

2025 Sharing Information on Progress **(SIP) Report**

Kozminski University

September 2025

Table of Contents

1. About Kozminski University	3
2. About PRME	4
3. About SDGs	6
4. Getting Started	7
5. Purpose	15
6. Values	17
7. Teach	21
8. Research	28
9. Partner	34
10. Practice	37
11. Share	40

About Kozminski University

Kozminski University is a business-oriented higher education institution offering a broad range of education programs, holding full academic rights, and considered to be the best business school in Central and Eastern Europe according to the “Financial Times” ranking. We also pride ourselves in having obtained three prestigious international accreditations: AACSB, EQUIS and AMBA, held by only 125 business schools worldwide.

Our University was founded in 1993. It is one of the oldest non-public higher education institutions in Poland. The undergraduate, graduate, and doctoral students and the participants of postgraduate and MBA programs studying at KU make up a population of 12,000. The population of KU graduates is currently over 70,000.

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 copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 KU Mission

Subjects

- All

Provide supporting context

We are leveraging our entrepreneurial flair and expertise in the areas of sustainability, digital transformation, and ethical leadership to help our stakeholders address contemporary challenges.

2. Vision

2.1 KU Vision

Subjects

- All

Provide supporting context

Kozminski University – a world-class, broad-profile business school in the heart of Europe.

3. Strategy

3.1 Kozminski University Strategy 2021-2030: A New School for a New World

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KU_Strategy

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4. Strategy Alignment

4.1 KU Strategy alignment

Subjects

- All

Provide supporting context

Kozminski University (KU), as a triple-accredited, not-for-profit higher education institution and a signatory of PRME, places sustainable development, the common good, and high-quality education at the core of its institutional strategy. The university's long-term vision articulated in its *Strategy 2021–2030* is deeply aligned with the UN Sustainable Development Goals (SDGs), the European Union's sustainability policy and Poland's national priorities for education and innovation.

Strategic Integration of Sustainable Development

Kozminski University's **Sustainability Transition Strategy** outlines six priority SDGs that structure its strategic approach to sustainability:

- - **SDG 4** (Quality Education)
 - **SDG 5** (Gender Equality)
 - **SDG 9** (Industry, Innovation, and Infrastructure)
 - **SDG 11** (Sustainable Cities and Communities)
 - **SDG 12** (Responsible Consumption and Production)
 - **SDG 17** (Partnerships for the Goals).

This alignment is not merely symbolic; KU has embedded these priorities into its curricula, research, stakeholder engagement, and operational management. The integration of SDGs is reflected in the university's **core KPIs** and **strategic transformation pathways**, such as digital innovation, inclusive learning environments, and ethical leadership development.

Commitment to the Common Good and Social Responsibility

Kozminski University's participation in the *Declaration of Social Responsibility of Universities in Poland* further solidifies its role as an institution working for the common good. The university actively promotes ethical behavior, inclusion, civic engagement, and sustainability-driven business education.

This is evidenced by:

- - Ongoing community engagement projects.
 - Support for underserved groups through the *Accessibility Strategy*.

- Current preparations for Sustainability reporting under EU's Corporate Sustainability Reporting Directive (CSRD) and the European Sustainability Reporting Standards (ESRS).
- Establishing a new research center RES (Re-imagine sustainability) to serve as a platform for cooperation between business and academia.

Quality Education as a Strategic Priority

KU's commitment to quality education is enshrined in its mission to prepare students to be responsible, global citizens and competent leaders. Through innovative programs, internationalization, and responsible management education, KU equips students with the knowledge and tools to act as agents of sustainable change.

Initiatives include:

- - Embedding sustainability and ethics across disciplines.
 - Launching dedicated ESG and SDG-related courses and research clusters.
 - Encouraging students to explore sustainability challenges in their bachelor's and master's theses.
 - Providing inclusive, accessible, and future-oriented learning environments (accommodating different learning styles and ensuring educational resilience and accessibility).
 - Measuring and improving sustainability education effects with internationally recognized tools (joined Sulitest)

Institutional Mechanisms for Strategic Implementation

To ensure strategic coherence and operational delivery, KU has established:

- - A Rector's Proxy for Sustainable Development.
 - A Sustainability Council to monitor and assess SDG alignment.
 - ESG manager supported in sustainability reporting by business function and program leaders across the organization.
 - A gender equality plan and accessibility strategy to foster diversity and inclusion in all aspects of university life.

