

PRiME

an initiative of the
United Nations Global Compact

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

Wroclaw University of Economics
and Business

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

1. Mission

1.1 Mission of Wrocław University of Economics and Business

Provide supporting context

Wrocław University of Economics and Business operates under the mission to "create experts and business leaders by establishing an environment for the development of knowledge, skills, and competences of the future." This mission naturally aligns with PRME's Seven Principles through our commitment to fostering responsible management education that addresses contemporary global challenges. Our institutional values of **Responsibility** - recognizing our moral and legal obligation for actions and their consequences - and **Community** - emphasizing cooperation and knowledge sharing - directly support PRME's emphasis on accountability to society and the planet.

As a "University of business – leader of changes," WUEB develops competences of the future through modern educational approaches while maintaining our commitment to developing "in harmony with the environment creating a better world." Our strategic priorities of cooperation with business, practice-inspired research, and outstanding education of experts and business leaders demonstrate our dedication to the PRME principles of Partnership, Research, and Teaching. Through our core values of Truth, Freedom, Excellence, and Entrepreneurship, we create an academic environment that not only discovers and proclaims truth but also prepares future leaders to identify and utilize development opportunities responsibly, contributing to inclusive prosperity in a world of thriving ecosystems.

2. Vision

2.1 Vision of Wrocław University of Economics and Business

Provide supporting context

WUEB Vision: Advancing Responsible Management Education as a Leader of Changes

Wrocław University of Economics and Business envisions itself as a "University of business – leader of changes," positioning the institution at the forefront of responsible management education transformation. Our vision encompasses five interconnected dimensions that directly support PRME's commitment to fostering inclusive prosperity and thriving ecosystems. We aspire to be a **university that stands out in the region, carrying out original research significant for international science**, thereby contributing to PRME's Research principle through studies that inspire responsible management practices. As a **university that develops the**

competences of the future in a modern way, we align with PRME's Teaching principle by transforming learning environments to address contemporary global challenges including sustainability, social responsibility, and ethical leadership.

Our vision as a **valued business partner and source of talents, competences, and knowledge** embodies PRME's Partnership principle, fostering collaboration between academia, business, government, and civil society to advance responsible management education. We strive to be an **attractive work and development environment** that practices the responsible management principles we teach, supporting PRME's Practice principle through our own governance and operations. Finally, as a **university based on the organization and technologies of the future**, we commit to continuous innovation in responsible management education delivery, ensuring our graduates are equipped to lead positive change in an interconnected world while contributing to the UN Sustainable Development Goals and creating shared value for all stakeholders.

3. Strategy

3.1 Strategy 2030

Upload or select a document

strategia_2030_ang

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

4. Strategy Alignment

4.1 Strategic alignment

Provide supporting context

Wrocław University of Economics and Business has systematically aligned its Strategy 2030 (adopted in 2021) with five priority Sustainable Development Goals that "correspond with Strategy 2030": SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), and SDG 13 (Climate Action). Our strategic framework demonstrates comprehensive integration through six strategic priorities, each with defined SDG alignments and measurable key performance indicators.

Strategic Priority 1 (Committed Personnel) directly supports SDG 8 through measurable "employees' level of satisfaction" and creates attractive growth conditions with individualized career development paths. **Strategic Priority 2 (Modern Organisation)** advances SDG 9 with "level of digital maturity" as the primary KPI, emphasizing digital transformation and renewable energy adoption commitments. **Strategic Priority 3 (Cooperation with Business)** contributes to SDG 8 through the "value of cooperation with social and economic environment" indicator, establishing WUEB as an innovation center and startup environment.

Strategic Priority 4 (Recognised Research Inspired by Practice) and **Strategic Priority 5 (Distinctive Education)** both align with SDG 4, measured through "graduates' professional success" and "scientific achievements" KPIs, implementing modern didactics and phenomenon-based learning while addressing current economic and social research problems.

Strategic Priority 6 (Continuous Development of Competencies of the Future) supports SDGs 11 and 13, tracked through "amount of revenue from continuous education" and environmental cooperation value, providing re-skilling and up-skilling for changing economic models.

This alignment is institutionalized through systematic development since 2008, including our 2019 PRME membership, 2022 Social Impact Manager appointment and Diversity Charter signing, and 2023 Sustainable Development Office opening. Our commitment is validated through formal stakeholder dialogue conducted in May 2023, where diverse participants including academic staff, business representatives, and students confirmed our focus on SDG 4 as the prevailing goal while supporting complementary SDGs. Measurable outcomes include our Individual Business Study Programme (32 students in 2023), mentoring programs (40 students with 33 mentors in 2023), and DT HUB initiatives engaging over 200 students with 11 firms in 2023, demonstrating concrete progress toward sustainable development goals while maintaining educational excellence.

5. Institutional History

5.1 Institutional history

Upload or select a document

PRME history slide

View document  Download document 

5.2 Institutional history

Provide supporting context

A Legacy of Economic Excellence Evolving Towards Responsibility

Founded in 1947 as the Higher School of Commerce, the Wrocław University of Economics and Business (WUEB) has undergone a remarkable transformation—evolving from a regional institution focused on economic education into a globally recognized leader in responsible management education. For over seven decades, WUEB has served as a cornerstone of economic education in Poland, building a foundation of academic excellence that would later become the bedrock for our commitment to sustainable development and social responsibility. Our journey toward responsible management education began with quiet but significant steps in the early 2000s. The seeds of transformation were planted through individual faculty initiatives and growing awareness of business education's role in addressing societal challenges. However, it was in **2008** that WUEB took its first formal institutional step toward inclusive education by appointing a **Rector's plenipotentiary for persons with disabilities**—a pioneering move that demonstrated our early commitment to accessibility and social justice in higher education.

The period from **2017 to 2019** marked a pivotal transformation in our institutional identity. In 2017, we achieved **HR Excellence in Research** recognition, established our **Green Team Center for Sustainable Development**, and adopted our first **social responsibility declaration**—three milestones that signaled our formal commitment to sustainable practices and ethical research. This foundational year created the institutional framework for what would become a comprehensive approach to responsible management education.

2019 represented our defining moment: WUEB officially **joined the PRME initiative**, formally integrating into the global network of institutions committed to responsible management education. This milestone was not merely symbolic—it represented the culmination of years of internal cultural transformation and provided the platform to amplify our commitment to the UN Sustainable Development Goals.

The years following our PRME membership have witnessed accelerated progress and deepened impact. In **2021**, we implemented **sustainable public tender regulations**, embedding responsible procurement practices into our operations. **2022** brought institutional innovation with the appointment of our **Social Impact Manager** and our signing of the **Diversity Charter**, while establishing **anti-discrimination and equal treatment structures**. These initiatives demonstrated our commitment to practicing the responsible management principles we teach. **2023** marked our most comprehensive year of institutionalization: we implemented our **Gender Equality Plan**, joined the **Fair Trade Universities campaign**, and opened our dedicated **Sustainable Development Office**—creating a permanent institutional home for our sustainability initiatives. This office now serves as the coordination center for our SDG implementation and PRME commitments, ensuring that responsible management education is woven into every aspect of our operations.

Today, WUEB stands as a living example of how traditional business education can evolve to meet 21st-century challenges. Our **Strategy 2030** explicitly aligns all six strategic priorities with the UN Sustainable Development Goals, while our governance structure includes dedicated

personnel for social impact, diversity, and sustainable development. Our students graduate not only with technical business competencies but with the ethical foundation and global perspective necessary to lead positive change in an interconnected world.

This fifteen-year journey from our first accessibility appointment in 2008 to our comprehensive Sustainable Development Office in 2023 represents more than institutional evolution—it embodies our belief that responsible management education is not an add-on to business education, but its essential foundation. As we continue our PRME journey, we remain committed to being a catalyst for positive change, preparing leaders who understand that business success and societal wellbeing are inseparable.

Key Milestones Timeline:

- - **2008:** Rector's plenipotentiary for persons with disabilities appointed
 - **2017:** HR Excellence in Research, Green Team sustainability center, social responsibility declaration
 - **2019:** Joined PRME initiative
 - **2021:** Sustainable public tender regulations implemented
 - **2022:** Social Impact Manager appointed, Diversity Charter signed, anti-discrimination structures established
 - **2023:** Gender Equality Plan implemented, Fair Trade Universities campaign joined, Sustainable Development Office opened

This history demonstrates WUEB's systematic and sustained commitment to responsible management education, with each milestone building upon previous achievements to create a comprehensive framework for sustainable development and social responsibility.

6. Graduates

2963

7. Degrees Offered

- Bachelor
- Master
- Engineer
- Doctor of Philosophy (Ph.D.)
- Master of Business Administration (M.B.A.)

8. Faculty & Staff at the University

1105

9. Faculty & Staff at the Institution

1105

10. Student Enrollment at the University

12176

11. Total Student Enrollment at the Institution

12176

12. Undergraduate Student Enrollment at the Institution

5837

13. Graduate Student Enrollment at the Institution

2959

14. Doctoral Student Enrollment at the Institution

67

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

3313

16. Undergraduate Degree Programmes

16.1 Finance

Degree Type

- Bachelor

Department

- Finance

Degree Programme Subject

- Finance Financial Markets

Director Full Name

Magdalena Chmielowiec-Lewczuk

16.2 Economic Analytics

Degree Type

- Bachelor

Department

- Business Analytics

Degree Programme Subject

- Business Data Analytics

Director Full Name

Alicja Grześkowiak

16.3 Business Informatics

Degree Type

- Bachelor

Department

- Computer Information Systems

Degree Programme Subject

- Computer Information Systems

Director Full Name

Małgorzata Sobińska

16.4 Business Management

Degree Type

- Bachelor

Department

- Management

Degree Programme Subject

- Strategic Management

Director Full Name

Anna Witek-Crabb

16.5 E-business

Degree Type

- Bachelor

Department

- Business Administration

Degree Programme Subject

- E-business

Director Full Name

Mirosław Moroz

16.6 Ecobusiness

Degree Type

- Bachelor

Department

- Business Administration

Degree Programme Subject

- Business eco-efficiency

Director Full Name

Małgorzata Pięta-Kanurska

16.7 Economics

Degree Type

- Bachelor

Department

- Economics

Degree Programme Subject

- Business Economics

Director Full Name

Magdalena Stawicka

16.8 Finance and Accounting

Degree Type

- Bachelor

Department

- Economics and Finance

Degree Programme Subject

- Finance Corporate Finance

Director Full Name

Magdalena Broszkiewicz

16.9 International Business

Degree Type

- Bachelor

Department

- Economics

Degree Programme Subject

- International Business Management

Director Full Name

Magdalena Myszkowska

16.10 Social Communication

Degree Type

- Bachelor

Department

- Management

Degree Programme Subject

- Integrational Communication

Director Full Name

Joanna Szczepaniak Sienniak

16.11 Project Management

Degree Type

- Bachelor

Department

- Management

Degree Programme Subject

- Fundamentals of Project Management

Director Full Name

Ewa Głuszek

17. Masters Degree Programmes

17.1 Finance

Degree Type

- Master

Department

- Finance

Degree Programme Subject

- Advanced Corporate Finance

Director Full Name

Magdalena Chmielowiec-Lewczuk

17.2 International Business

Degree Type

- Master

Department

- Business Administration

Degree Programme Subject

- Megatrends in International Business

Director Full Name

Magdalena Myszkowska

17.3 Production Management and Engineering

Degree Type

- Master

Department

- Production Engineering

Degree Programme Subject

- Management and Engineering Studies

Director Full Name

Ewelina Książek

17.4 Management

Degree Type

- Master

Department

- Management

Degree Programme Subject

- Business Process Management

Director Full Name

Letycja Sołoducho-Pelc

17.5 International Business

Degree Type

- Master

Department

- Economics

Degree Programme Subject

- International Economics

Director Full Name

Anna H. Jankowiak

17.6 Business Management

Degree Type

- Master

Department

- Management

Degree Programme Subject

- Strategic Management

Director Full Name

Anna Witek-Crabb

17.7 Economics

Degree Type

- Master

Department

- Economics

Degree Programme Subject

- International Economics

Director Full Name

Magdalena Stawicka

18. Postgraduate Degree Programmes

18.1 Doctoral School of Wrocław University of Economics and Business

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Social Sciences

Degree Programme Subject

- Methodology of Research

Director Full Name

Dominika Bąk-Grabowska, PhD, Eng., Associate Professor at the University of Economics and Business in Wrocław

19. Certificates, Professional Development, or Associate Programmes

19.1 Finance

Degree Type

- Master

Department

- Finance

Degree Programme Subject

- Advanced Corporate Finance

Director Full Name

Magdalena Chmielowiec-Lewczuk

19.2 Finance

Degree Type

- Bachelor

Department

- Finance

Degree Programme Subject

- Finance Financial Markets

Director Full Name

Magdalena Chmielowiec-Lewczuk



Purpose

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



20. Letter of Commitment

20.1 Rector's letter of commitment to PRME

Upload or select a document

Rector letter of commitment

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

20.2 Rector's photo

Caption

Portrait of professor Czesław Zajęc - Rector of Wrocław University of Economics and Business, photographed in formal academic regalia suitable for official university communications and international reporting.

