

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Kozminski University

September 2026

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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 Kozminski University, including key details and basic institutional data.

Mission

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.

Vision

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

Strategy

KU_Strategy

View document  Download document 

Strategy Alignment

KU Strategy alignment

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.

Institutional History

KU History

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.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2100
Faculty & Staff at the University	589
Faculty & Staff at the Institution	589

2025 Statistics	Number
Student Enrollment at the University	8000
Student Enrollment at the Institution	8000
Undergraduate Attendance	4500
Masters-Level Postgraduate Attendance	3500
Doctoral Student Attendance	18
Certificate, Professional Development, or Continuing Education Attendance	7820

Degrees Offered

Bachelor Programs

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

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)  Doctor of Business Administration (D.B.A.)



Purpose

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

Letter of Commitment



Warsaw, September 23, 2026

LETTER OF COMMITMENT

Dear PRME Community,

On behalf of Kozminski University, I am pleased to reaffirm our strong commitment to the Principles for Responsible Management Education (PRME).

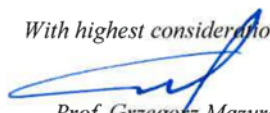
As a leading business school in Central and Eastern Europe, holding the "Triple Crown" of AACSB, EQUIS, and AMBA accreditations, with programs consistently featured in the Financial Times international rankings, Kozminski University places responsibility, sustainability, and ethics at the heart of its mission. Guided by motto, "Education that matters", we educate future leaders who combine professional excellence with social responsibility and the ability to respond to the complex challenges of our time.

We recognize the urgency of global issues such as climate change, inequality, and the ethical use of technology. Therefore, we embrace the Seven Principles of PRME as a natural extension of our strategy and are committed to embedding them across our activities, including:

- Education – by fostering critical thinking, teamwork, and values-driven leadership across our programs, including teaching on sustainable development and the ethical use of AI;
- Research – by promoting research addressing global challenges and contributing to the UN Sustainable Development Goals;
- Partnerships – by working with business, government, civil society, and academic partners to create knowledge that matters and advance responsible management;
- Practice – by strengthening responsible and accountable practices in our own governance and university operations;
- Dialogue – by engaging students, faculty, staff, alumni, and partners in open and inclusive debate about the future of business and society.

We are committed to continuous improvement and transparency. In line with PRME requirements, Kozminski University will continue to submit annual Sharing Information on Progress (SIP) reports through PRME Commons, sharing our achievements, challenges, lessons learned, and future goals in advancing responsible management education.

With highest consideration,


Prof. Grzegorz Mazurek
Rector of Kozminski University



**KOZ
MIN
SKI**
UNIVERSITY



Definition of Purpose

Purpose means educating responsible leaders who create inclusive prosperity within planetary boundaries. Our mission, leveraging entrepreneurial flair and expertise in sustainability, digital transformation and ethical leadership to help stakeholders address contemporary challenges, directs every programme, research agenda and partnership toward positive societal impact.

Institutional Engagement

51% - 75% of faculty at Kozminski University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

Values means living the responsibility we teach. Our mission and values (pluralism, evidence-based knowledge, human-centred technology, ethical business, sustainable development, human rights and European democratic values) guide governance, operations and culture, reinforced by our Sustainable Development Programme, Gender Equality Plan and GHG measurement.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narratives demonstrate how Kozminski University has influenced students' academic journey and personal growth.

From Academic Knowledge to Responsible Professional Practice

My experience at Kozminski University has shown me that responsible management education is not limited to what we learn in the classroom. It is also about having the opportunity to apply this knowledge, receive guidance from experienced professionals and learn how to make well-informed and responsible decisions.

The CFA Institute Research Challenge 2026 was one of the experiences where I felt this particularly strongly. As a student team, we were supported by Kozminski University through access to a strong academic knowledge base, as well as academic and industry mentors who guided us throughout the project. Their feedback encouraged us not simply to find an answer, but to question our assumptions, verify information, consider different perspectives and take responsibility for the conclusions we presented.

Working on a real company and preparing an equity research report also showed me that financial decisions cannot be separated from their broader consequences. We had to consider the company's strategy, stakeholders, ESG aspects and the long-term implications of our analysis. At the same time, working under professional standards helped us develop skills that go beyond finance – teamwork, leadership, communication, critical thinking, accountability and the ability to make decisions based on evidence.

