



University
of Economics
in Katowice



Report on social responsibility

of the University of Economics in Katowice
for years 2021–2022

Katowice, 2025

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Introduction

The Social Responsibility of the University (Polish: SOU) is becoming increasingly important for students, employees, and business partners, also in the context of the requirements of the European Union's Corporate Sustainability Reporting Directive (CSRD). It constitutes a significant element in academic rankings and contributes to the development of the local community.

The Social Responsibility of the University of Economics in Katowice is developed within the framework of an integrated management system based on the values of accessibility, diversity, openness, and sustainable development. The University's social responsibility initiatives are consistent with ESG principles (covering environmental, social, and governance issues) and the United Nations Sustainable Development Goals (SDGs).

In response to contemporary challenges and the needs of its stakeholders, the University of Economics in Katowice joined the group of 60 signatories to the Declaration on Social Responsibility of the University (DSOU) in 2019 – a document developed by the academic community in collaboration with the Ministry of Development Funds and Regional Policy. Following the commitments outlined in the Declaration, a Team for Social Responsibility of the University was established, whose work resulted in the preparation of the first Report on Social Responsibility of the University of Economics in Katowice for the years 2019-2020 and the preparation of the Social Responsibility Strategy of the University of Economics in Katowice 2030 (SOU Strategy). This document constitutes a framework for developing a responsible and engaged University that creates long-term value for all stakeholders.

The following Report on Social Responsibility of the University of Economics in Katowice is a continuation of the first report and covers the years 2021-2022. Its purpose is to provide an overview of the actions undertaken by the University in the organization, teaching, and research areas in the context of implementing the principles of social responsibility. The analysis is based on a set of indicators related to the provisions of the Declaration of Social Responsibility of the University, as well as the horizontal priority of Social Responsibility included in the Development Strategy of the University of Economics in Katowice for the years 2018-2025 and the Strategic Plan 2021-2025. These indicators also take into account the SDGs as they relate to university activities.

This Report covers the calendar years 2021 and 2022; however, for reasons related to how teaching data are collected, some of the information concerns the academic year 2021/2022¹ (with appropriate indication in the text). The collected data comes from the University's administrative units, publicly available databases (including the database of faculty publications), and information published on the University's official websites.

¹ Data for the academic year 2020/21 were presented in the previous SOU Report for the years 2019–2020, due to the need to align with the reporting system used in the monitoring of the Development Strategy of the University of Economics in Katowice for the years 2018–2025. Explanations for the changes are provided in Appendix No. 4.

Chapter I. Basic information on the University of Economics in Katowice

The University of Economics in Katowice, hereinafter referred to as "UE Katowice" or "the University," is a public academic institution operating based on the Law on Higher Education and Science, its Statute, and the customs and internal regulations that have developed over time. UE Katowice is one of the oldest universities in the Silesian Voivodeship, one of the five public business schools in the country, and the largest university in the region offering education in the social and economic sciences. The University was founded in December 1936, with its first academic year inauguration on January 11, 1937. From the very beginning, the University has focused on education in modern economics and on cooperation with business and public administration.

The primary statutory responsibilities of the University are: offering higher education programs, offering postgraduate studies and other forms of education, conducting scientific research, providing research services and transferring knowledge and technology to the economy, conducting doctoral education, training and promoting its staff, and creating conditions that enable people with disabilities to fully participate in the admissions process, their education, and scientific research. Furthermore, the tasks of the University include: raising students to feel a sense of responsibility towards the Polish state, national tradition, strengthening democratic principles and respect for human rights, creating conditions for the development of students physical culture, promoting and expanding scientific and cultural achievements, including through the collection and provision of library, information, and archival resources, and working for the benefit of the local and regional communities. UE Katowice is guided in its activities by the principles of freedom of research and teaching, and, in particular, by the pursuit of truth, openness to new ideas, respect for human rights and dignity, democracy, patriotism, integrity, tolerance for other views, and responsibility for the welfare of the academic community.

The teaching activities are conducted in Katowice and Rybnik. For the period covered by this Report, the School of Undergraduate and Graduate Studies has served as the organizational unit for undergraduate and graduate study programs. Doctoral training takes place in the Doctoral School. The University also offers postgraduate studies and other forms of education. UE Katowice educates approximately 8,000 students in the School of Undergraduate and Graduate Studies, approximately 80 doctoral students in the Doctoral School, and more than 1,100 participants in postgraduate studies taught in Polish and English, covering both general academic and practical study profiles (Tables 1–3). The University educates nearly 90 students requiring additional assistance (Table 4).

Table 1. Number of students as of December 31 of the given year

Year	Nationality	Full-time studies		Part-time studies		Total
		Females	Males	Females	Males	
2021	Polish	2,974	2,129	1,540	1,069	7,712
	Foreign	87	117	13	4	221
Total		3,061	2,246	1,553	1,073	7,933
		5,307		2,626		
2022	Polish	2,875	2,208	1,423	1,021	7,527
	Foreign	107	111	14	3	235
Total		2,982	2,319	1,437	1,024	7,762
		5,301		2,461		

Table 2. Number of doctoral students as of December 31 of the given year

Year	Nationality	Doctoral studies	Doctoral School	Total
2021	Polish	44	47	91
	Foreign	2	0	2
Total		46	47	93
2022	Polish	20	51	71
	Foreign	1	4	5
Total		21	55	76

Table 3. Number of participants in postgraduate studies as of December 31 of the given year

Year	Nationality	Females	Males	Total
2021	Polish	533	301	834
	Foreign	4	0	4
Total		537	301	838
2022	Polish	726	426	1,152
	Foreign	5	3	8
Total		731	429	1,160

Table 4. Number of students requiring additional assistance as of December 31 of the given year²

Year	Full-time studies		Part-time studies		Total
	Females	Males	Females	Males	
2021	37	31	11	18	97
2022*	46	30	11	14	101

*data include individuals supported by the Accessibility Center, including those without a certificate of disability

The research and scientific activity of the UE Katowice staff during the period covered by the study was conducted in four faculties: Economics, Finance, Informatics and Communication, and Management. The primary academic disciplines are mainly Economics and Finance, as well as Management and Quality Sciences; however, some staff members represent other disciplines (Table 5). The University also provides research services and promotes the transfer of knowledge and technology to the socio-economic environment.

Table 5. Disciplines and the number of staff representing them as of December 31 of the given year

Discipline	2021	2022
Economics and Finance	195	205
Management and Quality Sciences	141	145
Law	9	11
Technical Informatics and Telecommunications	12	12
Communication and Media Studies	8	11
Cultural and Religious Studies	2	0
Informatics	3	2
Linguistics	1	1
Mathematics	1	1
Total	372	388

In the area of internationalization at UE Katowice, students, staff, and doctoral students have the opportunity to participate in numerous scholarships as part of international programs such as Erasmus+, CEEPUS, and DAAD. International cooperation is based on approximately 340 inter-university agreements. The Welcome Point service center, launched in September 2021, provides support for international students. Due to the COVID-19 pandemic, the calendar year 2021 saw a significant decline in international travel by staff, doctoral students, and students, as well as in the number of visiting international guests. A total of 92 short-term mobilities and 114 study and internship mobilities abroad were completed (for the academic year 2021/2022); in the following year, these numbers increased to 364 short-term mobilities

² In brackets for the year 22/23, the figure includes individuals receiving support from the Accessibility Center but not reported in the Central Statistical Office (GUS) (individuals without certificates of disability – only medical records and doctor's certificates)

of the academic community and 136 mobilities for study and internships abroad (for the academic year 2022/2023). In terms of arrivals for semester or year-long study programs, both the pandemic and the geopolitical situation of Poland have led to a decrease in interest in studying in our country through exchange programs and bilateral agreements; the annual number is just over 100 students (137 students in the academic year 2021/2022, in the academic year 2022/2023 – 101 students).

The University actively and successfully pursues international accreditations. A notable achievement of the University in the area of international accreditation since 2021 is obtaining the prestigious EFMD Accredited status for the Master’s degree in International Business (2022), the Erasmus Charter for Higher Education (ECHE accreditation from the European Commission authorizing participation in the Erasmus+ program from 2021 to 2027), and the implementation of CEEMAN IQA recommendations (the first university in Silesia to receive this institutional accreditation). The University also holds international industry accreditations for its study programs, including ACCA, CIMA, CFA, PRMIA, GARP, and ELA-ECBL.

Another key factor confirming the University's international potential is its participation in international organizations (through institutional memberships and individual staff memberships). The University is a member of 77 international networks and consortia, including the European Accounting Association, the European Economic Association, the EFMD Global Network, the Dukenet International Network, AACSB International, and CEEMAN.

UE Katowice cooperates with entities from the socio-economic environment in multiple areas. Between 2019 and 2022, the University signed 174 new cooperation agreements with entities in the business sector. The University also provides professional research and consulting services. Its service and research offer are directed at all business entities, organizations, public administration bodies, and judicial institutions. Between 2021 and 2022, the Research and Development Center of the University of Economics in Katowice completed nearly 120 expert projects and scientific research works with a total net value of more than PLN 2,000,000.00.

Table 6. Value of completed expert services and research projects

Year (by project start date)	Net value in PLN
2021	1,010,902.93
2022	990,668.20

UE Katowice employed approximately 800 staff during the period covered by the study (Table 7). The University’s personnel consists of university teachers and non-academic staff. University teachers are employed in the following categories: teaching, research, and research and teaching. Non-academic staff includes administrative staff, library staff, scientific documentation and information staff, university publishing staff, technical staff, and support staff. In addition to employees hired based on employment contracts, the University performs its tasks by collaborating with more than 600 individuals under civil law contracts, including nearly 40 foreigners (Table 8).

Table 7. Employees hired based on employment contracts as of December 31 of the given year

Year	Average monthly full-time employment	Gender	Age range						
	Average monthly employment in persons		up to 20	21-30	31-40	41-50	51-60	over 60	Total
2021	775.81	Female	0	34	114	221	144	39	552
	782	Male	0	19	52	88	49	40	248
Total			0	53	166	309	193	79	800
2022	809.45	Female	1	31	118	218	152	41	561
	822	Male	0	35	52	90	54	40	271
Total			1	66	170	308	206	81	832

Table 8. Employees hired based on civil law contracts

Year	Gender	Number of people	<i>including foreigners</i>
2021	Female	319	5
	Male	279	11
Total		598	16
2022	Female	306	12
	Male	299	26
Total		605	38

A total of 72 recruitment procedures were conducted in 2021-2022 for non-academic staff. For university teachers, 52 competitions were held in 2021, resulting in the hiring of 47 people, while in 2022, 36 competitions were held, resulting in the hiring of 30 people.

The University emphasizes maintaining and strengthening lasting relationships with its graduates. It implements the Graduate Privileges System (SPA) loyalty program, and, since 2021, the "Outstanding Graduates of the University of Economics in Katowice" competition in collaboration with the "COLLEGIUM" Alumni Association of the University of Economics in Katowice. The University actively supports graduates in their job search and in improving their qualifications, including through a database of job offers, internships, and apprenticeships. Graduates benefit from individual career counseling and educational and advisory projects performed in cooperation with companies, institutions, and graduates. Data from the 2020 and 2021 graduate surveys (years of graduation) conducted as part of the nationwide Polish Graduate Tracking System (ELA) show that, among all public business schools in Poland, UE Katowice graduates (undergraduate and graduate studies combined) ranked third in 2020 in terms of the average time to find their first job after graduation (4.91 months), as well as the average time to secure their first job under an employment contract after graduation (6.31 months). In 2021, the average time to find the first job after graduation was 1.7 months, placing the University second in Poland among public business schools and tied for second and third place in terms of the time taken to secure their first job under an employment contract after graduation (2.36 months).

In recent years, more than 2,000 graduates have received their degrees from the University of Economics in Katowice each year (Table 9).

Table 9. Number of graduates as of December 31 of the given year

Year	Number of graduates
2021	2,363
2022	2,255

In terms of finances, UE Katowice manages its finances independently based on a material and financial plan, according to the Public Finance Act. The University maintains its accounting records according to accounting regulations, taking into account the principles specified in the Law on Higher Education and Science. As a public university, UE Katowice transparently reports its financial data for statistical purposes. Table 10 presents key data on the University's balance sheet and financial results.

