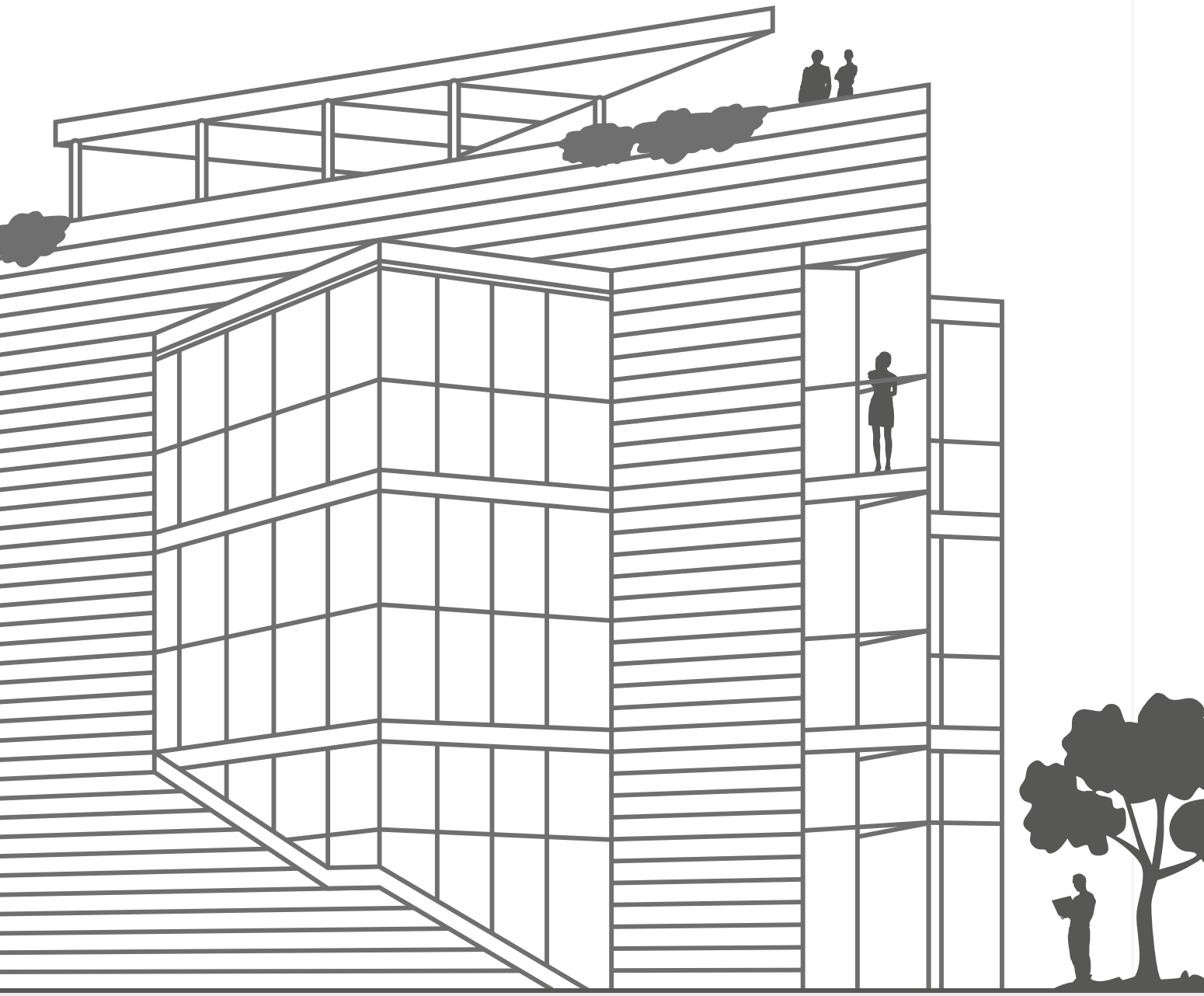
Driving Excellence

Innovation and Impact Insights



Global Knowledge Hub
Inclusive European University



MED-LAB – Dąbrowa Górnicza, Konopnickiej Street



WSB University – Dąbrowa Górnicza, Cieplaka Street

A university is a unique space for encounters - between people, ideas, cultures, disciplines and different ways of understanding the world. Today, when knowledge is being created and changing faster than ever before, we need a new way of thinking about the university. At WSB University, we want to express this through the idea of the **Global Knowledge Hub**.



Prof. Zdzisława Dacko-Pikiewicz
Rector of WSB University

Global Knowledge Hub - a European University

The Global Knowledge Hub has a very concrete meaning for us. It embodies the university of the future - our University, which, across many disciplines, is opening itself up to contemporary challenges - the development of artificial intelligence, the energy transition, the digital transformation of organisations, health and quality of life, security, demographic change and sustainable development. 10 disciplines achieved the highest results in the evaluation of scientific activity conducted by the Ministry of Science and Higher Education: seven disciplines received the highest categories, A or A+ (medical sciences, management and quality sciences, pedagogy, security sciences, international relations, civil engineering, geodesy and transport, family studies), while three disciplines received category B+ (economics and finance, health sciences, safety engineering). Therefore, we regard the multidisciplinary profile of WSB University, combining medical, technical, management and economic, social and humanities disciplines, as the foundation of a modern university.

At the same time, **the Global Knowledge Hub is WSB University's developing international campus in Dąbrowa Górnicza**, whose core consists of **the historic building on Cieplaka Street, the MED-LAB research and teaching facility on Konopnickiej Street, and the Education and Social Center** being developed in the revitalised area of Fabryka Pełna Życia in Dąbrowa Górnicza. Each of these places has its own function, but together they form a single academic space - open to students, researchers, enterpreneurs, and residents of the city and the region.

A special place within this vision is occupied by the idea of **European Universities** – lasting alliances of universities from different countries - initiated in 2017 by French President Emmanuel Macron during his speech at the Sorbonne. WSB University is the leader of one of the 73 alliances - **Q-Helix**, developed as part of European university cooperation and awarded the **"Seal of Excellence"**. This is a new model of academia. Its essence lies in creating a shared European knowledge space in which students, doctoral candidates and researchers can cross the boundaries of countries, universities and disciplines, study together, conduct research and respond to issues that are important for Europe.

The Global Knowledge Hub and the European University are two "faces" of the same idea. The former roots us in the heart of the Upper Silesian–Dąbrowa Basin Metropolis (Górnośląsko-Zagłębiowska Metropolia), while the latter opens this space to Europe and the world. We see no contradiction between the local and the global. On the contrary, a modern university should be strongly connected with its city and region while simultaneously operating within international networks through which knowledge, talent and innovation flow. A symbolic expression of this philosophy is the new **Education and Social Center**. Health laboratories, artificial intelligence and VR, robotics, coworking spaces, the Children's University and the Digital Academy for Seniors demonstrate that the boundaries of a university can also be opened between generations. A 21st-century university should be a place to which people can return throughout their lives.

The Global Knowledge Hub is our new campus but, above all, it is a declaration of how we understand the future of WSB University: as a multidisciplinary, European and global university, open to the city and the region, connected to the world, integrating science, education, technology and practice, and accessible to people at every stage of life.

This is the kind of university we want to build together.

Welcome to the university of the future.

Welcome to a place you can always return to.

Dear Friends of WSB University,

This latest issue of Nauka i Biznes is a story about people: the researchers, students, staff and alumni who set WSB University's course every day.

The past academic year confirmed our standing as an international university. We ranked among the top institutions in both national and European rankings, and our research output received further recognition: WSB University now holds **10 authorisations to confer doctoral and habilitation degrees**. We also teach across a wide range of disciplines, which makes us a truly multidisciplinary university. Our presence in international cooperation networks continues to grow, and Collegium Medicum, the Faculty of Medicine of WSB University, is developing dynamically as well.

Our new campuses are genuinely reshaping the academic map of Poland. Our programmes are now available in 11 Polish cities, and our experts are always present wherever science meets the economy.

What brings us the greatest joy, however, is our people: the achievements of our students, the strength of our alumni community, and the passions and initiatives they pursue, from international volunteering to projects that keep historical memory alive.

I would like to thank everyone who helps write the history of WSB University.

Prof. Zdzisława Dacko-Pikiewicz
Rector of WSB University



Prof. Zdzisława Dacko-Pikiewicz
Rector of WSB University

THE INCLUSIVE
EUROPEAN
UNIVERSITY
HELIX

Knowledge, Values and Relationships: WSB University - enters Its 31st Year



2 October 2025

WSB University formally inaugurated its 31st year of operation. The opening of the 2025/2026 academic year provided an opportunity to welcome new students and to emphasise the importance of the University's cooperation with the region, the academic community, local governments and international partners. The ceremony was attended by representatives of parliament, regional and local government authorities, the academic community and the diplomatic corps. Guests included, His Excellency Assad José Jater Peña, Ambassador of the Republic of Colombia to Poland; Anna Krasuska-Terrillon, Honorary Consul of France; Ranko Tomovic, Honorary Consul of the Republic of Serbia; Dr Marcin Tyslik, Honorary Consul of Germany; and Marcin Mistarz, Honorary Consul of Mongolia.

Studies as a time for development and important decisions

Opening the new academic year, the Rector of WSB University, Prof. Zdzisława Dacko-Pikiewicz, addressed the students, reminding them that their studies are a time for acquiring knowledge, building relationships and making responsible decisions.

The invited guests also expressed their appreciation for the activities of WSB University. **Adam Zaczkowski**, First Deputy Voivode of the Silesian Voivodeship, drew attention to the University's experienced academic staff, the projects it implements and its extensive cooperation with its external environment. **Rafał Adamczyk**, Member of the Board of the Silesian Voivodeship, in turn emphasised the high quality of projects implemented by WSB University using external funding, including funds distributed by the Marshal's Office of the Silesian Voivodeship.

Science close to everyday matters

The highlight of the event was the inaugural lecture delivered by **Prof. Krzysztof J. Filipiak, MD, PhD**,



Prof. Krzysztof J. Filipiak, MD, PhD,
Director of the Medical Center
of Postgraduate Education



Director of the Medical Center of Postgraduate Education, entitled **"Sex: Cardiological Facts and Myths."** The professor presented an interdisciplinary perspective on health, prevention and lifestyle. The inauguration confirmed that WSB University is developing as a university open to cooperation, the international exchange of experience and the challenges of the contemporary world, while maintaining the conviction that knowledge, responsibility and relationships remain the foundations of education.

More than 5,000 new students

One of the most important parts of the ceremony was the matriculation of new students enrolled in



first-cycle and long-cycle Master's programmes, international students, and doctoral candidates. The matriculation ceremony was conducted by Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education. Addressing the students, she emphasised that they were beginning their studies at a university that provides them with opportunities to develop their competences, interests and passions.

Statuettes and distinctions were also presented during the inauguration. The title of Leader of the Year 2025 was awarded to Adam Gołębiowski, a graduate of the Management programme, in recognition of his academic, organisational and social activity.













Bishop of the Diocese of Sosnowiec



The Inauguration of the Academic Year at WSB University was preceded by an Ecumenical Service at the Basilica of Our Lady of the Angels in Dąbrowa Górnicza.



WSB University researchers in the World's Top 2% Scientists 2025 ranking

Stanford University, in cooperation with the Elsevier and SciTech Strategies, prepared another edition of the ranking of the world's most frequently cited researchers - **World's Top 2% Scientists 2025**.

The Top 2% list of the most influential scientists includes researchers whose publications are most frequently cited by other authors. The scientific achievements of individual researchers from all fields of science are assessed according to a bibliometric index that takes into account criteria such as the **H-index, the number of citations (including self-citations), Impact Factor, and position and role in the list of authors**.

Among the **most influential scientists recognised in the 2025 edition worldwide in 2025** were researchers from WSB University:

- Dr hab. Zdzisława Dacko-Pikiewicz, Prof. at WSB University;
- Dr hab. Katarzyna Szczepańska-Woszczyna, Prof. at WSB University;
- Dr hab. Aleksy Kwiliński, Prof. at WSB University;
- Dr hab. Tetiana Pimonenko, Prof. at WSB University;
- Dr hab. Oleksii Lyulyov, Prof. at WSB University;
- Dr Rui Alexandre Castanho, Prof. at WSB University.

WSB University leads the way in a systemic approach to combating student drop-out

WSB University ranked among the elite group of the **three highest-rated universities** in a competition organised by the National Center for Research and Development, receiving as many as **98.5 points** for the project **"EduConnect - A Systemic Model for Minimising Student Drop-Out at WSB University."**

Among the 69 universities that received funding under the European Funds for Social Development programme, WSB University ranked at the top of the list.

The strength of WSB University's proposal lies primarily in its accurate diagnosis of the problem. Dr Sabina Ratajczak, Vice-Rector for University Development and Director of the Center for Quality and Innovation, emphasises that current withdrawal rates at WSB University range from **35 to 45 per cent**. "The most common reason is difficulty combining professional and personal life with studies. We often observe situations in which students experience multiple problems simultaneously," the Vice-Rector points out.

The EduConnect project has the potential to become a **lifeline for hundreds of students in Poland and a model for the entire higher education sector**.





The distinction was presented by Dr Marcin Kulasek, Minister of Science and Higher Education, and Prof. Jerzy Małachowski, Director of the National Center for Research and Development.

Minister's Award for Lifetime Scientific Achievement for Prof. Łukasz Sułkowski

At the request of the Rector of WSB University, Prof. Zdzisława Dacko-Pikiewicz, **Prof. Łukasz Sułkowski, President and Head of the Doctoral School of WSB University**, was honoured with the **Minister of Science and Higher Education Award for Lifetime Scientific Achievement**. The official awards ceremony took place on **20 February 2026** during the **Polish Science Gala at the Polish Theatre in Warsaw**. The award was presented by **Dr Marcin Kulasek, Minister of Science and Higher Education**.

Prof. Tomasz Gąsior among the winners of the 25th edition of the POLITYKA Science Awards

Tomasz Gąsior, MD, PhD, Professor at WSB University's Collegium Medicum – Faculty of Medicine, was among the winners of the jubilee 25th edition of the **POLITYKA Science Awards**. This is one of the most prestigious distinctions for young researchers in Poland, awarded by the **POLITYKA Weekly Foundation**. Professor Gąsior received the award in the **Life Sciences** category for outstanding achievements in cardiology. His research includes, among other areas, the mechanisms of cardiovascular diseases, the impact of SGLT2 inhibitors on the risk of heart failure following myocardial infarction, and infective endocarditis following TAVI procedures – the findings of these studies have influenced international cardiology guidelines.





SONATINA 10 for WSB University. Lawyer awarded a prestigious grant

Technical standards determine whether a product is safe and who is liable when damage occurs. These standards will be the subject of research conducted by **Dr Jakub Błażej Zwierzchowski of the Department of Law and Administration at WSB University**, who has received a **SONATINA 10 grant from the National Science Center**.

The project **"The Position and Function of Technical Standards in the Private Law of China and Poland. A Comparative Analysis"** will be carried out at WSB University. The researcher will examine how Polish and Chinese courts refer to technical standards when determining whether a product was defective, whether the manufacturer exercised due diligence, and who is liable for the damage.

Another Internationalisation Star for WSB University

Paweł Urgacz, Director of the International Cooperation Department and Vice-Dean for Internationalisation at WSB University, was among the recipients of the prestigious **"Internationalisation Stars" Award** in the **Marketing Star** category.

This distinction is awarded to individuals who have a tangible and long-term impact on the international development of Polish universities. For years, it has been a mark of quality and confirmation of effectiveness and professionalism in activities at the intersection of education, strategy and global communication.

The **"Internationalisation Stars" Award** is presented as part of the **Study in Poland** programme, implemented since 2005 by the **Conference of Rectors of Academic Schools in Poland** and the **Perspektywy Education Foundation**. Its significance is growing along with the dynamic changes taking place in higher education – today, more than **100,000 international students** are studying in Poland, and internationalisation has become one of the key pillars of university strategies.

This year's distinctions are not the first to have been awarded to representatives of WSB University as part of the "Internationalisation Stars" programme. Previous recipients of the award have also included:

- **Dr hab. Katarzyna Szczepańska-Woszczyna, Prof. at WSB University** – Vice-Rector for Science and Education **at WSB University – Research Star 2021**.
- **Prof. Łukasz Sułkowski** – Vice-Rector for Scientific Research and Academic Staff Development at WSB University – **Research Star 2022**.



- **Michał Dziekoński** – Rector's Representative for the MBA Club – **Teaching Star 2023**.

35th Anniversary of the Silesian District of the World Association of Home Army Soldiers

Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University, was honoured with the prestigious **Commemorative Medal of the Silesian District**



of the Home Army, code name "Serce" ["Heart"], awarded by decision of the Silesian District Board in Katowice of the **World Association of Home Army Soldiers**.

The ceremony was attended by distinguished guests: **Prof. Marek Gzik, Secretary of State at the Ministry of Science and Higher Education; Michał Syska, Deputy Head of the Office for War Veterans and Victims of Oppression; Katarzyna Błaszczyk-Domańska, Director General of the Silesian Voivodeship Office in Katowice; Col. Paweł Piątkowski, Commander of the 13th Silesian Territorial Defence Brigade**, as well as members of parliament, representatives of state and local government administration – including mayors – representatives of uniformed services, military chaplaincy, institutions, veterans' communities, schools, associations, social partners, public and non-governmental organisations, and the business sector.



Special participants in the ceremony were members of the World Association of Home Army Soldiers, affiliated with its individual local branches and districts.