Upload or select an image



21. Define Purpose

WUEB's purpose is to educate future-ready experts and leaders who drive sustainable value for business and society. We foster an inclusive environment for developing knowledge, skills, and competencies, aligning with the UN's SDGs. Our Strategy 2030 ensures we contribute to a thriving, responsible global economy.

22. Institutional Engagement


26% - 50%


23. Additional Evidence

23.1 statement of PRME principles' realization

Upload or select a document

Statement of PRME principles' realization

View document 

Download document 

23.2 Head of Sustainability Office Photo

Upload or select an image



Caption

A photo of professor Magdalena Rojek-Nowosielska, Head of WUEB Sustainability Office. A professional woman wearing glasses, a white blazer, and a black turtleneck stands with hands in pockets in a modern office space with large windows and natural light.



Values

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



24. RME Lead

- Centralized sustainability office

25. Define Values

WUEB places organizational responsibility at its core, embedding values like community, truth, and sustainability into our practices. We hold ourselves accountable to society and the planet, fostering ethical leadership and responsible decision-making. Our commitment ensures a positive impact on both local and global scales.

26. Student Awareness

26% - 50%

27. Student Voices

27.1 Evidence values

Provide supporting context

Subject

Personal Branding in Modern Business

Provide supporting context

"Before taking this course, I thought of personal branding mainly in terms of LinkedIn profiles and professional image. But through deep self-analysis and future scenario planning, I started to see it as a responsibility, not just a strategy. I realized that my brand could reflect the values I care about, like equity, sustainability, and ethical leadership. This course made me ask: What do I stand for? How do I want to be remembered? Now, I'm working on aligning my career path with roles in purpose-driven organizations".

Roberto Popolo (BSc in Business Management, Erasmus student, Class of 2024)

27.2 Evidence values - Students

Provide supporting context

Subject

Business Process Management (BPM)

I started my Business Process Management (BPM) course thinking it would mainly be about technical diagrams and efficiency improvements. But as we worked on assignments and analyzed real business cases, I realized that BPM can actually be a powerful driver for sustainability and social responsibility. I learned how mapping and redesigning processes can reduce waste, lower environmental impacts, and improve working conditions by making workflows clearer and fairer. This changed my perspective: I now see BPM not only as a tool for efficiency, but also as a way to help companies build ethical supply chains and operate more transparently. It has inspired me to pursue a career where I can combine process improvement with creating positive social and environmental impact. For me, BPM is no longer just technical modeling, it's a bridge between operational excellence and responsible business.

Grazia Carmela Pirro (BSc in Business Administration, Class of 2024)

27.3 Evidence Values students

Provide supporting context

The 'Market and Strategies' course helped me understand that modern marketing goes far beyond selling products it's about shaping behavior, influencing culture, and driving meaningful change. I realized that strategic decisions in marketing can either reinforce harmful consumption patterns or promote sustainability, inclusion, and ethical responsibility. Through case studies and discussions, I began to see marketing as a tool that, when used consciously, can support responsible business practices and long-term societal wellbeing. This course shifted my focus: I now want to contribute to building brands that not only grow, but grow with purpose and positive impact.

Gabriele De Santis (BSc in business management, erasmus student, class of 2024) E-175288

28. Celebrating Values

28.1 Commitment statement - Vice-Rector for International Cooperation

Provide supporting context

In line with the PRME Values principle—*We place organizational responsibility and accountability to society and the planet at the core of what we do*—I am pleased to share how Wrocław University of Economics and Business (WUEB) celebrates and lives its values.

Our values, as defined in the Strategy 2030 of WUEB, are deeply rooted in the historical heritage of our university and reflect the enduring attitude of our academic community. These values provide a solid foundation and guide our response to current global challenges. They shape our activities in teaching, research, and collaboration with external stakeholders, ensuring that responsibility and accountability remain central to our mission.

WUEB actively promotes lifelong learning and social engagement through several key initiatives. The University of the Third Age (U3A) which empowers seniors with knowledge and skills to remain active in society [source](#). It offers seniors educational and social activation programs, including new classes such as yoga, dance, memory training, and language courses, supported by European Union funding and regional grants. For younger generations, we run the Children's University of Economics, a nationwide project fostering economic education among children [source](#), it educates young learners in economic principles, engaging 180 children and their parents in editions of academic year 2023/24. Similarly, the Young Economist Academy [source](#) provides economic education to youth, with 145 children participating in the 2023/24 academic year.

Community-building events such as the World Café foster dialogue on the future of education, involving university authorities, students, and socio-economic partners. Integration Day and the DT Hub provide spaces for collaboration, innovation, and inclusion, including adaptations for people with disabilities.

WUEB also demonstrates social responsibility through health awareness campaigns like Pink October [source](#), promoting cancer prevention and support.

A highlight of our community engagement is the II Charity Christmas Concert held in December 2024 at the Continuous Education Centre (CKU). This event brought joy to children and raised funds for local causes, exemplifying our commitment to social solidarity and cultural heritage [source](#).

These activities, among others, are documented in our Sustainable Development Goals (SDG) reports for 2023 and 2024, showcasing our commitment to embedding values into concrete actions. Through these efforts, WUEB honors its heritage while actively contributing to a responsible and sustainable future, fully embodying the spirit of the PRME Values principle.

Sincerely,

Prof. dr hab. Bogusława Drelich-Skulska
Vice-Rector for International Cooperation

29. Student Engagement

26% - 50%

30. Additional Evidence

30.1 Integration day

Upload or select an image



Caption

Integration day graphic: Integration Day II – Celebrate diversity at the University of Economics and Business on 21 November 2024, 11:00–14:30 in Buildings U & W. All members of the academic community are invited to join the UNI:TY event: University United in Diversity.

30.2 Green Team Center for Sustainable Development activities 2023-24

Upload or select a document

Green Team activities 2023-24

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

30.3 PIR Rating results

Upload or select a document

PIR_2024

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



Teach

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



31. Define Teach

At WUEB, Teach means transforming learning environments through phenomenon-based learning and modern didactic methods that integrate responsible management concepts into our curriculum. We focus on developing "competences of the future" by combining theoretical knowledge with practical applications, preparing business leaders who understand their responsibility to society and sustainable development principles.

32. Courses

32.1 CSR & Sustainability

Course code

OIN/A00-S1-CSU6

Department

- Management

The duration of my course is:

- 8 weeks

My course session format is:

- 8 one-and-a-half hour session

My course learning outcomes are:

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

My course touches on the following concepts:

- Corporate Governance and Ethical Leadership

My course implements the following pedagogies:

- Collaborative Learning
- Case Method
- Critical Pedagogy
- Active Learning

Course Description

The course aims to introduce students to the human impact on the planet, the definition and concept of Corporate Social Responsibility (CSR), business ethics, and sustainable development to teach the ability to analyse the current problems and, on that ground, take decisions adequate to the situation (according to sustainable development).

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

Provide knowledge of the human impact on the planet, the definition and concept of Corporate Social Responsibility (CSR), business ethics, sustainable development goals, standards, models and initiatives. Provide skills of basic tools of CSR, ESG and Sustainable reporting. Creating proactive and professional activities in the field of sustainable development.

Relevant SDGs addressed through the course



Upload your syllabus

CSR & Sust 2023

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

32.2 ESG in Financial Management

Course code

OFI/A14-S2-ESG4

Department

- Finance

The duration of my course is:

- 10 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- ESG Investing and Sustainable Finance
- Financial Analysis and Valuation Techniques

My course implements the following pedagogies:

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

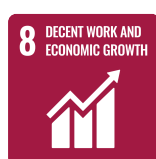
Course Description

The course combines theory and practical applications. An understanding of finance theory is absolutely essential if one is to develop and implement effective financial strategies. Stakeholders theory is also implemented and discussed here. Therefore, lectures begin with basic concepts, including background on the economic and nonfinancial analysis. CSR, sustainability and ESG definitions are introduced. Students will learn how current environmental, social and governance decisions affect future financial statements and non-financial statements of the companies and their value.

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

In this course impact shows up as a change in how students see the purpose of finance and the tools they use every day. Early in the course, they learn the language of sustainability - CS, SDGs, ESG, stakeholders - then quickly move to practice. They unpack a real company's non-financial report, contrast ratings and indices, and debate governance trade-offs in teams. By the time they reach the research project, they are testing the relationship between ESG performance and financial outcomes, gathering data, defending choices, and drawing evidence-based conclusions. This journey changes behaviors. Students who once skimmed sustainability sections now read disclosures critically, identify material topics, and distinguish credible performance from greenwashing. They can explain how an environmental or social decision shows up in the financial statements and enterprise value, and they are comfortable integrating ESG considerations into risk assessment and capital allocation narratives. The team format builds confidence and dialogue skills: they learn to challenge assumptions, reconcile differing stakeholder perspectives, and present pragmatic recommendations that a CFO - or a community representative - could act on. Assessment is deliberately authentic: instead of exams, the emphasis is on projects and an applied research study. That focus reinforces rigor and relevance - students leave with tangible analyses, not just memorized definitions. I see the results in their reflections and deliverables: clearer arguments, better use of data, and a noticeable shift from "ESG as a compliance box" to "ESG as a source of long-term value creation." The course strengthens graduate readiness for roles where finance meets sustainability. Students finish more fluent in ESG concepts, and more capable as analysts, collaborators, and responsible decision-makers - prepared to contribute to organizations that align financial performance with societal impact.

Relevant SDGs addressed through the course



Upload your syllabus

ESG in FinMngt 23-24

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

Upload your reading materials

corporate sustainability Patagonia

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

32.3 Abuses in the global economy

Course code

OMG/105-N2-NGG4

Department

- International Business

The duration of my course is:

- 8 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

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

My course touches on the following concepts:

- Emerging Markets and Global Development
- Foreign Direct Investment and Multinational Enterprises
- Global Business Ethics and Corporate Social Responsibility
- Government Trade Policies and Regulations
- Sustainable Development in Global Business
- Trends in Globalization and Trade Policies

My course implements the following pedagogies:

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

Course Description

The course explores issues at the intersection of law and economics, focusing on analyzing the economic, social, and ecological aspects of unfair economic behavior. Topics covered include the specificity, scale, causes, and consequences of various types of economic abuse (illegal and pathological phenomena), along with case studies.

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

Through this course, students gain a critical understanding of the ethical, social and environmental dimensions of economic misconduct in the global economy. By analyzing real-world cases of corruption, unfair competition and shadow economy practices, they learn to recognize the systemic risks and societal costs of irresponsible business behavior. The course equips them with the ability to evaluate corporate practices from a broader perspective - legal, economic and sustainability-related, fostering responsible decision-making and awareness of their role as future professionals in shaping fair and sustainable markets.