Table 10. Selected financial information for UE Katowice as of December 31 of the given year (data in thousands of PLN)

Item	Year	
	2021	2022
BALANCE SHEET		
Assets	253,031.00	276,934.40
Fixed assets	148,398.60	169,804.20
Current assets	104,632.40	107,130.20
<i>Equity and liabilities</i>	<i>253,031.00</i>	<i>276,934.40</i>
Equity	194,318.40	209,038.50
Liabilities and provisions for liabilities	58,712.60	67,896.00
INCOME STATEMENT		
Gross income	111,064.30	118,180.00
Operating costs	109,727.40	123,074.50
Other operating gross income	167.40	2,834.60
Other operating expenses	157.10	291.90
Financial gross income	68.00	2,940.00
Financial expenses	19.70	42.30
Income tax	15.40	22.50
Net profit (loss)	1,380.10	523.50

Chapter II. Strategic goals and priorities regarding social responsibility of the University of Economics in Katowice

The Development Strategy of the University of Economics in Katowice for the years 2018–2025 includes domain priorities related to the University’s core areas of activity and the groups of people associated with them, emphasizing their agency. These are:

- P1. Teaching – Students and teachers,
- P2. Research – Scientists,
- P3. External Relations – Business and institutional partners, experts.

The efficient functioning of these areas is made possible by concentrating the University’s activities and resources within the framework of the formulated horizontal priorities, which include:

- PH1. Internationalization – International partners,
- PH2. Management Efficiency – Administrative staff
- PH3. Social Responsibility, i.e., cooperation with the local community.

The implementation of priority PH3. Social Responsibility is based on the strategic goals that the University of Economics in Katowice continuously strives to achieve, aiming to become a University that is:

- ethical,
- socially engaged,
- committed to sustainable development.

These objectives are detailed in Table 11, previously presented in the Report on Social Responsibility of the University for the years 2019-2020. Chapters III-V of this Report are devoted to implementing these specific objectives.

Table 11. Details of priority PH3. Social Responsibility: strategic goals – initiatives – operational goals – domain programs / projects

PRIORYTET PH3: Social Responsibility			
Strategic goal (General strategy)	Development initiative (General strategy)	Operational goal	Domain program / project
CH3.1. Ethical University	PRH3.1.1. Involvement of the internal stakeholders in the implementation of the strategy for the socially responsible University	CH3.1.1. Socially responsible professionals	(i) Strategy of the socially responsible University (ii) Teaching policy (iii) Codes of Ethics in force at the University
	PRH3.1.2. Building the reputation of the socially responsible University	CH3.1.2. Socially responsible governance of the University	(i) Personnel policy (ii) Rules and Regulations of Work and Remuneration Regulations (iii) Regulations implemented as part of support and providing equal opportunities for students and doctoral students with disabilities / requiring additional assistance
CH3.2. Socially Engaged University	PRH3.2.1. Cooperation between the University and its stakeholders	CH3.2.1. Active dialogue for undertaking and promoting activities with stakeholders as part of social responsibility	(ii) Policy for cooperation with external entities in the scope of community-oriented activities

	PRH3.2.2. Implementation of research projects related to social responsibility	CH3.2.2. Knowledge for social responsibility	i) Research and implementation projects dealing with issues of social responsibility
CH3.3. University for Sustainable Development	PRH3.3.1. Building the reputation of the University as a place that develops in a sustainable manner	CH3.3.1. Environmentally friendly University	(i) Policy for the sustainable development and functioning of the University
	PRH3.3.2. Implementation of projects related to the quality of life, health, and safety of the academic community	CH3.3.2. Caring for the quality of life, health, and safety of the academic community	(i) System for improving working conditions (ii) Rules and Regulations of Work and Remuneration Regulations

Referring to the first Report on Social Responsibility (covering the years 2019-2020) and the three stages of the evolution of the concept of social responsibility of the university outlined in it, one should note that the University of Economics in Katowice is still in the second stage, where social responsibility of the University is an independent function within its operations. It nevertheless aspires to and is approaching the third stage, in which social responsibility constitutes the foundation upon which the other objectives of this specific organization are based (SOU as a coordinating function)³.

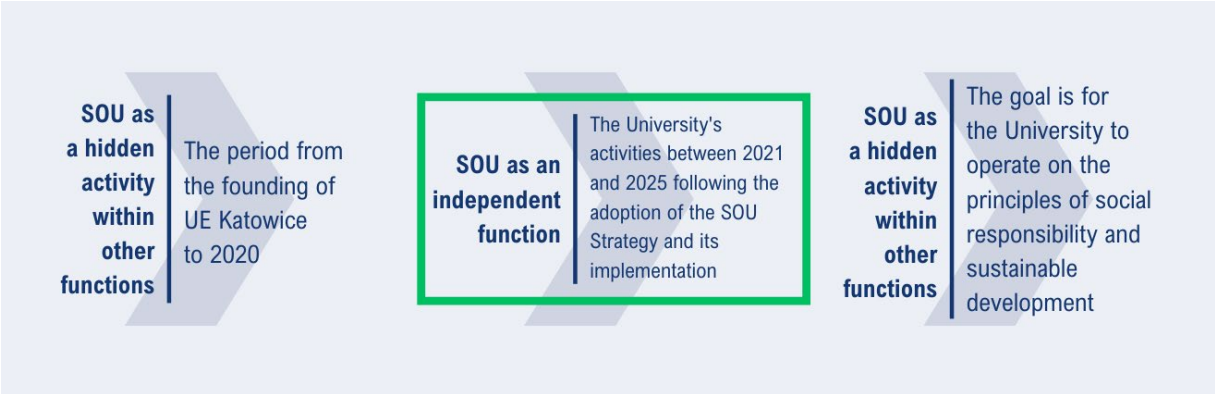


Figure 1. The current stage of the evolution of the Social Responsibility of UE Katowice

³ A. Adamus-Matuszyńska, M. Foltyn-Zarychta, J. Gołabek, M. Górczyńska, A. Kantor, M. Kiczka, E. Lachowicz-Santos, A. Losa, S. Słupik, I. Sztangret, W. Tatoj: *The Report on Social Responsibility of the University of Economics in Katowice for the years 2019–2020*, Katowice 2022, pp. 23-24.

Chapter III. Stakeholders of the University of Economics in Katowice

There are two fundamental reasons why identifying the stakeholders of UE Katowice and defining their influence and significance are essential to the University's operations. The first stems from their role. Stakeholders are key partners for the University of Economics in Katowice. They constitute a broad group of individuals and institutions that are interested in the activities and results of the University and have an impact on it. Cooperation with stakeholders enables a better understanding of the needs and expectations of the surrounding community, leading to more effective and efficient operations of the University in both its immediate and broader environments. By nurturing relationships with stakeholders, UE Katowice is building its reputation as an open, responsible, sustainable university committed to the development of society and the local community. This is an investment in the future that benefits both the University and its partners.

The second reason relates to the contemporary expectations of society and the economy, which are expressed in the Corporate Sustainability Reporting Directive (CSRD), among other things, introducing new sustainability reporting standards for companies in the European Union starting in 2024. The Directive emphasizes stakeholder participation in the reporting process and the incorporation of their perspectives into company sustainability strategies. It should also be noted that both this and other directives emphasize the importance of the value chain, requiring reporting on material aspects even by organizations not directly subject to them, including universities collaborating with business. **The significance of stakeholders in the CSRD is related to the following issues: identifying material sustainability issues (stakeholders have their own expectations), dialogue to understand** their expectations, concerns, and needs, transparency in disclosing the organization's impact on the environment and society, and achieving mutual benefits – the university builds trust, and stakeholders support it in implementing its social responsibility and sustainable development strategies.

For the second Report on Social Responsibility of UE Katowice, the team members preparing the Report used brainstorming to identify stakeholders and assess their impact on the University's operations, and incorporated the recommendations of the University administration outlined in the previous Report. Appendix No. 3 presents the identified list of stakeholders along with their indicated interests, impact on the University, and the University's significance to them.

Based on their impact on UE Katowice and the significance of the University, using the template adopted in the previous Report⁴, stakeholders were divided into four main groups: supporting (high impact on the organization and high significance of the organization to the stakeholder), cooperating (low influence but significant importance), non-cooperating (high influence on the organization but low importance of the organization to them), and marginal (low influence and importance).

The analysis shows that 30 stakeholders were identified as supporters of UE Katowice. However, particular emphasis should be placed on those who have both a strong influence on the University (rank 4-5) and for whom UE Katowice is of significant importance (rank 4-5). This group of key supporting stakeholders consists of 16 entities (Table 12). 5 stakeholders were identified as formally cooperating with UE Katowice, and 3 as marginal. None of the stakeholders was classified as a non-cooperating entity.

⁴ A description of the methodology and typology of stakeholders can be found in the Report on Social Responsibility of the University of Economics in Katowice for the years 2019-2020.

Table 12. Key stakeholders of UE Katowice

Stakeholder	Assessment of impact on the University	Assessment of importance to the University
University teachers: University research and teaching staff	5	5
University teachers: Research staff of the University	5	5
University teachers: University teaching staff	5	5
The Rector and persons holding managerial positions at the University within the meaning of the Statute of the University of Economics in Katowice	5	5
Other persons holding managerial positions at the University	5	5
Ministry responsible for higher education and science	5	2.8
Non-academic staff at the University	4.9	5
University Council	4.6	4.1
Entities funding and co-funding projects and research	4.6	3
Natural environment	4.6	4.6
Full-time students	4.4	5
Part-time students	4.4	5
Senate	4.4	4.3
Scientific Committees	4.4	4.3
Doctoral students	4.2	5
Student organizations, including research clubs	3.9	4.1

Stakeholders are key partners of the University at every stage of implementing its strategy, goals, and specific actions. Mutual learning through dialogue with stakeholders constitutes the foundation of the University's development. UE Katowice draws knowledge from the experiences and perspectives of its partners, while stakeholders gain insight into our innovative processes and strategies. Therefore, identifying them and understanding their roles is key to building a socially responsible development strategy of UE Katowice.

Chapter IV. Ethical University

As an ethical university, the University of Economics in Katowice has set two operational goals: "Socially responsible professionals" and "Socially responsible organizational structure of the University." Approximately half of the undergraduate students and over two-thirds of the graduate students took at least one course addressing social responsibility. More than 100 courses in this area were offered. During the period under review, an Accessibility Coordinator was hired, and new regulations for the Accessibility Center were introduced. The representation of women in leadership positions shows a disparity at the Rector's Office level (predominance of men) and among non-academic staff (predominance of women). The number of complaints regarding organizational governance remains low (approx. 10 per year).

3.1 Socially responsible professionals

Methodological introduction

The analysis of the implementation of the first objective involves identifying the number of students and doctoral students who attended courses on CSR issues and the number of courses on social responsibility, presented in a cross-sectional manner according to selected parameters, as well as training sessions on academic ethics. Furthermore, for this study, this objective is also illustrated by the number of rulings issued by disciplinary committees operating at the University. Quantitative indicators have been further enriched with examples of good practice.

Indicators

A strategic indicator of the objective achievement level is the number of student participation in teaching activities (lectures and classes) on social responsibility or related topics (the number of participations for the academic year 2021/2022 is presented in Table 13).

Table 13. Number of students and doctoral students enrolled in courses on social responsibility issues in the academic year 2021/2022 (a student could be enrolled in more than one course on the topic)

Level of education	Number of students enrolled
Undergraduate studies	3,081
Graduate studies	1,863
Doctoral School	10
Total	4,954

In courses on social responsibility during the academic year 2021/2022, this number dropped to 4,954, although a single student could be enrolled in more than one course.⁵ This figure is determined by the course offerings for individual study programs, as the number of courses on social responsibility varies across different programs. The analysis covered undergraduate and graduate students in Katowice and Rybnik, as well as doctoral students. The above figures indicate that, on average, approximately half of undergraduate students and more than

⁵ For comparison, a total of 6,324 students participated in the academic year 2020/2021. See the Report on Social Responsibility of the University of Economics in Katowice for the years 2019-2020

two-thirds of graduate students took at least one course in social responsibility. At the Doctoral School level, every doctoral student participated in at least one course in this field.