The jubilee ceremony, held under the honorary patronage of **Marek Wójcik, Voivode of the Silesian Voivodeship; Wojciech Saługa, Marshal of the Silesian Voivodeship; and Dr Eng. Marcin Krupa, Mayor of Katowice**, was organised in the **Silesian Parliament Chamber**.



The City Recognises Academic Excellence: “Dąbrowianin Roku” for Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University



Some awards are earned over many years. **“Dąbrowianin of the Year”** belongs to this category. It is a title for those who consistently strengthen the city and its ambitions. The title of “Dąbrowianin of the Year” was awarded to **Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University**.

The distinction, awarded since 1996 by the **Society of Friends of Dąbrowa Górnicza**, is presented to individuals and institutions that genuinely strengthen the city’s potential and recognition. The official award ceremony took place on **27 January 2026** during the special honorary concert **“Rectricis Magnificae Concentus Honorificus”** at the **Palace of Culture of the Zagłębie Region in Dąbrowa Górnicza**, featuring the exceptional artist **Mirosław Czyżykiewicz**. The “Dąbrowianin of the Year” statuette, designed by sculptor **Zygmunt Brachmański**, was presented by **Arkadiusz Rybak, President of the Society of Friends of Dąbrowa Górnicza**, together with representatives of the Society’s Board and Councillors’ Club.

The ceremony was also an opportunity for the Vice-Rectors of WSB University to present the Rector with a unique gift. “Thirty years of WSB University’s operation have been a beautiful concert. However, this concert would not have been possible without an outstanding conductor. Drawing on this musical metaphor, today we would like to ask you to accept the score of **Frédéric Chopin’s Nocturne in E-flat**





major, Op. 9, No. 2 – a piece that symbolises the sensitivity, depth and beauty that you bring to the life of our University every day. It is also accompanied by a violin - a symbol of virtuosity, mastery and the daily pursuit of excellence, of which you are an unquestionable example" **Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education at WSB University**, said on stage.

The evening concluded with a concert by **Mirosław Czyżykiewicz** – an artist, poet, composer and painter, and a legendary figure in Polish sung poetry. His interpretations, filled with carefully chosen words and subtle emotions, became a symbolic culmination of the ceremony.







Innovation has Personality. Prof. Marcin Lis named a winner of “Personality of the Year 2025”

The National Gala of the **“Personality of the Year 2025”** competition took place on **9 May** in the Great Hall of the Royal Castle in Warsaw. In the **Innovation/New Technologies** category, **Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University**, took **3rd place in Poland**.



“Personality of the Year” is a title awarded to individuals who develop modern solutions, implement innovations and use new technologies in business, science, education and social life. In the case of Prof. Marcin Lis, the jury and voters recognised his expert activity in the areas of quality systems, management of innovative projects and integrated systems, as well as his consistent sharing of knowledge and experience at WSB University.

The gala marked the culmination of the competition organised by **Polska Press Group**, conducted by regional newspapers and online services throughout Poland. The finalists included regional winners and winners of the nationwide stage – individuals distinguished by their social, professional, scientific, cultural, local government and technological activities.

Honoured for service and merit – distinctions for WSB University experts

During the official celebrations of **National Independence Day**, organised by the **Silesian Police Garrison** at the MCKiS Sports and Entertainment Hall in Jaworzno, representatives of WSB University were honoured with prestigious decorations.

Prof. Robert Socha received a commemorative medal marking the **25th anniversary of the Honour Guard Company of the Provincial Police Headquarters in Katowice** – a formation he helped establish 25 years ago, subsequently serving as commander of the colour guard and company commander. **Prof. Krystian Dudek** was awarded the **Silver Medal of Merit for the Silesian Voivodeship**. The ceremony was attended by, among others, representatives of the Police leadership, the academic community and uniformed services, including **Chief Superintendent Mariusz Krzystyniak, Provincial Police Commander, Inspector Paweł Dratwiński, Municipal Police Commander in Jaworzno, and Inspector Dr Gabriela Socha, Deputy Commander of the Police School in Katowice**.





A university that strengthens the city's capital. Integrator of the Year for WSB University

This distinction is awarded where cooperation forms the foundation of action. **WSB University** was named a winner of the prestigious **Integrator of the Year 2025 Award** - a title presented to institutions that genuinely strengthen the potential of the city and its community.





The award was received by **Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University**, who emphasised that the University's strength lies in its cooperation with enterpreneurs, local government and social partners, as well as in shared responsibility for the development of the region. The gala was organised by the **District Chamber of Industry and Commerce in Tychy** in cooperation with the Mayor of the city, **Maciej Gramatyka**. WSB University is present and active in Tychy. **One of the University's campuses is located here.** WSB University's educational offer in Tychy includes programmes such as **Law, Psychology, National Security, Management and Administration**. WSB University also runs one of the largest **Universities of the Third Age** in this part of the country.



Medal of the Police Academy in Szczytno for Prof. Bernard Wiśniewski of WSB University

During the official celebrations marking the **35th anniversary of the Police Academy in Szczytno**, **Prof. Bernard Wiśniewski – Director of the Center for Research Methodology in Security Sciences at WSB University** – received the honorary medal **"Pro Meritis erga Academiam Administrationis Publicae Securitatis in Szczytno."** This distinction is awarded to individuals who have rendered distinguished service to the University and is granted by decision of the Commandant-Rector following a positive opinion from the Senate.





Expert knowledge, concrete solutions. WSB University lecturers honoured

Lecturers from WSB University received prestigious distinctions during the **11th Scientific Conference entitled "Rationalisation of Processes for Ensuring the Safety of Participants in Religious Gatherings,"** which took place in Wrocław on **23 February 2026**.

The **"Distinguished for the Development of Education" Medal** was awarded to **Dr hab. Tomasz Safjański, Prof. at WSB University**, and **Dr hab. Jarosław Struniawski, Prof. at WSB University**. In turn, **Prof. Bernard Wiśniewski** received the **"35th Anniversary Cross of the Independent Self-Governing Trade Union of Police Officers."**

The distinctions recognise the scientific and expert activities of WSB University lecturers and their commitment to the development of research and education in the field of security.

The National Scientific Conference **"Education for Security in the Face of Contemporary Challenges and Threats"** in Ełk provided an opportunity to exchange knowledge and experience concerning contemporary threats and the role of education in building security and social resilience.

The programme included presentations by WSB University experts covering topics such as contemporary dimensions of sabotage, the national security system and cyber threats.



An important part of the event was the presentation of the **"Distinguished for the Development of Education" Medals**. The distinctions were awarded to **Prof. Bernard Wiśniewski, Dr hab. Andrzej Czupryński, Prof. at WSB University, and Dr hab. Paweł Lubiewski, Prof. at WSB University**.

Prof. Marcin Lis awarded the Honorary Badge of Merit for the Provincial Police Headquarters in Katowice

During the **Provincial Police Day Celebrations of the Silesian Garrison in Gliwice**, held on **21 July 2026**, **Prof. Marcin Lis - Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University** - was awarded the **Honorary Badge of Merit for the Provincial Police Headquarters in Katowice**.





The ceremony, organised to mark the **107th anniversary of the establishment of the State Police**, provided an opportunity to thank police officers and civilian employees for their daily service, as well as to honour individuals and institutions supporting the activities of the Silesian garrison. The event was attended by, among others, **Marek Wójcik, Voivode of the Silesian Voivodeship; Chief Superintendent Rafał Kochańczyk, Deputy Commander-in-Chief of the Police; Inspector Jacek Stelmach, Deputy Provincial Police Commander in Katowice; Katarzyna Błaszczyk-Domańska, Director General of the Silesian Voivodeship Office in Katowice; Dr hab. Klaudiusz Nadolny, MD, PhD, Director of the Provincial Ambulance Service in Katowice**, as well as members of parliament, representatives of local governments, uniformed services and institutions cooperating with the Police.



Doctoral education at the highest level. WSB University receives prestigious evaluation from the Science Evaluation Committee

The **Science Evaluation Committee** issued a positive evaluation of the quality of education at the **Doctoral School of WSB University**, highlighting, among other things, the high standard of implementation doctorates and the strong internationalisation of the educational process. As stated in the resolution of the Science Evaluation Committee: "The Doctoral School successfully fulfilled its mission of educating doctoral candidates, and the standard of the defended implementation doctorates deserves distinction."

The evaluation covered the period from **October 2019 to May 2025** and was preceded by a detailed analysis of the self-evaluation report and a visit by the evaluation team. The Committee's experts clearly indicated that education at the Doctoral School of WSB University was conducted **without any reservations and met all the criteria of Level 8 of the Polish Qualifications Framework**. Implementation doctorates and internationalisation were singled out for particular recognition.

The Science Evaluation Committee also highly rated the competences of the academic staff, the quality of academic supervision, the reliability of mid-term evaluations, cooperation with the doctoral student government, and the appropriateness of programmes and individual research plans.

Doctoral dissertation from WSB University recognised by the Polish Academy of Sciences

The doctoral dissertation of **Dr Agnieszka Brzegowy**, a graduate of the Interdisciplinary Doctoral Studies conducted at WSB University, received a distinction in the prestigious **Competition of the Committee on Organisation and Management Sciences of the Polish Academy of Sciences** in the doctoral dissertation category.

The recognised dissertation, entitled **"Competition as a Source of Virtual Team Effectiveness,"** addresses current and important issues concerning the functioning of contemporary organisations, in which remote work and distributed teams are becoming part of everyday life. All reviewers drew attention to the distinction of the dissertation, including **Prof. Ewa Stańczyk-Hugiet, Dr h.c.**, pointing to the methodological rigour demonstrated in the work and, consequently, its high substantive quality.

The awards and distinctions were presented during the formal meeting of the Committee on Organisation and Management Sciences of the Polish Academy of Sciences, held on 16 March 2026.

Oskar Jurek, WSB University student, winner of Sigma Challenge 2026



Oskar Jurek, a first-year Management student at WSB University, became a winner of the nationwide **Sigma Challenge 2026**, taking first place in the **"Economics, Economy and Finance"** category.

The competition, organised by **XYZ – a new-category media outlet** and **PWN Scientific Publishers**, was held online on **6 May**. The official awards ceremony took place at the **Royal Łazienki Museum in Warsaw**. Oskar was accompanied by **Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University**.

The competition questions were prepared under the supervision of respected representatives of the academic community. The economics category was overseen by **Prof. Elżbieta Mączyńska**, a recognised expert in economics and the economy.

The ceremony was also attended by distinguished guests, including **Dr Karolina Zioło-Pużuk, Minister of Science and Higher Education, and Prof. Michał Kleiber**.

Interstudent 2026 – Munisa Ziyomukhamedova

Among the eight best international students in Poland was a representative of WSB University. **Munisa Ziyomukhamedova, a student at WSB University, was named the best international student in Poland in the Master's degree category.** The **Interstudent 2026** competition is organised as part of the **Study in Poland** programme by the **Conference of Rectors of Academic Schools in Poland** and the **Perspektywy Education Foundation**.

Munisa comes from **Uzbekistan** and studies **Financial Management and Accounting at WSB University**. Since 2021, she has been actively involved in academic and social life, including as a mentor in the **WSB University Buddy Mentoring and Erasmus+ programmes**, through which she supports international students in adapting to life in Poland. She also participates in international educational programmes, including the **Blended Intensive Programme**, as well as initiatives developing intercultural and leadership competences.



She has twice served as an **ambassador of WSB University**, representing the University at international events. The distinction in the **Interstudent 2026** competition recognises her academic, social and international activity, as well as her commitment to the life of the WSB University community.



WSB University students win the Commodity Exchange Game competition

After weeks of intense competition, a student team from **WSB University took 1st place in the Commodity Exchange Game competition**, thereby earning the title of **Commodity Exchange Game Champion**. The grand final of the competition took place on **18–19 June 2026** during the **7th National**



Field Days in Szepietowo.

The winning team represented the ProjectGO Student Research Club and consisted of:

- **Barbara Panek** – student of Finance and Accounting;
- **Dawid Łukasik** – student of Finance and Accounting;
- **Mateusz Pojda** – student of Economics.

The team's supervisor is Dr Eng. Anna Śmiglewicz. The Commodity Exchange Game is a simulation of investing in agricultural commodities, combining elements of learning, strategy and competition. Participants make investment decisions based on changing market conditions, learning responsible risk management.

Success of a WSB University Cosmetology student in the "Mikołajki" competition

Marcelina Nocoń, a student of Cosmetology at WSB University, took **2nd place in the "Mikołajki" nail art competition**, held at RCKU in Sosnowiec.

In the competition, participants demonstrated their nail styling skills, creativity and precision. The jury recognised Marcelina's work for its aesthetics, compliance with the competition theme and professional use of nail art techniques.

Marcelina's success demonstrates that education in the **Cosmetology programme combines theoretical knowledge with practice**, giving students the opportunity to develop their skills and gain experience also through industry competitions. It is further proof that WSB University students can develop their passions and build their professional skills while still studying.



WSB University AZS receives top distinctions at the 2025 Silesian Academic Sports Gala

The **2025 Silesian Academic Sports Gala** was held at the Youth Palace in Katowice, during which the best athletes and universities in the region were honoured. Once again, **WSB University AZS** confirmed its high sporting and organisational standards, achieving excellent results in the rankings.

WSB University's achievements at the Gala:

- 1st place – General Classification of Non-Public Universities in the Silesian Voivodeship
- 4th place – General Classification of All Universities in the Silesian Voivodeship
- AZS Silver Badge – Kacper Joachim
- Multi-Sport Athlete of the Year – Kacper Janecki

The Gala was attended by **Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University**, who emphasised that the results achieved are the outcome of the consistent work, determination and exceptional team spirit of our student-athletes, who successfully combine their studies with the development of their sporting passions.

The successes of WSB University AZS demonstrate that passion, consistency and commitment translate into tangible achievements. WSB University's student-athletes have ranked among the best in the Silesian Voivodeship for many years, strengthening the University's position within the academic sports community.





A University Without Barriers. WSB University Accessibility Gala

A full auditorium, an outstanding concert and moving moments honouring people who work every day to build a University open to everyone. The **WSB University Accessibility Gala**, organised as part of the University's 30th anniversary celebrations, brought together representatives of WSB University's authorities, the authorities of Dąbrowa Górnicza, non-governmental organisations and the entire academic community at the **Palace of Culture of the Zagłębie Region**.



The highlight of the Gala was the presentation of the **Accessibility Statuettes**. These special distinctions recognise the dedication, empathy and sustained commitment demonstrated in activities aimed at promoting accessibility. The gala also featured a concert, which provided the event with a unique artistic setting. It symbolically brought together the world of art and the idea of accessibility – demonstrating that culture, just like education, should be open and inclusive. WSB University is a leader in accessibility projects: from architectural adaptations, through digital and technological solutions, to scholarship systems and specialist support.




kademia WSB



Evaluation of scientific activity for 2022–2025

In the evaluation of scientific activity for **2022–2025**, the **Ministry of Science and Higher Education** awarded WSB University **10 scientific categories**. This means the authority to award **doctoral and postdoctoral degrees in 10 disciplines** – one of the broadest scopes of such authority among non-public universities in Poland.

The highest rating, **category A+**, was awarded to **family studies**. **Category A** was awarded to six disciplines: **management and quality sciences, security sciences, medical sciences, pedagogy, international relations, and civil engineering, geodesy and transport**. **Category B+** was awarded to **economics and finance, safety engineering, and health sciences**.

For those planning an academic career, this is practical information – a doctoral or postdoctoral degree can be obtained at WSB University in a discipline whose research achievements have been confirmed by the Ministry.

The education of future researchers is provided by the **Doctoral School of WSB University**, which has been operating since 2019, including in the disciplines of management and quality sciences, security sciences, pedagogy, and civil engineering, geodesy and transport.

From the outset, the University has implemented the **"Implementation Doctorate"** programme, in which the dissertation is developed in cooperation with a company and addresses a real problem faced by that company, the doctoral candidate combines professional work with research, and the company gains a science-based solution.

The University emphasises that the evaluation results provide a foundation for further research projects and the development of cooperation with the economy. Recruitment to the Doctoral School is conducted periodically, and details are available on the wsb.edu.pl website.

THE INCLUSIVE EUROPEAN UNIVERSITY
HELIX

10 authorisations to award doctoral and postdoctoral degrees

- **Family studies – category A+**

- **Management and quality sciences – category A**
- **Security sciences – category A**
- **International relations – category A**
- **Pedagogy – category A**
- **Civil engineering, geodesy and transport – category A**
- **Medical sciences – category A**

- **Economics and finance – category B+**
- **Safety engineering – category B+**
- **Health sciences – category B+**

Find out more by scanning the QR code

Prof. David E. Fisher of Harvard Medical School awarded an Honorary Doctorate by WSBU



27 October 2025

The distinguished scientist, physician and world-renowned researcher **Prof. David E. Fisher of Harvard Medical School** was awarded the title of **Doctor Honoris Causa of WSB University**. The ceremony, held on **27 October 2025 in Dąbrowa Górnicza**, was an important event for the entire WSB University community, and particularly for the developing **Collegium Medicum – Faculty of Medicine**.

The title was awarded to Professor Fisher in recognition of his exceptional contribution to the development of modern **dermatology, oncology and molecular biology**. His research focusing on melanoma, skin pigmentation and the mechanisms of the skin's response to UV radiation has for years shaped research conducted at leading scientific centers around the world. Prof. David E. Fisher is affiliated with **Harvard Medical School and Massachusetts General Hospital in Boston**. There, he heads the **Department of Dermatology, Cutaneous Biology Research Center and Interdisciplinary Melanoma Program**. His scientific work combines basic research with clinical practice. It focuses on understanding the molecular mechanisms underlying the development of skin cancers and on seeking new possibilities for diagnosis, treatment and prevention.