In summary, Kozminski University's strategic priorities strongly and systematically support the advancement of sustainable development, societal good, and quality education. These priorities are operationalized through concrete policies, programs, metrics, and leadership structures that foster a culture of responsibility, inclusion, and impact in alignment with PRME and the global sustainability agenda.

5. Institutional History

5.1 KU History

Subjects

- All

Provide supporting context

Founding Principles and Ethical Foundations (1993–2005)

Kozminski University (KU) was established in 1993 in Warsaw as a private, not-for-profit institution named after economist Leon Koźmiński. Spearheaded by its founding rector, Prof. Andrzej Koźmiński, the university was built on a foundation of academic integrity, entrepreneurship, and global engagement. The Kozminski Decalogue—a set of values emphasizing ethical orientation, social responsibility, and excellence—continues to guide KU's institutional culture.

Joining PRME and Commitment to Ethics and Sustainability (2006–2015)

In April 2008, Kozminski University became a signatory of the Principles for Responsible Management Education (PRME) – one of the earliest institutions in Central and Eastern Europe to do so. This formalized KU's long-standing commitment to ethics, responsibility, and sustainability, linking it to an international network of business schools advancing the UN Global Compact and the Sustainable Development Goals. The first years of PRME membership focused on aligning curricula and research with PRME principles and building KU's international visibility as a responsible management educator.

In parallel, KU deepened its engagement with business ethics, corporate social responsibility (CSR), and stakeholder capitalism. Under the guidance of thought leaders such as Prof. Bolesław Rok, ethics and CSR became mandatory components of management and finance curricula. A landmark achievement came in 2012, when KU hosted the 5th World Congress of the International Society of Business, Economics, and Ethics (ISBEE), reinforcing its leadership in the region. In the same period, KU established the Center for Positive Management and Sustainability, anchoring its role in advancing sustainability-focused teaching and research.

Deepening RME and Strengthening PRME Engagement (2016–2020)

A new phase began in the late 2010s, when KU intensified its PRME engagement by integrating sustainability pedagogy more systematically across programs. In 2018, the Research Center on Women and Diversity in Organizations was founded, advancing academic and applied initiatives on gender equality and inclusion. Between 2019 and 2020, KU incorporated the UN Sustainable Development Goals (SDGs) into academic frameworks, governance, and partnerships, moving from selective projects to a comprehensive institutional approach.

Strategic Integration and Transformational Leadership (2021–Present)

Beginning in 2021, Kozminski University embarked on a bold transformation. The KU Strategy 2021–2030 and the Sustainability Transition Strategy (2020) embedded the SDGs and RME across academic, operational, and governance domains. In 2022, KU launched its Gender Equality Plan (GEP) and Accessibility Strategy, reaffirming its commitments to equity and inclusivity. Between 2023 and 2024, the university developed ESG-focused programs and initiated activities to prepare for reporting under the European Sustainability Reporting Standards (ESRS) and the Corporate Sustainability Reporting Directive (CSRD), positioning itself among Europe’s forward-thinking institutions.

Furthermore, KU has committed to achieving Net Zero emissions by 2035 and completed its first comprehensive GHG emissions report in Spring 2025, signaling a robust approach to measuring and managing its environmental impact.

As part of this trajectory, KU has also launched the **RES Centre for Reimagining Sustainability in Management and Finance**, a new hub for interdisciplinary projects, foresight, and innovation. The Centre brings KU into close cooperation with leading sustainability promoting institutions that directly influence curricula, teaching, and research, including:

- UNEP/GRID-Warsaw
- CFA Poland
- ACCA Poland
- POLSIF (Polish Sustainable Investment Forum)
- Chapter Zero Poland
- SNCRN (The Association of Independent Non-Executive Directors)
- UN Global Compact Poland
- 30% Club Poland

Through these partnerships, KU ensures that its teaching and research remain cutting-edge, internationally relevant, and firmly grounded in real-world sustainability practices.