During the period covered by the study, the undergraduate and graduate study programs at UE Katowice and its Rybnik Branch offered a total of 106 different courses, taught in Polish and a foreign language. Within the Doctoral School, 2 courses were taught in Polish.

Table 14. Number of courses/programs covering social responsibility in the academic year 2021/2022, classified according to language of instruction and study level

Specification	Undergraduate studies	Graduate studies	Doctoral School
Number of courses in Polish	44	41	2
Number of courses in a foreign language	8	13	No program
The number of programs that include courses on social responsibility	27	27	2

The number of workshops and training courses on academic ethos for students is low, with only 2 courses in 2021 and 1 in 2022. During this period, no training courses on ethics and academic ethos were conducted for UE Katowice staff. The University did not organize training courses on academic ethos for staff. However, several employees (representatives of the Ethics Committee) participated in such events organized by other institutions. These were the following events:

- "Counteracting the mobbing phenomenon at universities" seminar, organized by Science Watch Poland,
- "Ethical review of research projects" scientific conference, organized by the Committee on Ethics in Science of the Polish Academy of Sciences and the Department of Ethics at the Faculty of Philosophy, University of Warsaw.

An indicator supplementing information on the achievement of the ethical university goals is the number of committee rulings confirming violations of the academic ethos relative to the total number of staff, students, and doctoral students. Regarding human rights violations and instances of non-compliance by UE Katowice and its staff with legal and ethical regulations, 4 cases were recorded and reviewed – 2 in 2021 and 2 in 2022. During the period under review, the mediator handled 2 cases that were resolved amicably.

Examples of good practice

To uphold the academic ethos at the University, the following codes are in force: the Code of Ethics of the University, the Doctoral Student Code of Ethics, and the Student Code of Ethics, as well as a number of other legal regulations containing provisions on social responsibility. During the period covered by this study, these included:

- Appendix to Resolution No. 27/2019/2020 of the Student Parliament of the University of Economics in Katowice of July 24, 2020: "Student Code of Ethics of the University of Economics in Katowice,"
- Appendix No. 1 to Order No. 40/22, Code of Ethics of the University of Economics in Katowice,
- Appendix No. 1 to Resolution No. 6/2020/2021 of the Doctoral Student Council of the University of Economics in Katowice of August 6, 2021, Resolution of the Doctoral Student Council of the University of Economics in Katowice of August 6, 2021, regarding the Doctoral Student Code of Ethics of the University of Economics in Katowice,

- Order No. 17/2021 of February 18, 2021, of the Rector of the University of Economics in Katowice establishing the Ethics Committee.

As outlined above, the University offers a wide range of courses covering:

- **Social Responsibility (31 in total):**

In Polish:

Local Animation – Leader in the Public Sphere
Corporate Governance and Investor Relations
CSR and Ethical Aspects of Customer Relations
Education and Community Participation
A Company in the Local Community
Corporate Governance
Organizational Governance
Sustainable Marketing
Corporate Governance (Polish: Nadzór korporacyjny)
Health Promotion and Health Education
Social Entrepreneurship
Entrepreneurship in the Public and Social Sectors

Psychological Determinants of Employee Behavior
Social Sector
Corporate Social Responsibility
Social Responsibility of Business and the Media
Social Responsibility of a Family Business
Corporate Social Responsibility
Social Responsibility of Media Organizations
Creating a Work-Life Balance
Intercultural Management
Age Management
Public health
Green finance

In a foreign language:

Big Data Governance
Corporate Governance
Corporate Governance and Investors Relations
Corporate Social Responsibility

Financial Management in Terms of the CSR Concept
Principles and Practices of Corporate Governance
Sustainable Finance

- **Sustainable Development (31 in total):**

In Polish:

Analysis of the Socioeconomic Development of Local Administrative Units
Development Economics
Economics of Sustainable Growth
Globalization and Sustainable Development
The Global Dimension of Sustainable Development
Economy and the Environment
Governance and Participatory Methods
Economic Policy for Sustainable Development
Population and Family Policy
Health Policy

Social Policy
Standard of Living and its Assessment
Local and Regional Development Projects
Sustainable Development and the Green Economy of Cities
Sustainable Development in Tourism
Socio-cultural Determinants of Green Development
Regional and Local Development Strategies
Sustainable Development Strategies for Multinational Corporations
Energy Transition
Sustainable Tourism

Environmental Management and Energy Security
Sustainable Management
Sustainable Development Management

In a foreign language:
Energy Policy
Green Finance and Investments

- **Ecology (24 in total):**

In Polish:
Eco-ethics
Eco-friendly Household
Ecology
Eco-city
Environmental and Natural Resource Economics
Economic Aspects of Climate Change Agriculture, Forestry, and Water Management
Green Investments
Environmental Projects Assessment
Legal Bases of Spatial Management and Environmental Protection

In a foreign language:
Contemporary Perspectives in Climate Risk Management
Global Problems of Natural Resources Management

- **Circular Economy (3 in total):**

Circular Economy and Ecosystem Services
Entrepreneurship in the Circular Economy
Environmental Management in Organizations

- **Ethics (2 in total):**

Ethics
Ethics and Corporate Social Responsibility

- **Professional Ethics (11 in total):**

In Polish:
Axiology and Ethics of Journalism

In a foreign language:
Business Ethics
Legal Framework & Ethics

Green Economy
Sustainable Supply Chains
Sustainable Urban Development

Green Investment – Can You Make Environmental Protection Investment Profitable
Quality of Life – Economic, Social, and Subjective Indicators
Sustainable Investments

Environmental Protection Law
Pro-environmental Administrative Procedures
Natural Factors in Spatial Planning (fieldwork)
Economic Analysis in Environmental Protection
Environmental Factors in Spatial Planning (fieldwork)
Environmental Management in a Company
Environmental Protection Management
Environmental Management
Sources of Environmental Information

Introduction to a Low-Carbon Economy
Strategies for Climate Change Adaptation and Mitigation
The Global Environment for Business

Business Ethics (Polish: Etyka gospodarcza)
Ethics and Responsibility in Business and Public Administration
Ethics and Social Responsibility of New Technologies
Ethics in Business
Ethics in Finance and Accounting
Ethics in Healthcare
The Practice of Medical Professions and the Responsibility of Medical Personnel
Trust in Digital Communication

Recommendations:

- raise students’ awareness of the importance of social responsibility by promoting courses with socially relevant content, particularly as free choice electives,
- expand curricula to include topics related to ethics and Corporate Social Responsibility, sustainable development, and social innovation, as well as to broaden their scope,
- increase the number of workshops and training courses on ethics and academic ethos for staff, students, and doctoral students,
- implement other initiatives to raise awareness of social responsibility among all staff and student groups,
- regularly monitor and document cases involving violations of the Code of Ethics of the University of Economics in Katowice and the Student Code of Ethics.

3.2 Socially responsible organizational governance of the University

Methodological introduction

The level of achievement of the second operational goal, "Socially responsible organizational governance," is reflected in indicators related to initiatives supporting transparency, equality, diversity, and respect for human rights, the participation of students, doctoral students, and employees requiring additional assistance, and the number of facilities provided for them. Additionally, indicators regarding the proportion of women in leadership positions and the number of complaints regarding human rights violations were taken into account. Quantitative indicators were supplemented with examples of good practice.

Indicators

Socially responsible university governance describes activities supporting transparency, equality, diversity, and respect for human rights. During the analyzed period in 2022, there was a significant increase in both the number of initiatives in this area and their participants. This number included numerous training courses and conferences on supporting people requiring additional assistance, such as the project entitled "Comprehensive system for supporting travel by public transport for blind and visually impaired people" and training camps for people with disabilities.

Table 15. Number of participants/projects supporting initiatives promoting transparency, equality, diversity, and respect for human rights

Specification	Year	
	2021	2022
Number of participants in initiatives supporting transparency, equality, diversity, and respect for human rights in a given academic year	351	1,243
Number of initiatives promoting transparency, equality, diversity, and respect for human rights in a given academic year	5	32

The strategic indicator for the socially responsible university governance is the percentage of students, doctoral students, and staff with disabilities or requiring additional assistance in a

given academic year, as well as a supplementary operational indicator on the number of implemented infrastructural and organizational solutions promoting accessibility for people with disabilities or requiring additional assistance in a given academic year (Table 15).

Table 16. Percentage of students, doctoral students, and staff with disabilities / requiring additional assistance, and the number of infrastructure and organizational measures implemented to ensure their accessibility

Specification	Academic year
	2021/2022
Percentage of students, doctoral students, and staff with disabilities / requiring additional assistance in a given academic year	1.29%
Number of infrastructure and organizational solutions implemented to ensure accessibility for people with disabilities / requiring additional assistance in a given academic year	6

The implemented infrastructure solutions have improved the accessibility of buildings, lecture halls, and the swimming pool for people requiring additional assistance and enhanced the safety of all stakeholders by streamlining the evacuation process. In addition, the information and communication process for people requiring additional assistance has been supported, covering both the administrative and research and teaching areas. In 2021, an Accessibility Coordinator was hired to create a new organizational framework for improving accessibility. In 2022, new Rules and Regulations of the Accessibility Center were implemented.

Table 17. Proportion of females and males in managerial positions and the average difference in base pay by gender in 2021–2022 (as of December 31 of the respective calendar year)

Category	University authorities (rector, vice-rectors, deans)		University teachers in managerial positions		Non-academic staff in managerial positions	
	Percentage share by gender	Difference in average base remuneration (in %)	Percentage share by gender	Difference in average base remuneration (in %)	Percentage share by gender	Difference in average base remuneration (in %)
2021						
Females	25.00%	22.90%	44.64%	0.46%	75.76%	
Males	75.00%		55.36%		24.24%	31.66%
2022						
Females	25.00%	19.55%	44.64%		75.36%	
Males	75.00%		55.36%	0.63%	24.64%	30.81%

Additional indicators included in the Report are the percentage of females in managerial positions in three employee groups and gender remuneration gaps (Table 16), as well as the number of complaints regarding corporate governance (Table 17). They are included since they address issues strongly emphasized in the documents of the United Nations and European Union, as well as the information expected by stakeholders.

The proportion of females in managerial positions shows a disparity at the University authorities level (over 70% males) and among non-academic staff (75% females). These groups also exhibit greater wage disparities (e.g., females at the University authorities level

earned on average about 20% more than males, and among non-academic staff in managerial roles, males' wages were about 30% higher in both years studied). The smallest disparity, both in terms of gender representation and wage differences, is found among university teachers in managerial roles.

To ensure good governance at the University, there are bodies within the institution to which reports are submitted regarding human rights violations and instances where the University's actions or those of its community members do not comply with legal and ethical regulations. These bodies are: the Ethics Committee, the University Mediator, the Disciplinary Committee for Students, the Disciplinary Committee for Doctoral Students, the Disciplinary Proceedings Representative, and the Disciplinary Committee for University Teachers.

As part of the activities of the Ethics Committee, which handles cases of violations of the codes in force at the University of Economics, namely, the Code of Ethics of the University of Economics in Katowice, the Doctoral Student Code of Ethics, and the Student Code of Ethics, 2 cases were accepted for review in 2021. None of the reported cases resulted in a finding of a violation. In 2022, 2 cases were reported to the Committee. Also in 2022, no cases were recorded that would constitute violations. The first case involving a university teacher was reported to the University Mediator in 2022. The resolution of the case did not indicate a violation of human rights. In 2021, 10 cases were reported to the Disciplinary Committee for Students, of which 4 were referred to the relevant committees. Of the reported cases, 3 were resolved with a finding of violation. In 2022, the Commission received 4 cases, none of which were referred or settled with a finding of a human rights violation. In the case of the Disciplinary Committee for Doctoral Students, no cases concerning human rights violations were reported in 2021 or 2022. In 2021, one case was reported to the Disciplinary Proceedings Representative and the Disciplinary Committee for University Teachers, which was resolved with a finding of a human rights violation. In 2022, 5 cases were reported, 3 of which resulted in a violation of applicable regulations. Regarding cases of unequal treatment, workplace mobbing, and discrimination, 1 case was recorded in 2022; there were no reports in 2021. The case involved a university teacher, and no violations were found in its resolution. No cases were reported to the Rector's Representative for Equal Treatment and Anti-Mobbing in either 2021 or 2022.