A particularly important area of his scientific achievements is research on melanocytes, the cells responsible for the production of melanin, and on melanoma, one of the most aggressive skin cancers. Professor Fisher and his team have described key



HARVARD MEDICAL SCHOOL

pathways regulating the development of these cells and the pigmentation process, and have also analysed the effects of ultraviolet radiation on the skin and the development of cancer. This knowledge is of enormous importance not only for dermatology, but also for the development of more effective methods of cancer prevention.

The ceremony was opened by **Prof. Łukasz Sułkowski, President of WSB University**, who welcomed Prof. Fisher, his wife and the assembled guests. The **Doctor Honoris Causa diploma** was presented by **Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education at WSB University**. The laudation and reviews highlighted both the significance of the Professor's scientific achievements and their tangible impact on the development of medicine.

The supervisior in the proceedings was Tomasz Gąsior, MD, PhD, Prof. at WSB University, from the Collegium Medicum – Faculty of Medicine of WSB University, while the reviewers were Prof. Aaron Ciechanover, winner of the 2004 Nobel Prize in Chemistry, and Prof. Lidia Rudnicka, Honorary President of the Polish Dermatological Society.

The moment everyone had been waiting for was the lecture by Prof. David E. Fisher. In his lecture, the Professor presented the results of research on



melanoma and skin pigmentation, and also shared his reflections on the future of scientific research. The meeting demonstrated how world-class scientific discoveries can translate into everyday medical practice and the education of future doctors.

There was also an artistic element – the **FeelHarmony Quartet from the Karol Szymanowski Philharmonic in Kraków**, accompanied by soprano **Magdalena Drozd**, performed during the ceremony. Alongside science, music also occupies an important place in Prof. Fisher's life, which made the concert a natural complement to the ceremony.



WSB University Remains Among the Top Three



Prestige and credibility of the ranking

The Perspektywy University Ranking is one of the most prestigious and influential educational rankings in Poland and is also recognised within the international academic community. It holds the IREG Approved quality certificate, awarded by the IREG Observatory on Academic Ranking and Excellence, while its reliability is overseen by the Ranking Board chaired by Prof. Michał Kleiber, former President of the Polish Academy of Sciences.

Best non-public academic universities 2026

1	Kozminski University in Warsaw
2	Polish-Japanese Academy of Information Technology in Warsaw
3	**WSB University in Dąbrowa Górnicza**

WSB University on the podium among the best universities in Poland

The **2025/2026 academic year** brought further confirmation of WSB University's strong position among the best universities in the country. In the **Perspektywy University Ranking 2026**, the University ranked: **3rd among all non-public universities in Poland**, **1st among non-public universities in the Silesian Voivodeship**, and **3rd among all universities – public and non-public – in the "Security Studies Programmes" category**.

Maintaining a high position in the Academic University Ranking – among more than 300 universities in Poland authorised to award doctoral and postdoctoral degrees – is a direct result of systematic scientific and educational development as well as the international EFMD, BSIS, CEEMAN and KAUT accreditations.



Prof. Michał Kleiber, Chairman of the Polish National Commission for UNESCO, Chairman of the Board of the Perspektywy University Ranking

Study programmes among the national leaders

In the **2026 Ranking of Study Programmes**, WSB University also confirmed its strong position in educating specialists in the field of **computer science**, ranking **5th in Poland**. The **Management, Logistics and Transport** programmes ranked among the **TOP 10 of all Polish universities**.

Ranking KIERUNKÓW STUDIÓW Perspektywy 2026

Security Studies Programmes 2026

1	University of Warsaw
2	Jagiellonian University in Kraków
3	**WSB University in Dąbrowa Górnicza**



Dr Blanka Siwińska, President of the Perspektywy Education Foundation



Prof. Marek Gzik, Secretary of State, Ministry of Science and Higher Education

WSB University remains among the **most internationalised universities in Poland**. This is due, among other things, to the establishment of the **Q-Helix European University Alliance** and the University's role as consortium leader, as well as research, implementation and educational projects carried out by international teams under the **Horizon Europe, COST, Interreg, NCBR, Erasmus+ and Visegrad Funds programmes**.



WSB University among the leaders of the “Best Academic Cities in Poland 2026” ranking

WSB University ranks second in Poland in terms of scientific publication impact

WSB University ranked **2nd in Poland in terms of the impact of scientific publications**, measured using the **Field-Weighted Citation Impact (FWCI) indicator**. At the same time, **Dąbrowa Górnicza** – a city whose academic potential the University has helped develop for more than 30 years – ranked **1st in Poland in the “Career Prospects and Labour Market” category** of the nationwide **Work & Science “Best Academic Cities in Poland 2026” Ranking**.

The FWCI indicator measures the actual impact of scientific publications through their citation rates within the international research community. Second place in Poland means that the work of WSB University researchers is widely used and cited by researchers around the world. This confirms the international nature of the research conducted and the effective combination of scientific activity with the practical dimension of education – students acquire knowledge based not only on labour market experience, but also on research that has a tangible impact on the development of contemporary science.

Scientific and innovation potential

	City	Impact of scientific publications expressed by the FWCI indicator
1	Opole	10.00
2	**Dąbrowa Górnicza**	**5.59**
3	Katowice	5.44
4	Szczecin	5.29
5	Gdańsk	5.21



A city that opens the way to a career

The **“Career Prospects and Labour Market”** category analyses, among other things, the situation of graduates on the labour market, salary levels and the availability of job offers for people with higher education. Dąbrowa Górnicza’s first-place position – ahead of the country’s largest academic centers, including Warsaw – means that it is currently **the best environment in Poland in which to begin a career after graduation**. For more than 30 years, WSB University has contributed to building this potential: its main campus, modern laboratories and medical simulation centers are located here, while its educational model is based on **practice, cooperation with employers and internationalisation**.

WSB University develops programmes in areas including **modern medicine, psychology, law, computer science, cybersecurity, business, logistics, management and national security**, designed in cooperation with representatives of the labour market. An additional advantage is the **"3 days of study, 2 days of work"** model, which enables students to combine education with professional development from the very first semesters. In the overall **Work & Science 2026 Ranking**, Dąbrowa Górnicza ranked **13th among all Polish academic cities – just behind Katowice, the capital of the Silesian Voivodeship.**

	City	Graduate Earnings Indicator	Total
1	**Dąbrowa Górnicza**	**10.00**	**100.00**
2	Radom	5.64	70.52
3	Siedlce	8.88	69.07
4	Częstochowa	5.38	64.98
5	Gliwice	1.53	57.97
6	Warsaw	3.82	54.79

Prestigious QS Europe 2026 Ranking



WSB University has been included in the QS World University Rankings: Europe 2026 – one of the most widely recognised university rankings in the world. The University ranked 77th in Central Europe, placing it among the TOP 100 universities in this part of the continent, while in the overall European ranking it was classified in the 581–590 range. This year's edition included nearly 1,000 universities from more than 40 countries, including 39 from Poland.

Recognition on a European scale

For a University with 30 years of experience and a dynamically developing profile, its presence in the QS Europe ranking confirms its quality and growing impact on education in the region. The QS ranking – prepared by the British organisation Quacquarelli Symonds – is particularly significant because it presents the University's position in the context of Europe as a whole, rather than solely in national rankings.

What QS measures

The ranking methodology is based on indicators reflecting the most important dimensions of the University's activities: academic reputation and reputation among employers, research results and their citation impact, internationalisation, quality of education and student experience. As a result, the ranking reflects not only scientific achievements, but also teaching effectiveness and the tangible value that studying provides to students and graduates.

Another step forward in the QS rankings

WSB University's presence in QS Europe 2026 expands the University's presence in prestigious QS rankings, following its inclusion last year in the QS World University Rankings: Sustainability 2026. This is further evidence of the consistent strengthening of the University's international position.

WSB University recognised in THE World University Rankings



WSB University has once again been recognised in the global **Times Higher Education (THE) World University Rankings** and was among the Polish academic institutions distinguished during the **11th LUMEN 2025 Conference in Kraków**. This year's edition included **45 Polish universities**, with WSB University listed in the **"Reporter"** category. The award – on behalf of **Rector Prof. Zdzisława Dacko-Pikiewicz** – was received by **Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education**.

Recognition in a global ranking

WSB University's presence in the Times Higher Education ranking confirms the University's consistent development, its growing international recognition and the high quality of its activities in the areas of **education, research and cooperation with the socio-economic environment**. The **"Reporter"** category confirms the chosen direction of development and reflects the results of investments in the quality of science, teaching and digital transformation.



Digital transformation in practice

Participation in the conference also had significant academic value. **Prof. Katarzyna Szczepańska-Woszczyna** took part as a panellist in the session **"From Excel to Excellence: An Overview of Digital Projects Transforming the Reality of Polish Higher Education Institutions,"** moderated by **Prof. Łukasz Sułkowski, President of WSB University**. During the discussion, she shared her experience of developing an **integrated digital environment** that supports students, employees and the University's partners and has a tangible impact on the quality of education and the organisation of processes.

Participation in the conference programme and recognition in THE World University Rankings complement one another – demonstrating both the practical dimension of the digital projects being implemented and their reflection in international rankings.



University of first choice. 1st place in Silesia and Małopolska, 3rd place in Poland

This year, more than 450,000 people began first-cycle, second-cycle and long-cycle Master's degree programmes. WSB University is among the universities they chose most frequently.

According to data from the **Ministry of Science and Higher Education**, among students beginning first-cycle and long-cycle Master's programmes, **WSB University is the third most frequently chosen non-public university in Poland**. It achieved the **best result in the Silesian and Małopolska Voivodeships**. WSB University was also among the universities most frequently chosen by candidates for **part-time programmes**.

The most popular disciplines and fields of study include management sciences, economics and finance, computer science, medical sciences and health sciences, psychology, law and logistics. All of these programmes are offered by WSB University.

Ministerstwo Nauki
i Szkolnictwa Wyższego

Management with the EFMD seal – a global mark of quality

The Management programme (Master's degree) at WSB University has received EFMD Programme Accreditation – one of the most prestigious distinctions in management education worldwide.

It is awarded exclusively to programmes that meet rigorous international quality standards covering, among other areas, the curriculum, academic staff, cooperation with business and measurable impact on the development of students' competences.

International quality standard

The justification for the decision particularly emphasised the programme's strong links with the business environment and its success in developing a global mindset among students. The programme's level of internationalisation, the quality and personalisation of student support, teaching methods that develop project-based and practical competences, as well as career development support translating into the high employability of graduates, were also highly rated.



Eric Cornuel – President of EFMD Global, Barbara Sporn – Director, EFMD Programme Accreditation, EFMD

What the accreditation means

The programme responds to the current needs of the labour market and the challenges of contemporary business; the educational process is based on modern, engaging teaching methods; and the University operates in accordance with international standards for educational quality. This achievement is the result of the commitment of the entire WSB University community – academic staff, students, graduates, and business and international partners.

EFMD GLOBAL MEMBER

PKA says “yes”. Highest quality confirmed

Polska Komisja Akredytacyjna

The Medicine programme once again receives a positive assessment from the Polish Accreditation Committee

On **4 September 2025**, the Presidium of the **Polish Accreditation Committee** issued a positive programme assessment for the **Medicine programme at WSB University**. The Committee concluded that that the educational process fully enables students to achieve all learning outcomes and that **all programme assessment criteria have been met**. The next assessment of the programme is scheduled for the **2030/2031 academic year**, which demonstrates the programme’s stability and quality. Last year, the Medicine programme received a positive assessment from the Polish Accreditation Committee for the **full six-year cycle of education, without recommendations**. The positive assessment (without recommendations) issued by the Polish Accreditation Committee confirms that the University has been fully prepared to provide education in the Medicine programme from the very first cycle of education, i.e. from the **2023/2024 academic year**.

For several years, WSB University has offered programmes in **physiotherapy, emergency medical services, nursing and cosmetology**, and since October 2023 its educational offer has also included the **Medicine programme**. An integral part of the University is the **Collegium Medicum – Faculty of Medicine**, where education in medical programmes is provided.

The resolution of the Polish Accreditation Committee confirms that the **Collegium Medicum – Faculty of Medicine of WSB University** provides the infrastructure required for education in the Medicine programme. Among other facilities, the Collegium Medicum – Faculty of Medicine of WSB University has a **Microscopy Laboratory**, which makes it possible to conduct classes in all clinical specialties; **Anatomy Laboratories** (including a teaching dissection room equipped with an anatomical body prepared for teaching purposes); **Physiology, Biophysics, Biochemistry and Chemistry Laboratories**; and the **Prof. Kazimierz Imieliński Medical Simulation Center**, equipped with advanced simulators of an adult patient, a woman in labour and a newborn, a geriatric patient, paediatric simulators, ultrasound and ECG equipment, ventilators, infusion pumps and other equipment enabling classes to be conducted under simulated clinical conditions that accurately reflect real hospital conditions. The Collegium Medicum – Faculty of Medicine of WSB University cooperates with **15 healthcare entities**, including **two**





made available under arrangements analogous to teaching hospitals, which provide healthcare services in the areas of hospital treatment, specialist outpatient care, primary healthcare, units of the State Emergency Medical Services system and hospice care.



The Collegium Medicum – Faculty of Medicine of WSB University has qualified staff representing the fields of medical sciences and health sciences, whose competences, experience, qualifications and number ensure the proper delivery of classes and the achievement of learning outcomes by students, including individuals holding academic titles and degrees in medical sciences and health sciences as well as medical specialisations. The academic staff teaching in the Medicine programme publish the results of their research in highly rated journals, participate in numerous research projects and scientific conferences, and are actively involved in numerous scientific societies as well as national and international expert bodies.

Positive PKA assessments for programmes offered at WSB University Branch Faculties in Kraków, Olkusz and Żywiec

Over the past year, programmes offered at the University's branch faculties have also undergone assessment – **National Security and Management Engineering at the WSB University Faculty in Kraków**, as well as **Management at the WSB University Faculties in Olkusz and Żywiec**.

The positive decisions of the Polish Accreditation Committee confirm that the study programmes delivered at the branch faculties meet the required educational quality standards. The assessment includes a comprehensive analysis of the educational process – from the design and implementation of the curriculum, through the competences of the academic staff and the methods used to verify learning outcomes, to the conditions in which classes are conducted, infrastructure and the student support system. The Committee members highlighted the **practical profile of education**, implemented, among other things, through modern teaching methods such as **Problem-Based Learning, Design Thinking and classes delivered in the international COIL format**. The study programme, organisation of classes and professional placement system enable students to effectively achieve learning outcomes and prepare them for professional activity. The competences of the teaching staff and the systemic support for their development were also highly rated, including activities aimed at **internationalisation and the implementation of innovative teaching methods**. Another important strength of the programme is its well-developed cooperation with the socio-economic environment, which contributes to the relevance and practical dimension of the curriculum.

The reports also confirmed the effective functioning of the student support system, access to modern teaching infrastructure and the transparency of recruitment and education rules. Further confirmation of quality is provided by the international **IPMA Student accreditation**, which strengthens competences in the area of project management. In their site visit report, members of the Polish Accreditation Committee highlighted a number of positive factors and good practices applied at WSB University, including the **active involvement of students, development of international cooperation and effective mechanisms for improving the quality of education**. For WSB University, the positive PKA assessments are not only formal confirmation that specific standards have been met, but above all an important indication that the education provided at individual branch faculties responds to the needs of contemporary students and the labour market. They are also the result of the systematic work of academic and administrative staff and the consistent improvement of the educational process.

A positive resolution of the Polish Accreditation Committee is one of the most important confirmations of quality in Polish higher education – and WSB University once again demonstrates that it meets the highest educational standards. It is worth recalling that in **2024 WSB University became the first and only university in Poland to receive the Polish Accreditation Committee's Certificate of Excellence in Education for the Management programme** – with a practical profile (first-cycle studies) and a general academic profile (second-cycle studies).

WSB University experts in national and international structures



Prof. Katarzyna Szczepańska -Woszczyna appointed to the Supervisory Board of NASK S.A.

Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education at WSB University, has been appointed to the **Supervisory Board of NASK S.A.**

NASK is one of the key institutions associated with digital security in Poland. As a **National Research Institute**, it is involved in cybersecurity, conducts scientific research and develops technological solutions used by public institutions, businesses and citizens. NASK supports the development of modern cyberspace, protects internet users against threats, conducts educational activities, combats cybercrime and supports public administration and business in digital transformation processes.

The appointment of Prof. Katarzyna Szczepańska-Woszczyna to the Supervisory Board of NASK S.A. is consistent with her many years of scientific, expert and organisational activity. The Vice-Rector of WSB University specialises in management and quality sciences and is an expert in innovation management, leadership, international cooperation and the development of higher education.

The presence of a WSB University representative on the Supervisory Board of NASK S.A. is particularly significant at a time when cybersecurity is becoming a matter of management, education, social responsibility and strategic thinking about the future. It is an area that requires not only knowledge of digital tools, but also an understanding of organisational processes, people's competences and the challenges facing contemporary institutions.