6. Graduates

2000

7. Degrees Offered

- Doctor of Business Administration (D.B.A.)
- Master of Business Administration (M.B.A.)
- Master of Science (M.Sc. or M.S.)
- Bachelor of Science (B.Sc. or B.S.)
- Doctor of Philosophy (Ph.D.)

8. Faculty & Staff at the University

503

9. Faculty & Staff at the Institution

503

10. Student Enrollment at the University

8000

11. Total Student Enrollment at the Institution

8000

12. Undergraduate Student Enrollment at the Institution

4500

13. Graduate Student Enrollment at the Institution

3500

14. Doctoral Student Enrollment at the Institution

35

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

6000



Purpose

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

16. Letter of Commitment

16.1 Letter of Commitment

Upload or select a document

Letter of commitment_Kozminski for PRME
2025

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17. Define Purpose

At Kozminski University, Purpose means advancing responsible management education that equips students, employees, and partners to foster inclusive prosperity and sustainability. Guided by ethics, innovation, and global engagement, we prepare leaders to create value for society and business while contributing to thriving ecosystems and the common good.

18. Institutional Engagement

51% - 75%



Values

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



19. RME Lead

- Individual leader
- Interdisciplinary efforts across business school
- Senior leadership office
- Disciplinary efforts within business school

20. Define Values

At Kozminski University, Values place responsibility and accountability to society and the planet at the heart of our mission. Guided by the Kozminski Decalogue, we uphold ethics, inclusivity, sustainability, and integrity across education, research, and governance, ensuring that our impact supports people, communities, and ecosystems.

21. Student Awareness

51% - 75%

22. Student Voices

22.1 Master in Management students shared their opinions

Subjects

- All

Provide supporting context

During my Master in Management, the principles taught by amazing professors inspired me to view business as a force for positive change. I have learnt a lot about the concepts of social entrepreneurship, creating ventures that address real community needs while remaining financially sustainable. It changed my perspective on how look at businesses and what kind of impact they have on society and environment, encouraging me to think about solutions that combine innovation with social impact and responsible leadership. It has also influenced how I think about building companies and leading teams with a strong sense of purpose and accountability. I also started to apply some of the management and leadership theories in my professional career and saw positive changes. Before joining the program, I hesitated if I made the right choice. After one year, I no longer have any doubts!

Otabek Mirzaev

The Master in Management program at ALK showed me how Responsible Management Education can directly influence everyday professional decisions. The knowledge I gained in class has proven extremely useful in my work, especially thanks to the strong focus on practical examples and case studies. This hands-on approach not only deepened my understanding of responsible management but also shaped my personal development, making me more mindful and effective in professional contexts.

Kamila Lipińska

The Master in Management program allowed me to explore responsible management principles in practice, as modern teaching methods connected theory with real business situations. Cooperation with international universities gave me the chance to see a wide range of business cases and offered a new perspective through different cultural and social experiences. Regular opportunities to meet business professionals on campus helped me to learn from their valuable practical knowledge. This experience also influenced my personal development, allowing me to look at my goals more broadly and to consider ethical, social, and environmental aspects in decision-making. I now feel more confident that I can integrate responsibility and sustainability not only into my future career but also into my everyday life.

Tatsiana Tsymbalava

22.2 Master in Finance and Accounting students shared their opinions

Subjects

- All

Provide supporting context

My time at Kozminski University enabled me to develop a global perspective on businesses, finance, and culture. The lessons learnt here are beyond academics and have also helped me to transform my personality, mindset, and outlook to life. I'm grateful for the strong professional and personal connections I built here. Additionally, the small but meaningful initiatives on the KU campus to address pressing global challenges and trends such as sustainability, innovation, and startup culture continue to inspire me and push me to strive to be a global citizen. This educational journey is what I call "beyond excellence".