Examples of good practice

Examples of good practice in the area of organizational governance at UE Katowice include:

- The results of the dissemination and promotion of Social Responsibility of the University are measured as needed using available tools (traffic statistics, interaction metrics) on the University website and social media accounts, as well as through external media monitoring.
- In its personnel policy, the University adheres to the principles specified in the European Charter for Researchers. High ethical standards based on the respect for all rights and privileges assigned to specific employee groups (university teachers, administrative staff, support staff, and technical staff) are applied to every employee. Documents relating to employment (Organizational Regulations, Rules and Regulations of Work, Remuneration Regulations) are made available in the Legal Acts Bulletin (Polish: BAP); access to them is unrestricted.
- The documents and legal regulations (in force during the reporting period) containing provisions on socially responsible organizational governance implemented at the University of Economics in Katowice are:

- Anti-Mobbing and Anti-Discrimination Policy of the University of Economics in Katowice (Appendix No. 3 to the Rules and Regulations of Work introduced by Order No. 87/19),
- Remuneration Regulations at the University of Economics in Katowice – Order No. 38/20 (as amended),
- Rules and Regulations of Organizing and Conducting Competitions for the Positions of Academic Teachers Employed at the University of Economics in Katowice – Order No. 149/19,
- Rules and Regulations of Organizing and Conducting Competitions for the Positions of Non-academic Staff Employed at the University of Economics in Katowice – Order No. 89/17
- Order No. 99/18 on the Professional Development of Employees at the University of Economics in Katowice,
- Appendix No. 1 to Resolution No. 38/2008/2009 of the Senate of the Karol Adamiecki Academy of Economics in Katowice on the Code of Ethics of the Academy of Economics in Katowice: "Code of Ethics of the Karol Adamiecki Academy of Economics in Katowice;" Part I. The founding values of the Academy of Economics,
- Development Strategy of the University of Economics in Katowice for the years 2018-2025. The 2021 update of the document adopted by the Senate of the University of Economics in Katowice in March 2018 was made solely to ensure consistency in terminology and provisions regarding the mission, priorities, strategic objectives, and initiatives with the University's Strategic Plan 2021-2025 (see the updated document adopted by the Senate of the University of Economics in Katowice on July 1, 2021, Resolution No. 155/2020/2021 – Development Strategy of the University of Economics in Katowice for the years 2018-2025, and the related Resolution No. 156/2020/2021 of the Senate of the University of Economics in Katowice of July 1, 2021, on the adoption of the Strategic Plan of the University of Economics in Katowice for the years 2021-2025),
- Student participation in international programs promoting diversity, such as the Blended Intensive Program "The Future of Banking and Finance" (BIP FBaF). This is an annual international program implemented as part of the Erasmus+ project, aimed at students of finance-related programs. 7 European universities participated in the 2021/22 edition of the program. The goal of the BIP FBaF is to increase students' knowledge of sustainable finance in the context of financial market participants (including banks and investment funds). BIP FBaF utilizes educational innovations: the program is divided into two phases – during the first, students work on issues related to sustainable finance and banking in international online teams, and during the second, they participate in an intensive week, which in the 2021/22 edition took place in The Hague.

Furthermore, it is worth noting that the University of Economics in Katowice boasts a reputation as a good employer, as confirmed by the *Forbes* magazine's ranking of the best employers ("Poland's Best Employers 2021"), where the University of Economics in Katowice made it to the podium, ranking 3rd in the country in the "higher education and science" sector (also confirmed by the next edition of the *Forbes* magazine's ranking – "Poland's Best Employers 2022") and 43rd place nationally in the overall ranking.

Recommendations:

- intensify activities related to community-oriented projects, including initiatives for people with disabilities,
- initiate and support activities promoting transparency, equality, diversity, and respect for human rights,
- initiate training courses and workshops for staff on adapting the learning process to the needs of people with disabilities,
- intensify the efforts to improve university accessibility for people requiring additional assistance.

Chapter V. Socially Engaged University

As a socially engaged university, the University of Economics in Katowice organizes and supports dialogue with stakeholders and serves as a hub for creating knowledge on social responsibility and sustainable development. The University communicates with external stakeholders on social responsibility and involves them in decision-making processes (e.g., the University Council and Program Councils for study programs), and organizes and supports numerous educational and community-oriented activities (including educational programs for children, youth, and seniors). It also implements research in the field of social responsibility and sustainable development. Nearly 39% of the submitted research proposals and 28% of the ongoing scientific, research, and implementation projects are related to social responsibility issues, and the total number of publications in this field in 2021–2022 reached almost 259.

4.1 University engaged in dialogue and cooperation with external stakeholders

Methodological introduction

The measurement of UE Katowice’s engagement in dialogue with stakeholders was made based on the number of participants in educational projects organized or co-organized by the University, as well as the number of events involving external stakeholders, the number of students, doctoral students, and staff involved in the community-oriented activities, and the number of the University’s own and supported initiatives in this area. In addition, the involvement of stakeholders in advisory bodies, such as the University Council or the Program Councils for study programs, and the media activity of University staff were taken into account. The indicators are also accompanied by descriptions of selected best practices that align with the operational goal.

Indicators

The total number of stakeholders involved in the University’s activities in 2021 was nearly 487 people, who participated in 45 events (Tables 18 and 19). In 2022, the number of participants was 558. The total number of events involving external stakeholders in 2022 was 39.

Table 18. Number of external stakeholders involved in decision-making processes or participating in events organized by the University

Specification	Description of entities / programs	Year	
		2021	2022
members of advisory and consultative bodies	Advisory Board (2022 – year of establishment)	-	31
	University Council	7	7
	Program Councils	103	117
participants in educational programs	EUD + KAWA classes (for parents and guardians of EUD participants), ELiT, UETW	355	381

It is worth noting the growing number of external stakeholders on the Program Councils of the study programs, who participated in approximately 30 meetings in both years under review. The group of external stakeholders was joined by the University Advisory Board, consisting of 31 members.

Table 19. Number of events involving external stakeholders

Specification	Year	
	2021	2022
Advisory Board	-	1
University Council	11	6
Program Councils	30	26
Educational programs	4	4

The Advisory Board of the University of Economics in Katowice, which serves as an advisory body to the Rector on the development of the University of Economics in Katowice and includes, among others, representatives of the University's socio-economic environment, was established in 2022. The composition of the Advisory Board remained unchanged during the period covered by the study.

A total of 355 people (seniors, children, and youth, as well as their parents) participated in educational events in 2021, and in 2022, this number increased to 381.

Table 20. Number of participants in educational projects

Specification	Year	
	2021	2022
University of Economics of the Third Age (UETW)	82	131
Economics for Upper Secondary Schools (ELIT)	110	80
Children's Economic University (EUD)	124	102
KAWA classes for parents and guardians of EUD participants	39	68
TOTAL	355	381

The AME program was suspended in 2021 and 2022. Furthermore, following the COVID-19 pandemic, the number of participants in certain initiatives, such as the University of Economics of the Third Age, has shown an upward trend.

The number of staff engaging in community-oriented activities in 2021 and 2022 was 274 and 471, respectively. This represents a significant increase after the pandemic. In turn, the number of students involved was 166 in 2021, and 299 in 2022. Only 2 doctoral students were involved in these activities in 2022 (Table 21). It is worth noting that the number of community-oriented initiatives in the post-pandemic year (2021) increased from 14 to 28 (Table 22).

Table 21. Number of students, doctoral students, and employees involved in community-oriented projects

Specification	Year	
	2021	2022
Total number of people	74	71
including:		
number of employees	08	70
number of students	66	99
number of doctoral students		

Tabela 22. The number of own projects and supported external initiatives aimed at the local community or the general public

Specification	Year	
	2021	2022
Number of community-oriented projects	14	28

Examples of good practice

Dialogue with external stakeholders occurs through their participation in meetings of the Advisory Board of the University of Economics in Katowice, meetings of the Regional Conference of Rectors of Academic Universities, the University Council, and the Program Councils for the study programs offered at the University.

The Advisory Board is an advisory body to the Rector regarding the development of the University of Economics in Katowice, and its members include: the Rector, the Chancellor, the Vice-Rectors, and representatives of the University's socio-economic environment.

In turn, the Regional Conference of Rectors of Academic Universities, hereinafter referred to as RKRUA, is composed of the rectors of public and private academic institutions from the Silesian and Opole Voivodeships, as well as the President of the Katowice Branch of the Polish Academy of Sciences, the Director of the Silesian Library, a representative of the Main Council of Research and Development Units, the Rectors of the theological seminaries of the Archdioceses of Katowice and Częstochowa and the Diocese of Opole, and the Head of the Research Station of the Polish Academy of Arts and Sciences in Katowice. The objectives of RKRUA include the following:

1. Developing a shared viewpoint of the rectors and expressing opinions on matters related to undergraduate, graduate, and postgraduate studies, as well as on all other issues concerning the academic community of the universities affiliated with RKRUA.
2. Inspiring and coordinating cooperation between universities and research institutes.
3. Implementing joint initiatives in teaching, research, and investment with the participation of the government and the local authorities.

The University Council was established in January 2019. Its activities have included providing opinions on the draft Statute of the University, the financial and material plan for the coming years, and the selection of an auditing firm to conduct an audit of the financial statements, among other things. In addition, the University Council has met with the CEEMAN IQA

International Accreditation Committee and prepared a report justifying the University's accreditation application.

The primary role of the Program Councils is to review changes to the curricula of the study programs offered by the University, as well as to provide opinions and recommendations regarding strategic and operational activities aimed at improving the quality of education. In addition to university teachers and external stakeholders, who are representatives of the business community (see Table 22), these councils also involve students and graduates of specific programs.

The University organizes a series of educational and scientific events for external stakeholders, the following being essential:

- University of Economics of the Third Age (UETW) – established in March 2012. Classes are held over two semesters each academic year. Students participate in lectures, seminars, and additional activities such as computer classes, sports, dance, and foreign language classes. Each semester features approximately 16 lectures on various topics. The economic topics covered include public transportation and marketing, as well as the history of literature, art history, and travel. Participants also take part in cultural events: concerts, seminars, and conferences.
- Educational programs for children and youth: The Children's Economic University (EUD) and the Academy of Young Economist (AME) are nationwide projects run by the University in cooperation with the Foundation for the Promotion and Accreditation of Economic Programs. Economics for Upper Secondary Schools (ELiT), on the other hand, is a program developed by UE Katowice. As part of these programs, lectures are delivered by the University staff and external experts-professionals.

The University also organizes or supports:

- Conferences, seminars, and academic training sessions aimed at doctoral students of our University and elsewhere. During the period under review, the following events were organized, among others: the 2nd (2021) and 3rd (2022) National Scientific Conference for Doctoral Students and Young Researchers – "Trójstyk" – Economics, Finance, Management (organizer: Doctoral School and Doctoral Student Council of the University of Economics in Katowice),
- Media activity: University staff, acting as experts, popularize knowledge in Economics, Finance, Management, Informatics and Communication, as well as broadly defined Administration and Business. They gave 358 interviews and comments in 2021, and 374 in 2022.

Support for external entities is also provided based on the provisions of the University's "Instructions on the Management of Assets at the University of Economics in Katowice," under which the University may transfer surplus assets free of charge to another public entity or to entities engaged in charitable, welfare, medical, sports, or tourism activities to fulfil their statutory tasks or objectives. Such actions may serve to improve living conditions, promote equal opportunities, or combat social exclusion. For example, in April 2021, the University transferred, free of charge, tangible assets in its possession that it could not utilize, but which were in a condition suitable for further use. 191 sets of bedding, 57 sheets, 92 pillows, and 166 duvets were handed over to the Municipal Social Welfare Center in Katowice (a shelter for homeless men), and 12 LCD computer monitors to the J. Smoleń No. 1 High School in Bytom to support the school's statutory objectives.