Relevant SDGs addressed through the course



Upload your syllabus

syllabus

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

32.4 Forming and Protection of the Natural Environment

Course code

ONG/000-N2-KOS2

Department

- Economics

The duration of my course is:

- 8 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- The ability to use instruments and measures to shape and protect the environment in planning and regulatory activities

My course touches on the following concepts:

- Environmental Monitoring
- spatial planning in environmental protection regulations

My course implements the following pedagogies:

- Collaborative Learning
- Critical Pedagogy
- Active Learning

Course Description

The course enables students to learn about the causes and effects of environmental threats related to spatial activities. It identifies ways to address environmental protection and management issues in spatial management.

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

The impact of the course is multidimensional because 1. it strengthens environmental awareness and allows for a broader, systemic view. Students learn about: - the mechanisms of ecosystem functioning: - the scale and sources of problems: - the legal and economic aspects of environmental protection: (They learn about regulations, the fee system, subsidies (e.g. for photovoltaics), global issues. 2. shapes attitudes of responsibility and belonging Students realise that current actions have a direct impact on the quality of life of future generations. This builds a sense of responsibility not only for the 'here and now', but also for the future. Understanding natural processes leads to a deeper connection with nature. Students begin to see themselves as an integral part of the environment. 3. develops critical thinking with regard to existing legal regulations

Relevant SDGs addressed through the course



Upload your syllabus

Report-12

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

Upload your presentations

KOS

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

32.5 Contemporary Environmental Problems

Course code

0EO/000-N1-WPS1

Department

- Ekonomia ekologiczna

The duration of my course is:

- 8 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- The student identifies contemporary environmental challenges that are important for the economy, business, society and people.
- The student learns about the achievements of economics and socio-economic practice in the field of environmental conditions.
- The student learns about the importance of environmental conditions in business activities.

My course touches on the following concepts:

- Types of anthropogenic pressure, local, regional and global environmental challenges
- Environmental barriers to management
- Global climate change and other environmental problems
- The impact of business and other forms of human activity on the natural environment
- The importance of energy in management. Jevons' paradox Environmental awareness and corporate social responsibility

My course implements the following pedagogies:

- Critical Pedagogy
- Project-Based Learning (PjBL)
- Transformative Learning

Course Description

The course introduces the leading issues arising at the intersection of the economy, society and the natural environment in the modern world. It also addresses the issue of solving these problems in the spirit of sustainable development.

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

The student is able to follow and address environmental issues in their work and professional and personal life. They acquire skills in cooperating with other entities and people in order to reduce negative impacts on the environment. Above all, they deepen their knowledge of environmental awareness.

Relevant SDGs addressed through the course



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Report-13

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32.6 Cooperation of public sector and its environment

Course code

OFR/108-S1-WSP5

Department

- Finance

The duration of my course is:

- 15 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Oriented toward developing leadership, teamwork, and collaboration abilities
- Encouraging of active learning and student engagement

My course touches on the following concepts:

- Public Finance and Government Policy

My course implements the following pedagogies:

- Case Method

Course Description

The course covers important issues related to the use of various forms of public participation and social participation in the activities of local government units in Poland. It covers both theoretical and practical issues, showing students the multitude of possible forms of cooperation between local government units and stakeholders such as residents, non-governmental organisations and private economic entities.

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

Due to the low level of public awareness regarding forms of public and social participation among residents, students are given the opportunity to analyse the available forms, which may result in the future in both their pro-social and pro-participatory attitudes as citizens, as well as in the wider use of these forms in their professional work as local government officials.

Relevant SDGs addressed through the course



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32.7 Corporate Social Responsibility

Course code

OZR/000-S1-SOB1

Department

- Management

The duration of my course is:

- 15 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Corporate Governance and Ethical Leadership

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

My course implements the following pedagogies:

- Case Method
- Collaborative Learning

Course Description

The aim of the course is to provide access: to reveal phenomena and safeguards in entities related to corporate responsibility and integrated development, to analyze problems related to the implementation of the concept of social responsibility, to design activities within this concept, and to apply knowledge in practice.

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

Course Impact: Discussions on topics such as responsible consumption, advertising, codes of ethics, diversity, employee volunteering, and non-financial reporting build students' awareness that business activity goes beyond financial profit. Students learn to critically analyze the impact of consumer and corporate decisions on the natural environment and society. They develop the ability to evaluate corporate activities in terms of ecology, ethics, and social responsibility, as well as to recognize the links between sustainable development and market competitiveness. Importantly, they consider their role not only as future managers and leaders in organizations, but also as consumers and participants in economic processes whose daily choices have a real impact on shaping the market and the environment. This allows them to begin to perceive ecology not as an additional obligation, but as an integral element of management, business strategy, and their own civic responsibility.

Relevant SDGs addressed through the course



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32.8 Markets and Strategies - Industrial Organization

Course code

000/A00-ER-MAS

Department

- Economics

The duration of my course is:

- 8 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
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Competition Policy and Antitrust Regulations
- Corporate Strategy and Economic Trends
- Industrial Organization and Market Structures
- Microeconomics and Business Applications

My course implements the following pedagogies:

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

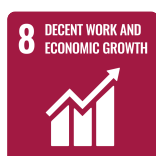
Course Description

This Master-level course in Industrial Organization examines imperfectly competitive markets and the strategic behavior of firms, equipping students with rigorous tools for market definition, market power assessment, and evaluation of pricing and non-pricing strategies. Aligned with PRME, it integrates critical reflection on the ethical and societal implications of competitive conduct -- such as collusion, predatory pricing, product differentiation, R&D, vertical integration, and advertising -- assessing impacts on consumers, innovation, inclusion, and sustainable value creation. Through evidence-based analyses of real enterprises within specifically defined relevant markets, students engage with antitrust policy and regulation as instruments for fair, efficient, and resilient markets. The course develops competencies for responsible strategy design that balances firm performance with stakeholder welfare and broader societal goals, supporting the SDGs (notably 8, 9, 10, 12, and 16).

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

Through this course, students build the capability to make responsible, evidence-based strategic decisions in imperfectly competitive markets. They learn to define relevant markets, assess market power, and design or critique pricing and non-pricing strategies while explicitly evaluating ethical trade-offs and stakeholder impacts. The capstone enterprise analysis requires students to integrate theory with real-world data, articulate the reasoning behind antitrust positions, and formulate policy-aware, pro-competitive recommendations. As a result, students demonstrate stronger critical thinking, integrity in analysis, and an appreciation of how strategy interacts with regulation to protect consumers, foster innovation, and avoid harmful conduct such as collusion or predatory pricing. The course cultivates a mindset that balances firm performance with societal welfare and the SDGs (notably 8, 9, 10, 12, and 16), preparing graduates to contribute to fair, innovative, and sustainable markets.

Relevant SDGs addressed through the course



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56_MARKETS AND STRATEGIES -
INDUSTRIAL ORGANIZATION

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32.9 Management

Course code

OFR/000-N1-ZAR1

Department

- Finance

The duration of my course is:

- 15 weeks

My course session format is:

- 2 one-and-a-half 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
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

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

My course implements the following pedagogies:

- Case Method
- Collaborative Learning

Course Description

This course provides an understanding of the essence of business management and the challenges and issues associated with it. It explores key management theories, their functions, and the socio-environmental aspects of how organisations operate in the modern world. Particular emphasis is placed on exploring the essence of sustainable development, the circular economy, and business ethics.

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

Participating in this course provides students with the opportunity to explore ethical, social, and environmental aspects of organisational management. Students learn to identify, describe, and solve problems associated with implementing concepts and management models such as sustainable development, the circular economy, the sharing economy, fair trade, and business ethics.

Relevant SDGs addressed through the course



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33. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Financial incentives
- Professional development opportunities

34. Teaching Voices

34.1 Statement of Dean for Education of WUEB

Provide supporting context

Realization of the PRME Principles in Teaching and Student Learning at Wrocław University of Economics and Business (WUEB) 2023-2024

As the Dean of Education at Wrocław University of Economics and Business (WUEB), I am pleased to affirm that our educational practices are explicitly aligned with the PRME Purpose Principle. We are committed to advancing responsible management education that fosters inclusive prosperity within thriving ecosystems. This letter outlines how our curricula, pedagogy, assessments, and student learning experiences collectively embody this purpose.

The Wrocław University of Economics and Business (WUEB) is an organization that serves its community, which in practice means that it not only listens to and responds to the expectations of its socio-economic environment, but also strives to anticipate and even create them. In the area of education, the University is perfecting its teaching methods to meet the evolving perceptions of its current audience. Consultations with employer representatives within the advisory collegial bodies known as the Faculty Councils play a significant role in the process of creating and improving its curricula. These consultative bodies support faculty managers in fulfilling their responsibilities. Active collaboration with representatives of the socio-economic environment, monitoring graduates' careers, systematic analysis of student satisfaction, and strategic analysis of the competitive local, regional, national, and international education market for the implementation of Strategy 2030 allow us to conclude that, given the uncertainty, volatility, complexity, and ambiguity of the future job environment for graduates, our university's goal is to develop meta-skills—the willingness to acquire new skills, including openness to diversity, critical thinking, and teamwork—which are key in educating experts and leaders.

For many years, our university has consistently strived to build its position as a socially responsible organization and undertakes various activities to achieve the Sustainable Development Goals. A socially responsible educational process supports the expansion of study programs to include topics in ethics and corporate social responsibility, sustainable development, and social innovation. Curricular learning outcomes at all levels include provisions for shaping the social and civic attitudes of future elites, fostering community building, creativity, openness, and communication, as well as social sensitivity and a culture of work.

Our undergraduate and graduate programs integrate learning outcomes that emphasize Environmental, Social, and Governance (ESG) and Sustainable Development Goals (SDG) knowledge, alongside critical social competencies such as ethics, stakeholder engagement, teamwork, and communication. WUEB offers a comprehensive portfolio of sustainability-related courses across diverse fields, including but not limited to: Sustainable Development; Business Sustainability (in English); Strategies for Sustainable Development of Organizations; Ethics and Corporate Social Responsibility; Sustainable Finance; Non-Financial and Integrated Reporting; Cities' Climate neutrality strategies; Environmental Protection and Natural Resources Economics; and Ethics and CSR, Green Economy.

Our teaching methods emphasize case- and project-based learning. For example, in flagship courses like "ESG in Financial Management," students critically analyze non-financial reporting, assess ESG performance, and connect sustainability decisions to enterprise value through research and collaborative projects.

Experiential learning is a cornerstone of our approach. The Climate Academy (Akademia Klimatu) exemplifies this by bringing together students, faculty, and external practitioners in hands-on, multi-stakeholder learning environments. Recent editions have combined expert presentations with interactive workshops, enabling participants to translate climate and ESG concepts into actionable strategies across sectors such as finance, construction, energy, inventory management, and resource extraction. These events regularly attract over 60 participants, including students, university staff, and entrepreneurs, focusing on real-world sustainability challenges faced by small and medium-sized enterprises.

We have also implemented extended English-language editions of the Climate Academy that utilize a sprint methodology. In these editions, small interdisciplinary teams of students from multiple Wrocław universities collaborate intensively over a short period to address real-world sustainability challenges posed by impact startups and foundations. This format fosters inclusive teamwork, creative problem-solving, and practical application of ESG frameworks in a dynamic, multi-stakeholder learning environment.

Our courses and events incorporate contemporary regulatory frameworks, ratings and scorings.

We prioritize authentic assessments such as case analyses, projects, and presentations over traditional recall-based exams. These assessments evaluate students' abilities to synthesize ESG evidence, reason ethically, and propose feasible, balanced pathways toward sustainability. Our students actively engage in sustainability-related research, with hundreds of undergraduate and master's theses completed on topics including corporate social responsibility, sustainable development, ESG integration, and environmental management. These projects are supervised by faculty across multiple disciplines, reflecting both the breadth of our expertise and sustained student commitment to responsible management.