For me, this is what responsible management education looks like in practice. Kozminski University gave us the knowledge, but also the environment, mentorship and opportunities to learn how to use that knowledge responsibly. The experience helped us grow not only as students, but as young professionals who are expected to think critically, act responsibly and understand the wider impact of business decisions.

Our team ultimately reached the EMEA Finals of the CFA Research Challenge, but the most important outcome was the development that happened throughout the process. It demonstrated how continuous learning, mentoring and practical experience can help students turn academic knowledge into responsible professional practice.

Responsible management at Kozminski University

As a Master's student in Finance & Accounting at Kozminski University, I have had the opportunity to connect financial analysis with broader questions of sustainability, responsible management and the long-term impact of business decisions.

A particularly valuable opportunity to apply these ideas in practice was my participation in the CFA Institute Research Challenge, where I represented Kozminski University as part of a student team conducting an equity research analysis of a publicly listed company. The project included a dedicated ESG analysis. This required us to consider how environmental, social and governance factors can affect a company's long-term performance, risk profile and value creation. The experience demonstrated how responsible management considerations can be incorporated directly into traditional financial and investment analysis.

Overall, my studies, being a member of student scientific clubs and extracurricular academic activities enabled by Kozminski University have shown me how sustainability and Sustainable Development Goals can be connected with finance in a practical way. Rather than treating sustainability as a separate topic, I have increasingly seen it as part of how financial professionals assess companies, and its impact. This has strengthened my understanding of responsible decision-making and the role that future finance professionals can play in supporting more sustainable business practices.

Sustainable and Responsible Business

Studying in the Master in Management program at Kozminski University has taught me how to build and manage businesses in a future-proof way. Courses treat SDG principles as practical lens for real business decisions. In business case studies, we assess how various companies choices affect people and the planet, as well as profit.

Student Awareness

51% - 75% of students at Kozminski University are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Kozminski University actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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

How We Define Teach

Teach means embedding responsibility, ethics and sustainability across every programme, not only in dedicated courses. SDGs are integrated into all syllabi, supported by experiential, transdisciplinary pedagogy and industry partnerships. From 2025/26, Sulitest measures students' sustainability literacy, turning commitment into evidence of learning impact.

Courses that support RME

Kozminski University reports 3 courses in 2025 that support responsible management education and sustainable development goals.

Sustainable Transition Management | Ec-STM_F&A-10013084

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.



Business and Economics of Climate Change | S-00036749

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

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 learn 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



Sustainable Development | SD_M-3699

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 able to adapt long-term and short-term orientation, as well as ethical lens in case study-based exercises.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Kozminski University.

Human Resource Management Mentor prize

Granter: Congress of Chairs of Human Resource Management

Grantee: Professor Czesław Szmidt

Award Description:

Professor Czesław Szmidt, a long-standing lecturer and scholar at Kozminski University, was honoured with the prestigious “Human Resource Management Mentor” distinction and medal during the 13th Congress of Chairs of Human Resource Management, held in Zakopane on 28–30 September 2025.

A recognition for an authority in human resource management

The award is presented to individuals who have made exceptional contributions to the advancement of human resource management theory and practice. The Jury recognized Professor Szmidt for his decades-long impact on the development of Polish management thought, his research on human capital and leadership, and his invaluable mentoring and teaching role in shaping new generations of leaders.

For more than five decades, Professor Szmidt has combined scholarly and teaching activity with managerial practice. At Kozminski University, he headed the Department of Human Resource Management and the Doctoral Studies Programme, served as Vice-Rector for Education, and his doctoral seminars and MBA classes have earned high acclaim from students and alumni.

His research focuses on human capital management, ethical leadership, HR policy, and career development. Professor Szmidt is the author or co-author of more than 100 publications, the supervisor of 16 doctoral theses, and a mentor to hundreds of postgraduate and MBA graduates.

This award is not only a tribute to Professor Szmidt's remarkable achievements but also a confirmation of Kozminski University's strong position in the field of management and human resources research – an institution where academic knowledge meets business practice.

Positive Impact Rating (PIR) - Level 4 – Transforming School

Granter: Positive Impact Rating (PIR)

Grantee: Kozminski University

Award Description:

Kozminski University among business schools that not only teach change but drive it
22.06.2026

Kozminski University has once again been recognised for its social impact, commitment to sustainable development, and responsible leadership education in the international Positive Impact Rating (PIR) 2026. The University was placed at Level 4 – Transforming School, a distinction awarded to business schools that embed a culture of positive impact into their governance, systems, and day-to-day operations.