The University also supports community-oriented events organized by students. These include the following, among others:

- "Wampiriada" – an event promoting blood donation, organized regularly (2-3 times a year) by the Independent Student Association of the University of Economics in Katowice in cooperation with the Regional Center for Blood Donation and Haemotherapy;
- The 2nd edition of the Christmas Charity Stream – a Student Parliament initiative during which a "fundraiser" was launched, and all funds raised were donated to help those in need;
- "Słodka Mania Oddawania" – annual collection of sweets for the children of the Community Day Care Center No. 2 in Katowice and the St. Padre Pio Orphanage in Mysłowice organized by the Independent Student Association at the University of Economics in Katowice;
- Examination Period Counseling – organized periodically by the Student Parliament of the University of Economics in Katowice, assisting students with information regarding the exam period, exams, and student rights;
- Career Days – job, internship, and apprenticeship fairs organized by AIESEC UE Katowice;
- Career Guidance – an educational project organized by the Independent Student Association aimed at improving the competencies of students and their competitiveness on the labor market. It helps students shape their future and find the best path of development. The project includes free workshops, trainings, debates, and case studies;
- Santa Claus is coming to UE Kato | Merry-thorical Christmas! – project of the Student Parliament of the University of Economics in Katowice. It is a two-week-long series of training and workshops on business, entrepreneurship, and finance. The event ends with a Christmas charity stream, when the student community has the opportunity to help those in need.

Recommendations:

- take further steps to foster open dialogue with external stakeholders, as their involvement is currently concentrated in the following bodies: the Advisory Board, the RKRUA, the University Council, and, particularly, the Program Councils for study programs,
- continue or expand the educational and social programs run by UE Katowice,
- develop and implement appropriate systemic solutions to support the organization of community-oriented events, most of which are initiated by the employees or students themselves, while the University lacks systemic solutions to support employee, student, and doctoral student volunteering.

4.2 The University as a place for creating knowledge for social responsibility

Methodological introduction

The measurement of UE Katowice's engagement in creating knowledge for social responsibility was based on the number of publications affiliated with the University addressing social responsibility (including business ethics, corporate governance, climate change, and health protection). The number of research and implementation projects (including commercially executed work commissioned by external entities) was also taken into account, along with the number of submitted applications for research projects. Additionally, data was

collected on scientific conferences covering topics related to social responsibility. The goal was also illustrated with examples of good practice in the analyzed area.

Indicators

In 2021, the total number of publications related to social responsibility was 118, representing just over 17% of the total number of published works. In 2022, the number rose to 141, which constituted approximately 25.5% of all published works that year.

Table 23. Employee publications related to social responsibility

Specification	Year	
	2021	2022
Number of publications related to social responsibility	118	141
Share of the total number of publications	17%	25.5%

Table 24. Scientific research and implementation projects related to social responsibility

Specification	Year	
	2021	2022
Number of projects, including	41	52
research tasks carried out in Colleges (Faculties)	16	21
scientific research or development work and related tasks aimed at fostering the development of young scientists	15	20
projects carried out on behalf of external entities at the Research and Development Center	0	0
other	10	11
Percentage share of the social responsibility projects in the total number of projects implemented	27%	29%

The number of research and implementation projects related to social responsibility implemented or co-implemented by the University increased significantly in 2022 (52 projects) compared to 2021 (41 projects). This increase was primarily driven by projects conducted by young scientists (conducting research or development work and related tasks aimed at fostering the development of young scientists; see Table 24), despite the absence of projects commissioned by external entities at the Research and Development Center.

In both years under review, the largest share of projects addressing social responsibility issues consisted of research funded by subsidies allocated by the Rector for the maintenance and development of research capacity. Specifically, in 2021 and 2022, research tasks implemented in Colleges (since October 1, 2021, Faculties) constituted 27% and 29%, respectively, while projects implemented by young scientists constituted nearly 38% of all projects related to social responsibility. Due to the crisis caused by the pandemic and its aftermath, the number of projects commissioned by external entities (projects conducted at the Research and Development Center) decreased significantly. No such projects were recorded during the period under review.

There are also relatively few projects conducted in cooperation with external stakeholders. In the case of Polish entities, these are mainly activities implemented within the Research and Development Center, none of which were recorded during the study period. Nevertheless, it should be noted that the data collected by University units for this Report do not directly include a complete list of external project participants.

Table 25. Applications for research projects related to social responsibility

Specification	Year	
	2021	2022
Number of applications	42	56
Applications for research or development work and related tasks aimed at fostering the development of young scientists	15	23
Applications regarding research tasks conducted in Colleges (Faculties)	16	21
Applications for externally funded research projects	11	12
Percentage share of research project proposals related to social responsibility in the total number of proposals	35.9%	41.48%

Data on applications for research projects on social responsibility include applications submitted under grant funds allocated for conducting scientific research or development work and related tasks aimed at fostering the development of young scientists (funds are awarded through an internal competition procedure), as well as proposals for scientific research projects applying for funding through competitive procedures organized by external entities (e.g., the National Science Centre [NCN]). Notable in this area is the employees' activity in applying for funding through external competitions (in each of the analyzed years, a similar number [11 and 12] of such proposals were submitted, though fewer than in the preceding period, i.e., 13 such proposals in 2019-2020). The number of proposals related to social responsibility submitted as part of the competition for young scientists increased by 53%. In both years under review, proposals for projects related to social responsibility constituted over one-third of all proposals, i.e., 35.90% and 41.48%, respectively, representing an increase of 5.58 percentage points.

Examples of good practice

Among the topics addressed by the UE Katowice staff in publications related to social responsibility, papers or monographs on sustainable development, health protection, and social responsibility predominated. Selected publications are presented in Table 26.

Table 26. Selected publications related to social responsibility⁶

2021
1. Badura P.: Bariery przekształceń terenów poprzemysłowych na przykładzie terenów w subregionie centralnym województwa śląskiego, w: Górnośląsko-Zagłębiowska Metropolia. Wybrane zagadnienia /

⁶ The full list of publications by UE Katowice staff is available in the Expertus system at <http://bibliografia.bg.ue.katowice.pl/bib/>.

red. nauk. Paweł Kosiń, Jerzy Podsiadło. Adres wydawniczy: Dąbrowa Górnicza : Wydawnictwo Naukowe Akademii WSB, 2021, Polskie Towarzystwo Ekonomiczne w Katowicach, 2021, p-ISBN: 978-83-66794-11-5, p-ISBN: 978-83-933950-3-3

2. Batko K., Bartuś K. : A Digital Platform to Support the Design and Creation of Digital Social Innovations, Innovation Management and Sustainable Economic Development in the Era of Global Pandemic. Proceedings of the 38th International Business Information Management Association Conference (IBIMA), 23-24 November 2021, Seville, Spain / ed. Khalid S. Soliman
3. Ferens A.: Assumptions for building an environmental cost account in an energy sector company, w: Innovation Management and information Technology impact on Global Economy in the Era of Pandemic. Proceedings of the 37th International Business Information Management Association Conference (IBIMA), 30-31 May 2021, Cordoba, Spain / ed. Khalid S. Soliman, p-ISBN: 978-0-9998551-6-4
4. Grabowska-Powaga A.: Asymetrie i dylematy gospodarki globalnej, w: Gospodarka światowa w dobie przesilenia.. Wybrane zagadnienia i aspekty / red. nauk. Ewa Zeman-Miszewska, Aleksandra Grabowska-Powaga; Wydawnictwo Uniwersytetu Ekonomicznego w Katowicach, 2021, p-ISBN: 978-83-7875-775-7, e-ISBN: 978-83-7875-776-4
5. Jäger J., Dziwok E.: A Classification of Different Approaches to Green Finance and Green Monetary Policy, Sustainability; Special Issue New Challenges in Sustainable Finance, p-ISSN: 2071-1050
6. Kantor A.: Biznes odpowiedzialny społecznie - bariery i korzyści z wdrażania w: Gospodarka współdzielenia. Rynki, instytucje, organizacje, red. nauk. Artur Walasik Wydawnictwo Uniwersytetu Ekonomicznego w Katowicach, 2021, p-ISBN: 978-83-7875-736-8, e-ISBN: 978-83-7875-737-5
7. Maciaszczyk M., Kocot M.: Behavior of online prosumers in organic product market as determinant of sustainable consumption: Sustainability, Special Issue Sustainable Development from the Management and Social Science Perspective, p-ISSN: 2071-1050
8. Słupik S., Kos-Łabędowicz J., Trzęsiok J.: An innovative approach to energy consumer segmentation - a behavioural perspective. The case of the eco-bot project; Energies. e-ISSN: 1996-1073
9. Tokarska K., Mendala O.: Aviation criminal law regulations of the Tokyo Convention and the penal code to counteract terrorist acts / Katarzyna Tokarska, Journal of KONBiN, p-ISSN: 1895-8281, e-ISSN: 2083-4608
10. Wątróbski J., Więckowski J., Shekhovtsov A., Kizielewicz B., Sałabun W.: An attempt to sustainable cities and society evaluation - MCDA based approach w: Information Systems Development. Crossing Boundaries between Development and Operations (DevOps) in Information Systems (ISD2021 Proceedings) / ed. Emilio Insfran, Fernando González, Silvia Abrahao, Marta Fernández, Chris Barry, Michael Lang, Henry Linger, Christoph Schneider, Valencia : Universitat Politècnica de Valencia, 2021

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In a significant number of cases, the topics of the projects implemented were related to sustainable development and Corporate Social Responsibility. Topics that appeared quite frequently also concerned the social sphere, related to the sharing economy, public services, transportation, and healthcare, among other things. Table 27 presents examples of social responsibility projects implemented during the analyzed period.

Table 27. Examples of projects addressing issues related to social responsibility

Project title	Project manager	Project type
Ekosystem koprodukcji – czynniki sprzyjające koprodukcji usług społecznych ("Co-production ecosystem – factors conducive to the co-production of social services")	dr Anna Kozak	Research project funded by the National Science Centre (NCN)
Znaczenie kapitału psychologicznego lidera, transgresji i wsparcia organizacji dla rozkwitania i odporności pracownika. Pośrednicząca rola Poczucia Bezpieczeństwa Psychologicznego ("The importance of a leader's psychological capital, organizational support, and the willingness to take risks for employee well-being and resilience. The mediating role of psychological safety")	dr Milena Gojny-Zbierowska	Research project funded by the National Science Centre (NCN)
Czynniki redukcji dyskryminacji ze względu na płeć w strukturach ładu korporacyjnego w gospodarkach w procesie zmiany instytucjonalnej – analiza wielopoziomowa ("Factors contributing to the reduction of gender discrimination in corporate governance structures in economies undergoing institutional change – a multilevel analysis")	dr Anna Doś	Research project funded by the National Science Centre (NCN)
Zakorzenie społeczne w relacjach międzyorganizacyjnych. Studium porównawcze przedsiębiorców sektora turystycznego ("Social embeddedness in interorganizational relations. A comparative study of entrepreneurs in the tourism sector")	dr hab. Katarzyna Czernek-Marszałek, prof. UE	Research project funded by the National Science Centre (NCN)
International Centre of Research Excellence in Transition of Coal Regions (ExCORE)	prof. dr hab. Monika Wieczorek-Kosmala	National Agency for Academic Exchange (NAWA) under the Strategic Partnerships program

In 2021, the University organized 10 conferences that addressed social responsibility. In 2022, there were 16 conferences; the number of conferences increased significantly, especially compared to the previous period under analysis (2019–2020).