Prof. Joanna Kurowska-Pysz an expert in the pilot IMPACT programme implemented by the OECD



Prof. Joanna Kurowska-Pysz, Director of the Institute for Territorial and Inter-Organisational Cooperation Studies at WSB University, has joined the international group of experts engaged by the **OECD (The Organisation for Economic Co-operation and Development), Regional Development and Multi-level Governance Division, Center for Enterpreneurship, SMEs, Regions and Cities**, to implement the **IMPACT (Interreg Mechanism for Promoting Active Communities and Territories)** programme financed by the European Commission.

The IMPACT programme concerns the pilot implementation of the **CLLD (Community-led Local Development)** approach at selected internal and external borders of the European Union in order to test new models of cross-border inter-organisational and cross-sector cooperation, previously applied, among others, in the **LEADER programme**.

Prof. Joanna Kurowska-Pysz will advise on the implementation of the CLLD model in the Polish-Lithua-

nian and Polish-Czech border regions as part of the pilot programme carried out from September 2026 to April 2027.

Prof. Joanna Kurowska-Pysz's engagement by the OECD to participate in the IMPACT project confirms her very high level of expert competence and extensive experience in managing cross-border partnerships and projects. She has gained this experience, among other roles, as an AMI Expert cooperating with the European Commission (Directorate-General for Regional and Urban Policy, DG REGIO) and as lead expert in the project "CLLD-oriented facilitation of cross-border planning across the Polish-Lithuanian Cross-Border Functional Area" under the Resilient Borders programme, financed by the European Commission and implemented by the operators: the Association of European Border Regions in Berlin and Mission Opérationnelle Transfrontalière in Paris.

Nauka dla Rozwoju Społeczeństwa

Ministerstwo Nauki i Szkolnictwa Wyższego

Community-led Local Development (CLLD) offers practical, area-specific solutions for addressing territorial challenges in border regions, such as limited access to public services or environmental pressures. By using local knowledge and engaging citizens, CLLD helps translate shared priorities into concrete action. Although the CLLD approach is widely used by Local Action Groups operating in EU Member States, its potential in a cross-border context remains largely untapped. Extending the use of CLLD across national borders creates an opportunity to support more inclusive and effective development in Europe's border regions.

Dr Marcin Miszczyk from the Collegium Medicum of WSB University in the prestigious EORTC programme for young leaders in oncology clinical research

Marcin Miszczyk, MD, PhD, Assistant Professor at the Collegium Medicum – Faculty of Medicine of WSB University, has been accepted into the **2027 EORTC Early Career Investigator (ECI) Program** – an elite development programme of the **European Organisation for Research and Treatment of Cancer (EORTC)** designed to prepare a new generation of leaders in international clinical research in oncology. The high level of selectivity is demonstrated by the number of applications: **120 EORTC members applied to the programme, and only 40 were selected**. The **EORTC ECI 2027 programme** consists of nine mandatory sessions spread throughout the year – two in-person sessions and seven virtual sessions. The first in-person meeting will take place on **23–25 March 2027 in Brussels** and will be combined with participation in the **EORTC Summit 2027** – one of the most important European events devoted to clinical research in oncology. The final in-person session is scheduled for **29–30 November 2027**. Participants who complete the full programme will receive a certificate accredited with **Continuing Medical Education (CME) credits**.



The aim of the programme is to prepare young researchers to design, conduct and lead international clinical trials in oncology in accordance with the highest methodological standards of EORTC – an organisation that has been setting directions for the development of clinical research in oncology in Europe for decades. Dr Miszczyk conducts research in urological oncology and radiation oncology. His participation in the EORTC ECI programme is aligned with WSB University's strategy aimed at building the international position of the Collegium Medicum in scientific research and the education of medical professionals. The European Organisation for Research and Treatment of Cancer (EORTC) is an independent scientific organisation based in Brussels, coordinating international multicenter clinical trials in oncology and setting methodological standards in this field since 1962.

Dr Eng. Karol Jędrasiak appointed to the Management Committees of two COST Actions

Dr Eng. Karol Jędrasiak, Deputy Director of the Technology Transfer Center at WSB University,

has been appointed to the Management Committees of two new actions of the **European Cooperation in Science and Technology (COST)**: **CA25157 AI-GUIDE** and **CA25145 SEARCH**. In each of these Actions, Dr Eng. Karol Jędrasiak is one of two members of the Management Committee representing Poland. The **Management Committee** is the body responsible for the coordination, implementation and management of a COST Action. COST Actions are four-year international cooperation networks that bring together researchers, representatives of public institutions, businesses, social organisations and other entities involved in science and innovation. COST primarily funds **cooperation, knowledge exchange, mobility, workshops, conferences, training schools and short-term scientific missions**.

The first Action is CA25157 AI-GUIDE – AI-Governance, Use, and Impact for a Dynamic European R&I Ecosystem. Its aim is to develop principles for the responsible, trustworthy and inclusive use of generative artificial intelligence in the European research and innovation system. The network will bring together experts representing universities, research institutions, research funding bodies, publishers, public administration, businesses and professional organisations. AI-GUIDE participants will work, among other things, on practical guidelines for the use of generative artificial intelligence in scientific activities, a repository of verified tools and use cases, and solutions enabling AI technologies to be tested safely. Training, the exchange of experience and the development of young researchers' competences will also form an important part of the activities. The AI-GUIDE Action will begin on 8 September 2026 and run until 7 September 2030.

The second Action is **CA25145 SEARCH – Simulation Education And Research Collaborative in Healthcare**. SEARCH will develop European cooperation in the field of **healthcare simulation**. Medical simulation encompasses methods for recreating clinical events and environments for the purposes of education, competence assessment, improving the quality of care, enhancing patient safety and conducting research. The Action will bring together researchers, clinicians, representatives of industry, public administration, scientific societies and patient organisations. Participants will work to reduce the fragmentation of European research in this field, identify barriers to knowledge transfer, develop publicly available tools and prepare a **European research agenda for healthcare simulation**. The **SEARCH Action will begin on 14 October 2026 and run until 13 October 2030**. The membership of a WSB University representative in further COST Management Committees creates new opportunities for developing international scientific and educational cooperation.

"I regard membership in both Management Committees as a responsibility to actively involve the Polish scientific community in the work of European cooperation networks. I would like to use this opportunity to create genuine opportunities for WSB University employees, doctoral candidates and young researchers to participate in working groups, training courses, mobility programmes and new international initiatives," emphasises Dr Eng. Karol Jędrasiak. Those interested in the responsible use of artificial intelligence or the development of simulation in healthcare can follow recruitment to the working groups of both COST Actions and contact Dr Eng. Karol Jędrasiak regarding potential cooperation.

Prof. Joanna Kurowska-Pysz of WSB University joins the prestigious editorial team of the "Journal of Environment & Development"

Prof. Joanna Kurowska-Pysz, Head of the Department of Management at WSB University, is beginning cooperation with the international scientific journal **Journal of Environment & Development**. The journal is among highly ranked scientific periodicals indexed in **Scopus and Web of Science**, publishing research in the fields of sustainable development, environmental policy, management and the relationship between the environment and socio-economic development.

According to the **Scimago Journal Rank (SJR)**, the journal holds top positions in key research areas:

- Management, Monitoring, Policy and Law – Q1 (highest quartile)
- Geography, Planning and Development – Q1
- Development – Q1
- Environmental Science (miscellaneous) – Q2

The journal's key quality indicators include:

- SJR (Scimago Journal Rank): approx. 1.01–1.05
- CiteScore (Scopus): approx. 4.2
- Impact Factor (Journal Citation Reports): approx. 2.0–2.5

- Ministry of Education and Science score: 100 points in the Polish list of scientific journals.

Prof. Joanna Kurowska-Pysz's participation in the editorial work of a journal with such a strong reputation means WSB University is actively involved in shaping directions of research on sustainable development and environmental policies at the international level.

Contribution of WSB University experts to building the quality of Polish science. Appointments to the Science Evaluation Committee

Dr Marcin Kulasek, Minister of Science and Higher Education, appointed WSB University experts to the **Science Evaluation Committee** to conduct assessments as part of the evaluation of the quality of scientific activity for **2022–2025**.

Appointments were received by: **Prof. Paulina Polko**, Chair of the Discipline Council for Security Sciences at WSB University; **Prof. Joanna Kurowska-Pysz**, Head of the Department of Management at WSB University; **Prof. Jerzy Kochanowicz**, Chair of the Scientific Discipline Council for Family Studies at WSB University; **Prof. Piotr Uchroński** from the Department of Transport and Computer Science at WSB University.

WSB University consistently develops its research infrastructure, supports its academic staff in obtaining academic qualifications and engages in international research projects. The recognition of WSB University employees reflects the University's commitment to the development of Polish science and the transfer of knowledge beyond academia – into the social and economic spheres.

WSB University expert among specialists shaping the future of digitalisation in Poland

Identifying the most important research challenges in the field of digitalisation, providing opinions on directions for the use of European funds, and monitoring research and development projects intended to drive Poland's digital transformation – these are the tasks of the **Digitalisation Monitoring Committee**, established by the **National Center for Research and Development** as part of the **"Innovative Public Procurement"** project.

Dr Eng. Karol Jędrasiak of WSB University – one of the experts appointed to the body – took part in the Committee's first meeting, during which the principles of its operation were established, a work plan was adopted and the criteria for selecting research challenges in the area of **"Digitalisation"** were defined. The Committee performs a **guiding, consultative, advisory and monitoring function** for the Director of the NCBR Department for the Development of Innovative Programme Management Methods, with particular emphasis on technologies developed under the **National Smart Specialisations KIS 10 and KIS 11**.

Dr Eng. Karol Jędrasiak, Deputy Director of the Technology Transfer Center at WSB University, is an experienced researcher, academic teacher and manager – the author of 88 scientific publications. He specialises, among other areas, in computer vision, virtual reality, artificial intelligence tools and IT systems, and for years has combined scientific work with cooperation with industry.

Dr Damian Strojny in a prestigious programme of the Ministry of Science and Higher Education

We are pleased to announce that **Damian Strojny, MD, PhD, Assistant Professor at the Collegium Medicum – Faculty of Medicine of WSB University**, will participate in the project **"Strengthening the Substantive and Managerial Competences of Staff of Representative Institutions of the Higher**



Education and Science Community," implemented by the **Ministry of Science and Higher Education**.

The aim of the project is to enhance the managerial, cross-cutting and substantive competences of representatives of the academic community involved in the activities of institutions cooperating with the Ministry of Science and Higher Education in the development of the higher education and science system in Poland.

As part of the project, Dr Damian Strojny will represent WSB University during a study visit to University College London (UCL) – one of the world's highest-ranked universities – which will take place in London on 12–18 July 2026.

Participation in the project is not only a distinction for our University, but also an opportunity to gain valuable experience and good practices that can be used in the further development of teaching, research and organisational processes implemented at the Collegium Medicum and throughout WSB University.

The project "Strengthening the Substantive and Managerial Competences of Staff of Representative Institutions of the Higher Education and Science Community" is implemented under the European Funds for Social Development 2021–2027 programme and co-financed by the European Social Fund Plus (ESF+).

Professor Marcin Lis reappointed to the Programme Council of an industrial cluster of key importance to the economy



Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University, has been elected to the Programme Council of the **Silesia Automotive & Advanced Manufacturing Cluster** for the 2026–2029 term. This continues his involvement in the development of one of the most important industrial cooperation environments in Poland. The decision was approved during the Cluster Participants' Assembly held in Piekary Śląskie. In the new term of the Programme Council, alongside WSB University, the following organisations are also represented: Anzena, Astor, Brembo Poland, EMT Systems, Ficomirrors Polska, ISCAR Poland, Jantar, Johnson Matthey Poland, Katowice Special Economic Zone, Marco, Marelli Bielsko-Biała Poland, NGK Ceramics Polska, Silesian University of Technology, Polmotors, PROTECH, Rhenus Automotive Assembly, SQD Alliance and ZF Braking Systems Poland – representing a broad spectrum of modern industry and research and development facilities.

The **Silesia Automotive & Advanced Manufacturing Cluster**, coordinated by the **Katowice Special Economic Zone S.A.**, is today one of the most important cooperation platforms bringing together business, science and institutions supporting the economy. It brings together leaders in the automotive and advanced manufacturing sectors – from global corporations to specialised technology companies, universities and research institutions. The Cluster has received the prestigious **National Key Cluster certificate**, awarded by the Ministry of Enterpreneurship and Technology to clusters of significant strategic importance to the national economy and with a high level of international competitiveness.

Another term for Prof. Marcin Lis in Silesian Lewiatan

Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University, has been elected for another term to the governing bodies of the **Silesian Association of Employers Lewiatan**. Prof. Marcin Lis will serve as **Vice-President of the Association's Management Board**. His re-election demonstrates that WSB University's involvement in dialogue with the socio-economic environment has a lasting and tangible dimension. For years, the University has developed cooperation with employers, local governments, industry organisations and labour market institutions.

ŚLĄSKI ZWIĄZEK PRACODAWCÓW LEWIATAN

During the reporting and election meeting of the Silesian Association of Employers Lewiatan, the organisation's authorities were elected for a new term. **Marek Zychla** was re-elected President of the Management Board.

The Silesian Association of Employers Lewiatan is an organisation bringing together enterpreneurs from the Silesian Voivodeship and representing employers' interests in social and economic dialogue. The Association works to support the development of enterpreneurship, strengthen cooperation between business and public institutions, and create conditions conducive to innovation, responsible management and the competitiveness of companies.

As an organisation belonging to the Lewiatan Confederation, the Silesian Association of Employers Lewiatan participates in the nationwide debate on directions for the development of the economy, labour market, education and cross-sector cooperation.

Science charts new paths in mining – Prof. Marcin Lis on the Scientific Council of GIG-PIB

By decision of the **Minister of Energy, Miłosz Motyka**, **Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University**, was appointed to the Scientific Council of the **Central Mining Institute – National Research Institute (GIG-PIB)** for the 2025–2029 term.

The Central Mining Institute – National Research Institute in Katowice is a leading research institution in Poland and Europe, specialising in **occupational safety** across a wide range of sectors**, technological innovations in mining and sustainable energy transition**. The Institute cooperates with both the mining industry and partners from the energy and environmental protection sectors.

Prof. Andrzej Czupryński of WSB University becomes advisor to the Director of the Scientific and Research Center for Fire Protection

Prof. Andrzej Czupryński, Deputy Director of the Center for Research Methodology in Security Sciences at WSB University, has become an advisor to the Director of the **Józef Tuliszkowski Scientific and Research Center for Fire Protection – National Research Institute in Józefów**.

Prof. Andrzej Czupryński is a long-standing academic teacher associated with security sciences and a respected expert in the field of general methodology. He is actively involved in conducting research and popularising knowledge in the field of security.

In practice, the **Józef Tuliszkowski Scientific and Research Center for Fire Protection** serves as the "laboratory base" of the Polish security system. As a research institute of the State Fire Service and an expert institution supporting the Ministry of the Interior and Administration, **CNBOP-PIB** tests, certifies and provides opinions on everything that is subsequently intended to serve firefighters and civil protection – from construction products and fire alarm systems to software and new technologies, including drones.

The Institute combines the role of a research center with that of a **public trust institution**: it issues certificates of admittance, national and European technical assessments, conducts national and European verification of the performance of products, and certifies services and personnel. It is here that equipment on which the country's fire safety depends is verified to determine whether it actually meets the declared standards.

Prof. Iwona Klonowska on the Programme Council of the Three Seas Local Government Congress

Prof. Iwona Klonowska, Dean of WSB University Warsaw, has been appointed to the Programme Council of the **Three Seas Local Government Congress** – one of the most important events devoted to cooperation between the regions of Central and Eastern Europe.



The Programme Council of the Three Seas Local Government Congress is responsible for the substantive shape of the event – it determines the main directions of debate, identifies key challenges and co-creates the Congress agenda. Its members include experts representing various communities: academia, public administration and business practice.

The appointment of Prof. Iwona Klonowska to the Programme Council means that a representative of WSB University will participate in shaping one of the key events of international significance.

Research, development and application projects

“Development Incubator” of the non-competitive project “Science4Business – Science for Business”

Fundusze Europejskie dla Nowoczesnej Gospodarki | Rzeczpospolita Polska | Dofinansowane przez Unię Europejską | Ministerstwo Nauki i Szkolnictwa Wyższego

Good research results are only the beginning. The real challenge is to ensure that the knowledge and technologies created by researchers find practical application in the economy. This is the purpose of “Science4Business – Science for Business” – a strategic project worth PLN 296.7 million, whose lead partner is the Ministry of Science and Higher Education.

WSB University plays an important role in the initiative – it is the leader of one of the consortia implementing the “Development Incubator”, together with Jan Długosz University in Częstochowa and the KOMAG Institute of Mining Technology. This forms part of a nationwide network comprising 79 research organisations involved in identifying solutions with the potential to move beyond university walls and enter the market.

At WSB University, work is underway to map research potential, identify solutions with the greatest commercialisation potential, and develop technologies through industrial research and experimental development work. The next step will be the selection of several research projects with high implementation potential. The entire process – from identifying the value of an idea, through its development, to preparing it for commercialisation – is intended to shorten the path between science and business.