Due to the rapid development of generative artificial intelligence, we are realigning principles and values (responsibility, autonomy, transparency, data protection, etc.) along with their dissemination, and introducing new tools for developing knowledge, skills, and competencies, while recognizing the limitations and potential of this technology. We also promote and implement a continuous and methodical process of lifelong learning (through initiatives such as the Young Economist Academy, University of Leaders, Student Mentoring, Business Individual Study Program, a wide range of postgraduate and MBA programs, etc.) addressed to all University stakeholders. We are also rebuilding the value of the study process, especially among young people with the specific characteristics of Generation Z and Generation Alpha, who are dominated by digitization, computerization, and the virtual world, and whose knowledge decoding and social behavior patterns differ from previously known models and methods of education.

Complementing this, university-wide initiatives focused on “competencies of the future” provide structured teaching hours to enhance teamwork, communication, and digital literacy—skills essential for fostering inclusive prosperity and effective sustainability practice. We bring in practitioners to the classroom; they conduct tailor made classes for selected courses. Our teaching units regularly update syllabi and case studies to reflect evolving ESG standards and regional transition priorities. Faculty integrate practitioner insights from experiential learning formats into coursework and assessments to enhance relevance and impact. Moving forward, we will expand the use of real-world cases (e.g., SME decarbonization pathways, sustainable finance instruments), deepen literacy in CSRD/ESRS standards, and increase opportunities for interdisciplinary teamwork in both English and Polish.

WUEB’s teaching and learning processes embody the PRME Purpose Principle by equipping students with the knowledge, skills, and social competencies necessary to foster inclusive prosperity while safeguarding natural ecosystems. We welcome verification of these commitments through our syllabi, course portfolios, experiential learning programs, student work samples, and comprehensive documentation of our educational initiatives.

dr hab. Agnieszka Sokołowska-Durkalec, prof. UEW

Dean for Education

Wroclaw University of Economics and Business

35. Barriers to Innovative Curriculum

- Accreditation constraints
- Assessment challenges

- Change fatigue
- Faculty expertise gaps
- Institutional culture
- Limited interdisciplinary collaboration
- Overloaded faculty
- Time constraints

36. Barriers to Innovative Pedagogy

- Accreditation limitations
- Administrative hurdles
- Budget constraints
- Faculty resistance
- Digital divide
- History and institutional tradition
- Overloaded faculty
- Time constraints

37. Fostering Innovation

A lot

38. Experiential Learning

To a great extent

39. Learning Mindset

To a great extent

40. Method of Teaching and Learning

In person



Research

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

41. Define Research

At WUEB, Research means conducting "practice-inspired research" that addresses current economic and social problems to inform responsible management education and practice. We study real-world challenges facing organizations, institutions, and society, generating knowledge that bridges academic inquiry with practical solutions for sustainable development and ethical business practices.

42. 2024 Publications

395

43. 2024 Publications on Sustainable Development and/or RME

114

44. Research Funding

- Regional
- National
- International
- Institution Specific
- Local

45. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

46. Research Awards

46.1 Rector's award for the best thesis

Award Granter

Rector of WUEB

Award Grantee

Bogusława Drelich-Skulska

Description of Award

Award for best master thesis from the study programmes related to economy and finance discipline, authored by Julia Majewska, title of the thesis: Sustainable development of outer space - challenges and threats

46.2 Rector's award for best the thesis

Award Granter

Rector of WUEB

Award Grantee

Alicja Małgorzata Graczyk

Description of Award

Award for the supervisor of best master thesis from the study programmes related to management and quality discipline, written by Jakub Czyrnek, entitled: Technological, economic, political and legal conditions for the development of hybrid passenger cars in the European Union

46.3 Rector's award for the best thesis

Award Granter

Rector of WUEB

Award Grantee

Alicja Małgorzata Graczyk

Description of Award

Award for the supervisor of the best engineering thesis from faculty of Management and Production Engineering, written by Aleksandra Podgórska, entitled: Freeganism as an alternative consumption trend based on the research conducted by students of Management and Production Engineering at the Wrocław University of Economics and Business

46.4 Rector's award for best the thesis

Award Granter

Rector of WUEB

Award Grantee

Alicja Małgorzata Graczyk

Description of Award

Award for the supervisor of the best engineering thesis, written by Miłosz Oporski, entitled: Resource-efficient energy management based on the example of technologies used in smart homes

46.5 Young Talents Award

Award Granter

Rector of WUEB

Award Grantee

Paulina Graczyk

Description of Award

The award was granted in the category of success in social activity, for the development of the AKRA FOUNDATION – supporting the education of children from Ticheli in Northern Ghana, as well as activities promoting the idea of volunteering in schools in Wrocław.

47. Share Publications

47.1 How do lifecycle, employment and childcare support contribute to the gender pension gap in Europe? The clustering methods analysis

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Anna Jędrzychowska, Wrocław University of Economics and Business
- Ilona Kwiecień, Wrocław University of Economics and Business
- Ewa Poprawska, Wrocław University of Economics and Business
- Ewa Gałęcka-Burdziak, SGH Warsaw School of Economics, Warsaw, Poland; LCC Australia, Sydney, Australia
- Ewa Cichowicz, SGH Warsaw School of Economics, Warsaw, Poland

Date of publication

October, 2024

Abstract or Summary of Publication

Despite ongoing efforts in Europe to tackle discrimination against women in the labor market and societal roles, gender inequality remains entrenched. This study shifts focus from the design of pension systems to explore other key factors impacting women's careers. By examining life cycle demographics, career paths, and childcare support systems, we utilize clustering to categorize European countries based on factors influencing women's pension capital accumulation, excluding pension design. Our innovative approach highlights the significance of these factors in the gender pension gap. Findings suggest demographic and social similarities across countries do not necessarily equate to equitable retirement scenarios for women compared to men, underscoring the potential of pension system design to mitigate disparities. Using Ward's method and the silhouette index for country classification on 10 variables, our analysis reveals distinct differences in gender pension gaps across Southern, Northern, Western, and Eastern Europe. This divergence, alongside observed differences in retirement outcomes for women affected by prior pension regulations, points to increasing challenges for younger European women in achieving pension parity with past generations.

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

Decreasing gender pension gap.

This research covers (Department):

- Finance

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

Attachment

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47.2 Chemical and Nutritional Fat Profile of *Acheta domesticus*, *Gryllus bimaculatus*, *Tenebrio molitor* and *Rhynchophorus ferrugineus*

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Agnieszka Orkusz, Wrocław University of Economics and Business
- Lucyna Dymińska, Wrocław University of Economics and Business
- Karol Banas, Wrocław University of Economics and Business
- Joanna Harasym, Wrocław University of Economics and Business

Date of publication

December, 2023

Abstract or Summary of Publication

The use of edible insects in the human diet is gaining importance because they are characterized by high nutritional value, and their cultivation is much more environmentally friendly than traditional livestock farming. The objective of this study was to determine the chemical and nutritional fat profile of selected edible insects as follows: house cricket (*Acheta domesticus* adult), field cricket (*Gryllus bimaculatus* adult), mealworm (*Tenebrio molitor* larvae), and palm weevil (*Rhynchophorus ferrugineus* larvae) which are now commercially available worldwide. Additionally, the degree of implementation of nutrition standards for selected nutrients by these insects was assessed. Freeze-dried insects were studied using infrared-

attenuated total reflectance mid-infrared spectroscopy for basic differentiation. The content of fat and fatty acids was determined, and dietary indicators were calculated. The spectroscopic findings align with biochemical data, revealing that *Rhynchophorus ferrugineus* larvae contain the highest fat content and the least protein. Unsaturated fatty acids (UFAs) predominated in the fat of the assessed insects. The highest content of saturated fatty acids (SFAs), along with the lowest content of polyunsaturated fatty acids (PUFAs), was observed in the larvae of the *Rhynchophorus ferrugineus* species. From a nutritional standpoint, *Tenebrio molitor* larvae exhibit the most favorable indicators, characterized by minimal athero- and thrombogenic effects, along with an optimal balance of hypo- and hypercholesterolemic acids. Knowledge of the composition and quantities of fats in different insect species is valuable for planning and preparing meals with accurate nutritional profiles, among other applications.

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

This research could revolutionize sustainable food systems by providing scientific validation for insect-based nutrition as a viable alternative to traditional protein sources. The findings could influence food safety regulations, nutritional guidelines, and sustainable agriculture policies. The research supports SDG 2 (Zero Hunger), SDG 3 (Good Health), and SDG 12 (Responsible Consumption) by demonstrating how alternative proteins can address global food security while reducing environmental impact and providing superior nutritional benefits.

This research covers (Department):

- Food nutrition

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.3 Children's Diets and Planetary Health: A Study in Wroclaw, Poland, and Sydney, Australia

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Agnieszka Orkus, Wrocław University of Economics and Business
- Diana Bogueva, Curtin University Sustainability Policy Institute, Australia

Date of publication

November, 2024

Abstract or Summary of Publication

Meals served to children should not only satisfy hunger and taste preferences but also be nutritionally adequate. Nutrition in early childhood is critical, as children spend a significant portion of their day in kindergarten or preschool, making these settings key contributors to their overall dietary intake. With the rising prevalence of nutrition-related health conditions among children, early interventions are essential for developing and establishing lifelong healthy eating habits. This study assessed the nutritional value and quality of children's diets in two distinct settings: kindergartens in Wrocław, Poland, and preschools in Sydney, Australia, evaluating their alignment with the planetary health diet. The research analysed 10-day menu cycles from five kindergartens in Wrocław and the contents of lunchboxes from five preschools in Sydney's Upper North Shore area. A total of 100 menus were reviewed in Poland, while 100 children's lunchboxes were assessed in Australia. Different analytical methods were employed: the Diet 6D software program for the Polish menus and the Food Consumption Score for the Australian lunchboxes. Both methods revealed dietary imbalances, such as excessive intake of protein, vitamin A, salt, and sugar, alongside deficiencies in calcium, vitamin C, and vitamin D. The study concluded that children's diets should adhere to nutritional guidelines, meeting both Polish and Australian standards, and align with the principles of the planetary health diet. To achieve this, nutritional education is essential for kindergarten staff in Poland, while targeted educational interventions are needed for parents and children in both Poland and Australia, promoting health and environmental sustainability through better nutrition.

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

This research could reshape pediatric nutrition policies and school meal programs by providing evidence for sustainable, health-promoting diets for children. The findings could influence childhood obesity prevention strategies, environmental health policies, and educational curricula about sustainable eating. The research supports SDG 2 (Zero Hunger), SDG 3 (Good Health), and SDG 13 (Climate Action) by demonstrating how dietary interventions can simultaneously improve child health outcomes and reduce environmental impact.

This research covers (Department):

- Nutrition Education

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.4 Understanding crypto-asset exposure: An investigation of its impact on performance and stock sensitivity among listed companies

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Aleksander Mercik, Wrocław University of Economics and Business
- Tomasz Słoński, Wrocław University of Economics and Business
- Marta Karaś, Wrocław University of Economics and Business

Date of publication

February, 2024

Abstract or Summary of Publication

This paper examines how adding crypto-assets onto companies' balance sheets changes their risk profile, affecting the price of their stocks. By incorporating the risk factor related to crypto-assets and employing the Fama-French 6-factor model as a control mechanism, we find that crypto-assets are fundamental in explaining the stock returns of the companies that engage in crypto markets and are more influential than Fama-French factors. The results reveal that crypto-asset influence on companies' risk profile is substantial, highlighting the importance of considering this asset class when evaluating investment decisions. The study makes significant contributions to academic literature, providing new insights into the impact of companies' exposure to crypto-assets, portfolio performance, and the dynamics of this exposure over time. The findings can help corporations and investors make informed decisions about allocating crypto-assets and assess the potential implications of their involvement in the crypto-asset market.