Shaheer Ansari

Provide supporting context

Looking back, I realize how much my studies have shaped me beyond academic knowledge. Initially, I focused on completing assignments, passing exams, and achieving top results, but over time I came to appreciate the deeper lessons behind these experiences. Working in diverse teams from my faculty, scientific clubs, and projects taught me that true growth comes from collaboration, listening, and helping others succeed, while facing challenges encouraged me to reflect and adapt. These experiences not only shaped the way I approach decisions but also helped me develop the skills to apply responsible management principles in practice.

Zofia Wojtacha

23. Celebrating Values

23.1 KU Code of Ethics

Upload or select a document

KU Ethical Code of Conduct ENG

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24. Student Engagement

0% - 25%



Teach

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



25. Define Teach

At Kozminski University, Teach means transforming our learning environments by embedding ethics, sustainability, ESG, and SDG principles across disciplines. We use innovative pedagogy, experiential projects, and interdisciplinary approaches, and organize initiatives like the ESG Academy, an open event where practitioners share expertise, preparing students to become responsible leaders.

26. Courses

26.1 Sustainable Transition Management

Course code

Ec-STM_F&A-10013084

Department

- Finance

The duration of my course is:

- 10 weeks

My course session format is:

- 5 one-hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- 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
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- ESG Investing and Sustainable Finance
- Capital Budgeting and Investment Strategies
- Corporate Finance and Capital Structure
- Financial Analysis and Valuation Techniques
- Financial Forecasting and Modeling

My course implements the following pedagogies:

- Case Method
- Blended Learning
- Project-Based Learning (PjBL)

Course Description

The course prepares students to address the challenges of guiding organizations through sustainable transformation. It introduces the legal, ethical, environmental, social, technological, and financial drivers of change, showing how companies can strengthen resilience and create long-term stakeholder value. Students explore the business case for sustainability, new business models, non-financial risk management, and the importance of leadership, culture, and stakeholder engagement. The course also highlights communication challenges and the risks of greenwashing, while positioning the sustainability professional as a central actor in transition processes. A key component is the final project, where students act as a consulting team preparing a Sustainable Transition Plan for a real company. Using frameworks such as TCFD, ESRS, and the EU Taxonomy, they design strategies that balance financial, social, and environmental dimensions. The project culminates in a consulting-style presentation, combining data-driven analysis with actionable recommendations. Through this hands-on approach, students gain practical expertise in managing transition risks and learn to integrate sustainability into business and finance at a strategic level.

Relevant SDGs addressed through the course



26.2 Business and Economics of Climate Change

Course code

S-00036749

Department

- Economics

The duration of my course is:

- 13 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

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

My course touches on the following concepts:

- Economics of Climate Change and Sustainability

My course implements the following pedagogies:

- Critical Pedagogy
- Problem-Based Learning (PBL)
- Inquiry-Based Learning
- Role-playing

Course Description

This course examines the intersection of business, economics, and climate change. We will explore the scientific basis for climate change, its potential economic impacts, and the opportunities and challenges it presents for businesses. We will analyze various policy responses and discuss how businesses can adapt and thrive in a low-carbon economy.

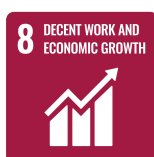
Description of Content: Session 1: Introduction to Climate Change - Defining the concepts: weather, climate, ecosystems. - The climate science - A primer on carbon cycle - Measures of climate change - Modelling climate change Session 2: Risks and impacts of climate change - General systematics - Economic and social impacts: valuation methods and metrics Session 3: Responses to climate change impacts - Adaptation and mitigation principles - Integrated assessment models - Policy tools in fighting against the adverse impacts of climate change (incl. cap-and-trade; carbon tax) Session 4: Green transformation of companies - Sustainability principles applied to companies - Methods of diminishing of environmental footprint of companies - Policy incentives - ESG benchmarking - Session 5: Climate finance - Sustainable bonds and sustainable loans - Financial hedging of climate change risks - Official Development Assistance for climate change