- Implementation period: 01.04.2025–31.12.2028
- Funding: European Funds for a Modern Economy
- Project value: PLN 9,681,857.86

S4B SCIENCE 4 BUSINESS NAUKA DLA BIZNESU

Energy-efficiency upgrade of the historic building at 36 Konopnickiej Street in Dąbrowa Górnicza for the education of WSB University students

Fundusze Europejskie na Infrastrukturę, Klimat, Środowisko | Rzeczpospolita Polska | Dofinansowane przez Unię Europejską

A new life for a historic building – comprehensive thermal modernisation of a WSB University building has begun. The University is implementing one of its largest infrastructure projects in recent years – the thermal modernisation of the historic building at 36 Konopnickiej Street in Dąbrowa Górnicza. The investment, co-financed under the European Funds for Infrastructure, Climate and Environment 2021–2027 Programme, combines care for architectural heritage with modern solutions supporting energy efficiency and environmental protection.

The investment involves much more than insulating the walls. The building’s windows and doors will be replaced, the heating, hot water and ventilation systems will be modernised, and traditional lighting will be replaced with energy-efficient LED technology. A photovoltaic installation connected to an energy storage

system will also be installed on the roof.

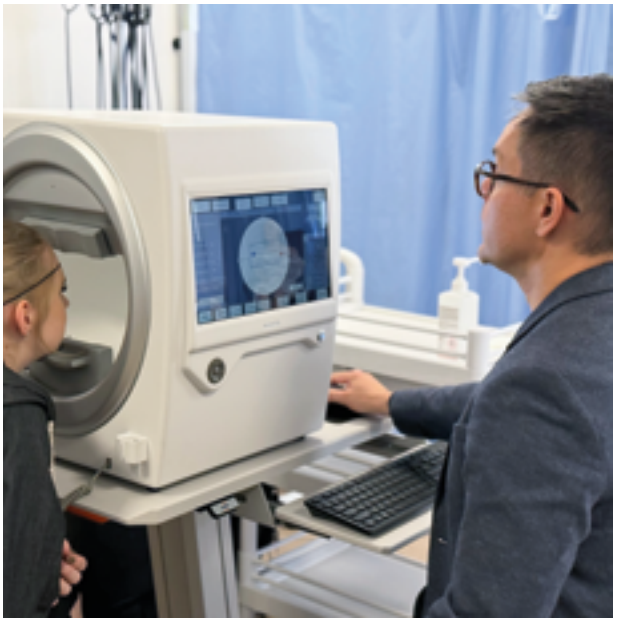
Thanks to the investment, the historic building is expected to retain its educational function while consuming less energy and meeting contemporary thermal protection standards.

- Implementation period: 01.04.2026–31.03.2027
- Funding: European Funds for Infrastructure, Climate and Environment 2021–2027
- Project value: PLN 4,245,053.18

EduMed – Modernisation and equipment of WSB University teaching facilities in Dąbrowa Górnicza in connection with increased admission limits for medical studies

KRAJOWY PLAN ODBUDOWY | Rzeczpospolita Polska | Sfinansowane przez Unię Europejską NextGenerationEU | Ministerstwo Zdrowia

How can medical students be prepared to work with patients before they encounter a real clinical situation for the first time? WSB University is developing the facilities of its Collegium Medicum, creating conditions for learning based not only on theory, but above all on exercises, simulation and the practical improvement of skills.



As part of the "EduMed" project, teaching facilities at two locations in Dąbrowa Górnicza are being modernised and equipped. The investment includes, among other things, anatomy, histology, molecular biology and clinical skills laboratories, biomedical science laboratories and OSCE rooms, where the practical competences of future doctors can be assessed. New medical simulators and ICT equipment will enable students to practise procedures and decision-making under controlled conditions.

- Implementation period: 01.11.2025–31.08.2026
- Funding: National Recovery Plan
- Total project value: PLN 17,352,054.12
- Funding for WSB University: PLN 14,707,492.99

Comprehensive support for the development of WSB University in line with the needs of the green and digital economy

Fundusze Europejskie dla Śląskiego | Rzeczpospolita Polska | Dofinansowane przez Unię Europejską | Województwo Śląskie

The aim of the project is to increase WSB University's scientific, teaching and infrastructure potential through the development of modern educational tools and the internationalisation of scientific activity, in line with the needs of the green and digital economy. In the 2025/2026 academic year, laboratories and specialist facilities were equipped with modern equipment, including a fluorescence microscope, advanced medical phantoms, shockwave therapy devices and numerous simulators used in the practical education of students. A number of scientific publications were also prepared, including the prestigious eight-volume series "New Methodologies of Research for PhD and Beyond", devoted to modern research methodologies in the era of artificial

intelligence and digital transformation. Activities supporting the development of the Academic Career Office and Doctoral School were continued, including the development of competences among students, graduates, doctoral candidates and academic staff, as well as access to international knowledge resources. Another important achievement was the implementation of research concerning, among other areas, family businesses, digital transformation, sustainable development and contemporary socio-economic challenges, as well as the active participation of employees and doctoral candidates.



- Implementation period: 01.09.2024 –31.10.2026
- Funding: European Funds for Silesia 2021–2027
- Project value: PLN 9,141,530.20

Development, Education, Science without barriers. WSB University accessible to and supportive of all University stakeholders

Fundusze Europejskie dla Rozwoju Społecznego | Rzeczpospolita Polska | Dofinansowane przez Unię Europejską



An accessible university is not only about a ramp or a lift. It also means materials that can be read using assistive technologies, an accessible e-learning platform, appropriately organised examinations, psychological support and employees who know how to respond to individual needs. This is the broad approach to accessibility adopted by WSB University in the "Development, Education, Science without Barriers" project.

The initiative covers eight areas of the University's operation. The infrastructure of two buildings is being modified, digital and information and communication solutions, the Moodle platform and assistive technologies are being developed. At the same time, teaching materials, procedures and the organisation of education are being adapted.

One of the most important organisational changes was the transformation of the existing Office for Persons with Disabilities into the Center for Persons with Special Needs. Support is not limited solely to persons with a disability certificate. The solutions can be used by people with various special needs – students, doctoral candidates and employees, as well as postgraduate students, participants of the University of the Third Age and participants in other WSB University educational programmes. The project also develops specific services: personal assistance, psychological support, Social Skills Training, assistance with learning difficulties, adaptation of examinations and course credits, and the preparation of materials in alternative formats. At the same time, 180 University employees will enhance their competences related to supporting people with special needs.

The most important outcome, however, is not intended to be a single investment or service, but rather a lasting accessibility model that will remain part of WSB University's operations even after project funding has ended.

- Implementation period: 01.01.2025–31.12.2028
- Funding: National Center for Research and Development
- Project value: PLN 8,277,731.00

Development of future competences tailored to the expectations of the labour market and employers

The project involves the implementation of a comprehensive development programme comprising 16 different types of training, responding to participants' needs and the requirements of the contemporary labour market. The recruitment process for 130 participants has already been completed, and they have been qualified to participate in individual forms of support. Participants are currently successively taking advantage of the training offered, while further activities are being implemented according to schedule. The project contributes to enhancing participants' qualifications and competences, increasing their professional potential and opportunities for active participation in the labour market. The next stage will involve continuing the recruitment process for the training courses offered, in accordance with the planned schedule and project indicators.

- Implementation period: 01.09.2024–31.12.2029
- Funding: European Funds for Social Development
- Project value: PLN 8,990,876.27

Support for the "Q-Helix" European Universities Alliance – an Inclusive European University based on the Quintuple Helix Model

During the first year of implementation of the project financed by **NAWA**, the partners focused on building common structures and standards for cooperation. One of the most important outcomes was the launch of the **Q-Helix International Center for Quality in Education and Research**. The Center is working on common principles for ensuring the quality of education and research, knowledge exchange mechanisms, communication standards and guidelines for the **responsible use of artificial intelligence in education and science**.

At the same time, activities are being developed that are intended to have a direct impact on students and employees: research mobility, international thematic schools, COIL projects, joint research teams and the preparation of new European projects. For WSB University employees alone, 15 research mobility opportunities to partner universities are planned, while the Q-Helix schools are intended to combine classes, workshops, project work and study visits.

The Alliance is based on the Quintuple Helix model, which connects universities with business, public administration, society and the environmental sphere. In practice, cooperation focuses, among other areas, on security, environmental protection, smart cities and innovations in healthcare.



Representing WSB University at the Q-Helix stand during the prestigious EAIE conference in Glasgow: Prof. Katarzyna Szczepańska-Woszczyna, Ewelina Widerska and Paweł Urgacz.

Q-Helix is therefore intended to create not only a shared academic space, but also an environment in which international teams jointly respond to real social and economic challenges.

- Implementation period: 01.10.2025–31.05.2027
- Funding: Polish National Agency for Academic Exchange – "Support for European Universities – Call 2025" programme, European Funds for Social Development 2021–2027
- Project value: PLN 1,499,920.00

EduLider – support for WSB University's activities for students, school pupils and businesses in line with the needs of the green and digital economy

From artificial intelligence and modern medicine to the circular economy and technologies supporting people with special needs – "EduLider" combined education, science and cooperation with the business environment. EduLider means not only new competences for participants, but also concrete solutions developed by WSB University teams. One of the most interesting elements of the initiative was eight scientific and innovative projects. They concerned, among other things, the development of care procedures for patients with overweight and obesity and breast ultrasound examinations, the use of artificial intelligence to automatically generate scenarios for a medical simulation center, new methods of learning how to perform needle insertions, energy management in businesses, and solutions increasing the mobility of people with special needs. An EcoPath using interactive stations for environmental education was also created.

The project, worth more than PLN 7 million, ended in June 2026, leaving behind not only new competences among participants but also concrete solutions developed by WSB University teams.

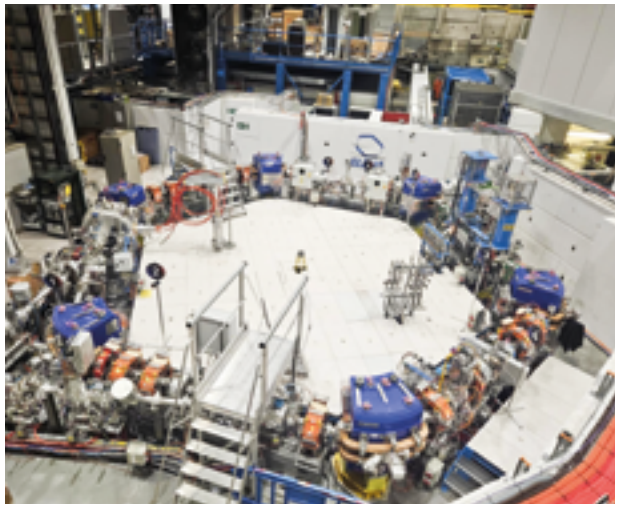
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- Implementation period: 01.02.2024–30.06.2026
- Funding: European Funds for Silesia 2021–2027, co-financed by the Just Transition Fund
- Project value: PLN 7,086,485.75

Teaching Excellence – WSB University Teaching Staff Development Programme

Artificial intelligence in examinations, Problem Based Learning, Design Thinking and the Harvard Business Case Study method – contemporary academic teaching is changing just as rapidly as the technologies used by students. The "Teaching Excellence" project prepares WSB University staff for these changes. Support has already been provided to 112 people – 91 participants and 21 teaching leaders. Staff develop their competences through training, mentoring, participation in conferences and individually tailored forms of development. The knowledge acquired is then intended to be transferred directly to the classroom.

An example is the use of the **Harvard Business Case Study method** during Problem Solving classes or the incorporation of **AI tools into Design Thinking**. WSB University also seeks inspiration in places that set the direction for the development of science, technology and education. Teaching leaders participated in study visits to **Eindhoven University of Technology, Aalto University and Aalto Design Factory, as well as CERN**.



At the next stage, the project will also develop a mentoring programme related to the pilot implementation of interdisciplinary cross-programme subjects. As a result, "Teaching Excellence" does not end with enhancing the competences of individual lecturers – the new methods are intended to influence the way WSB University students learn, solve problems and work with new technologies.

- Implementation period: 01.01.2024–30.04.2027
- Funding: European Funds for Social Development 2021–2027
- Project value: PLN 3,366,575.67

SkillsUP – strengthening WSB University's administrative capacity

The project aims to strengthen the competences of the University's administrative and management staff in seven areas, ranging from innovation and leadership, through digital competences and the green transition, to employee well-being. As part of the project, 150 WSB University administrative employees will participate in training courses, conferences, workshops and mentoring.

- Implementation period: 01.02.2026–31.01.2029
- Funding: European Funds for Social Development 2021–2027
- Project value: PLN 2,196,682.85

EduConnect – A systemic model for minimising student drop-out at WSB University

Work, family responsibilities, organisational problems or an unsuitable choice of study programme – there can be many reasons for withdrawing from university. EduConnect is intended to help WSB University identify such risks earlier and respond before a student decides to leave. The project received a very high score-pierwszy akapit o EduConnect in the NCBR competition, ranking 3rd with a score of 98.5 points. Its most important element will be the development of a system analysing, among other things, data from the dean's office, attendance information and financial matters. This is intended to make it possible to identify earlier signals indicating that a student may need additional support.

Another important solution is Hy-Flex – a model in which students gain greater flexibility in choosing how they participate in classes. As part of the project, three specially equipped Hy-Flex rooms will be created, while 63 members of the academic staff will develop the competences needed to conduct classes in this format. EduConnect, however, begins even before the first day of study. Webinars, video materials and videocasts are intended to help candidates become better acquainted with a programme and make an informed decision as to whether it meets their expectations. E-services and a mobile application facilitating the organisation of studies will also be developed. All these solutions share one goal: to increase the likelihood that a person beginning their studies will reach their most important milestone – graduation.

- Implementation period: 01.12.2025–31.01.2029
- Funding: European Funds for Social Development 2021–2027
- Project value: PLN 2,496,886.10

Universal CBRNE protection system supporting the safety and open nature of higher education institutions

Chemical, biological, radiological, nuclear and explosive (CBRNE) threats pose a real challenge to the security of contemporary universities. Therefore, the development of comprehensive safety and crisis response procedures and increasing institutions' preparedness to counter such incidents are the main outcomes of the international UNICOPS project. WSB University, together with partners from, among others, Greece, Cyprus, Germany, the Czech Republic and Slovakia, is conducting research and expert work on solutions strengthening the institutional resilience of universities while maintaining the open nature of the academic environment. The work contributes to developing knowledge about the vulnerability and preparedness of higher education institutions and their ability to identify threats, mitigate their consequences and take appropriate action in crisis situations.



- Implementation period: 01.03.2025–29.02.2028
- Funding: Internal Security Fund
- Project value: EUR 3,333,332.48

SmartStart ERASMUS+ Teacher Academy

Artificial intelligence is becoming increasingly present in schools – SmartStart is intended to help teachers use it consciously and practically. The partners have begun work on a new teacher education model, an AI-based translation tool and a digital teaching portfolio. An important event during the year was a meeting in Porto, devoted to methodology, research and international cooperation. At the next stage, an online course and school placements will be developed, while the solutions created will be pilot-tested in education.



- Implementation period: 01.03.2025–29.02.2028
- Funding: European Union – Erasmus+
- Project value: EUR 1,874,873.16

Błędów bez błędów

The "Błędów bez błędów" project combines outdoor activity with integration, relationship building and care for mental well-being. One of its most important elements is three-day stays in Błędów, during which participants undertake outdoor tasks, learn to cooperate and spend time away from their everyday responsibilities.

However, the project does not end when participants return from the trip. Workshops, meetings and integration events are also planned throughout the year, intended to engage participants of different ages and create space for further relationship building. An impor-

tant element of the activities is also contact with nature and the development of skills useful in situations requiring independence, cooperation and coping with uncertainty.

- Implementation period: 01.06.2026–31.05.2027
- Funding: European Solidarity Corps – Solidarity Projects
- Project value: EUR 11,204.00

EKSPonad – Solidarity Project

Social inclusion is based on creating conditions that enable people with diverse needs, experiences and capabilities to participate fully in social life. This idea is developed by AWeSomeBand – an intergenerational music group operating for three years, which forms a unique patchwork of generations, experiences and talents united by a shared passion for music. The desire to further develop the group and expand its social impact led to the creation of the EKSPonad project, in which culture and non-formal education became tools for including different groups in active participation in social life. Children, young people, students, senior citizens and people with disabilities were involved in workshops, meetings, artistic activities and integration events.



- Implementation period: 01.07.2025–30.06.2026
- Funding: European Solidarity Corps – Solidarity Projects
- Project value: EUR 9,554.00

EcoQuest – Solidarity Project

The zero-waste principle, which involves reducing the amount of waste generated and making more rational use of resources, is one of the responses to contemporary environmental challenges associated with excessive consumption. Its practical application, together with the idea of minimalism and responsible consumption, inspired WSB University students to initiate the EcoQuest project, engaging residents of Dąbrowa Górnicza and neighbouring cities. The project focuses on shaping pro-environmental attitudes and conscious consumption patterns, drawing attention to the psychological determinants of everyday decisions and their long-term environmental consequences. An important dimension of the initiative is translating environmental knowledge into practical behaviours related to waste reduction, product reuse and responsible resource management.

- Implementation period: 01.03.2026–28.02.2027
- Funding: European Solidarity Corps – Solidarity Projects
- Project value: EUR 10,204.00

Security in Political Discourse

Ministerstwo Nauki i Szkolnictwa Wyższego

Doskonała Nauka

Prof. Paulina Polko's monograph "Security in Political Discourse into English. How does naming challenges as a security issue determine political practice?" was published by Brill. Based on a review of works in the field of security theory, including securitisation theory (ST), critical security studies (CSS), riskification theory (RT) and just securitisation theory (JST), the monograph analyses securitisation processes in Polish political discourse and their impact on political practice. The author proposes a theoretical and practical approach that enables

the reader to understand why and how selected challenges (risks and threats) are presented as existential threats and become security issues, leading to the acceptance of the use of extraordinary measures to implement solutions aimed at combating or managing them.