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

This research could enhance financial stability frameworks by providing risk assessment tools for digital asset integration in traditional financial systems. The findings could influence cryptocurrency regulations, corporate treasury policies, and investor protection measures. The research supports SDG 8 (Decent Work) by contributing to stable financial markets and informed investment decision-making in the emerging digital economy, while providing frameworks for managing systemic risks associated with cryptocurrency adoption.

This research covers (Department):

- Finance

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

47.5 Interaction effects in the cross-section of country and industry returns

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Zaghum Umar, College of Business, Zayed University
- Adam Zaremba, Montpellier Business School
- Mehmet Umutlu, Accounting and Finance Subject Group, The Business School, Edinburgh Napier University
- Aleksander Mercik, Wrocław University of Economics and Business

Date of publication

May, 2024

Abstract or Summary of Publication

We comprehensively examine the interaction effects in the cross-sectional predictability of country and industry returns. Using nearly five decades of data from 68 countries, we construct all possible double-sorted portfolios based on 44 portfolio characteristics and uncover numerous significant interactions. An out-of-sample value-weighted strategy that selects the top long-short country (industry) interactions generates a monthly World CAPM alpha of 0.33% (0.62%) with a Sharpe ratio of 0.58 (0.75). The strongest interactions stem from implementing momentum and technical analysis signals in small and illiquid countries or industries. Furthermore, the return patterns mainly emanate from frontier and weakly integrated markets—highlighting the role of market frictions and segmentation in the occurrence of abnormal returns. Consistent with these interpretations, the interactions decline over time as global markets mature and become more integrated.

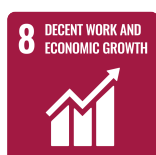
What would be the ideal impact of this research in the field and/or in society?

This research could improve global investment strategies and risk management practices by providing sophisticated models for understanding complex market relationships. The findings could influence portfolio optimization algorithms, regulatory capital requirements, and international investment policies. The research supports SDG 8 (Decent Work) and SDG 17 (Partnerships) by enhancing financial market stability and providing tools for better cross-border investment decision-making, ultimately contributing to more efficient global capital allocation.

This research covers (Department):

- Finance

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.6 Environmental awareness and sustainable behavior of respondents in Germany, the Netherlands and Poland: A qualitative focus group study

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Boermans, Diana D, Amsterdam University of Applied Science
- Jagoda, Agnieszka, Wroclaw University of Economics and Business
- Lemiski, David, Ruhr University Bochum, Center for Environmental Management
- Wegener, Jana, Amsterdam University of Applied Science
- Krzywonos, Malgorzata, Wroclaw University of Economics and Business

Date of publication

September, 2024

Abstract or Summary of Publication

The diverse European landscape of climate consciousness is shaped by political values, financial constraints, and country-specific point of view. The aim of the study was to unravel age-specific ecological awareness, forms of engagement, and perceptions, contributing to a nuanced understanding of climate dynamics.

Selected regions: Germany (Rheinisches Revier), the Netherlands (Amsterdam Metropolitan Area), and Poland (Upper Silesia/Metropolis GZM) present different states regarding recycling/Circular Economy principles, and different environments.

The research design incorporates an inductive qualitative approach to investigate environmental awareness and attitudes toward ecologically friendly behaviors. Six FGIs (Focus Group Interviews) were conducted across three European regions, involving participants from diverse age groups (20–39 years and 40–60 years) in each region.

The study shows that ecological awareness varies between countries and generations, reflecting distinctive environmental strategies shaped by cultural and developmental factors. Participants in each region and age group exhibit diverse levels of engagement in sustainable activities, and highlight issues such as the need for tailored strategies, concerns related to eco-labelling, greenwashing, and inadequate waste treatment, as well as information gaps.

These variations in pro-environmental attitudes and behaviors across age groups and regions underscore the need for tailored strategies and regional policies. Transparency in waste management, eco-labelling, and sustainable transportation alternatives should be prioritized. Educational initiatives addressing information gaps, especially regarding lifestyle choices, are crucial. Collaboration and interdisciplinary approaches are essential for fostering positive change and a sustainable future across the European Union. Transparent communication, regulatory measures, and accessible eco-friendly options encourage widespread adoption of pro-environmental behaviors.

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

This research could transform environmental education and policy design by providing cross-cultural insights into how awareness translates to sustainable behavior. The findings could inform targeted environmental campaigns, educational curricula, and policy incentives that

account for cultural and demographic differences. The research supports multiple SDGs including SDG 12 (Responsible Consumption), SDG 13 (Climate Action), and SDG 4 (Quality Education) by providing evidence-based approaches to fostering pro-environmental behavior across diverse populations.

This research covers (Department):

- Management

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.7 Effect of R&D activity on level of innovation of EU countries in 2014 and 2020

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Piotrowska, Katarzyna, Wrocław University of Economics and Business
- Szymura, Aleksandra, Wrocław University of Economics and Business
- Wanicki, Piotr, Wrocław University of Economics and Business

Date of publication

February, 2024

Abstract or Summary of Publication

Research and development carried out by companies are pivotal for innovative economies of countries, especially in the unpredictable and changing social, economic and political environment. In this context, it is very important to answer, which factors identify the effectiveness of measures in relation to R&D activity and innovativeness in EU countries and how should the degree of development of a country be assessed in terms of R&D activity? The purpose of this article is to verify level of innovativeness and degree of research and

development (R&D) activity in EU countries in the years 2014 and 2020 using Hellwig's measure of development. To achieve this, qualitative and quantitative analysis, synthesis, deduction and induction, comparative analysis, and reasoning by analogy of phenomena were employed. The research was conducted on the basis of the expertly selected variables for their relation to R&D activity from a number of sources, such as Eurostat, World Bank Data, etc.. The indicated variables were analysed using statistical methods and then subjected to a linear ordering procedure based on the Hellwig development pattern method. Thanks to the research results, it is possible to indicate areas in which the initiation of activities would have the greatest degree of influence on development of R&D activity, thus influencing the increase in the level of innovativeness of a country. Indicators relating to R&D activity were selected and then used as variables to study the effect of the degree of R&D activity in EU countries in the years 2014 and 2020 on the level of innovativeness of these countries. The conducted research coincides with the results presented in the European Innovation Scoreboard. There is a significant correlation between the development of R&D activities and innovation performance.

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

This research could optimize national and organizational innovation policies by providing evidence on the most effective R&D investment strategies and collaboration models. The findings could influence research funding allocation, innovation tax policies, and international cooperation frameworks. The research supports SDG 8 (Decent Work), SDG 9 (Industry and Innovation), and SDG 17 (Partnerships) by demonstrating how strategic R&D investments can drive sustainable economic growth, technological advancement, and collaborative innovation ecosystems.

This research covers (Department):

- Management

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.8 The impact of petrol and diesel oil taxes in EU member states on CO₂ emissions from passenger cars

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Ptak, Michal, Wroclaw University of Economics and Business
- Neneman, Jaroslaw, University of Lodz
- Roszkowska, Sylwia, Jagiellonian University

Date of publication

January, 2024

Abstract or Summary of Publication

The article aims to explain road CO₂ emissions, including passenger car emissions in the EU member states, with the rates of indirect taxes (except VAT) for petrol and diesel oil. Apart from tax rates, the analysis includes some selected variables concerning economies and transport infrastructure, which impact CO₂ car emissions. Compared to the existing literature, we focus on emissions from passenger cars and analyse more countries over a more extended period using more updated data. Our findings confirm that fuel taxes have a generally negative but limited impact on emissions from passenger cars. This impact is independent of whether we relate emissions to the number of inhabitants or GDP and is generally stronger in EU member states with higher taxes. In many countries, the economic affordability of fuels has significantly increased over the last few years. This phenomenon is another argument for a more active tax policy, i.e., general adjustment of the tax rates in line with inflation. There is also great importance for those adjustments in times of high fuel prices when governments are under tremendous pressure not only to stop tax increases but to reduce them, which was the case in 2022 after the Russian aggression on Ukraine.

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

This research could transform climate policy design by providing empirical evidence on the effectiveness and limitations of carbon taxation in the transport sector. The findings could influence EU carbon pricing mechanisms, alternative transportation policies, and geopolitical energy strategies. The research supports SDG 13 (Climate Action), SDG 7 (Affordable Clean Energy), and SDG 12 (Responsible Consumption) by demonstrating how fiscal policies can be optimized to achieve environmental goals while considering economic and geopolitical implications.

This research covers (Department):

- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.9 COVID-19 IMPACT ON LABOUR MARKET IN EU COUNTRIES - DIFFERENCES IN MEN AND WOMEN EMPLOYMENT RATE TENDENCIES

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Markowska, Malgorzata, Wrocław University of Economics and Business
- Strahl, Danuta, WSB University

Date of publication

March, 2024

Abstract or Summary of Publication

This paper aims to identify the differences in the employment rate dynamics in economy sections, considering gender, in the European Union countries in 2020, compared to the 2008–2019 period. Two methods were used. The first method compares forecasts from models describing employment changes in the pre-pandemic periods with information concerning the actual employment rate in 2020, using three indices measuring the significance of the observed discrepancies. The second method uses dynamic cluster analysis for the 2008–2020 period, and evaluates the changes in composition of groups that occurred in 2020. The proposed methods were applied separately to the data concerning the employment of females and males (employment rates) in the EU countries, always divided into economy sections and section groups (A, B-E, F, G-I, J, K, L, M and N, O-Q, R). The application of the “Triple 2 Rule” helped to identify the changes in the previous employment trends (“Interventions”). The evaluation of

changes in the dynamics of the employment rate in total and in section groups and according to gender in the EU countries in 2020 – compared to the forecasts from the 2013–2019 trends – revealed that the EU labour market responded differently to the COVID-19 pandemic situation.

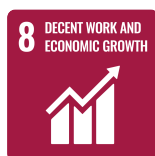
What would be the ideal impact of this research in the field and/or in society?

This research could drive policy reforms in EU labor markets by providing evidence-based insights for gender-inclusive employment policies, remote work regulations, and crisis-resilient economic frameworks. The findings could inform future pandemic preparedness strategies, reduce gender employment gaps, and guide targeted support for vulnerable worker populations. The research supports SDG 5 (Gender Equality) and SDG 8 (Decent Work) by identifying specific policy interventions needed to create more equitable and resilient labor markets.

This research covers (Department):

- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

47.10 Technological social responsibility: A stakeholder theory-based measurement scale

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Iqbal, Qaisar, IRC for Finance and Digital Economy, KFUPM Business School, King Fahd University of Petroleum and Minerals
- Piowar-Sulej, Katarzyna, Wrocław University of Economics and Business

Date of publication

May, 2024

Abstract or Summary of Publication

Considering the blurred understanding of technological social responsibility (TSR) and the scarcity of research in this domain, it is high time for a reliable and valid measurement to assess how firms are executing different facets of this phenomenon. Illustrated using stakeholder theory and five separate samples obtained from Saudi Arabia, the United Arab Emirates, China and Malaysia, this study offers a valid measurement scale for TSR relating to specific policies and activities designed to contribute to the welfare of diverse stakeholders, taking into consideration employee-, customer-, supplier-, social-, environmental-, and shareholder-orientation within an organizational context. Current empirical evidence on the basis of exploratory factor analysis, a series of confirmatory factor analyses, and structural equation modelling, confirms the convergent, discriminant, and incremental validity of this newly-established TSR scale. Using a time-lagged study, this study also enriches stakeholder theory by exhibiting that the higher-order TSR construct significantly and indirectly relates to organizational commitment through organizational pride, going beyond the contribution of the orientation towards technological justice. This newly-developed scale can be used in future research and thus further contribute to advancing knowledge in the field of social responsibility.

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

This research could establish new frameworks for responsible technology governance, influencing corporate policies, regulatory standards, and stakeholder engagement practices in the digital economy. The findings could guide the development of ethical AI policies, data privacy regulations, and technology impact assessments. The research supports SDG 9 (Industry and Innovation) and SDG 16 (Peace and Justice) by providing measurement tools and frameworks for ensuring technology serves societal well-being while fostering innovation and competitive advantage.