Tell us about the impact you're making on your students

This course doesn't just transfer knowledge—it transforms how students think about business, economics, and responsibility in a climate-constrained world. It blends scientific literacy, economic rigor, business strategy, and ethical reflection to prepare future leaders who can navigate and shape the transition to a sustainable economy. The most important impact areas are outlined as follows: 1. Holistic Understanding of Climate Change Students move beyond a superficial awareness of climate change to grasp its scientific foundations, economic mechanisms, and business implications. They learn to connect concepts like the carbon cycle, climate modeling, and economic valuation methods, enabling a systems-thinking approach to environmental challenges. 2. Critical Analytical Skills The course emphasizes: - Risk

assessment: Evaluating climate-related risks and opportunities for specific firms. - Policy analysis: Critiquing mitigation and adaptation strategies (e.g., carbon taxes, cap-and-trade). - Financial literacy: Understanding climate finance instruments like sustainable bonds and risk-hedging tools. This cultivates the ability to analyze complex, interdisciplinary problems from multiple angles. 3. Strategic Business Competences Students earn to: - Identify and leverage business opportunities in the low-carbon economy. - Apply sustainability principles to corporate strategy. - Use ESG benchmarking and other tools to measure and reduce environmental footprints. - Develop business cases for climate initiatives. This prepares them to lead green transformations within organizations. 4. Policy and Governance Perspective The course enables students to: - Understand and design policy responses to climate change at both managerial and macroeconomic levels. - Evaluate the effectiveness of different regulatory and market-based instruments. - Engage with integrated assessment models used in policy-making. This is essential for roles in public policy, regulatory affairs, or corporate governance. 5. Practical and Collaborative Experience Through group assignments, role-playing games, case studies, and debates, students gain hands-on experience: - Working in teams to evaluate real-world companies. - Simulating decision-making in complex, uncertain environments. - Articulating and defending viewpoints in structured discussions. This builds both soft skills and practical competency. 6. Ethical and Responsible Leadership By engaging with themes like: - Social and economic impacts of climate change - Sustainability ethics - Official Development Assistance and climate justice The course fosters a sense of responsibility and ethical leadership, encouraging students to become change agents in their future careers. 7. Preparedness for Future Roles Graduates of this course will be well-equipped for roles in: - Sustainable finance - ESG consulting - Corporate sustainability management - Public policy and international organizations - Climate risk analysis

Relevant SDGs addressed through the course



26.3 Sustainable Development

Course code

SD_M-3699

Department

- Management

The duration of my course is:

- 10 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- 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:

- Corporate Governance and Ethical Leadership
- Design Thinking and Innovation Management
- Stakeholder Management and Corporate Responsibility
- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Active Learning
- Case Method
- Project-Based Learning (PjBL)

Course Description

Students acquire knowledge on the conceptualizations of sustainable development within different fields of social sciences (economy, sociology, management, politics). They are able to differentiate between concepts of development and growth as well as identify theoretical and practical- economic, social and environmental - consequences of the applications of these concepts. Students acquire knowledge on practical realization of the sustainable approach in different spheres of life, such as e.g.: sustainable entrepreneurship, sustainable cities' governance, sustainable resource management. They discover and understand the meaning of institutional design and capacity building for sustainable development at global, national, regional and enterprise levels. The main goal of the course is providing the knowledge and skills necessary to sustain development at least on one of these levels: global, national, regional, city and firm levels and create positive impacts on one of these levels. Students

practice ability to conduct practice-based discussions. They prepare collaborative group project, based on desk research. They are be able to adapt long-term and short-term orientation, as well as ethical lens in case study-based exercises.

Relevant SDGs addressed through the course



27. Educator Recognition

- Annual teaching excellence awards
- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants



Research

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

28. Define Research

At Kozminski University, Research means exploring people, organizations, markets, and institutions to advance knowledge that inspires responsible management and education. We emphasize interdisciplinary, impact-driven studies on ESG, SDGs, and societal transitions, ensuring that our research informs policy, guides business practice, and strengthens sustainable development in Poland and globally.