The seventh edition of the Positive Impact Rating included 87 business schools from 32 countries, classified across Levels 3 to 5. More than 20,000 students from 90 business schools participated in the PIR 2026 survey.

The Positive Impact Rating is not a traditional ranking. Rather than being ranked from best to worst, schools are assigned to levels reflecting their maturity in creating positive impact. The published results include three categories: Level 3 – Progressing, Level 4 – Transforming, and Level 5 – Pioneering. In 2026, 12 schools achieved the Pioneering level, 58 were classified as Transforming, and 17 as Progressing. Within each level, schools are listed alphabetically to emphasise collaboration and shared learning rather than competition.

Among the schools recognised as Transforming Schools alongside Kozminski University were ESADE Business School (Spain), Imperial College Business School (United Kingdom), BI Norwegian Business School (Norway), Nova School of Business and Economics (Portugal), Monash Business School (Australia), the University of Bath School of Management, and the University of Exeter Business School (United Kingdom).

PIR is a rating created by students for students. Its purpose is to assess how business schools respond to social and environmental challenges, prepare students for responsible leadership, and translate their declared values into the actual student experience. Students evaluate their schools across areas including organisational culture, governance, programmes, learning methods, student support, the institution's role as a role model, and public engagement.

The theme of the 2026 edition is “Closing the Implementation Gap” – addressing the gap between commitments and action. According to the accompanying report, students around the world no longer expect schools to simply speak the language of sustainability. They increasingly expect tangible action: more practical learning experiences, stronger partnerships with businesses and social organisations, greener campus practices, enhanced student support, and a deeper integration of ethics, responsibility, and societal impact into curricula.

This year's edition places even greater emphasis on the real-world impact of business schools on students, society, and sustainable development challenges. The report's authors stress that success today depends not only on making ambitious commitments, but above all on implementing them effectively.

“Positive Impact Rating is particularly valuable to us because it reflects the University through the eyes of those who experience its culture, programmes, and daily decisions first-hand – our students,” says Professor Mariola Ciszewska-Mlinarič, Vice-Rector for International Relations and ESR (Ethics, Social Responsibility) at Kozminski University. “A modern business school cannot limit itself to declaring responsibility. It must translate that responsibility into the way it teaches, conducts research, collaborates with stakeholders, and manages its own institution. We see Kozminski University's PIR 2026 result as both a confirmation that we are moving in the right direction and a commitment to continue improving.”

The authors of the accompanying report emphasise that PIR is evolving from a student opinion measurement tool into a transformation platform for business schools. Increasingly, the focus is not only on collecting feedback, but also on whether institutions are able to translate the voices of students into strategic decisions, management practices, programme development, campus initiatives, and stakeholder engagement.

Kozminski University's result confirms the institution's long-term commitment to responsible management education, sustainable governance, and a culture of dialogue. It also sends an important message to prospective students, current students, partners, and alumni: positive impact is not an addition to the University's strategy – it is an integral part of how the institution operates every day.

The Positive Impact Rating was initiated by an international coalition of experts, student organisations, and civil society representatives. Supporting organisations include WWF and the UN Global Compact. PIR operates as a Swiss non-profit association.

Educator Recognition

At Kozminski University, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Kozminski University identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ None

Barriers to Innovative Pedagogy

In 2025, Kozminski University identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ None



Research

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

How We Define Research

Research means producing rigorous, responsible knowledge that addresses sustainability and societal challenges. Guided by RRBM principles and anchored in research centers, we build partnerships with business, policy and academia, grow our sustainability research output, and feed findings into teaching and practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Kozminski University was awarded funding for research that is:



Regional



National



International

Socializing Research

In 2025, Kozminski University contributed research findings to:

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

Research Projects

In 2025, Kozminski University reported 8 research projects that implemented responsible or sustainable activities.

Link4Skills

Period Covering: January, 2024 - December, 2026

Department: Economics

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

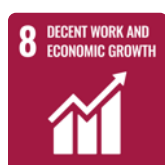
The acronym reflects the objectives of the call by linking for/4 fair skill matching. It embeds 4 processes of responding to skill shortages: re/up skilling of established populations (incl. migrants and inactive women), raising wages, automation and migration. It considers 4 continents: Europe, Africa, 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 overseas.