This research covers (Department):

- Business Analytics

This research covers (SDGs):



Is this available through open access?

- Yes


[Publication link](#)


48. Research Voices

48.1 Think Tank Impact Dolny Slask

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49. Additional Evidence

49.1 SDG related research projects 2023-24

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WUEB_Report_PRME_SDG related research
projects 2023-24

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Partner

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

50. Partners, Accreditation Bodies, Associations, etc.

- EFMD (European Foundation for Management Development)
- Local institutions and associations
- Network for Business Sustainability (NBS)
- CEEMAN (Central and East European Management Development Association)
- AMBA (Association of MBAs)
- AACSB (Association to Advance Collegiate Schools of Business)

51. Define Partner

At WUEB, Partner means actively engaging diverse stakeholders—business, government, civil society, and academia—to advance responsible management education and practice. Through our Strategic Priority of "Cooperation with business" and formal stakeholder dialogues, we create collaborative platforms that bridge theory and practice, fostering innovation and knowledge exchange for sustainable development.

52. Student Partners

- Enactus
- PRME Global Students

53. Partnerships

53.1 Student's Union of Polish Universities of Economics and

Period this affiliation covers

January, 2009 - December, 2025

This organization is a:

- Student organization

Purpose of work with this organization

- Interdisciplinary Collaboration

Describe your work with this organization

The Student Government of Wroclaw University of Economics and Business actively fosters partnerships and cooperation with other academic communities by establishing collaborations with student governments and universities across the country. Most notably, it is a part of the

Student's Union of Polish Universities of Economics and Business (abbreviation in Polish: FUE), an alliance of student governments representing Polish universities of economics and business.

FUE plays a significant role in promoting the idea of sustainable development, particularly in the context of responsible academic education. Through various initiatives and projects, it engages the educational community in efforts aimed at shaping conscious citizens and implementing socially responsible practices in academic life.

FUE organizes five annual **Conferences of the Polish Universities of Economics**, where students debate changes in the economic education system. These discussions contribute to the development of common positions and the influence of educational policies, in line with FUE's mission to represent academic interests. Moreover, students share knowledge and experience in various areas, including social support and the protection of student rights. They also have the opportunity to participate in training sessions that enhance their competencies, especially in social skills.

The Student's Union of Polish Universities of Economics and Business also organizes joint events, such as the **"Economic Knowledge Test,"** aimed at developing students' economic competencies and promoting science within the student community. This initiative also encourages ethical academic behavior, motivates students to independently explore current macro- and microeconomic topics, and fosters economic and civic responsibility.

Another joint initiative is the **"Economic Bridges"** project, which supports student mobility. This student exchange program is designed to integrate academic communities and facilitate the exchange of best practices among economics universities in Poland.

In addition to its initiatives, FUE **supports projects** led by other organizations. It promotes a program by the Students' Parliament of the Republic of Poland that provides free psychological support for students in need. It also endorses several charitable projects—mostly aimed at fundraising for noble causes—as well as the conference **"Integrated Digital and Environmental Transformation: Decarbonization of Cities and Industry,"** which addresses the future of sustainable development.

FUE's activities align with the goals of the 2030 Agenda for Sustainable Development (notably Goal 4 – Quality Education, and Goal 17 – Partnerships for the Goals) by fostering inter-university cooperation, engaging students in discussions about the future of education, and promoting academic mobility. These efforts reflect FUE's commitment to building a responsible, aware, and integrated academic community, thereby establishing it as a vital platform for young people to shape the future of modern higher education and contribute to the development of civil society.

53.2 Executive MBA at Wroclaw University of Economics and Business

Period this affiliation covers

July, 2019 - July, 2027

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Access to Learning Resources
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing
- Curriculum Development

Describe your work with this organization

The partnership between WUEB's Executive MBA program and the Association of MBAs (AMBA) represents a transformative milestone in Polish business education. **WUEB achieved AMBA accreditation in 2019**, strategically timed with AMBA's launch of the Business Graduates Association (BGA) framework that explicitly integrated UN Sustainable Development Goals into business education standards. This initial three-year accreditation was subsequently extended for **five years (2022-2027)—the longest possible accreditation period**—demonstrating sustained excellence in implementing AMBA's sustainability requirements. This achievement positioned WUEB as **one of only seven universities in Poland with AMBA certification** and the exclusive institution offering both a Master's degree and AMBA certificate through its EMBA program, establishing strategic differentiation in responsible management education. The AMBA accreditation catalyzed significant curriculum restructuring aligned with sustainability framework:

- Core Sustainability Course: Introduction of "Sustainable Business & Responsibility" as one of eight core thematic blocks, encompassing Environmental, Social, and Governance (ESG) principles, corporate responsibility frameworks, ethical leadership development, and sustainability strategy implementation.
- Swiss Gateway to International Business Module: Partnership with University of Neuchâtel (Switzerland), ranked in the top 20 globally for small universities, focusing on sustainable business practices with Swiss precision standards and international ESG approaches. Through our Swiss Gateway to International Business initiative in Neuchâtel, students gain first-hand exposure to the Swiss model of economic sustainability,

corporate governance, and innovation ecosystems. This experience broadens their global outlook and provides insights into best practices that can be adapted to the Polish and European context.

- **Enhanced Business Projects:** Restructured practical applications to address real-world sustainability challenges, requiring students to develop measurable societal value while solving organizational ESG implementation issues. We collaborate with leading companies such as 3M and Mazda Europe to integrate real-world sustainability challenges into our curriculum. These partnerships enable our students to work on applied projects focusing on innovation, responsible business practices, and sustainable product development.
- **WINGS Program Evolution:** Expanded managerial competency development to include sustainable leadership assessment, ongoing coaching for responsible business practice implementation, and diagnostic evaluation of sustainability-related management capabilities.
- **Friday Business Club:** a monthly meetings that bring together students, alumni, faculty, and industry leaders to share knowledge, discuss market trends, and explore innovative solutions to sustainability challenges.

In addition to the core program, through our cooperation with Szlachetna Paczka, students actively participate in community outreach, supporting vulnerable families and promoting social inclusion. This hands-on engagement fosters empathy, civic responsibility, and leadership skills.

The AMBA partnership has positioned WUEB's EMBA program at the forefront of responsible business education in Central Europe. As one of the seven AMBA-accredited programs in Poland, we work closely with other accredited programs to exchange best practices, support policy development, and encourage sustainable innovation. This collaboration also strengthens our voice in shaping national and regional strategies for responsible economic growth.

The AMBA partnership has transformed WUEB's Executive MBA program from traditional business education into a comprehensive platform for developing ethically minded, globally aware business leaders. Through the systematic integration of sustainability frameworks, the partnership demonstrates how international accreditation standards can drive meaningful advancement in responsible management education. The program's unique position as one of Poland's seven AMBA-accredited EMBA offerings, combined with its demonstrated commitment to continuous improvement in sustainability education, establishes a benchmark for responsible business education in the region.

How do you measure success and impact

regular evaluation of the program (particular courses) by students, interviews with alumni, number of students (candidates for the program), other KPIs

53.3 Enactus

Period this affiliation covers

May, 2015 - September, 2025

This organization is a:

- Student organization

Purpose of work with this organization

- Entrepreneurship and Innovation Ecosystems

Describe your work with this organization

As a faculty advisor for **Enactus** at the Wroclaw University of Economics and Business, I support students in developing socially responsible entrepreneurial projects. My role involves mentoring teams, guiding them in project design and implementation, and helping them connect their ideas with broader sustainability goals.

I work closely with students to strengthen their skills in project management, teamwork, and communication, while encouraging them to approach challenges with creativity, empathy, and accountability. Through Enactus, I help bridge academic knowledge with real-world practice, enabling students to test innovative solutions that address social and environmental issues in their communities.

This work is particularly meaningful because it aligns with my own academic focus on responsible management and marketing orientation in public organisations. Supporting Enactus allows me to contribute to shaping future leaders who are not only entrepreneurial but also mindful of their responsibility to society and the planet.

How do you measure success and impact

Within Enactus, success and impact are measured not only by the number of projects delivered but by the positive change those initiatives bring to communities and to students' development. On the community side, we look at how projects address real social or environmental needs, whether they improve access to resources, enhance sustainability, or empower vulnerable groups. Equally important is the transformation of students: their growth in leadership, teamwork, and entrepreneurial thinking. Success means that they are able to connect academic knowledge with practice, design innovative solutions, and understand their responsibility to

society and the planet. In this sense, impact is twofold—tangible outcomes for communities and long-term competencies for students. Both dimensions are central to the Enactus mission and guide how I support and mentor project teams.

53.4 European University Association

Period this affiliation covers

September, 2018 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Access to Learning Resources
- Curriculum Development
- Faculty and Scholar Exchange
- Interdisciplinary Collaboration
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Wrocław University of Economics and Business has for many years consistently strengthened its position as a responsible, transparent institution open to the challenges of sustainable development. A particular expression of this approach is its membership in and active participation in the initiatives of the **European University Association**, which have become an important stimulus for in-depth reflection on the quality and strategic directions of the university's development, as well as on its role in the socio-economic environment.

A significant step in this process was participation in the **Institutional Evaluation Programme (IEP)**. WUEB was the first public economic university in Poland to undertake this form of assessment and, in 2019, completed a full institutional evaluation. Already at that time, EUA IEP experts highlighted the ambitious development goals of the institution and the engagement of the academic community in achieving them. They emphasized that the leadership, faculty and students together create an environment characterized by openness to dialogue, shared responsibility for the university's development, and readiness to embrace change. The evaluators also distinguished the high level of identification of staff and students with the university, which fosters a culture of trust and collaboration—essential for developing management education grounded in the values of responsibility and ethics.

The subsequent, more in-depth evaluation in 2023 confirmed the maturity and coherence of the university's actions. The EUA committee praised WUEB's ability for critical self-reflection and its responsiveness to challenges, including those related to dynamic social and economic changes. The evaluators noted that, despite the difficulties linked to the COVID-19 pandemic, the university implemented a number of innovations—among them structural changes and the adaptation of its strategy and organizational solutions. They also stressed WUEB's ability to create an environment conducive to the development of both students and staff, as well as the strengthening of participatory mechanisms that ensure the voices of different stakeholder groups are genuinely taken into account in decision-making. The university was recognized for its ambition, openness and consistency in pursuing development, as well as for building its future in alignment with the values of sustainability and social responsibility.

The evaluation results confirm that WUEB not only formally carries out the evaluation procedure, but also genuinely engages its academic community—students, doctoral candidates, and staff—in processes of self-assessment and change implementation. This strengthens the culture of institutional accountability, increases transparency, and fosters an environment in which strategic decisions are made through consultation and grounded in real data.

The positive outcomes of the evaluation demonstrate that the mission, vision, and values of the university are consistent with those shared by EUA members—highlighting WUEB's integration with the European academic community and its commitment to educational and managerial standards that go beyond the local context.

An important complementing initiative to the evaluation process has been the involvement of WUEB faculty—Prof. Natalia Szozda and Prof. Magdalena Broszkiewicz—in the work of the EUA Thematic Peer Group on *Flexible learning and teaching*. This was a natural extension of the partnership with EUA and at the same time an opportunity to deepen collaboration at the European level. WUEB's contribution, including surveys conducted among students and faculty, was reflected in the *Flexible learning and teaching* report, which underscores the importance of flexible teaching solutions in building more accessible, inclusive, and sustainable higher education. Thanks to this, WUEB's experience gained a European dimension, enabling the university to co-create practical recommendations for the future of learning and teaching. Membership in and cooperation with EUA demonstrate that the Wrocław University of Economics and Business consistently develops management education in the international arena in the spirit of responsibility and sustainability. The evaluation process brought an element of critical self-reflection, dialogue, and recognition of the strengths of the academic community, while the collaboration within the EUA group enabled WUEB to share its experiences and co-shape the European debate on the future of higher education. As a result, the university not only strengthens its international position but, above all, creates a space in which students, staff, and external partners collectively shape a future based on responsibility, quality, and sustainable development.