Table 28. Selected conferences covering issues of social responsibility organized or co-organized by the University

Conference	Date	Conference format
2nd National Scientific Conference of Doctoral Students and Young Scientists – "Trójstyk"	28.05.2021	on-line
Women's Economic Day	8.03.2021	on-line
Dokonania współczesnej myśli ekonomicznej ("Achievements of contemporary economic thought")	27.09.2021	in-person
Małe Miasta – Przestrzeń, Społeczeństwo, Gospodarka ("Small towns – space, society, economy")	22.04.2021	on-line
Scientific seminar of the Department of Business Logistics "Shaping the supply chains of tomorrow")	19-20.10.2021	in-person
Procesy internacjonalizacji w gospodarce światowej ("Internationalization processes in the global economy")	20.10.2021	on line
5th Colloquium on the Future of Silesian Cities "Miasta w procesie przemian w kierunku nowego stylu zarządzania" ("Cities in the process of transition under a new governance program")	17.11.2021	in-person
Zarządzanie Bezpieczeństwem IT ("IT Security Management")	5.11.2021	hybrid
8th National Conference – Business in Culture – Culture in Business	4.11.2021	hybrid
AIR – Analysis of International Relations. Methods and models of regional development	22-23.06.2021	on-line
Innowacje na rynku finansowych, bankowym i ubezpieczeniowym – teoria i praktyka 2022 ("Innovations in the financial, banking, and insurance markets – theory and practice 2022")	8-10.11.2022	in-person
Smart Technology & Smart Research	27.04.2022	in-person
Dokonania współczesnej myśli ekonomicznej ("Achievements of contemporary economic thought")	24.04.2022	on-line
Statistic for Innovation (SIDVRA)	28.06.2022	in-person
6th Colloquium: The Future of Silesian Cities. Od kreatywnego myślenia do sprawnego wdrażania ("From creative thinking to efficient implementation")	16.11.2022	in-person
IT Security Management 2022	01.11.2022	in-person
9th National Conference – Business in Culture – Culture in Business	16.11.2022	in-person
International Conference: Sustainability – the Future of Business	1-2.06.2022	in-person
International Women's Day Conference in Economics, Finance and Management	8-9.03.2022	on-line
58th Conference of Statisticians and Mathematicians of Southern Poland and the 40th Prof. Zbigniew Pawłowski Seminar (SEMP'2022)	5-6.04.2022	on-line
Research Seminar Days. Exploring New Frontiers in Economics, Finance and Management	12.2022	on-line
Języki specjalistyczne w badaniach i praktyce 2: dobre praktyki, nowe innowacje ("Specialized languages in research and practice 2: Best practices, new innovations")	9-10.02.2022	on-line
Procesy internacjonalizacji w gospodarce światowej ("Internationalization processes in the global economy")	19.10.2022	on-line
3rd National Scientific Conference for Doctoral Students and Young Scientists – "Trójstyk" – Economics, Finance, Management	20-21.05.2022	on-line
4th Energy Forum on Science and Economy	28.11.2022	in-person
Analysis of International Relations. AIR'2022	21.06.2022	on-line

Another example of good practice is that the University, in its commitment to the quality of its research, addresses ethical considerations in its Code of Ethics, which constitutes the principle that university teachers "shall adhere to the principles of scientific integrity in their

research and prevent plagiarism or the falsification of research results," and that all research and analyses should be conducted in a reliable manner and in a way that fulfills the economic and social objectives of the entities for which they are conducted.

Recommendations:

- take steps to improve the average score of research papers, which should have a positive impact on the number of citations and society,
- ensure greater support from the University in preparing applications for externally funded research, particularly from foreign sources, to increase the effectiveness of securing such funding,
- increase organizational and promotional support for conferences addressing issues of social responsibility and sustainable development.

Chapter V. The University for Sustainable Development

Through its activities, the University of Economics in Katowice seeks to foster intelligent, sustainable, and green economic growth that promotes sustainable social development. It consciously engages in and implements a range of projects promoting an ecological, healthy, and environmentally friendly approach to resource management and the conservation of natural resources. The University also strives to improve the quality of life, promote health, and ensure the safety of the academic community.

5.1. Building the reputation of the University as a place that develops in a sustainable manner

Methodological introduction

The analysis presented in this section relates to the "Environmentally friendly University" operational goal. It includes metrics on utility consumption volume and the number of eco-friendly infrastructure projects initiated during the reporting years. In addition, indicators on the amount of waste generated and the volume of gas emissions, as well as data on the consumption of office supplies, are reported in this section. Some of the activities aimed at protecting the natural environment are carried out by the University on an ongoing basis, e.g., selective waste collection. This chapter also includes examples of good practice and recommendations.

Indicators

In 2021–2022, the University of Economics in Katowice saw a significant (more than threefold) increase in water consumption – from 8,626.84 m³ to 27,673.64 m³. This significant increase may be the result of the return of the academic community to campus following pandemic-related restrictions. It should also be noted that the 2021 data were significantly underestimated due to the health restrictions still in place at that time. During the analyzed period, there was also a slight increase in electricity consumption – by 4% – and thermal energy consumption – by 3%. In contrast, natural gas consumption fell by 5%, which can be attributed to the continued implementation of energy-efficient technological solutions, such as lighting upgrades and the development of automated building management systems, and an increased user awareness of energy conservation.

Table 29. Amount of utility consumption

Specification	Year	
	2021	2022
Water/sewage [m ³]	8,626.84	27,673.64
Electricity [MWh]	4,370.98	4,531.26
Thermal energy [GJ]	20,494.91	21,193.80
Natural gas [m ³]	1,878.00	1,793.00
Rainwater (CNTI building) [m ³]	56.00	478.00
Renewable energy (CNTI building) [GJ]	23.16	87.84

The amount of rainwater collected and used at the Advanced Information Technology Center (CNTI) increased from 56 m³ to 478 m³ in just one year, representing an almost eightfold improvement. Meanwhile, energy from renewable sources, including heat pumps and solar panels, increased from 23.16 GJ to 87.84 GJ, nearly a fourfold increase. Such dynamic changes confirm the effectiveness of the modernization efforts undertaken and the growing role of sustainable energy sources and efficient water resource management at the University.

Table 30. Volume of gas emissions (in kilograms)

Specification	Year	
	2021	2022
Sulfur oxides [SOx/SO ₂]	2.86	0.32
Nitrogen oxides [NOx/NO ₂]	6.24	3.11
Carbon monoxide [CO]	3.32	2.25
Carbon dioxide [CO ₂]	6,902.64	4,382.02
Total particulate matter	0.04	0.04
Benzo(a)pyrene	0.00	0.00
Hydrofluorocarbons (HFCs)	1.75	27.10

During the period analyzed, the University made significant progress in reducing emissions of gases and particulate matter into the atmosphere. Particularly notable are the decreases in sulfur oxide emissions, which fell by up to 90%, and nitrogen oxide emissions, which dropped by more than half. A similarly positive trend can be observed for carbon monoxide emissions (–30%) and carbon dioxide emissions (–36%). The reduction in emissions of these substances, despite increased operational activity at the University following the pandemic, indicates a clear improvement in energy efficiency and more effective use of thermal resources. This may be the result of both infrastructure modernization and the implementation of energy management systems, especially where significant losses previously occurred. Of particular concern, however, is the 15-fold increase in hydrofluorocarbon (HFC) emissions. Given the very high global warming potential of this group of gases, this situation requires in-depth analysis. Possible causes include leaks in cooling systems, improper refrigerant refilling, or a lack of regular inspections of air conditioning systems.

Table 31. Consumption of basic office supplies

Specification	Calendar year	
	2021	2022
White A4 copy paper [reams]	2915	2857
A4 colored copy paper [reams]	56	41
A4 copy paper, pastel mix [reams]	37	27
A4 copy paper, intense mix [reams]	20	11
A3 copy paper [reams]	17	23
Wrapping paper [sheets]	64	17
Toner and ink cartridges [pcs.]	547	598

Data on office supply consumption in 2021-2022 indicate a continuation of efforts to reduce the amount of paper and other consumables used. Consumption of the most commonly used white A4 paper decreased by approximately 2%. While this is a small change, it confirms the stabilization of printing levels following the pandemic. Much more noticeable, however, were the declines in the use of specialty papers (colored papers), which may indicate a reduction in

promotional materials or increased control over orders and consumption. A similar trend applies to packaging paper, where consumption fell by over 70%. An exception is the increase in A3 paper consumption – from 17 to 23 reams (a 35% increase). Perhaps this is related to the preparation of larger-format documents, such as informational posters or educational materials. The increase in consumption during the analyzed period also applied to toners and inks. Importantly, aggregate data for four years (2019–2022) clearly indicate that the reduction in paper consumption is sustainable and stems from systemic measures. Consumption of white A4 paper has fallen by over 93% since 2019, which constitutes direct evidence of the effectiveness of the digital transformation initiated during the pandemic. All of this data indicates that the reduction in office supplies is not the result of a one-time decision, but rather a consequence of organizational changes, digitization, and an ongoing shift in work culture toward more sustainable solutions.

Table 32. Environmentally friendly infrastructure projects

Type of activity	Year	
	2021	2022
Number of environmentally friendly infrastructure projects and organizational and technical solutions	3	6

Between 2021 and 2022, the University of Economics in Katowice implemented a total of 9 eco-friendly infrastructure projects. Although this number may seem relatively small, it is worth noting that most of these initiatives were systemic and technological in nature, which translates into their real impact on improving environmental performance. Among the projects completed during this period, the following are worth mentioning: the development of electronic forms and digital processes in administration (2021), the implementation of an IT services portal and the reduction of paper consumption through the Lex BAP system (2022), and the further expansion of a uniform standard for classroom equipment and infrastructure supporting energy savings. These actions are consistent with previously implemented initiatives such as the introduction of LED lighting, a BMS system, and water dispensers; however, what sets them apart is their connection to digital transformation processes. Consequently, one can speak of expanding the pro-environmental strategy to include a technological innovation component, which can be seen as a sign of the maturing of sustainable development policy at the level of public institutions.

Examples of good practice

In 2021-2022, the University of Economics in Katowice continued and expanded its range of activities aimed at sustainable development and reducing the negative environmental impact of its operations. Many of these initiatives were comprehensive in nature and often combined infrastructural, organizational, and behavioral aspects. It is also worth noting that their intensity has increased noticeably over the years.

One of the key areas of focus was reducing the office supplies consumption, particularly paper and toner. As early as 2021, the University began using Google Forms with the automatic PDF generation feature, which in many cases eliminated the need for printing. At the same time, the mPracownik system was implemented, enabling a smoother, digital flow of HR and administrative information. In 2022, these efforts expanded significantly. The University launched the LEX BAP system, providing remote access to legal and administrative documents, as well as the IT Services Portal (<https://portal.ue.katowice.pl/>), which integrated

access to numerous digital platforms, such as: USOSWeb, Moodle, eDMS Mayan, APD, email, and recruitment systems.

The result of these efforts was a growing number of digital forms covering a variety of processes, ranging from student elections and leave requests to marketing and teaching surveys. This digitalization initiative, launched in 2020, yielded tangible results in a reduced consumption of paper and other consumables.

In terms of energy efficiency, the modernization of audiovisual infrastructure and lighting systems also continued. As part of a multi-stage process, light sources in the University buildings were systematically replaced with energy-efficient LEDs. More classroom standardization was performed, including the replacement of audiovisual equipment and lighting, with older devices replaced with modern equipment with lower energy consumption.

In 2022, an energy-saving program was implemented, which included temporary and complete shutdowns of lighting, elevators, ventilation, and heating systems in numerous parts of the campus (e.g., auditoriums, hallways, terraces, and shared areas).

As part of established and ongoing initiatives, the following have also been continued:

- participating in the "Zbieraj baterie – wyrzucaj selektywnie" ("Collect Batteries – Dispose Selectively") campaign, promoting the proper disposal of hazardous waste,
- maintaining access to 9 water dispensers (cold, hot, and sparkling) as part of the "Bądź Eko(nomiczny) – pij filtrowaną wodę na UE Katowice!" ("Be eco-friendly – drink filtered water at UE Katowice") campaign, supporting plastic reduction.