- Implementation period: 01.12.2024–31.11.2025
- Funding: Ministry of Science and Higher Education
- Project value: PLN 70,191.35

Preserving youth mental wellbeing in wartime migration

Co-funded by the European Union

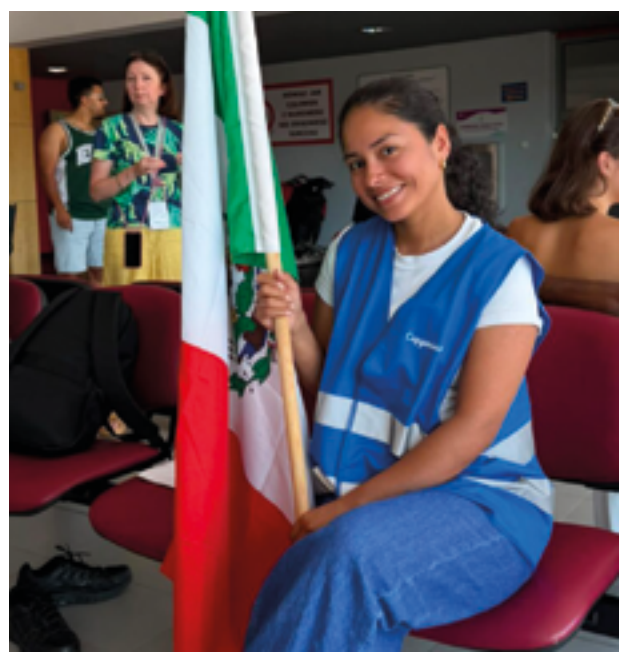
The migration crisis continues — mental health support for young people cannot wait. Under the leadership of WSB University, an international team of experts from Finland, Austria, Italy, Lithuania, Ukraine and Romania developed a methodology for providing psychosocial support to young refugees. The outcomes of the transcultural research work include universal educational scenarios and methodological materials for people working with young people and young wartime migrants. The results were disseminated during an international conference summarising the project and made available in eight languages on the project website, enabling their continued widespread use by recipients from different countries.



- Implementation period: 01.04.2023–02.12.2025
- Funding: Erasmus+
- Project value: EUR 400,000.00

United in Action – Volunteering Project

For some, WSB University was a place of study and work; for others, it was the first place where they undertook several months of volunteering in Poland. As part of United in Action, the University hosted volunteers from different countries who became involved in language and intercultural workshops, academic events, BIPs, job fairs and initiatives for the local community. The project combines everyday cooperation with learning about different cultures and developing social competences. Further volunteers will be involved in WSB University's educational, social and intercultural activities.



- Implementation period: 01.01.2025–31.12.2026
- Funding: European Solidarity Corps – Volunteering Projects
- Project value: EUR 23,458.00

Learning from European Lives: the development of country and context specific learning methods for biographical exploration of persons 60+

The project implements activities responding to the challenges associated with the ageing of European societies and the need to develop the competences of future educators and specialists working with older people. Over the past year, a meeting of the project partners was held and workshops with students were conducted, aimed at exchanging experiences, identifying educational needs and testing assumptions concerning biographical learning. One of the key outcomes of the work will be the development of a modular education programme in the field of biographical learning, taking into account the specific characteristics and context of individual partner countries and intended for students in fields including social gerontology and geragogy.

- Implementation period: 01.11.2024–31.10.2027
- Funding: Erasmus+
- Project value: EUR 42,500.00

Assessment of teachers' digital competences in the GZM Metropolis

Górnośląsko
–Zagłębiowska
Metropolia

As part of the project, a comprehensive diagnosis was conducted of the digital competences of upper-secondary school teachers from 11 cities of the Górnośląsko-Zagłębiowska Metropolis classified as problematic Strategic Intervention Areas. The study involved 351 teachers and was conducted using quantitative methods (CAWI with CATI elements) and qualitative methods (FGI), which made it possible to assess the level of digital competences, identify competence gaps and determine barriers and development needs, including in the use of artificial intelligence and innovative teaching tools. Based on the data collected, a research report was prepared containing conclusions and recommendations that may provide a basis for planning activities supporting the digital transformation of schools in the GZM.

- Implementation period: 05.02.2025–30.11.2025
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 39,933.00

Analysis of physical factors affecting damage to neural structures during invasive procedures in regional anaesthesia and pain management

During regional anaesthesia, the precise positioning of the needle is crucial to the effectiveness of the procedure and to reducing the risk of damage to neural structures. Researchers from WSB University examined whether an additional source of information for the physician could be provided by a parameter that can be measured continuously – the pressure of the fluid administered through the needle.



As part of the project, an experimental setup was created to enable continuous pressure measurement during simulated procedures. The results showed clear differences between individual stages. A particularly characteristic increase in pressure was observed during puncture of the fascia, while after entering the interfascial space its course became more stable. This means that the pressure profile may in the future provide an additional indication helping to determine the position of the needle. This

is only the experimental research stage, but the results obtained indicate a specific direction for further work.

- Implementation period: 05.02.2025–31.12.2025
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 34,200.00

Analysis of the characteristics and patterns of the most popular deepfakes and analysis of existing deepfake datasets

Comprehensive research was conducted on the identification and detection of deepfake content, including an analysis of the most popular examples of this type of material, the preparation of a specialised dataset and a comparison of the results with recognised reference datasets such as DFDC, FaceForensics++, CelebDF and DeeperForensics-1.0. The research included an analysis of more than 200 features grouped into 18 groups with different modalities, which made it possible to develop a standardised set of visual, temporal, textural, edge-based, semantic, spectral and multimodal features useful in identifying synthetic content. The results obtained were subjected to comparative analysis and used to prepare scientific materials and present the findings at an international forum.



- Implementation period: 05.02.2025–31.12.2025
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 33,431.00

Research on the analysis of satellite imagery using artificial intelligence methods and IT systems to assess the maintenance of flood protection infrastructure safety

Górnośląsko
–Zagłębiowska
Metropolia

Comprehensive research was conducted on the use of satellite imagery from the Copernicus programme and artificial intelligence methods to monitor the condition and assess the safety of flood protection infrastructure, with particular emphasis on risks associated with excessive vegetation growth. The possibilities of using data from the Sentinel-1 and Sentinel-2 missions and methods of acquiring such data were analysed, and a database architecture enabling the integration and processing of satellite, spatial and reference data was developed. Artificial intelligence methods for classification, image segmentation and infrastructure risk assessment were designed and validated, after which a prototype research tool integrating the processes of data acquisition, processing and analysis, as well as the presentation of results, was developed.

- Implementation period: 05.02.2025–31.12.2025
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 34,773.31

Scientific visit by Professor David E. Fisher of Harvard Medical School

One of the most important scientific events of 2025 at WSB University combined world-class research on melanoma with the highest academic distinction. On 27 October 2025, Prof. David E. Fisher of Harvard Medical School received the title of Doctor Honoris Causa of WSB University.



Prof. Fisher is a renowned researcher in skin biology and melanoma. His work focuses, among other areas, on the mechanisms underlying the development of skin cancers, melanocyte biology, pigmentation and the effects of UV radiation. During the ceremony at WSB University, he delivered a lecture devoted to melanoma, skin pigmentation and directions for further research in this field.

Prof. Fisher's visit thus became not only a ceremonial event, but above all an opportunity for the WSB University community to meet directly with a scientist conducting research in one of the most important contemporary areas of dermatology and oncology.

- Implementation period: 25.10.2025–31.12.2025
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 31,799.99

Multidimensional innovativeness of territorial and inter-organisational cooperation

How can we cooperate effectively in a world simultaneously facing technological transformation, climate change, migration and geopolitical tensions? It is around this question that researchers and practitioners will come together during the next edition of the international conference devoted to territorial and inter-organisational cooperation, organised by WSB University. The subject matter extends beyond a single discipline. Discussions will focus, among other topics, on innovation, cross-border cooperation, management of relationships between organisations, smart specialisations and sustainable development. An important element will also be the presentation of research results generated within European initiatives such as Horizon Europe, COST, INTERREG and the Q-Helix European Universities Alliance.

- Implementation period: 01.12.2025–01.01.2027
- Funding: Ministry of Science and Higher Education
- Project value: PLN 100,100.00

International Scientific Conference "Innovations, Enterpreneurship, and Leadership in the Digital Age. Theory and Practice"

Artificial intelligence, Big Data, the Internet of Things, robotisation and automation are increasingly changing the way organisations function and businesses develop. How can innovation be created, enterpreneurship developed and leadership exercised effectively in this environment? Participants in the International Scientific Conference "Innovations, Enterpreneurship, and Leadership in the Digital Age. Theory and Practice" will seek answers to these questions.

This recurring WSB University event has for years brought together the worlds of science and practice. The upcoming edition is expected to attract **350 participants, including 180 from abroad**. The programme will include **25 presentations and debates and six keynote speeches** by representatives of, among others, the **University of Nevada, University of Kiel and University of Johannesburg**. Researchers as well as representatives of business, non-governmental organisations, local governments, culture and education will take part in the discussion.

The conference creates a space for presenting research results, but also for discussing their practical application, establishing international cooperation and developing new research initiatives. Strategic partners of the event include representatives of the business community, including **Veolia Group, Katowice Special Economic Zone and Grupa Azoty**.

- Implementation period: 01.12.2025–01.02.2027
- Funding: Ministry of Science and Higher Education
- Project value: PLN 100,100.00

Mobile driver assistance system using artificial intelligence and a database of pedestrian crossing images to improve road safety

Górnośląsko
–Zagłębiowska
Metropolia

Can an ordinary smartphone become an additional pair of "eyes" for a driver? WSB University researchers are working on such a solution, combining road safety research with artificial intelligence and mobile technologies.

WSB University researchers aim to bring this technology from the data collection stage to a smartphone-based application. The module being developed is intended to analyse images locally and in real time and recognise situations associated with pedestrian crossings, forming the basis of a mobile driver assistance system. The project thus demonstrates the practical application of AI in an area in which technology can contribute to improving road safety.

- Implementation period: 08.04.2026–31.12.2026
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 68,320.00

Development of an interpretable deepfake detection algorithm using a deepfake feature atlas

Research is being conducted to develop an interpretable and transparent method for detecting deepfake content, based on a comprehensive analysis of more than 200 visual, temporal, multimodal and acoustic features. The work includes the integration, updating and hierarchical organisation of a feature atlas partially developed as part of previous research funded by the GZM, followed by the identification of indicators with the highest discriminatory power and their use to build an interpretable decision model. The algorithm developed will undergo cross-dataset validation using the original DeepFake RealWorld dataset and at least two external reference datasets, which will make it possible to assess its resistance to compression and distortion, stability and ability to generalise results under conditions similar to real-world conditions. The project results will be disseminated through the preparation of two scientific publications, the presentation of results at a conference and the development of recommendations for public administration and entities responsible for information security.

- Implementation period: 08.04.2026–31.12.2026
- Funding: GZM Metropolitan Science Support Fund
- Project value: PLN 22,755.00

SHORE: EmpOweR Students as the agents of cHangE

How can the protection of seas and rivers cease to be an abstract problem for young people? **SHORE puts the initiative directly into their hands.** This international **Horizon Europe** project engages students and teachers in learning about aquatic ecosystems and creating their own activities to protect them. Its scope covers the **Baltic Sea, Black Sea and Mediterranean Sea, as well as the Danube and Rhine river basins**, and a consortium of 14 partners is working on the project. WSB University is responsible for coordinating the **Polish Blue Hub**. In Poland, the project has gone far beyond school classrooms. The WSB University team conducted more than **18 educational and science communication activities for over 2,500 participants** – from field workshops and the **"Let's Talk About the Baltic"** webinars, through events marking Earth Day and Researchers' Night, to meetings for senior citizens and teacher training. A particularly important outcome is the support provided to **11 schools participating in SHORE mentoring**. All of them joined the European **Blue Schools network**. The activities also involved **191 children and young people from Ukraine under temporary protection**. The Polish Hub is part of a much larger European initiative. During its first 18 months, SHORE organised more than 91 events for over 8,200 participants, developed more than 230 educational materials and supported 29 school projects devoted to water and the environment. A digital platform was also created containing materials, educational games and tools for calculating water and carbon footprints. SHORE demonstrates that "ocean literacy" does not have to mean yet another lesson about ecology. Students themselves research, design and act, while schools become part of a European network committed to implementing the EU Mission "Restore our Ocean and Waters by 2030." The project, worth nearly EUR 3 million, is funded by Horizon Europe.

- Implementation period: 01.08.2023–31.07.2026
- Funding: Horizon Europe – EU Mission "Restore our Ocean and Waters by 2030", call HORIZON-MISS-2022-OCEAN-01-08
- Project value: EUR 2,998,518.75 – total project value. The project was funded as a Horizon Europe coordination and support action.

3D Printing in Education Improved Student Engagement With Hands-On Learning – 3D Smartbox

The 3D Smartbox project supports the integration of 3D printing into school education as a tool for developing creativity, critical thinking, problem-solving and interdisciplinary learning. In the 2025/2026 academic year, the partners developed a toolkit for schools, launched its pilot implementation and began validating the methodology. In October 2025, an international series of five training sessions for teachers was conducted, covering the fundamentals of 3D printing, preparation of lesson plans, technical and safety aspects, inclusive education, design thinking and examples of sustainable and useful 3D prints. The workshop on creativity, problem-solving and critical thinking was conducted by Dr Eng. Paweł Buchwald, while on 16 October Ewelina Widerska presented Polish good practices in the use of 3D printing in education. In the final phase of the project, WSB University will coordinate the validation of the methodology with the participation of researchers and co-develop guidelines for its use in education.

- Implementation period: 01.12.2024–31.11.2026
- Funding: Erasmus+ – KA220-SCH, Cooperation Partnerships in school education
- Project value: EUR 250,000.00

Bringing RESEARCH to schools: developing key competencies and promoting participation in democratic society

Formulate a question, find reliable sources, collect data, draw conclusions and defend them in a discussion – students are expected to follow a path usually associated with university studies and scientific work. The international "Bringing RESEARCH to schools" project brings elements of a researcher's toolkit directly into schools and shows young people that research can not only be learned about, but also conducted independently.

The central outcome of the project will be the RESEARCH School Toolkit – a set of tools and materials enabling teachers to introduce research methods into humanities subjects. Through this, students aged 13–18 are expected to develop critical thinking, the ability to work with information and data, digital competences, collaboration skills and the ability to present the results of their own work. The project combines these skills with another objective: preparing young people for conscious and responsible participation in a democratic society.

- Implementation period: 01.10.2025–30.11.2027
- Funding: Erasmus+
- Project value: EUR 250,000.00

Mobility of students and staff with EU countries and countries associated with the Programme



The implementation of the project significantly supported the internationalisation of WSB University and the development of the competences of students and staff. As part of the project, 62 student mobilities and 17 staff mobilities were completed. Participants developed professional, language and intercultural competences, gained international experience and learned about good practices in education and management. The project contributed to improving the quality of education, streamlining administrative processes and strengthening cooperation with partner universities, including through the implementation of the Blended Intensive Programme (BIP). The mobility support system was also developed using digital tools, including Erasmus Without Paper. The results achieved strengthened the University's potential and created a lasting foundation for the further development of international cooperation.

- Implementation period: 01.06.2024–31.07.2026
- Funding: Erasmus+, European Commission
- Project value: EUR 199,540.00

Mobility of students and staff with third countries not associated with the Programme

Namibia, Nigeria, Georgia, the Western Balkans and Latin America – the map of WSB University's academic cooperation extends far beyond the borders of the European Union. This is made possible by Erasmus+ KA171, the part of the programme that enables student and staff mobility between European universities and partners from third countries not associated with the Programme.

As part of the project, WSB University has already completed 28 mobilities – both outgoing and incoming mobilities of students and staff. Behind each of these numbers lies a different experience: a semester of study, teaching classes, training, learning about another higher education system or exchanging good practices. Mobility works in both directions – international students and staff also come to WSB University, becoming part of its international community.

The project, worth more than EUR 168,000, therefore presents Erasmus+ in a less obvious dimension: not only as an opportunity to travel to a European university, but as a tool for building academic relationships between continents. For WSB University, this means new partnerships and knowledge exchange, while for students and staff it provides an opportunity to gain experience in academic and cultural environments far removed from those they encounter on a daily basis.

- Implementation period: 01.08.2024–31.07.2027
- Funding: Erasmus+, European Commission
- Project value: EUR 168,333.00

Mobility of students and staff with third countries not associated with the Programme

As part of the implementation of the KA171 project, 8 mobilities were completed, including outgoing and incoming mobilities of students and staff. The project contributed to the further development of WSB University's cooperation with universities from partner countries outside the Erasmus+ Programme, particularly from Namibia, Nigeria, Georgia, the Western Balkans, Latin America and the Eastern Neighbourhood. The mobilities facilitated the exchange of knowledge and experience, strengthened participants' intercultural competences and developed scientific and teaching cooperation. Another important outcome of the project was the admission of international students to WSB University, which increased the University's level of internationalisation, supported the integration of the academic community and created conditions for the development of new international initiatives and partnerships.