How do you measure success and impact

number of students (candidates for the WUEB programs), regular evaluation of the study programs (particular courses) by students, interviews with alumni, number of WUEB faculty publications, number of partnerships with external stakeholders, other KPIs

53.5 AACSB

Period this affiliation covers

December, 2016 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Global Recognition and Clout
- Interdisciplinary Collaboration
- Sustainability and Social Impact

Describe your work with this organization

Since becoming a member of AACSB in 2017, WUEB has actively pursued the prestigious AACSB accreditation. In 2022, the university received a positive assessment of its Initial Self-Evaluation Report (ISER), marking a critical milestone in the accreditation process. AACSB places great emphasis on engagement, innovation, and societal impact, which prompted the university to enhance its systems for managing ethics, transparency, and support for both students and staff. WUEB introduced structural improvements in quality assurance, established Strategic Review Panels involving business representatives, and strengthened its Career Services and mentoring programs to reflect its social mission. Furthermore, AACSB guidelines have driven the development of institutional HR and research policies that reinforce a culture of accountability. The implementation of sustainability standards has been reflected in the activities of university units such as the Centre for Digital Transformation and Innovation (CDTI), the inQUBE incubator, and campaigns like Green Days. These efforts have significantly improved administrative and academic processes, better equipping graduates to face the demands of an ESG-driven economy.

How do you measure success and impact

Currently we are a member of AACSB, receiving full accreditation will be recognized as a success.

53.6 CEEMAN

Period this affiliation covers

December, 2014 - September, 2025

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Global Recognition and Clout
- Curriculum Development
- Interdisciplinary Collaboration
- Rankings and Ratings
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Wroclaw University of Economics and Business (WUEB) has been a member of CEEMAN since 2015, which has significantly strengthened the university's efforts in promoting sustainability. The iQA accreditation granted by CEEMAN for the period 2017–2023 confirms the university's consistent commitment to quality enhancement, including ethical and environmental dimensions. In 2019, WUEB hosted the annual CEEMAN conference, which provided students and staff with an opportunity to showcase best practices in responsible management and sustainable business. The conference also facilitated networking with business schools across Europe, enabling the university to adopt global CSR and ESG standards. Through international knowledge exchange, the university enhanced its curriculum with project-based approaches that combine business performance with social value creation. As a result, new academic modules on social innovation and energy analysis were introduced. Students also gained opportunities to conduct research projects on poverty reduction, equal opportunity, and energy efficiency. Ultimately, CEEMAN membership has increased the university's competitiveness and visibility, while preparing future business leaders with strong sustainability competencies.

How do you measure success and impact

We measure success by getting accreditation and maintaining it.

Provide supporting materials...

CEEMAN certyfikat 2017

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53.7 Wroclaw University of Economics and Business

Period this affiliation covers

July, 2023 - May, 2025

This organization is a:

- Non-Profit

Purpose of work with this organization

- Sustainability and Social Impact

Describe your work with this organization

I volunteered at Prime Global Students where I was actively involved in Prime Global Students Talks, a project in which we organized biannual summits dedicated to sharing ideas and initiatives on sustainable goals, sustainable education, and responsible consumption. In this role, I contributed both to external relations, by working with partners and speakers, and to marketing, by supporting event promotion and communication. After my first semester of engagement, I joined the Prime Global Students Core Team, where I helped coordinate broader organizational activities and contributed to the strategic development of the initiative.

How do you measure success and impact

I measure success and impact through the personal and professional growth that my experiences bring. My involvement in Prime Global Students has directly shaped my own career path, as I am currently pursuing a PhD in sustainable development. The knowledge I gained, along with access to new sources and insights, has been invaluable in strengthening my doctoral research. In particular, the conversations and exchanges with experts during our summits enriched the perspective of my dissertation and helped me refine its direction. Beyond the academic benefits, this experience also had a meaningful impact on me personally, as it allowed me to connect with people who are equally passionate about sustainability, to share ideas, and to feel part of a global community working toward common goals.

Provide supporting materials...

Zrzut ekranu 2024-07-04 130029

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54. Partner Voices

54.1 School Climate Conference Partnership

Provide supporting context

Statement of Collaboration from School Climate Conference

As co-founder and vice president of the School Climate Conference, I'm proud to highlight our ongoing collaboration with Wroclaw University of Economics and Business (WUEB) as a strong example of putting PRME Principle 5 into practice. This principle calls for meaningful engagement between academia, business, government, and civil society to advance responsible management education and practice—something we actively embody through our partnership.

The 5th edition of the School Climate Conference, held at UEW from March 13-15, 2024, was a clear demonstration of how this collaboration works in action. Nearly 1,500 young participants from primary and secondary schools joined us, alongside 40 speakers representing key sectors including business, government, academia, and civil society. Together, we created a vibrant space for learning and dialogue about the climate crisis.

Our lectures and workshops use modern, interactive methods designed to engage participants deeply, focusing on activating their potential and learning through real-life case studies. For example, students took part in workshops on sustainable fashion, circular economy, and renewable energy solutions, led by experts from both academia and industry. We also hosted panel discussions featuring representatives from the Wrocław City Office and local businesses, who shared practical insights on climate policy and green entrepreneurship.

Thanks to this partnership, WUEB is integrating climate issues into its economic and management curricula, helping future leaders understand the urgent challenges we face.

The School Climate Conference is a movement by youth, for youth—an energetic part of civil society that mobilizes young people to engage in meaningful dialogue and take action on climate issues. At the same time, our 40 expert speakers bring essential perspectives from business, government, and research, promoting responsible ecological practices and management approaches that are crucial for addressing the climate crisis.

Together, we fill an important educational gap by providing reliable knowledge and fostering responsible attitudes among the next generation of leaders. This collaboration is not just about education—it's about empowering young people to be active, informed participants in shaping a sustainable future.

Lidia Prabucka

Co-founder & Vice President

School Climate Conference

ul. Sołtysowicka 4/2, 51-168 Wrocław
KRS: 0001112069 | NIP: 8952274447 | REGON: 528983815

54.2 Respect Energy–WUEB partnership in support of PRME Principle “Partner”

Provide supporting context

My name is Katarzyna Teter, ESG Manager at Respect Energy Holding SA. I am writing to confirm and describe our collaboration with Wrocław University of Economics and Business (WUEB) and how, together, we engage business, academia and civil society to advance responsible and accountable management education in the spirit of PRME’s Partnership principle.

Our partnership is anchored in WUEB’s Climate Academy (Akademia Klimatu)—a hands-on forum where students, faculty, entrepreneurs and public-sector practitioners analyze real transition challenges and co-create solutions. On 17 November 2023, during Climate Academy 3 (part of the Wrocław Academic Climate Days at InQUBE), I delivered a session titled “The path to sustainable development at Respect Energy.” I shared how an energy company translates ESG imperatives into day-to-day decisions: integrating sustainability into corporate strategy and governance; designing credible decarbonization trajectories; managing energy and emissions data; engaging suppliers and clients; and aligning reporting with evolving standards.

Just as importantly, we moved from concepts to practice. In moderated workshops, mixed teams of students, academics and business representatives developed a code of good pro-climate practices for SMEs. From an energy perspective, we worked through priorities that are both material and feasible for smaller firms: energy efficiency first; options for accessing renewable electricity (on-site generation, green tariffs, PPAs and community energy models); electrification opportunities; and how to evaluate financing and support instruments. The exercise required participants to weigh trade-offs, assess risk, and translate ESG language into operational roadmaps that owners and managers can execute.

The impact on students is immediate and practical. They see how energy transition decisions shape costs, competitiveness and risk, not only carbon footprints. They learn to interrogate non-financial disclosures with a materiality lens, to connect strategy with data (from meters to KPIs), and to communicate recommendations that balance ambition with implementation realities such as grid constraints, technology readiness and financing terms. For the entrepreneurs and public-sector guests, the Academy creates access to current practice in the energy market and a space to test ideas with peers and future professionals.

This is what PRME’s Partnership principle looks like in our context: shared agendas and shared work that bridges classrooms and boardrooms. Respect Energy will continue to support WUEB through expert lectures on energy transition and corporate decarbonization, participation in

workshops that use real energy data and case studies, and ongoing dialogue on how evolving regulation and market instruments can accelerate practical climate action without losing sight of business fundamentals.

Beyond event collaboration, I am also an active member of the Sustainable Development Forum of WUEB (Forum Zrównoważonego Rozwoju UEW) which is an external advisory body of the university. Since the Forum's inception in spring 2024, I have served as a standing stakeholder voice at every meeting, contributing energy-sector perspectives to the University's sustainability priorities, policies, and implementation pathways.

We are proud to stand behind WUEB's SIP submission and remain available to verify the activities described above or provide additional information.

Sincerely,

Katarzyna Teter ESG Manager Respect Energy Holding SA

+48 519 805 829

katarzyna.teter@respect.energy

ul. Bonifraterska 17, 00-203 Warszawa

54.3 Cooperation with ACCA

Provide supporting context

On behalf of ACCA Poland, I am pleased to confirm our long-standing partnership with Wrocław University of Economics and Business (WUEB). WUEB has been ACCA accredited since 2014, and we continue to collaborate to advance responsible and accountable management education and practice in line with PRME's Partnership principle.

Our partnership bridges academia, the profession, employers, and wider society to equip future finance leaders with the capabilities needed to create sustainable value. In practical terms, this means:

- - Aligning WUEB curricula with ACCA's global qualification standards, embedding ethics, corporate governance, ESG reporting, and sustainable finance across teaching and assessment.
 - Bringing practitioners from business and the public sector into the classroom through guest lectures, case discussions, and mentorship, exposing students to real-world dilemmas and decision-making contexts.
 - Facilitating employer engagement and internship pathways via ACCA's Approved Employer network, and co-hosting public events that convene business, government, and civil society around topics such as sustainable finance regulation and high-quality ESG reporting.

Through these activities, students gain not only conceptual knowledge but also the professional judgement, integrity, and stakeholder orientation expected of responsible finance professionals. The collaboration supports WUEB's mission and contributes to the broader aims of PRME by building a community of practice across sectors and fostering evidence-based, ethical management.

55. Additional Evidence

55.1 Accreditations of WUEB

Upload or select a document

WUEB Accreditations 2024

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55.2 Credit Agricole–WUEB partnership in support of PRME Principle “Partner”

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Credit_Agricole_Partnership_Letter_Aleksandra_Piekowska  [Download document](#) 

55.3 Stara Piekarnia - social enterprise statement

Upload or select a document

Collab Stara Piekarnia WUEB [View document](#)  [Download document](#) 

55.4 Responsible Business Forum collaboration statement

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Współpraca UEW_FOB

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55.5 CEEMAN certificate

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CEEMAN IQA_Certificate_WUEB

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Practice

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



56. Define Practice

Practice embodies WUEB's commitment to implementing responsible management principles throughout our governance and operations. We demonstrate institutional integrity through sustainable procurement regulations, our Sustainable Development Office, Gender Equality Plan, Diversity Charter commitment, and digital transformation initiatives - modeling the ethical leadership and environmental responsibility we teach to ensure accountability.