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.



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

Period Covering: October, 2023 - October, 2025

Department: Finance

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 literatur.



Link4Skills

Period Covering: January, 2024 - December, 2026

Department: Economics

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 overseas.

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.



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

Period Covering: September, 2024 - September, 2027

Department: Human Resource Management

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 in reality, replaced instead by faculty resignations.

This project is to understand why academic decide to leave, how this process looks like and how their career develop 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 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.



GreenDEMO: Making green transitions more democratic and democracies greener: paving the way for innovative public administrations in European cities

Period Covering: January, 2025 - December, 2027

Department: Department of Social Sciences

GreenDEMO sets out to study the new and innovative role of public administrations in coping with societal challenges, particularly in supporting democratic processes of societal change to reach green sustainability goals. The project aims to contribute to 'greener' democracies in Europe and to more democratic sustainability transition processes. GreenDEMO more particularly proposes to design, prototype, test and replicate organisational innovation in city administration in order to enable, stabilise and enhance capacities of public administration to act for climate neutrality and democratic stability. City administrations need to collaborate with stakeholders to set up local green deals. This is critical given that trust in public institutions is weakening (crisis of democracies). Moreover, even in a

less challenging political climate, establishing effective political interventions in support of ambitious climate and green sustainability goals is a complex issue. Thus, there is a double pressure on democracies to secure effectiveness and democratic legitimacy. Current studies suggest that this requires public administration to build up "transformative capacities".

One lever to build such capacities is organisational innovation, e.g. new structures or processes, or practices. Demo Cities (Mannheim, Bristol, Aalborg) commit to such organisational innovation and will work on demonstrators, while Fellow Cities (Glasgow, Aarhus, Bamberg, Schaerbeek, Poznan) will work on replication activities and roadmaps for their own organisational change process. We assume that cities, which prove to be able to innovate their approaches and work together with their stakeholders, will be in a better position to implement (effective) local green deals. This, in turn, is expected to increase trust in public bodies and hence might be an important mechanism to strengthen democracies.



Hybrid governance practices in planning and measurement of sustainable development goals. A comparative study of Poland and Sweden

Period Covering: October, 2025 - September, 2028

Department: Department of Accounting and Corporate Governance

The United Nations Sustainable Development Goals (SDGs) set out an ambitious vision for creating healthier, fairer, and more prosperous societies. Cities play a key role in this vision, as they are central to economic growth, social inclusion, and environmental sustainability. However, making cities more sustainable is a complex task that requires innovative approaches to planning, implementation, and monitoring. Cities must balance competing demands such as improving residents' quality of life, protecting the environment, and ensuring efficient use of resources. Achieving these goals involves engaging a wide range of stakeholders, including local governments, businesses, non-governmental organizations and citizens.

This research focuses on how cities in Poland and Sweden plan and measure their progress toward sustainability goals in the context of "hybrid governance" frameworks. Hybrid governance refers to the collaboration of public, private, and civil society actors in decision-making processes. It enables diverse stakeholders to combine their strengths, but it also introduces challenges, such as conflicting priorities or ambiguities in defining and measuring sustainability. By studying six cities—three in Poland and three in Sweden—this project will explore how hybrid governance influences sustainability planning and measurement. Poland and Sweden have been chosen because of their distinct institutional and political contexts, which provide a rich basis for comparison.

In this project we formulate 3 questions:

1. How do hybrid governance practices influence the planning and measurement of SDGs in Polish and Swedish cities?
2. How do cities address ambiguities in sustainability planning and measurement of SDGs in cities, and how can these ambiguities be effectively managed?
3. How can decision-makers develop horizontal, participatory models for co-planning and co-measuring sustainability SDGs?

This study is expected to advance both theoretical and practical understanding of urban governance. Firstly, this project seeks to advance the existing perspectives on how cities plan, measure and monitor advancement towards achievement of sustainable development goals and the role hybrid governance in this process. Secondly, the project is intended to provide novel insights on the possible ambiguities in planning and measuring SDGs and the ways in which these ambiguities could be managed more effectively.