29. 2024 Publications

283

30. Research Barriers

- Data access and management
- Funding challenges

31. 2024 Publications on Sustainable Development and/or RME

82

32. Research Funding

- Regional
- National
- International

33. Socializing Research

- Government and policy makers
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

34. Research Projects

34.1 The interlinkage of temperature-energy-pollution. Empirical evidence from Poland

Who is involved in the project

- PhD students

Department

- Finance

This research project covers:



Period covering

October, 2023 - September, 2025

Describe the research project

The increasing temperatures observed around the world from year to year pose a potential threat on the safety and reliability of the Polish energy system. The following project studies the effects of a heatwave that occurred in Poland in August of 2015, which forced government to reduce the energy produced by coal power plants (by over 15%) in the attempt to prevent a power outage. It aims to answer several research questions: How does an increase in temperature affect the likelihood/number of a mechanical failure at the plant level, and ultimately a power outage? How did this forced reduction in energy produced by the coal power plants affect the Polish energy sector? For how long was it destabilized? Did this natural experiment affect the air pollution level? Was the decrease long-lasting? Did the pollution decrease in the areas that are densely populated? To study those research questions, I plan to use novel high frequency micro data, which is a substantial contribution in itself. However, the research questions themselves are novel and policy relevant, and the project will result in valuable policy implications especially for Polish energy security.

The structure of Polish electricity production has traditionally been dependent on hard coal and lignite and continues to be (24% lignite and 48% of hard coal in 2020). Unsurprisingly then, 50% of all greenhouse emissions in Poland come from the energy sector. Coal power plants use also substantial amounts of water at a daily level - estimated up to 70% of Polish daily water demand. The following project considers the need of Poland to reduce the air pollution and investigates the temperature-energy-air-pollution interlinkage. It calculates the economic costs arising from a sudden energy sector inefficiency. More importantly, it introduces and

investigates a new important argument in the debate. In the standard literature on pollution, the main argument against the coal power plants relies mainly on pollution levels that they create and natural resource depletion. However, there is another commonly ignored problem that will surely become increasingly pressing as we face the climate change and rising temperatures – namely – dependence on water. This project addresses that gap in the literature.

34.2 Quitting academia: A Gender Analysis of Academic Departures in Poland and the USA

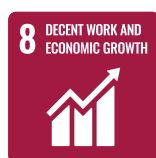
Who is involved in the project

- Faculty
- PhD students

Department

- Human Resource Management

This research project covers:



Period covering

September, 2024 - August, 2027

Describe the research project

Academia, once a bastion of intellectual pursuit and professional stability, is increasingly finding itself in a crisis. A recent trend has emerged wherein academics in various disciplines, despite seemingly fulfilling careers, are voluntarily choosing to leave their posts, thus triggering a drain in intellectual capital and diversity within institutions worldwide. The idyllic idea of faculty retiring after a quarter of a century of dedicated service, appears to be a diminishing reality, replaced instead by faculty resignations.

This project is to understand why academics decide to leave, how this process looks like and how their career develops after the exodus. The traditional lure of academia, with its promises of flexibility, prestige, continuous learning, collaboration with brilliant minds, and the nurturing of young talent, seems to be losing its gloss. This is not without reason. The environment is increasingly marred by long working hours, escalating competition, and notable personal sacrifices that are often more likely to be held by women. The allure of the proverbial 'ivory tower' is gradually diminishing, partly due to a decrease in funding, increasing pressure to publish (or perish), and declining wages. Recent surveys conducted by Nature and The Chronicle and

Fidelity Investments show that majority of surveyed faculty members are unsatisfied with their careers and seriously consider options outside of academia. It is crucial to emphasize that these struggles inherent in academia are not evenly distributed across women and men. Although women are not a minority within the broader academic community, women continue to be positioned as the 'other' - an anomaly rather than the norm (Pingleton et al., 2016). Evidence further suggests that women are subjected to more rigorous standards and their qualifications are frequently underestimated. Thus, the reasons why and how they decide to leave may differ from men's perspective.

This study is to shed more light onto this problem, doing so by analyzing life stories of academics in Poland and the US. Studies on this topic dominate the USA, however all were based on quantitative approach, missing the lived realities of academics. Poland, however, has been understudied in this regard, as so far no study would investigate this phenomena.