Recommendations

- introduce an official registry of energy production from photovoltaic systems, heat pumps, and rainwater harvesting, to assess the effectiveness and potential for further expansion of these systems.
- launch regular campaigns, contests, or other educational initiatives targeting the academic community, addressing topics such as energy conservation, waste sorting, and reducing plastic use to foster the behavioral changes necessary for sustaining long-term environmental benefits.
- create an internal database of pro-environmental projects implemented within the University, both formal and grassroots (e.g., initiatives carried out by students and in collaboration with non-governmental organizations), which could serve as inspiration for other units.

5.2 Implementation of projects related to the quality of life, health, and safety

Introduction

This section presents indicators related to the "Ensuring the quality of life, health, and safety of the academic community" operational goal. The data analyzed primarily concern community-oriented activities and the number of people who received support, as well as the reported number of accidents that occurred on campus. The Report also includes examples of good practice related to launching initiatives to improve quality of life, promote preventive health care, and enhance safety within the academic community.

Indicators

In 2021–2022, the University of Economics in Katowice implemented numerous initiatives to improve the quality of life, health, and safety of members of the academic community. In addition to continuing initiatives from previous years, new forms of support have also emerged, both social and organizational. There has been a marked increase in participation in team-building events, as well as sustained interest in programs designed to support employees' financial and health security. The figures in Table 33 illustrate the scale and continuity of these activities during the period under review.

Table 33. Initiatives supporting the quality of life, health, and safety of the academic community, and the number of people receiving support.

Type of activity	Year	
	2021	2022
Social support for cultural and sporting events	121 people	297 people
Voluntary insurance with PZU (Polish insurance company)	460 people	496 people
Employee Capital Plans Program	-	322 members
Employee Savings and Loan Association	300 members	300 members

Between 2021 and 2022, there was a noticeable increase in the number of people receiving social assistance for cultural and sporting events, from 121 people in 2021 to 297 people in 2022. This is more than a twofold increase, which may indicate a revival of social and cultural activity following the pandemic and the University's growing involvement in organizing or co-organizing such initiatives. This increase is also observed compared to the years 2019-2020.

During the analyzed period, interest in voluntary insurance in PZU also remained stable; the number of people covered increased from 460 to 496. However, the number of members of the Employee Savings and Loan Association remained unchanged, remaining at 300 people in both 2021 and 2022. The stability of these indicators confirms that both instruments remain an important and enduring element of the University's internal social security system.

A new initiative implemented in 2022 was the Employee Capital Plans (PPK) program, where 322 people joined. The introduction of this form of long-term savings can be seen as another step toward strengthening the financial security of the academic community.

The above data confirm that the University of Economics in Katowice consistently develops initiatives to improve the quality of life, health, and safety of the members of the academic community, contributing to the creation of a friendly, stable, and supportive work and learning environment.

Table 34. Total number of initiatives supporting the quality of life, health, and safety of the academic community

Specification	Year	
	2021	2022
Total number of initiatives	9	12

In 2021-2022, there was an increase in the number of projects supporting the quality of life, health, and safety of the academic community – from 9 initiatives in 2021 to 12 in 2022. This marks a break from the previous trend of stabilization (8 initiatives per year in 2019-2020) and confirms the systematic development of activities promoting social well-being, prevention, and support. This increase is particularly significant in the context of the University’s return to full activity following the pandemic and the need to strengthen the integration of the academic community. Some activities are conducted on an ongoing basis; however, during the period analyzed, new initiatives also emerged in response to current health, social, and organizational needs.

Table 35. Number of accidents on campus

Specificatio	Year	
	2021	2022
Number of accidents on campus	3	0

Following a significant decrease in the number of accidents in 2020, resulting from reduced campus activity during the pandemic, a partial resurgence was observed in 2021 (3 incidents). However, 2022 brought a very positive result, as no accidents were recorded on campus. This may indicate both effective preventive measures in workplace safety and the consolidation of good organizational practices in campus operations. This trend fits into the broader context of the University's efforts to ensure a safe and friendly work and learning environment.

Examples of good practice

In 2021-2022, the University of Economics in Katowice continued and expanded its efforts to improve the quality of life, promote health, and enhance the safety of the academic community. Some of the projects were recurring or ongoing, forming part of a long-term strategy for community-oriented development, while others were implemented as new initiatives designed to address current needs.

Actions to promote equal opportunities and support people requiring additional assistance continued, including: free therapy for students from disadvantaged families, sports activities for people with disabilities, financial assistance, and psychological support. The system of subsidies for cultural and sporting events was also maintained, along with access to the University swimming pool, filtered water dispensers ("Be eco-friendly – drink filtered water at UE Katowice"), voluntary insurance in PZU, the Employee Savings and Loan Association (PKZP), and a series of training courses for staff and university teachers.

In 2022, special attention was paid to health and safety on campus. Using the University’s own funds, 5 AED defibrillators were purchased and installed at key locations across the campus (the reception desks of buildings A, C, CNTI, N, and the Rybnik Branch). In addition, blood pressure monitors and pulse oximeters were placed at the reception desks, which significantly increased the safety of the University facilities’ users. It was also the first year in the history of accident record keeping in which no workplace accidents were recorded.

At the same time, the University implemented other social and technological initiatives, including:

- introducing the Employee Capital Plans (PPK) program,

- expanding access to the Eduroam wireless network on campus (increasing Wi-Fi coverage for all users),
- continued the "Solidarity with Ukraine" program, in response to the needs of the international community in connection with the war in Ukraine.

The University also continued to support student and academic initiatives, including the "Bike to University" project, which promotes a healthy lifestyle and environmentally friendly forms of mobility.

These activities confirm the systematic nature of support for quality of life and safety on campus, as well as the growing social engagement of UE Katowice in the context of changing external conditions.

Recommendations:

- continue to support existing initiatives that promote the quality of life, health, and safety of the academic community, as well as eco-friendly projects,
- initiate and support new initiatives in this area, both University-led and grassroots (e.g., activities carried out by students and in cooperation with non-governmental organizations),
- continue to implement good practice in information campaigns aimed at preventing accidents on campus.

Summary

As one of the leading universities conducting research and providing education in Economics, Finance, and Management, and one of the largest universities in the region, UE Katowice significantly incorporates the principles of social responsibility into its operations with respect to the ESG criteria: environment, society, and corporate governance.

The Social Responsibility of the University is implemented through three strategic goals: Ethical University, Socially Engaged University, and University for Sustainable Development. Two operational goals have been defined for each of these goals. All of these are illustrated through social responsibility metrics based on the provisions of the Strategic Plan 2021-2025 and the principles contained in the Declaration of Social Responsibility of the University, further supported by an analysis of UE Katowice's stakeholders.

Concerning the "Ethical University" strategic goal, it can be noted that the University offers a wide range of courses in social responsibility, ethics, and sustainable development, in which a significant number of students and doctoral students at all levels of education participate. During the years analyzed, significant steps were taken to improve accessibility for people requiring additional assistance, including the hiring of an Accessibility Coordinator. Despite positive outcomes, such as a low number of complaints and the University's well-developed ethical policy, there are areas that require more attention, such as a limited number of training courses on academic ethics and gender imbalance in leadership positions. It is also recommended to intensify educational activities in ethics and social responsibility, promote equality and diversity within the organizational structure, and further develop initiatives that support accessibility and the integration of all members of the academic community.

To achieve the goal of the "Socially Engaged University" in 2021-2022, the University significantly increased the number of projects and scholarly publications on social responsibility and sustainable development, as well as the number of events and initiatives involving external stakeholders. The increase in research, community-oriented, and educational activities is a testament to the growing role of the University as a center of knowledge and cooperation between science, business, and society. Areas of improvement include further strengthening the scientific potential of the University in the aforementioned areas and its impact on society through systemic support for volunteering and community-oriented initiatives, and the development of mechanisms for open dialogue with stakeholders outside the University, among others. Furthermore, continuing and expanding educational programs for various social groups shall help maintain and deepen the University's positive impact on the socio-economic environment.

Environmental initiatives, aligned with the goal "University for Sustainable Development," have contributed to significant progress in energy efficiency, the reduction of gas and particulate emissions, and the implementation of eco-friendly infrastructure projects, among other things. Digitalization initiatives have also yielded positive results, contributing to a sustained reduction in paper and office supplies consumption. At the same time, efforts in preventive healthcare, safety, and social support were strengthened, as evidenced by the increase in health-promoting initiatives and the absence of accidents on campus in 2022. It is recommended to further develop systems to monitor energy consumption and emissions, continue educational activities in ecology, and continue and support new initiatives promoting health, safety, and a sustainable lifestyle.

This study aimed to provide a comprehensive overview of the essential activities and areas of operation at UE Katowice in the context of social responsibility and sustainable development. The initiatives implemented by the University of Economics in Katowice in the

years 2021-2022 support its institutional maturity and confirm its responsible approach to the challenges of the modern world. The University is consistently building its reputation as a center of science and social dialogue that combines academic development with care for people and the environment, strengthening its contribution to achieving the United Nations Sustainable Development Goals.

Appendix No. 1. Text of the Declaration of Social Responsibility of the University (DSOU)

The special role of a university as a place of creating and sharing knowledge about the reality around us requires it to incorporate and apply the principles of social responsibility in all its activities and to promote them among its stakeholders.

With the good of higher education in Poland in mind, and aware of our role in implementing the principles of sustainable development, ensuring high-quality research and education, and fostering the comprehensive development of the academic community, we undertake to:

1. Uphold the academic values specified in the "Code of Ethics of the Researcher," in particular: diligence, objectivity, independence, openness, and transparency.
2. Shape social and civic attitudes of future elites that foster community building, creativity, openness, and communication, as well as social sensitivity and a positive work culture.
3. Promote the ideas of equality, diversity, tolerance, and respect, and protect the human rights of the entire academic community and its environment.
4. Expand curricula to include ethics and Corporate Social Responsibility, sustainable development, and social innovation.
5. Carry out projects that implement the principles of social responsibility, in particular those concerning diversity management in the workplace, employee volunteering, promotion of ethics, cross-sectoral cooperation, and socially engaged marketing.
6. Undertake scientific research and implementation activities that may contribute to solving significant social problems as part of a partnership with other academic institutions worldwide, the business sector, public administration, and non-governmental organizations.
7. Develop inter-university, national, and international cooperation, enabling adaptation and strengthening of best practices in terms of the Social Responsibility of the University.
8. Maintain organizational order at the University according to the principles of social responsibility, both in strategic documents and in the resulting activities serving the comprehensive development of the academic community and the effective implementation of the mission of the University.
9. Ensure transparency of the University's activities by measuring results, promoting and disseminating its achievements, and designating a person or team to coordinate these activities, among other things.
10. Conduct operations in a manner that minimizes the negative impact of the activities carried out by the academic community and its stakeholders on the natural environment in all its aspects.
11. Engage in a dialog with stakeholders regarding the priorities of the Policy of Social Responsibility of the University and inform on its results.
12. Follow the principles of ethics and responsibility in the teaching and research process to provide stakeholders with optimal conditions to access university knowledge, intellectual capital, and achievements.