LabourFlows: Infrastructures of Labour Power Flows through Warehouses in Europe

Period Covering: January, 2026 - January, 2029

Department: Management

LabourFlows is an international collaborative research project (Infrastructures of Labour Power Flows through Warehouses in Europe) that studies precarious work. It examines how workers move (“flow”) through warehouses using an infrastructural lens. Instead of focusing only on workers or workplaces, the project studies the infrastructures that make this movement possible. These include multiple actors, such as individuals, public institutions, and intermediaries. The project also highlights invisible but important work, such as care and domestic work.

LabourFlows empirically relies on three European logistics hubs: Southern Poland, Limburg (Belgium), and Styria (Austria). These hubs provide entry points for reconstructing and understanding the broader infrastructure of labour flows.

RESEARCH CONTEXT: Over the last 50 years, the idea of a steady job providing a decent living has eroded for many Europeans. The promise of a ‘living wage’ – sufficient to support workers and their families – has faded, leaving an increasing number of people struggling to make ends meet, even while employed. Jobs have become more precarious and insecure, wages have stagnated or declined, and inequality has grown. Major economic disruptions, such as the 2008 financial crisis and the

COVID-19 pandemic, have exacerbated these challenges. The consequences extend beyond the workforce, impacting society as a whole. Declining birth rates, aging populations, and acute labour shortages across Europe reflect the far-reaching effects of these ongoing trends.

RESEARCH OBJECTIVES

Theoretical: To demonstrate how an infrastructural lens reconceptualizes precarious work as dynamic flows of labour shaped by ongoing maintenance, reappropriation, resistance, and transformation.

Methodological: To develop methodologies to identify, examine, and interpret precarious work as infrastructurally constituted labour flows.

Empirical: To empirically capture and comparatively analyze existing infrastructures and labour flows, revealing how infrastructural maintenance, reappropriation, and resistance reshape these dynamics affecting precarity of work and life.



Forging Global Health Security Analysis of the WHO Pandemic Agreement and Its Negotiation Process

Period Covering: August, 2026 - August, 2029

Department: Department of International Law and European Union Law

The COVID-19 pandemic brutally exposed the weaknesses of the global public health system. A lack of coordination, unequal access to vaccines and ventilators, and political divisions led humanity to pay a huge human, social, and economic price. In response to this crisis, the international community, under the auspices of the World Health Organization (WHO), undertook a historic negotiation effort that concluded in May 2025 with the adoption of the so-called Pandemic Agreement. However, will this document truly secure us against future threats?

The proposed research project aims to provide an in-depth answer to this question, analyzing not only the final text of the agreement but also the tumultuous process of its creation. The main goal of the project is to examine how ambitious promises of reform transformed into the final, often compromised, legal text. I intend to trace the evolution of the provisions from the first drafts (the so-called "Zero Draft") in 2023 up to the version adopted two years later. A key question is: why and under what circumstances were hard legal commitments (where states "must" act) replaced in many places by soft declarations of intent or phrases such as "where possible"?

The negotiations revealed a deep division between wealthy nations (the Global North), primarily concerned with quick access to data on new pathogens (biosecurity), and developing countries (the Global South), which demanded guarantees of equitable access to medicines and technologies. The project posits that the Pandemic Treaty is a hybrid instrument, combining binding legal norms with

aspirational language. This “constructive ambiguity” was the price for achieving global consensus but may pose a threat to the agreement's effectiveness in its hour of trial. The research aims to clarify whether these diplomatic evasions will not render international law powerless once again in the face of the next pandemic.

New law does not arise in a vacuum. The project will analyze how the Pandemic Agreement harmonizes with other, already existing legal regimes. Potentially, there is a risk of collision of norms here. On the one hand, we have the new Treaty, which treats pathogens as a common good requiring rapid sharing. On the other hand, the Nagoya Protocol is in force, which recognizes genetic resources as the sovereign property of states and requires complex consent for their export. An additional challenge is posed by intellectual property rights (patents) protected by the World Trade Organization (WTO), which often contradict the postulates for free access to life-saving medicines. The research is intended to show whether the new system will create legal chaos that will delay rather than accelerate the response to a threat.

To achieve these goals, the project goes beyond mere text analysis. In the course of the research, I plan to apply the “process tracing” method, novel in law but typical for political science. This will allow for the identification of turning points in the negotiations and an understanding of the political pressures behind specific changes in the provisions. The analysis of documents will be supplemented by interviews with WHO officials and negotiators, allowing a look behind the scenes of the diplomatic game played in Geneva.