- Implementation period: 01.08.2025–31.07.2027
- Funding: Erasmus+, European Commission
- Project value: EUR 291,639.00

Mobility of students and staff with EU countries and countries associated with the Programme

Today, Erasmus+ is much more than a semester of study abroad. As part of the project, WSB University students also travel abroad for traineeships and intensive international programmes, during which they work together with students from other countries on specific problems.

One such experience was the "Digital & Green Transition in Action" programme at the Polytechnic of Porto. There, students tackled real challenges facing the Portuguese region of Tâmega e Sousa – from waste reduction and responsible consumption to the digitalisation of local communities and adaptation to climate change. The work of the international teams resulted in their own solutions, business models and proposals for their implementation.



To date, 13 student mobilities have been completed as part of the project. These also included trips by nursing students to Karabük University and international professional traineeships. The common denominator remains gaining experience outside one's own university – in a different academic, professional and cultural environment.

- Implementation period: 01.06.2025–31.07.2027
- Funding: Erasmus+, European Commission
- Project value: EUR 356,120.00

“Youth vs Fake News – a shared challenge in the age of social media” under the Polish-Lithuanian Youth Exchange Fund

How can genuine information be distinguished from well-prepared manipulation? For four days, students from Poland and Lithuania jointly sought answers to this question during the “Youth vs Fake News” project. At WSB University, they learned how to recognise fake news and deepfakes, analysed the psychological mechanisms of disinformation and explored how to create social media content responsibly.

However, the project did not end with theory. Polish-Lithuanian teams prepared three original social campaigns, and some of the materials were produced in WSB University’s professional television studio. The project also resulted in a joint film. The programme additionally included a visit to the Silesian Museum, which provided an opportunity to discuss history, culture and the mutual perceptions of Poland and Lithuania.

The project, implemented jointly with SMK College of Applied Sciences in Vilnius, therefore combined media education with practical action. Rather than merely telling young people how disinformation works, participants analysed its mechanisms themselves, worked with images and media messages, and created content intended to draw others’ attention to the problem of fake news.

- Implementation period: 01.04.2025–26.10.2025
- Funding: FRSE, Polish-Lithuanian Youth Exchange Fund
- Project value: PLN 15,568.73

Mobility of students and staff with third countries not associated with the Programme – Warsaw Faculty

46 student and staff mobilities and participants from different parts of the world – the Erasmus+ project implemented by WSB University’s Warsaw Faculty, based in the Palace of Culture and Science, translated international cooperation into concrete meetings, trips and joint academic activities.

One of the most important events was a week-long Blended Intensive Programme devoted to the future and challenges of the European Union. Fifty students and lecturers from seven countries met in Warsaw to discuss, among other topics, democracy and the rule of law, cybersecurity, mental health in the digital age, cross-cultural psychology and the future of the euro.

The international character of the project was also strengthened by visits from international staff for research and training purposes. As a result, mobility did not mean only travelling between universities, but became a starting point for exchanging knowledge, developing scientific and teaching cooperation and building further partnerships.

- Implementation period: 01.08.2024–31.07.2026
- Funding: Erasmus+, European Commission
- Project value: EUR 151,370.00

Mobility of students and staff with EU countries and countries associated with the Programme – Warsaw Faculty

For some, it was a semester at a foreign university, for others, their first international professional experience. As part of the Erasmus+ project implemented by the WSB University Branch Faculty in Warsaw, 65 student and staff mobilities took place.

The largest share consisted of student mobility: 25 people studied at partner universities, while a further 28 gained experience during international traineeships. Staff also took advantage of the opportunities offered by the programme – seven training mobilities and five teaching mobilities were completed.

The European dimension of the project was also visible in Warsaw. One of its elements was an intensive international programme devoted to the challenges facing the European Union. As a result, students and lecturers were able not only to travel abroad, but also to develop international cooperation directly at the Warsaw Faculty.

- Implementation period: 01.06.2024–31.07.2026
- Funding: Erasmus+, European Commission
- Project value: EUR 128,910.00

The role of urban mobility and social inclusion in shaping sustainable development

Development of the competences of members of the Student Research Club necessary in the process of conducting scientific research – students from the IT Logis Student Research Club participated in a series of workshops enhancing their competences: Principles and tools for creating observation sheets and questionnaires for scientific research; Methodology for conducting individual in-depth interviews; Scientific writing; and Public speaking. Research on the accessibility of public transport and its impact on the sustainable development of cities and regions. Students participated in research on the accessibility of integrated transport hubs through accessibility audits and a survey of hub users. The research results were compiled and a scientific article was written, which was published in the post-conference monograph "Young Scientists Innovate a multidisciplinary perspective".

- Implementation period: 13.05.2025–13.05.2026
- Funding: "Student Research Clubs Create Innovations", Ministry of Science and Higher Education
- Project value: PLN 37,700.00

Publication of the monograph "Teachers – Students – Parents: Mutual Interactions at School. A Social-Cognitive Perspective"

The aim of the project is to disseminate the results of research concerning the determinants of the effectiveness of school education through the preparation and publication by Difin of a monograph authored by Prof. Sławomir Trusz and Prof. Kwiatkowski, devoted to relationships and interactions between teachers, students and parents. The project was selected for funding under the "Vectors of Science" programme of the Minister of Science and Higher Education, and an agreement for its implementation was concluded. At the next stage, the publishing process is planned to be completed, the monograph published, and activities undertaken to disseminate its results within the scientific and educational communities.

- Implementation period: 01.12.2025–01.12.2026
- Funding: Vectors of Science
- Project value: PLN 36,410.00

Publication of the monograph “The Image of Social Assistance in Media Discourse, Institutional Communication Practices and the Beliefs of Its Representatives”

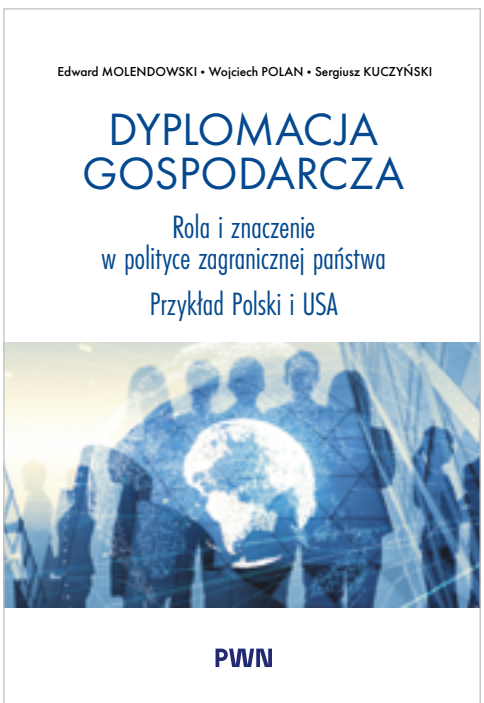
The aim of the project was to disseminate the results of research concerning the media image of social assistance and the communication-related determinants of the functioning of institutions in this sector through the publication of a monograph authored by Dr Michał Szyszka. In the 2025/2026 academic year, the project was selected for funding under the “Vectors of Science” programme of the Minister of Science and Higher Education, an agreement for its implementation was concluded, and the publishing process for the publication “The Image of Social Assistance in Media Discourse, Institutional Communication Practices and the Beliefs of Its Representatives” was completed. The monograph, published by PWN Scientific Publishers, presents the results of comprehensive research into the ways in which social assistance is portrayed in the media, the communication practices of social assistance institutions, and the perception of their image by employees of the sector. The publication fills an important research gap at the intersection of media studies and social policy and provides recommendations for the practice of information management and institutional communication.

- Implementation period: 01.09.2025–01.09.2026
- Funding: Vectors of Science
- Project value: PLN 32,266.30

Publication of the monograph “Economic Diplomacy – Its Role and Importance in the Foreign Policy of the State. The Example of Poland and the USA”

The aim of the project is to disseminate the results of research concerning the role and importance of economic diplomacy as one of the key instruments of contemporary foreign policy through the preparation and publication by PWN of a monograph authored by Edward Molendowski, Wojciech Polan and Sergiusz Kuczyński. In the 2025/2026 academic year, the project was selected for funding under the “Vectors of Science” programme of the Minister of Science and Higher Education, after which an agreement for its implementation was concluded. Organisational, editorial and publishing work began on the preparation of the monograph “Economic Diplomacy – Its Role and Importance in the Foreign Policy of the State. The Example of Poland and the USA.” The publication includes an analysis of the theoretical foundations of economic diplomacy and the practical organisational and institutional solutions functioning in Poland and the United States, while also indicating directions for its further development under conditions of dynamic geopolitical and economic change.

- Implementation period: 01.12.2025–01.12.2026
- Funding: Vectors of Science
- Project value: PLN 32,890.00



Provision of support from the Development Plan funds in the form of non-repayable support for students of Nursing, Midwifery and Emergency Medical Services. Edition 2, cycle from the 2023/2024 to 2025/2026 academic year

Educating future nurses and paramedics is not only an investment in students' development, but also a response to the growing needs of the healthcare system. At WSB University, 30 people received non-repayable support financed from the National Recovery Plan – 20 Nursing students and 10 Emergency Medical Services students. The support has a very tangible dimension: it helps cover the costs of education through a tuition fee subsidy. The Ministry of Health programme is addressed to people who began their studies in the 2023/2024 academic year, and the assistance may cover up to six semesters of study. The University was among 21 higher education institutions whose projects were approved for support in this edition of the programme. In total, 1,569 students throughout Poland received assistance.

- Implementation period: 10.04.2026–15.08.2026
- Funding: National Recovery Plan
- Project value: PLN 586,477.50

Judo as a trigger to shape youth pro-health and pro-social attitude



As part of the project, WSB University researchers developed manuals and scenarios that will help judo clubs carry out activities concerning a healthy lifestyle. The materials were prepared in a way that enable clubs to implement these activities independently. In the 2025/2026 academic year, the partners completed survey research in clubs from Poland, the Czech Republic, Sweden, Italy and Spain. The documents forming the basis for teaching materials, health-promoting activity scenarios and instructional videos were made available in six language versions on the project website and disseminated among judo clubs in Poland, the Czech Republic, Sweden and Italy. This made it possible to conduct pilot activities among young judokas. The experiences from the pilots were summarised during an international meeting in Sweden, accompanied by an international judo tournament involving young athletes from the partner countries. An important part of the event was a special training session conducted by Tommy Macias – a Swedish judoka, 2021 World Championship silver medallist and multiple European Championship medallist.

- Implementation period: 01.05.2024–31.10.2026
- Funding: Erasmus+
- Project value: EUR 250,000.00

Inductive approaches to teaching science and mathematics

In the 2025/2026 academic year, the WSB University team, together with its partners, refined materials designed to help teachers and pedagogy students conduct classes based on observation, experimentation and independent discovery of knowledge. Experts from our University consulted on their content, verified their

substantive accuracy and prepared Polish-language versions. The partners also developed Czech, Slovak and English versions. The team completed work on six educational videos, supplementing them with subtitles, information boards and the required project markings. At the same time, the experts prepared a publication summarising the results of the project and translated it, while WSB University Press assigned ISBN numbers. What remains before the completion of the project is the publication itself and making the entire set of materials available to recipients.

- Implementation period: 01.10.2023–30.09.2026
- Funding: Erasmus+
- Project value: EUR 120,000.00

VR Technologies for Mountain Rescue Brigades to Enhance the Safety of Seniors and People with Disabilities in Cross-Border Mountain Areas

In the 2025/2026 academic year, the WSB University team completed the implementation of the RESCUER project and made available a VR course comprising four rescue-operation scenarios involving senior citizens and people with disabilities. The materials were developed in five language versions, and their final form took into account research results, consultations with rescuers and pilot tests conducted with the participation of emergency services. An important event was the final conference in Stryszawa, organised in cooperation with the Sucha Beskidzka District Office and Babia Góra National Park. The meeting brought together representatives of rescue services, local government, the scientific community, senior citizens' organisations and institutions supporting people with disabilities. Cooperation on the event also became the basis for developing a partnership between WSB University and Sucha County. The project results were also presented during EDU VET EXPO in Gdańsk, where the VR course was presented to experts and representatives of the vocational education sector. The materials were made available as open educational resources.

- Implementation period: 01.03.2024–28.02.2026
- Funding: Erasmus+
- Project value: EUR 250,000.00

Akcent komp – Strengthening cross-border educational cooperation

The Polish-Czech border does not have to divide two education systems. In the "Akcent komp" project, it becomes a meeting place for teachers who can compare their experiences, learn about solutions used on the other side of the border and establish contacts leading to further cooperation.

By March 2026, five two-day networking meetings had already taken place on both sides of the border – in Harrachov, the Racibórz area, Jablunkov, Ostrava and Ustroń. The event in Ostrava alone brought together around 70 participants. Teachers worked in international groups, discussing, among other things, communication, differences between education systems and the specific nature of working in border regions, while also building a network of contacts between Polish and Czech schools.



One element of the project is three-day job-shadowing placements, during which teachers can observe the work of schools on the other side of the border and learn directly about the solutions used there in practice.

- Implementation period: 01.11.2024–31.10.2027
- Funding: Interreg Czechia–Poland 2021–2027
- Project value: EUR 327,317.19

Establishment of a Sectoral Skills Center for Solar Energy at the Mechanical and Electrical School Complex in Żywiec – A Project in Partnership with the City of Żywiec

The energy of the future begins with knowledge – Conference in Żywiec. More than 250 representatives of the worlds of science, education, local government and the renewable energy sector met during a conference summarising the implementation of the project "Establishment of a Sectoral Skills Center at the Mechanical and Electrical School Complex in Żywiec in the field of solar renewable energy." The event also summarised the establishment of the Sectoral Skills Center and provided an opportunity to discuss the challenges and directions of the green and digital transformation in the energy sector. The conference programme included presentations by recognised experts representing higher education institutions and industry partners.

- Implementation period: 23.07.2023–30.11.2025
- Funding: National Recovery and Resilience Plan (KPO)
- Project value: PLN 11,728,160.00

Shaping the network competences of young girls from minor towns and restructured areas as future business leaders operating in a 4.0 economy

Co-funded by the European Union

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The Girls4Economy project consistently supports young people from smaller towns and post-industrial regions in developing digital, social and leadership competences, preparing them to navigate the labour market and in the 4.0 economy.

This year saw the completion of a key stage of project implementation – pilot programmes carried out simultaneously in Poland, the Czech Republic, Romania and Lithuania, during which female participants developed their skills through project-based work, creating their own initiatives related to digital competences and functioning in the virtual environment. Another important element of the project was an international training programme for teachers and educators, held in the Romanian city of Cluj-Napoca.

Representatives of partner organisations improved their methods of working with young people, familiarised themselves with the project's methodology and teaching tools, participated in practical workshops and jointly developed plans for implementing pilot programmes in their respective countries.

- Implementation period: 01.12.2024–30.11.2026
- Funding: Erasmus+, Foundation for the Development of the Education System
- Project value: PLN 120,000.00



PPO WSL 2030. Establishment of the Regional Innovation Observatory

Can design influence the development of a company, the quality of public services or the competitiveness of an entire region? The Regional Design Observatory examines how design is used in the Silesian Voivodeship and what enterpreneurs, designers, cultural institutions and local governments need.

The Observatory is jointly created by Cieszyn Castle, WSB University and Katowice City of Gardens. Each partner examines a different part of the regional design ecosystem – WSB University is responsible for research among enterpreneurs. The results show, among other things, what companies expect from cooperation with designers and what role design plays in product development, brand building and improving business processes.

The research has resulted in a specialist report on design in the Silesian Voivodeship, comparing the region's situation with global trends and indicating the potential of the creative industries. However, the knowledge does not remain confined to reports. The Observatory also organises workshops, consultations and meetings between enterpreneurs and experts, devoted, among other things, to cooperation between companies and designers and the practical use of artificial intelligence in designing products and services.

The Design Observatory is one of nine specialist observatories operating within the regional network. Their task is to provide knowledge that helps better identify the directions of technological and economic change and support the development of innovation in the Silesian Voivodeship.

- Implementation period: 01.11.2023–30.10.2026
- Funding: European Funds for Silesia 2021–2027 (European Regional Development Fund)
- Project value: PLN 8,363,471.48

Safe Border

For many residents of the border region, crossing the Polish-Czech border is a part of everyday life – connected with work, education or using services on the other side. The "Safe Border" project focused on how to better protect health and safety in such situations. WSB University, together with a partner from Ostrava, developed the "Safe Border Guide" – a practical source of information on health risks, prevention, healthcare systems and insurance on both sides of the border. Its assumptions were developed with consideration for the needs of people who actually travel between Poland and the Czech Republic. The project also included two partnership workshops and two conferences. Experts and services were involved in the discussion – the meetings addressed, among other things, new epidemiological threats, border security, substances harmful to health, prevention and preparedness for crisis situations.

- Implementation period: 01.11.2024–31.10.2025
- Funding: Small Projects Fund under the Interreg Czechia–Poland 2021–2027 Programme
- Project value: EUR 48,109.80

SMART Partnership for Modern Information

How is artificial intelligence changing everyday work? Can content suggested by algorithms be trusted? How do intelligent technologies help manage traffic, and how is nanotechnology changing medicine? These issues are brought together by the Polish-Czech project "SMART Partnership for Modern Information", implemented by WSB University and VŠB–Technical University of Ostrava.