34.3 Link4Skills

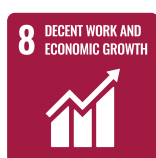
Who is involved in the project

- Faculty
- Postdoc students

Department

- Economics

This research project covers:



Period covering

December, 2023 - December, 2026

Describe the research project

Link4Skills is a global research and innovation project on skill shortages.

The acronym reflects the objectives of the call by linking for/4 fair skill matching. It embeds 4 processes of responding to skill shortages: re/up skilling of established populations (incl. migrants and inactive women), raising wages, automation and migration. It considers 4 continents: Europe, Africa, Asia and America, where skill shortages and skill flows will be analysed. It develops the AI-Assisted Skill Navigator for stakeholders from employment, vocational training organisations in origins and destinations.

Link4Skills will scrutinize:

- (a) how to identify the existing and emerging required skills in changing labour markets?;
- (b) how the EU should respond to skill shortages?;
- (c) how to recruit the required skills from various pools either from the existing workforce (including established migrant populations and inactive women) also supported by automation, and from the workforce from non-EU countries? .

The project combines data on skill gaps and matching in the EU with analyses about human capital in origins; investigates emerging and established migration skill corridors between EU and India, Morocco, Ghana, Nigeria, Philippines, Indonesia, and Ukraine, in order to make enriched inventories of skill partnerships. The project achieves its aims via econometric microsimulations based on EU databases, combining skill supply and demand, and by data collections and stakeholders' expertise oversees.

The knowledge will be nested in the AI-Assisted Skill Navigator which is a Knowledge-Based Expert System. The Navigator will be an open access system available to the public and designed to support the needs of governments, employers, and vocational training organisations.



Partner

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

35. 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)
- Financial Times
- Positive Impact Rating (PIR)
- Sulitest
- United Nations Global Compact non-business signatory
- University Councils
- Ministries of Education, Higher Education, or similar national bodies

36. Define Partner

At Kozminski University, Partner is defined broadly, including business, civil society, students, employees, international networks, and policy institutions. We see all stakeholders as strategic partners, co-creating knowledge, shaping curricula, and advancing the SDGs to ensure that education, research, and practice remain relevant, impactful, and socially responsible.

37. Student Partners

- None

38. Partnerships

38.1 CFA Society Poland

Period this affiliation covers

September, 2025 - September, 2026

This organization is a:

- Non-Profit

Purpose of work with this organization

- Access to Learning Resources
- Global Recognition and Clout
- Scholarships and Funding Opportunities

- Sustainability and Social Impact
- Climate

Describe your work with this organization

Kozminski University partners with CFA Society Poland to promote sustainability in finance and integrate ESG into investment education. KU's finance curriculum is aligned with CFA standards, including a strong focus on ethics in finance. Together, we co-organize the CFA Research Challenge, where in 2025 KU students won the global finals in Chicago.



Practice

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

39. Define Practice

At Kozminski University, Practice means embedding responsible and accountable management principles in our governance and daily operations. Guided by our Sustainability Transition Strategy, we advance equity through the Gender Equality Plan and Accessibility Strategy, reduce our footprint with a Net Zero 2035 target, and ensure transparent ESG and GHG reporting.

40. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Water
- Zero-waste guides

41. RME Policies

41.1 KU Climate Report 2024

Upload or select a document



Climate Report 2024_Kozminski

View document  Download document 

41.2 KU Code of Ethics

Upload or select a document



KU Ethical Code of Conduct ENG

View document Download document 

41.3 KU Gender Equality Plan

Upload or select a document


Gender Equality Plan-GEP-02 2023_01

View document Download document 

41.4 KU Sustainability Transition Strategy

Upload or select a document



Kozminski_University_Sustainability_Transition_Strategy

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41.5 KU Accessibility strategy

Upload or select a document

KU Accessibility Strategy_EN

View document Download document 



Share

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



42. Define Share

At KU, Share means openly communicating our achievements and challenges in responsible management education. We exchange experiences with students, employees, and external partners to foster collective learning, strengthen transparency, and advance our shared purpose of promoting sustainability, ethics, and positive societal impact.

43. 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

44. Audiences

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

SIGNATORY

Kozminski University



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