The results of this project are not just academic theory. The Pandemic Agreement is an attempt to create an “insurance policy” for the world. Understanding its legal mechanisms, loopholes, and hidden compromises is crucial so that we, as humanity, do not repeat the mistakes of 2020-2022. This research will show whether we have created a real tool for global health protection or merely a paper tiger.



Research Awards

In 2025, Kozminski University was awarded 2 research awards for responsibility- and/or sustainability-related research.



POLSIF SUSTAINABLE FINANCE RESEARCH AWARD-The honourable mention awarded

Granter: POLSIF

Grantee: Prof. Mariola Ciszewska-Mlinarič and Prof. Piotr Wójcik

Award Description:

The honourable mention awarded to Professor Mariola Ciszewska-Mlinarič and Professor Piotr Wójcik recognises the paper “The Impact of Proactive Environmental Strategies on Business Model Innovation and SME Performance”, co-authored with Desislava Dikova. Published in Business Strategy and the Environment, the paper explores how proactive environmental strategies relate to the performance of small and medium-sized enterprises. The study of 363 Polish companies highlights the important role of business model innovation: changes in how firms create, deliver and capture value.

The POLSIF Sustainable Finance Research Award is a new category introduced in the second edition of the POLSIF Awards. It was established to recognise research that advances sustainable finance and provides financial institutions with new concepts, analyses and solutions. Kozminski University researchers are therefore among the first to receive recognition in this category. Submissions underwent a two-stage assessment, first by an analytical team and then by the competition jury. The criteria included methodological rigour, innovation, and contributions to addressing gaps in existing knowledge. The practical value of the findings – their potential application by financial institutions, investors and regulators – was also a key consideration. This approach highlights the role of research in informing decisions on financing economic transformation.

POLSIF SUSTAINABLE FINANCE RESEARCH AWARD

Granter: Polish Sustainable Investment Forum (POLSIF)

Grantee: Kinga Tchórzewska, Pablo del Rio, Jose Garcia-Quevedo, Ester Martinez-Ros

Award Description:

Annual award for the research contribution. The award was given for the paper entitled "Carrot first, stick second? Environmental policy-mix sequencing and green technologies" published in Technological Forecasting and Social Change. The paper studies Spanish manufacturing firms over the years 2010-2020 and investigates whether the order of implementation of green fiscal incentives (environmental taxation, investment subsidies, investment tax credits) matter for firm green technology adoption. The study finds that indeed the order matters. The order that motivates firms to implement especially the more radical cleaner production technologies is providing investment subsidies and investment tax credits first, only later implementing environmental taxation. The reverse order does not lead to higher investment amounts. Interestingly also, the study finds that providing numerous green tax incentives (subsidies, tax credits) no matter the order is not associated with green technology adoption - unless it is combined with environmental taxation.

Research Barriers

In 2025, Kozminski University identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints



Partner

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

How We Define Partner

Partner means co-creating responsible management solutions with students, business, policymakers, NGOs and academic peers. Through Kozminski Business Hub, UN Global Compact, POLSIF, FOB Poland, 30% Club Poland etc. and international alliances with top universities, we turn shared expertise into practical outcomes for the sustainable transition.

Institutional Partnerships

- ❖ 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
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory
- ❖ University Councils

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ 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

Policy Documents Related to RME and/or Sustainability

Gender Equality Plan-GEP-02 2023_01

[View document](#) [Download document](#)

Kozminski_University_Sustainability_Transition_Strategy

[View document](#) [Download document](#)

KU Accessibility Strategy_EN

[View document](#) [Download document](#)

KU Ethical Code of Conduct ENG

[View document](#) [Download document](#)

Climate Report 2025_Kozminski small.pptx-
Published

[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.

How We Define Share

At Kozminski University, Share means transparent, two-way learning: reporting our progress openly and exchanging practice with PRME peers, partners and students. Amid persistent polarization on sustainability in Poland, we actively promote PRME principles among employees and external stakeholders, turning institutional experience into collective knowledge that advances responsible management education.

Engagement Opportunities

Kozminski University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ 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
- ❖ Publicly accessible sustainability data and dashboards

Communication Audiences

Kozminski University communicates its policies and progress on sustainable development and responsibility with:

- ❖ 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

Communication Barriers

Kozminski University faces the following barriers in transparent communications:

None

SIGNATORY

Kozminski University



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