57. RME Practices

- Employee equity, diversity, inclusion
- Accreditation body recommendation documents
- Curriculum guidelines
- Ethical data sourcing guides
- Faculty hiring, tenure, and promotion guidelines
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Campus operations guides
- Buildings/real estate

58. RME Policies

58.1 International Development Plan

Upload or select a document

International Development Plan WUEB


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58.2 WUEB Study programmes development principles

Upload or select a document

study programmes development principles

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58.3 Erasmus+ guide 2023/24

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Erasmus Guide - 2023-2024

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58.4 Gender Equality plan 2023-2024

Upload or select a document

GENDER-EQUALITY-PLAN-FOR-THE-
WROCLAW-UNIVERSITY-OF-ECONOMICS-
AND-BUSINESS

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58.5 Institutional Evaluation Programme (IEP) of the European University Association (EUA)

Upload or select a document

wroclaw university of economics and
business iep final report follow-up

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59. Practice Voices

59.1 Statement from the Head Groundskeeper – Wroclaw University of Economics and Business

Provide supporting context

Statement from the Head Groundskeeper - Wroclaw University of Economics and Business

The campus of the Wrocław University of Economics and Business is a green space of high natural and landscape value. A distinctive feature is the historic Chestnut Avenue next to the “Ślężak” student residence, which is listed in the register of monuments and formed by impressive, long-lived chestnut trees. At the main entrance, a monumental plane tree grows, which, due to its size and age, could be recognized as a natural monument.

The campus hosts many native tree and shrub species, including pedunculate oak (*Quercus robur*), European yew (*Taxus baccata*), small-leaved lime (*Tilia cordata*), and common hornbeam (*Carpinus betulus*). In the understory, one can find meadow and herbaceous species such as clovers and plantain, fragrant violets, and purple dead-nettle which support local pollinators. Maintenance practices are carried out in harmony with natural cycles - lawns are mowed only after flowering, allowing insects to collect nectar. Rainwater is also collected to water seasonal plants and flowers, ensuring sustainable irrigation. New trees are planted regularly, and biodiversity is enhanced through the introduction of nectar - bearing species.

A flowering meadow, rich in legume species, provides an important food source for wild pollinators and honeybees, improves soil structure, and, due to its location near a busy street, also helps purify the air. The university maintains its own apiary - four honeybee colonies located on the green roof of the CKU building. This location provides access to diverse forage without competing with wild pollinators. The hives also have an educational function, allowing students and staff to directly observe their role in the ecosystem.

We also care for insects by installing insect hotels and water stations during the summer. The abundance of trees, shrubs, and lawns gives the campus a park-like character, with vegetation flowering and fruiting throughout the seasons. Sheltered by surrounding buildings, the site creates a specific microclimate that benefits overwintering species.

The diversity of greenery also supports rich birdlife. Swifts, treecreepers, sparrows, crows, woodpeckers, tits, starlings, and blackbirds are among the species commonly observed on campus. Their presence further emphasizes the role of the university grounds as a green island within the urban fabric.

The Wrocław University of Economics and Business is systematically developing its green infrastructure with a focus on biodiversity conservation, improving the quality of life for the academic community, and promoting ecological education. The campus is not only a functional space but also a living classroom where nature plays an integral role in the learning process.

Magdalena Książkiewicz, Environmental Specialist
Wrocław University of Economics and Business

59.2 Statement from the Vice President of Operations

Provide supporting context

Statement from the Vice President of Operations

Statement from the Chancellor's Office – Wroclaw University of Economics and Business
Introducing change across the campus of the Wroclaw University of Economics and Business is a significant challenge. Our infrastructure is based on a historic complex of buildings that must be adapted to today's standards of efficiency, comfort, and environmental responsibility. Rather than building anew, we are modernizing step by step, giving existing facilities new quality and functionality.

In recent years, we have completed major thermal retrofitting projects, including Building G (financed entirely from the university's own resources) and Building C, while during the reporting period a full modernization of Building D was underway. These investments reduce energy use and operating costs while improving the comfort of students and staff. At the same time, we are expanding the use of renewable energy through rooftop photovoltaic installations on selected facilities.

Our efforts are systematic: we conduct energy audits to identify priority areas for action and prepare funding applications to ensure that, over time, all campus buildings meet modern energy standards.

These modernizations are not only investments in infrastructure - they are also investments in people. Our goal is to ensure that the WUEB campus is a place that supports learning, work, and daily life, where respect for tradition goes hand in hand with care for the environment and future generations. Through consistency and responsibility, we are creating a university space that is both sustainable and ready for the challenges ahead.

Wiesław Witter, Chancellor

Wroclaw University of Economics and Business

60. Additional Evidence

60.1 Energy officer statement

Upload or select a document

Statement from the Energy Services Office

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Share

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



61. Define Share

Through comprehensive SDG reporting, stakeholder dialogues, and active PRME participation, WUEB embraces Share as transparent communication of our sustainable development journey. We openly document both achievements and challenges in our annual reports, engage diverse stakeholders in meaningful dialogue, and contribute to collective learning within the global responsible management education community.

62. Transparent Engagement

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

63. Transparency Barriers

- Engagement gaps
- Feedback loops
- Media visibility
- Ownership issues

64. Audiences

- Accreditation bodies
- Boards and advisory committees
- Business and industry partners
- Faculty and staff
- Media and public relations channels
- Prospective and current students
- Research and academic networks
- Alumni and donors

- Chamber of commerce and local communities
- Government and policy makers
- Non-governmental organizations (NGOs)

65. Sharing Voices

65.1 Scientific communication model

Provide supporting context

SciComm Report of the Research Activities Manager at Wroclaw University of Economics and Business (aligned with PRME, ESG, and SDGs)

In my role as Research Activities Manager at Wroclaw University of Economics and Business (UEW), I view scientific communication not merely as disseminating information about research projects, but rather as a strategic space for dialogue, education, and meaningful engagement around the tangible social impact of our research. Since March 2023, I have been leading efforts to create an innovative model of science communication that highlights our achievements in an accessible, visual, and action-inspiring manner, particularly in the context of advancing the UN Sustainable Development Goals (SDGs) and Environmental, Social, and Governance (ESG) principles.

In September 2023, at my initiative, we launched a strategic university-wide project—the Concept of UEW's Research and Expert Profile (PBE)—which quickly became one of the institution's key strategic directions. The concept of research impact communication, emphasizing the societal influence of our scientific activities, emerged for the first time at UEW as a result of the extensive work coordinated by me and the Team for Scientific Communication and Popularisation.

Additionally, together with the Head of the Open Science Resources Division (UEW), I have been actively working towards establishing a dedicated administrative unit at the university focused exclusively on Research Impact Communication, tasked with systematically and compellingly presenting our research accomplishments through the lens of socio-economic impact.

In collaboration with the Team for Scientific Communication and Popularisation, we launched an innovative online platform—badania.uew.pl—which showcases our research achievements through engaging storytelling designed specifically for external audiences. The platform's content emphasizes the impact of our activities on ESG and SDGs (especially Goals 4, 9, and 17), moving beyond traditional academic dissemination.

Together with the Team for Scientific Communication, particularly in collaboration with the Head of the Open Science Resources Division, we developed promotional strategies and provided comprehensive media coverage for specialized communication campaigns that spotlight the expertise of UEW's academic staff, including:

- - "Non-fiction" series, where UEW experts counteract misinformation in the public sphere by sharing knowledge grounded in facts and rigorous research.
 - "Discover Our Research" series, popularizing the research achievements of our faculty in accessible, popular science formats.
 - "Science is Our Passion" series, engaging the academic community around critical themes of sustainable development and the popularisation of science.

A major event initiated as part of my activities was InterResearch Fest, creating a dedicated platform to present projects with clear social and economic impact to a broad range of business and societal stakeholders. This event significantly strengthened our relationships and opened new avenues for ESG- and SDG-aligned collaboration and implementation (especially Goals 9 and 17).

Additionally, working closely with the Team for Scientific Communication, especially alongside the Head of the Open Science Resources Division, we designed media strategies and promotional campaigns supporting key social and educational initiatives, such as:

- - The Lower Silesian Science Festival, emphasizing quality education and partnerships aligned with SDGs 4 and 17.
 - Economic Children's University and Young Economist Academy, whose communication efforts highlight the values of education for sustainable development (SDG 4).
 - The Special Debate celebrating the International Day of Women in Science, promoting gender equality (SDG 5), which attracted broad external participation.

In the sphere of social communication, I closely collaborate with the UEW Office of Communication and Promotion, which actively supports the promotion of initiatives outlined in this report, ensuring consistent messaging and high media visibility for activities carried out by our Team.

Moreover, I strongly advocate for actively engaging our researchers, encouraging them to popularize and communicate their work not only through the lens of academic excellence but primarily by highlighting their broader social impact. This approach empowers our researchers to become aware and active ambassadors of the university's social responsibility and sustainability ethos, showcasing how science can tangibly transform the world around us. Through my communication activities, our university continues to build its reputation as a modern, responsible, and open institution actively contributing to the global ESG and SDGs movement. Our campaigns consistently draw substantial attention from students, faculty, and external stakeholders, further establishing UEW as a leader in education and research oriented towards meaningful social and economic impact.

65.2 Strategic Communication for Sustainability: The Role of the WUEB Office for Communication and Promotion

Provide supporting context

Strategic Communication for Sustainability: The Role of the WUEB Office for Communication and Promotion

At the Wroclaw University of Economics and Business (WUEB), the Office for Communication and Promotion perceives its role not merely as disseminating institutional information, but as cultivating spaces for dialogue, education, and engagement around values that matter—particularly sustainability, social responsibility, and ethical leadership.

One of our core strategic priorities is the consistent communication of the University's sustainability-related efforts. Through carefully crafted campaigns, we amplify initiatives that support the United Nations Sustainable Development Goals (SDGs) and the PRME Principles. We work closely with various units to design communication strategies that make academic knowledge accessible and engaging to a broad and diverse audience.

Highlighted Sustainability Events and Our Communication Support

1. Climate Academy & Climate Academy 2.0 (2023–2024)

We supported the first and second editions of the innovative *Climate Academy* workshops, organized by the WUEB Office for Sustainable Development. Our communications work included:

- - Creating consistent and coherent visual branding for social media and promotional materials;
 - Producing photo and video reports across official WUEB channels (Instagram, Facebook, LinkedIn);
 - Preparing educational content promoting green startups, pro-climate action, and responsible consumption practices.

2. 3rd Forum Green Region: “Transformations in the Economy” (2024)

We co-led communication for this expert forum, highlighting WUEB's role as a regional knowledge hub in energy transition and sustainable business practices. Our contributions included:

- - Event announcements and summaries published across social media;
 - Infographics illustrating key outcomes and takeaways;
 - Visual and textual content featuring expert quotes and panel discussions.

3. Forum for Sustainable Development (Annual Event)

This flagship event is aligned with WUEB’s strategic mission of integrating sustainability into academic and institutional processes. Our communication approach focused on:

- - A curated series of educational posts and expert commentaries;
 - Graphic content demonstrating SDG integration within university projects;
 - Bilingual (Polish-English) dissemination of materials to ensure international visibility and engagement.

Engaging Storytelling with Impact

Rather than relying solely on informational content, we focus on **narrative communication**. We present individual stories, behind-the-scenes moments, and project outcomes in accessible formats—videos, graphics, and social media “stories”—to generate authentic engagement. For example, the *Climate Academy* became a storytelling platform about youth responsibility, climate creativity, and cross-cultural collaboration. It allowed us to demonstrate that WUEB is not only an educational institution, but an active participant in driving change.

Our campaigns have reached a wide audience, increasing both visibility and engagement. In close cooperation with event organizers, we ensured real-time responses, high-quality content, and consistent messaging aligned with PRME values and WUEB’s 2030 Development Strategy.

Mission-Driven Communication as a Bridge

Although we are not the organizers of these events, as the Office for Communication and Promotion, our mission is to serve as a bridge between university initiatives and the wider community. Through coherent storytelling and creative communication formats, sustainability efforts gain stronger reach, credibility, and impact.

By positioning WUEB as a socially responsible university, we show that transformation begins with awareness—and awareness can be effectively cultivated through strategic and empathetic communication.

66. Additional Evidence

66.1 ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS Report for 2023

Upload or select a document


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66.2 Research communication at WUEB

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WUEB_Report_PRME_Share_Evidence_EN

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