented management education, in line with the Principles for Responsible Management Education (PRME).

A key dimension of this collaboration is the regular participation of representatives of the Poznań University of Economics and Business (PUEB) in AMBA conferences and professional events. Through systematic involvement in AMBA-led forums, University representatives contribute to international discussions on ethical leadership, sustainability, social responsibility, and the evolving role of business schools in addressing global challenges.

Engagement within the AMBA community provides a platform for exchanging good practices related to responsible MBA and postgraduate programme design, inclusive governance, and impact-oriented learning outcomes. These interactions support the integration of PRME values into teaching, curriculum development, and executive education, while encouraging critical reflection on the social and environmental responsibilities of business education institutions. Through sustained cooperation with AMBA, the University reinforces its commitment to the PRME agenda, promotes responsible leadership development, and strengthens its role in the global dialogue on advancing management education that serves society and the public good.

Provide supporting materials...

AMBA

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42.5 Enactus

Period this affiliation covers

April, 2025 - N/A

This organization is a:

- Student organization

Purpose of work with this organization

- Access to Learning Resources

Describe your work with this organization

As part of its commitment to the Principles for Responsible Management Education (PRME), the University supports research-based and student-led initiatives addressing societal challenges aligned with the United Nations Sustainable Development Goals (SDGs).

An example of such engagement is a project developed within the Enactus PUEB initiative, focusing on road safety and responsible use of technology while driving. The project was grounded in primary research: surveys conducted among drivers revealed that 67% of respondents admitted to frequently driving with only one hand, often due to mobile phone use, while for over 70% such behaviour was perceived as common and socially normalised. The research also highlighted the broader societal relevance of the problem, as mobile phone use remains one of the significant contributors to road accidents.

Based on the research findings, the student team developed an innovative and practical solution aimed at reducing distracted driving. The proposed device, inspired by posture-correcting mechanisms, is designed to monitor hand placement on the steering wheel and gear lever and to alert drivers when both hands are removed for an extended period. The solution directly addresses behavioural risks identified through empirical data.

The project contributes to the achievement of **SDG 4 (Quality Education)** through experiential, research-based learning; **SDG 9 (Industry, Innovation and Infrastructure)** through the development of a practical technological solution; and **SDG 11 (Sustainable Cities and Communities)** by promoting road safety and responsible mobility.

Through initiatives of this type, the University integrates research, education, and societal impact, fostering responsible management education and evidence-based problem-solving in line with PRME values and the Sustainable Development Goals.

Provide supporting materials...

Enactus PUEB student research group

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Practice

We adopt responsible and accountable management principles in our own governance and operations.

43. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Environmental stewardship policies
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Ministry of education recommendation documents
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)

44. Define Practice

At PUEB, Practice means embedding responsibility, ethics, openness, and sustainability in governance and daily operations, including responsible data-driven management, pro-environmental and accessibility solutions, efficient digital processes, and a supportive academic community that acts in line with PUEB's values and sustainable development commitments.

45. RME Policies

45.1 Code of Good Practices of PUEB

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Code of Good Practices_EN

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45.2 Gender Equality Plan at PUEB

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Gender Equality Plan at PUEB 2022 2025_EN [View document](#)  [Download document](#) 

45.3 Guidelines for Selecting PUEB Partners

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Guidelines for Selecting PUEB Partners_EN [View document](#)  [Download document](#) 

45.4 Standards for the Protection of Minors at PUEB

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Standards for the Protection of Minors at
PUEB_EN [View document](#)  [Download document](#) 

45.5 Student Code of Ethics

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Student Code of Ethics_EN [View document](#)  [Download document](#) 

45.6 PhD Student Code of Ethics

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PhD Student Code of Ethics_EN [View document](#)  [Download document](#) 

45.7 Code of Ethics for Researchers

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Code of Ethics for Researchers_EN [View document](#)  [Download document](#) 

45.8 International Student Guide

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International Student Guide_EN

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45.9 Code of Good Practices in Higher Education

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Education_EN

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45.10 PUEB Strategic Plan 2025-2028 - implementation by 12 November 2025

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PUEB Strategic Plan - implementation by 12
November 2025_EN

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45.11 Ecological Action Plan 2025–2028. PUEB Ecological Strategy

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Ecological Action Plan 2025–2028. PUEB
Ecological Strategy_PL

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45.12 Code of Good Practices Against Harassment

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Code of Good Practices Against
Harassment_EN

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45.13 Internal Anti Mobbing Policy

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45.14 Internal Whistleblowing Procedure

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45.15 Recommendations for the Use of Generative Artificial Intelligence in Teaching

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Recommendations for the Use of Generative
Artificial Intelligence in Teaching_EN

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45.16 Open Access Policy

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Open_Access_Policy_EN

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45.17 Guidelines for the Policy of Employment of Academic Teachers at PUEB

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Guidelines for the Policy of Employment of
Academic Teachers at PUEB_EN

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45.18 Open, Transparent and Merit-based Recruitment of Researcher

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OTM R policy_EN

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45.19 Organisational Rules and Regulations

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Organisational Rules and Regulations_EN

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45.20 PUEB Statutes

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PUEB Statutes_EN

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45.21 Internal Quality Assurance System

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Internal Quality Assurance System_EN

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45.22 Rules and Regulations of Studies

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Rules and Regulations of Studies_EN

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45.23 Rules and Regulations of the Doctoral School

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Rules and Regulations of the Doctoral
School_EN

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45.24 Regulations for Postgraduate Studies

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Regulations for Postgraduate Studies_EN

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45.25 Work Regulations of PUEB consolidated text

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Work Regulations of PUEB consolidated
text_EN

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46. Practice Awards

46.1 International Reaccreditation CEEMAN International Quality Accreditation IQA

Award Granter

CEEMAN International Quality Accreditation (IQA)

Award Grantee

Prof. Barbara Jankowska, Rector of PUEB

Description of Award

The Rector of the Poznań University of Economics received a diploma confirming the re-accreditation of CEEMAN International Quality Accreditation (IQA), which is a confirmation of meeting the highest international standards in the field of managerial education and quality of education.

[Award link](#)

Provide supporting materials...

Ceemann IQA

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46.2 Poznań Volunteer Coordinators Competition

Award Granter

Poznań City Hall

Award Grantee

Franciszek Pisarek (PUEB student)

Description of Award

A student of the Poznań University of Economics won the "Poznań Volunteer Coordinators" competition in the category of a person coordinating volunteering in the academic environment, appreciating his commitment and social activity.

[Award link](#)



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



47. Define Share

At PUEB, Share means openly communicating knowledge, evidence, achievements, and lessons learned to support collective learning, transparency, and continuous improvement, while strengthening cooperation within the academic community and with external stakeholders in line with our values, mission, and social impact ambitions.

48. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

49. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks
- University councils (KRASP, KRUE)



SIGNATORY

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