Appendix No. 2. Table of indicators of the Social Responsibility of the University in accordance with the UE Katowice Strategic Plan 2021–2025

Development Initiative	Operational goal	Indicators	2021 (calendar year or academic year 2020/21)	2022 (calendar year or academic year 2021/22)	
CH3.1. Ethical University					
PRH3.1.1. Involvement of internal stakeholders in the implementation of the strategy for the socially responsible University	CH3.1.1. Socially responsible professionals	Strategic indicators	a) Number of students and doctoral students participating in courses on social responsibility issues in a given academic year	6,324	4,954
		Operational indicators	a) Number of courses on social responsibility in a given academic year	42	106
			b) Number of training courses and workshops on academic ethos in a given academic year	2	1
PRH3.1.2. Building the reputation of the socially responsible University	CH3.1.2. Socially responsible governance of the University	Strategic indicators	a) Number of participants in projects promoting transparency, equality, diversity, and respect for human rights in a given academic year	351	1,243
			b) % of students, doctoral students, and employees with disabilities / requiring additional assistance in a given academic year	1.36%	1.30%
		Operational indicators	a) Number of initiatives promoting transparency, equality, diversity, and respect for human rights in a given academic year	5	32
			b) Number of infrastructural and organizational solutions implemented to ensure accessibility for people with disabilities / requiring additional assistance in a given academic year	4	6

CH3.2. Socially Engaged University					
PRH3.2.1. Cooperation between the University and its stakeholders	CH3.2.1. Active dialogue for undertaking and promoting activities with stakeholders as part of social responsibility	Strategic indicators	a) Number of participants in educational projects organized or co-organized by the University in a given academic year	355	381
			b) Number of students, doctoral students, and employees involved in community-oriented projects during a given academic year	274	471
		Operational indicators	a) Number of events involving external stakeholders in the University's activities during a given academic year	45	37
			b) Number of the University projects and supported external initiatives addressed to the local community or society at large in a given academic year	14	28
PRH3.2.2. Implementation of research projects related to social responsibility	CH3.2.3. Knowledge for social responsibility	Strategic indicators	a) Number of publications related to social responsibility in a given calendar year	118	141
			b) Number of scientific research and implementation projects related to social responsibility in a given calendar year	41	52
		Operational indicators	a) Number of applications for research projects related to social responsibility in a given calendar year	42	56
CH3.3. University for Sustainable Development					
PRH3.3.1. Building the reputation of the University as a place that develops in a sustainable manner	CH3.3.1. Environmentally friendly University	Strategic indicators	a) Volume of utility consumption (water and sewage, electricity, natural gas, district heating) in a given calendar year	Municipal water supply / sewage [m³]: 8,627 Electricity [MWh]: 4,371 Heat energy [GJ]: 20,495	Municipal water supply / sewage [m³]: 27,674 Electricity [MWh]: 4,531 Heat energy [GJ]: 21,194

				Natural gas [m ³]: 1,878	Natural gas [m ³]: 1,793
		Operational indicators	a) Number of environmentally friendly infrastructure projects and organizational and technical solutions in a given calendar year	3	6
PRH3.3.2. Implementation of projects related to the quality of life, health, and safety of the academic community	CH3.3.2. Caring for the quality of life, health, and safety of the academic community	Strategic indicators	a) Number of accidents on campus in a given calendar year	3	0
			b) Number of people receiving social support for cultural and sporting events in a given calendar year	121	297
		Operational indicators	a) Number of projects supporting the quality of life, health, and safety of the academic community in a given calendar year	9	12

Appendix No. 3. Stakeholders of the University of Economics in Katowice

Table 1. Stakeholders and their interests, influence, and importance

The impact and significance assessment has been developed on a 5-point scale:

Impact:	Significance
1 = negligible/no impact	1 = low importance/unimportant
2 = minor impact	2 = somewhat important
3 = moderate impact	3 = moderately important
4 = significant impact	4 = very important
5 = major impact	5 = key player
0 = impact unknown	0 = significance unknown

Impact refers to the degree to which a stakeholder can influence the University. It manifests itself in the ability to control decisions made within the organization and through the negative influence they may exert, which can result in blocking the implementation of a project (among other things).

Significance indicates the importance assigned to meeting the needs and benefits of the stakeholders arising from the University's operations. Significance is most evident when the stakeholder's benefits align with the University's goals.

No.	Stakeholder	What are the expectations of a particular stakeholder regarding the University?	Impact (average rating)	Justification of the impact of the stakeholder on UE Katowice	Significance (average rating)	Justification of the importance of UE Katowice for the stakeholder
1.	Non-academic staff of the University	Remuneration, recognition, job opportunities, job security; professional development; appropriate working conditions	4,9	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment
2.	University teachers: University research and teaching staff	Remuneration, recognition, job opportunities, job security; professional development; appropriate working conditions	5	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment
3.	University teachers: Research staff of the University	Remuneration, recognition, job opportunities, job security; professional development; appropriate working conditions	5	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment
4.	University teachers: Teaching staff of the University	Remuneration, recognition, job opportunities, job security; professional development; appropriate working conditions	5	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment

5.	The Rector and persons holding managerial positions at the University, within the meaning of the Statute of the University of Economics in Katowice	The reputation and image of the University and its staff. Teaching potential, research potential, and organizational structure	5	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment
6.	Other individuals holding management positions at the University	The reputation and image of the subordinate organizational unit, and the safeguarding of the resources necessary to perform the unit's current tasks and initiate new ones	5	Task performers	5	Workplace and the opportunity to pursue one's aspirations and goals, self-fulfillment
7.	University Council	The reputation and image of the University and its staff. Teaching potential, research potential, and organizational structure	4,6	A body responsible for providing guidance and monitoring the University's activities	4,1	Prestige, impact on the functioning of the University
8.	Advisory Body of UE Katowice	The University's reputation and image, the University's development	2,8	The Rector's advisory and consulting body	3,4	Prestige, indirect impact on the functioning of the University
9.	Senate	The reputation and image of the University and its staff. Teaching potential, research potential, and organizational structure	4,4	A collegial body responsible for enacting, reviewing, and approving documents related to the functioning of the University	4,3	Workplace, prestige, impact on the functioning of the University
10.	Scientific Committees	The reputation and image of the University and its staff. Research potential, and organizational structure	4,4	A collegial body responsible for conducting doctoral and postdoctoral proceedings and awarding academic degrees	4,3	Workplace, prestige, impact on the functioning of the University
11.	Applicants for all types of programs	An attractive education offer, reputation and image of the University, its ranking position	3,6	Impact on the development of teaching by indicating new study programs	4,1	Opportunities for future professional and personal development
12.	Full-time students	Relevant education consistent with their interests, ambitions, and expectations, and appropriate learning conditions	4,4	Defining University development directions	5	Provides development opportunities and future career prospects
13.	Part-time students	Relevant education consistent with their interests, ambitions, and expectations, and appropriate learning conditions	4,4	Defining University development directions	5	Provides development opportunities and future career prospects
14.	Doctoral students	Relevant education consistent with their interests, ambitions, and expectations, and appropriate learning and research conditions	4,2	Defining University development directions	5	Provides development opportunities and future career prospects
15.	International students	Relevant education consistent with their interests, ambitions, and expectations, and appropriate learning conditions. Learning about Poland and its people.	3,3	Defining University development directions	4,1	Provides development opportunities and future career prospects. Provides opportunities to learn

						about other cultures and develop language and intercultural skills
16.	Participants in postgraduate studies and training courses	Relevant education consistent with their interests, ambitions, and expectations, and appropriate learning conditions.	3,5	Defining University development directions	4	Provides career development opportunities
17.	Participants of the University of Economics of the Third Age	Learning about current scientific achievements.	2,1	The growth in popularity of the University, awareness of the University	3,4	Supports individual interests
18.	Children and young people participating in educational programs	An introduction to Economics, Finance, Management, and Quality Sciences.	2	The growth in popularity of the University, awareness of the University, prospective students	3	Supports individual interests
19.	Graduates	The reputation and image of the University, establishing relations with the University	2,8	The growth in popularity of the University, awareness of the University, creating history for the University	3,9	Pride in graduating from a highly prestigious university
20.	University trade unions	Remuneration, recognition, job opportunities, job security; professional development; appropriate working conditions, organizational structure	3,6	Impact on the functioning of the University in terms of labour rights	4,8	An employee-friendly workplace
21.	Regional government and local government bodies	Taxes, fees, promotion of cities and regions, and their educational, scientific, and investment potential	2,9	Impact on the University's performance and reputation	3,5	Prestige of the city/region
22.	Competitive environment (including other universities offering similar study programs and research institutes competing for research funding and business sector funding)	Opportunities for collaboration, ethical competition, benchmarking	3,8	Competition stimulates growth	3,9	EU Katowice stimulates development
23.	The Ministry responsible for higher education and science	Teaching potential, research potential, organizational structure	5	Audit institution	2,8	Implementation of the Ministry's policies and execution of projects developed by the government
24.	Entities that fund and co-fund projects and research	National and international research, teaching, and administrative potential	4,6	Bodies that influence the development of research and projects conducted by employees	3	The quality of funded research, development, teaching, and other projects
25.	Business partners of the University	Supplying the labor market with professionals, student internships, opportunities for lifelong learning, research and consulting partnerships	3,2	Provide internship opportunities and funding for certain projects	3,1	The University prepares well-educated employees

26.	Suppliers of goods, services, and construction work	Regular, profitable orders and contracts, the prospect of continued cooperation, the prestige associated with working with a university	1,9	Quality assurance, providing high-quality products that are essential for research and teaching	4	Generating demand, securing orders (creating opportunities for suppliers to grow), cooperation with a university brings prestige
27.	Local and regional communities	Reputation and image of the University, building relationships with the University	3	Serves an opinion-forming role	3,8	The University supports the development of knowledge and skills within the local community
28.	Student organizations, including research clubs	University support for student initiatives; the reputation and image of the University, its staff, students, and graduates	3,9	Serves an opinion-forming role	4,1	Provides opportunities for professional development, personal interests, and ambitions
29.	Non-governmental organizations	Reputation and image of the University, building relationships with the University	2,5	Serves an opinion-forming role	3,1	The University as a partner in achieving the organization's statutory objectives
30.	Research associates	Research potential, reputation, and image of the University	2,9	Serves an opinion-forming role	3,5	Provides opportunities for research collaboration
31.	Teaching associates (including professionals)	Teaching potential, reputation, and image of the University	2,7	Serves an opinion-forming role	3,2	The University as an additional workplace
32.	Banks and financial institutions	Use of financial services, insurance policies	1,7	Providers of funds for University investments and entities overseeing University finances	1,4	The University as an institutional client, employees as individual clients, and graduates as their potential employees
33.	Government agencies, institutions, and offices with regulatory and supervisory functions	Monitoring compliance with standards and requirements, taxes, compliance with legal regulations, timely payment of obligations, and accurate calculation of liabilities	2,2	Monitoring the proper functioning of the University, including financial audits	1,1	Potential for verifying operational effectiveness and impact on the social and natural environment; legal obligations of the University.
34.	Mass media, social media, and their users	Providing information that is relevant to the local community, society, business, and science	3,6	Impact on the reputation of the University and its employees	2,8	The University provides content
35.	Family members of the academic community	Job security, proper working conditions	2,5	Serves an opinion-forming role	2,9	Workplace
36.	Institutions that grant voluntary certifications and accreditations	Meeting established quality assurance standards, preparing self-assessment reports	3,3	Impact on quality assurance processes	2,4	The University as a member of an organization and a client; a source of benchmarking
37.	National and international agreements (networks, consortia, alliances, etc.)	Sharing know-how and examples of good practice, mobility, building relationships	2	Mobility, collaboration, joint study programs, publications and research, training, and conferences	2,2	Partner institution, member institution
38.	Natural environment	The University's sustainable coexistence with the environment	4,6	Providing environmental services	4,6	Education and research for sustainable development

Appendix No. 4. Timeframe of the Report on Social Responsibility of the University of Economics in Katowice for the years 2021–2022

The Report on Social Responsibility of the University of Economics in Katowice for the years 2019-2020 covers the calendar years 2019 and 2020, as well as the academic years 2019/20 and 2020/21. Since data for monitoring the implementation of the Development Strategy of UE Katowice has been collected (depending on the adopted standard, either during the academic year or the calendar year) for the years 2021 and 2022 in calendar years, or (respectively) for the academic year 2020/21 and for the 2021/22 academic year, or for the year 2022, a decision was made in the Report on Social Responsibility of the University of Economics in Katowice for the years 2021-2022 to align the presented information with the monitoring framework of the Development Strategy of the University of Economics in Katowice; accordingly, this Report presents data for two calendar years (2021 and 2022) and one academic year (2021/22), as data for the academic year 2020/2021 are included in the previous Report on Social Responsibility.

Table 1 shows the period covered by both Reports.

Table 1. Period covered by the Social Responsibility Reports of the University of Economics in Katowice for the years 2019-2020 and 2021—2022

Calendar years	Reporting	Academic years	Reporting
2019	SOU Report 19-20		
2020	SOU Report 19-20	2019/2020	Raport SOU 19-20
2021	SOU Report 21-22	2020/2021	Raport SOU 19-20
2022	SOU Report 21-22	2021/2022	Raport SOU 21-22