One of its most important outcomes is an electronic compendium of knowledge devoted to modern technologies and their impact on the lives of the region's residents. It covers at least 10 areas – from artificial intelligence and security, through transport and the environment, to nanotechnology and smart applications. The platform has been designed so that it can also be used on mobile devices, and its content is intended to continue developing after the project ends. Knowledge also reaches recipients through events organised on both sides of the border. Seven meetings have already taken place at WSB University, concerning, among other things, the practical use of AI, digital overload, security in social media, competences needed in the labour market and relationships in the school environment. In June 2026, during a conference in Cieszyn, the first results of joint work on the compendium were also presented.

Ultimately, the Polish and Czech partners will organise 20 educational events for at least 600 participants. The project will therefore leave behind not only a series of meetings, but also a developing Polish-Czech knowledge base available to students, university staff and residents of the border region.

- Implementation period: 01.12.2025–30.11.2026
- Funding: Small Projects Fund under the Interreg Czechia–Poland 2021–2027 Programme
- Project value: EUR 65,154.58



SINCERE – Strengthening Integrity and Ethical Culture in Regional Higher Education

Co-funded by the European Union

Plagiarism, commissioned academic papers and increasingly difficult-to-detect content generated by artificial intelligence – technological development is confronting universities with new questions about the boundaries of academic integrity. The SINCERE project is intended to help universities in Albania and Kosovo respond to these challenges in a systemic way.

An international consortium of nine institutions is working on the Academic Integrity Framework – a common framework encompassing principles, procedures and tools for preventing and responding to violations. WSB University plays an important role in this process, co-leading the work package responsible for preparing this solution. The project does not end with the preparation of documents. The next stage will involve implementing digital tools supporting the detection of plagiarism and AI-generated content, developing e-learning materials, training academic and administrative staff, and piloting the new principles at partner universities. Secure dashboards supporting the monitoring of selected areas of university operations will also be developed.

SINCERE began with an international meeting in Korçë, but its ultimate outcome is intended to be a lasting change in the way academic integrity is managed. The partners also plan to establish a Regional Academic Integrity Network, which will continue cooperation and the exchange of experience after the project has ended.

- Implementation period: 01.10.2025–30.09.2028
- Funding: European Union
- Project value: EUR 348,681.00

SPARK-COIL

Co-funded by the European Union

SPARK-COIL

Five Ateneo universities from the Philippines, partners from Poland and Spain, and five intensive days of work at WSB University. The SPARK-COIL Champions Training provided lecturers with practical preparation for conducting international classes in the Collaborative Online International Learning format.

The project also resulted in the "SPARK-COIL Guidebook for Instructors", which guides teachers step by step through the process of designing such courses and provides guidance on how to deal with, among other things, time differences, language barriers and unequal access to technology.

- Implementation period: 01.12.2024–30.11.2027
- Funding: European Union
- Project value: EUR 348,681.00

ReBuild – Capacity Building Program for sustainable reconstruction



How can cities and infrastructure be rebuilt after war or disaster while using modern, safe and sustainable solutions? The REBUILD project prepares vocational education teachers and trainers from Ukraine, Moldova and Georgia for this task, drawing on the experience of European Union countries. First, the partners analysed the needs and challenges of the construction sector in the three countries. On this basis, a training programme was developed covering four areas that are crucial to future reconstruction: European regulations and standards, obtaining and using EU funds, modern reconstruction techniques and the digitalisation of construction. During a study visit to Italy, representatives of WSB University, together with the partners, visited Bologna, Ravenna, Spoleto and Preci, learning about examples of the reconstruction of infrastructure and monuments damaged by earthquakes.

- Implementation period: 01.01.2025–31.12.2026
- Funding: European Union
- Project value: EUR 348,681.00

DUALKO – Strengthening of relations between HEIs and industry sector through Dual Education in Albania and Kosovo with the focus on ICT



The opening meeting of the DUALKO project was held in Elbasan, at the premises of Aleksandër Xhuvani University, formally inaugurating its implementation. The project, whose aim is to strengthen relations between higher education institutions and the industrial sector through the implementation of dual education models in Albania and Kosovo, with particular emphasis on the ICT sector, brought together representatives of all partner institutions and associated stakeholders from the industrial sector for the two-day meeting.

Dedicated working sessions were held on key areas of activity: project management and quality assurance, development of a dual education model in higher education, creation of a digital education platform and preparation of pilot activities, engagement of private- and public-sector stakeholders, as well as planning the dissemination and exploitation of project results.

- Implementation period: 01.10.2025–30.09.2028
- Funding: European Union under Erasmus+ Capacity Building in Higher Education
- Project value: EUR 799,553.85

AGILE – Advancing Green and Digital Transitions through Innovative Learning Ecosystem in the Sub-Saharan Africa and Western Balkans Countries





The AGILE project seeks answers together with universities and organisations from Europe and Africa, focusing primarily on higher education systems in Kenya, Albania and Kosovo. The new education model is based on combining three groups of competences: green, digital and business competences. On this basis, the partners are working on modernising study programmes and developing new teaching methods intended to better prepare students for changes taking place in the labour market.

At the next stage, a joint e-learning ecosystem will be developed, including massive open online courses (MOOCs) and open educational resources. The solutions developed will then be tested and adapted to the needs of partner universities in Kenya, Albania and Kosovo. AGILE brings together the experience of institutions from six countries – Greece, Latvia, Poland, Albania, Kosovo and Kenya. WSB University is one of the project's European partners, whose shared objective is to prepare universities to educate specialists capable of navigating simultaneously the worlds of new technologies, sustainable development and business.

- Implementation period: 01.11.2025–31.10.2028
- Funding: Co-funded by the European Union under Erasmus+ Capacity Building in Higher Education
- Project value: EUR 790,337.00

BIG-U – Bridging the internationalisation gap in Ukraine's HEIs





How can international cooperation be developed when a university operates under wartime conditions and its experience in European programmes remains limited? BIG-U supports three Ukrainian universities in building the competences needed for broader participation in Erasmus+ and the European Higher Education Area. The first important project outcome was a detailed assessment of needs. More than 1,500 students and academic and administrative staff participated in the needs assessment. The analysis showed, among other things, the need to develop English for academic and professional purposes, competences in preparing and managing international projects, teaching in English and the use of digital forms of international cooperation.

On this basis, the European partners are preparing a training programme for the Ukrainian universities. A practical Internationalisation Toolkit will also be developed, while each of the three institutions will prepare its own internationalisation strategy tailored to its needs and capabilities.

WSB University is one of BIG-U's European partners, and it was in Dąbrowa Górnicza in January 2026 that the consortium began its joint work. However, the project has much broader ambitions than supporting three institutions – the solutions developed are intended to be disseminated among other Ukrainian universities, particularly those with less experience in the Erasmus+ programme.

- Implementation period: 01.11.2025–30.10.2028
- Funding: Co-funded by the European Union under Erasmus+ Capacity Building in Higher Education
- Project value: EUR 350,664.90

NAWA – Welcome to Poland GETTIN IN CRUSH WITH WSBU – MORE THAN JUST A STUDY

Students from different parts of the world, seven intensive days of work and one task: to create a business idea responding to the challenges of sustainable development. This was CRUSH 2026 – CReative University Sustainability Hub, one of the most important activities of the "GETTIN IN CRUSH WITH WSBU – MORE THAN JUST A STUDY" project.

The programme began with three days of online work and then moved to WSB University for four days of intensive workshops. International teams, supported by mentors and experts, used design thinking, customer development, lean startup and business modelling, going through the entire process from identifying a problem and creating a business model to delivering a final pitch to an international jury.

The winner was CIRCULAR X – a team of students from Poland, Slovakia, Ukraine, Albania, Rwanda and Türkiye. Their concept involved giving a second life to unused or damaged electronic devices by collecting, refurbishing and reintroducing them to the market. The idea combined enterpreneurship with the circular economy and the reduction of electronic waste.

CRUSH was one element of a broader NAWA project aimed at strengthening the international recognition of WSB University. In addition to the competition, it included, among other things, activities promoting the University's English-language offer in international markets and developing the competences of employees responsible for internationalisation.

- Implementation period: 01.09.2024–31.08.2026
- Funding: Polish National Agency for Academic Exchange
- Project value: PLN 428,586.00

GITEKA – Green Industrial Transformation through Education in Kosovo and Albania

How can future engineers and specialists be prepared to work in an industry that is expected to become simultaneously more digital, efficient and environmentally friendly? GITEKA brings together universities from Albania and Kosovo with partners from Poland and Romania to change the way professionals are educated for the green transformation of industry.

The starting point was direct dialogue with the market. Students, researchers, enterpreneurs and industry experts helped determine which competences are needed by the contemporary manufacturing sector in Albania and Kosovo. On this basis, the partners designed new modules covering, among other areas, the circular economy, design, production engineering and innovative business models. Ultimately, 10 modules will be developed to form a micro-credential programme, also available as open educational resources. In May 2026, the new programmes reached an important milestone – they were formally recognised by the authorities of the partner universities in Albania and Kosovo. The next step will be their implementation and testing in practice with students and industry representatives.

- Implementation period: 01.12.2024–30.11.2027
- Funding: Erasmus+ Capacity Building in Higher Education
- Project value: EUR 392,572.74

Grants without borders. WSB University in European projects



Q-Helix: the European dimension of WSB University in practice

WSB University is consistently strengthening its position as a university actively contributing to the development of the **European Higher Education Area**. One of the most important examples of this involvement is the **Q-Helix Alliance**, an international initiative launched by WSB University and coordinated by the University for the past three years. The Alliance currently brings together **11 universities from 10 countries**, creating an academic community of nearly **100,000 students** and institutions operating in **11 regions of Europe**.

The significance of this initiative has been recognised by the **European Commission**. Q-Helix has been distinguished as one of the **European Universities alliances** and is now among **73 European alliances** shaping the directions of higher education development in Europe. This prestigious recognition confirms that WSB University not only participates in internationalisation processes, but actively co-creates them, developing a model of academic cooperation based on **the quality of education, research, innovation, social responsibility and inter-university partnership**. Q-Helix also stands out among European initiatives through its strong values-based dimension. The Alliance supports activities promoting **democracy, academic solidarity, social dialogue and the resilience of educational institutions in regions particularly affected by political, social and military crises**. Its members include two universities from Ukraine – **Dnipro University of Technology and Kyiv National University of Technologies and Design** – **Public International Business College Mitrovica** from Kosovo, operating in an ethnically divided region, as well as **European Humanities University in Vilnius**, a Belarusian university in exile supporting students and researchers affected by repression, war and forced migration. As a result, Q-Helix is becoming not only a platform for academic cooperation, but also a space for building a **democratic, open and inclusive educational environment in Europe**.

In the 2025/2026 academic year, the Alliance's activities focused on several strategic areas addressing the most important contemporary challenges: **health and well-being, including mental health,**

security, migration and social integration, smart cities, the environment and sustainable development. Educational and teaching activities, international research groups, scientific cooperation, mobility programmes, conferences, thematic schools and projects strengthening the academic and institutional potential of partner universities are being developed around these topics.

Of particular importance for the development of Q-Helix was WSB University's successful acquisition of funding under the **Polish National Agency for Academic Exchange programme "Support for European Universities."** WSB University received funding for activities strengthening the potential of the Alliance, developing international cooperation and mobility, thematic schools, conferences, publications and joint solutions in the area of the quality of education and research. The project is implemented with **European Union funds as part of support for European Universities alliances**. This funding is an important confirmation of WSB University's effectiveness in securing resources for the development of European cooperation and strengthening the University's position in the international academic environment.





Spotkanie przedstawicieli członków Q-Helix w Portugalii

The 2025/2026 academic year in the Q-Helix Alliance: timeline of activities

Autumn 2025 was a period of intensive organisation of cooperation structures and a transition from the stage of building the partnership to the stage of the Alliance's systemic development. In October 2025, WSB University initiated the establishment of the **International Center for Quality in Education and Research Q-Helix**, the Q-Helix Center for Quality in Education and Research. The Center became an important space for work on common quality standards, principles of cooperation and communication, as well as the use of artificial intelligence in research and education. In the following months, working meetings of the partners were held, during which the assumptions of joint strategic documents were developed and the action plan for 2026 was prepared.

Winter 2025/2026 brought a further intensification of cooperation. Q-Helix partners worked on solutions concerning the quality of education and research, communication within the Alliance, joint governance and the development of knowledge exchange mechanisms. An important element of these activities was the development of cooperation in the area of COIL pathways, micro-credentials, BIP programmes, cooperation between doctoral schools and the preparation of joint educational and research initiatives. During this period, WSB University also strengthened the Alliance's participation in the European debate on the future of higher education, including activities related to the European Universities Initiative, the FOREU4ALL community and the Joint European Degree Label concept.

In January 2026, an international Q-Helix meeting was held in Portugal, organised in cooperation with the Alliance partner ISPGAYA. It focused primarily on the quality of education, communication standards, exchange of experience and the responsible use of artificial intelligence in the academic environment. The meeting constituted an important step towards building a common culture of quality and strengthening practical cooperation between the partners.



Prof. Katarzyna Szczepańska-Woszczyna oraz Nathalie Hancisse

In March 2026, WSB University organised the international conference **"Challenging Migration: Security, Mobility, Labour Market, Integration, Human Rights".** The event was held in a hybrid format and brought together representatives of the academic community, experts, practitioners and Alliance partners. The conference was aligned with one of Q-Helix's key thematic areas: **migration, security, social integration and human rights**. In this way, it demonstrated that the Alliance combines scientific activity with responding to the real social challenges facing Europe.

and Research Q-Helix at the University of Prešov. The meeting served to further develop common quality frameworks, exchange experiences and work on the Alliance's strategic documents. It was also a stage in strengthening institutional cooperation between the partners and preparing further educational, research and mobility activities.

In June 2026, the Q-Helix Alliance was actively represented in **Brussels** during events organised by the **European Commission** concerning the future of European Universities. The participation of representatives of WSB University and Alliance partners in these meetings confirms Q-Helix's growing presence in the European debate on **the transformation of higher education, joint degrees, academic mobility, the quality of education and the future of inter-university cooperation in Europe**.

Summer 2026 marked the transition from planning to the implementation of specific activities addressed to students, doctoral students, researchers and university staff. As part of the NAWA programme, calls were launched for research mobility and international thematic schools. Planned activities included the "*Future Health Professionals: Medicine, AI and Society*" school in Romania and the "*Smart City Development*" school in Kosovo. At the same time, a research mobility programme is being developed to support knowledge exchange, the preparation of joint publications, the creation of research groups and the development of new international projects.

The 2025/2026 academic year demonstrated that **Q-Helix is a dynamic, multidimensional alliance deeply rooted in WSB University's mission**. It is an initiative that combines internationalisation with real social impact, the development of science with the quality of education, and inter-university cooperation with responsibility for the future of Europe.



Spotkanie Rektorów Sojuszy Uniwersytetów Europejskich z Komisarz Roxana Minzatu odbyło się 10 czerwca 2026 r. w Brukseli. Q-Helix i Akademię WSB Reprezentowała Prof. Katarzyna Szczepańska-Woszczyna oraz Prof. Dr Mihone Kerolli-Mustafa rektor Public International Business College Mitrovica (IBCM) w Kosowie.

development and confirmation of the University's role as an active participant in the most important processes currently taking place in European higher education.

SHORE: WSB University in a Horizon Europe project for climate and water education

In July 2026, the SHORE: EmpOweR Students as the agents of cHangE project, implemented under the Horizon Europe programme within the Restore our Ocean and Waters by 2030 Mission, came to an end. The project was devoted to strengthening education for the protection of seas, oceans and aquatic ecosystems, as well as developing attitudes of environmental and civic responsibility among students.

Over the three years of its implementation, the SHORE project supported more than 100 schools across Europe, creating an international network of educational cooperation centerd around so-called blue sustainability. In Poland, WSB University organised and co-organised numerous workshops, educational events, meetings with schools, field activities, awareness campaigns and initiatives engaging students in practical exploration of issues related to water, the environment and responsibility for the future of the planet. The project was aligned with the objectives of the EU Mission, which aims to protect and restore marine and aquatic ecosystems, reduce pollution and strengthen a sustainable approach to water resources by 2030.

A particularly important dimension of WSB University's activities was the combination of **environmental education with inclusive education**. Events implemented in Poland involved students, teachers, representatives of schools, the academic community and local communities, including **children and young people from Ukraine under temporary protection**. In the 2025/2026 academic year, WSB University carried out **more than 18 activities, engaging over 2,500 participants, supporting 11 schools and involving 191 children and young people from Ukraine in project activities**. These activities included events in **Cieszyn, Toruń, Gdynia and Dąbrowa Górnicza**, as well as educational activities developing knowledge about the Baltic Sea, water, climate and environmental responsibility. SHORE demonstrated that education about water and the environment can be **attractive, engaging and practical**. Students not only acquired knowledge, but also worked on projects, analysed local challenges, developed their own ideas and learned that they could become genuine **"agents of change"** in their schools and communities. The project activities strengthened **environmental, social and civic competences**, while at the same time developing cooperation between schools, the University and international partners.

The completion of the SHORE project is also an important achievement for WSB University in the area of the internationalisation of science and education. The University confirmed its ability to operate effectively within large Horizon Europe consortia, build cooperation networks with institutions from across Europe and translate European research and educational objectives into concrete local activities. The project leaves behind not only numbers, events and educational materials, but above all a community of schools, teachers and students who are more aware of the importance of protecting water resources and are ready to take action for the environment.



WSB University staff on scientific missions

Albania: where conversations turn into joint projects

International cooperation does not begin with signing a document. It begins with a meeting, an exchange of experience and the discovery that universities from different parts of Europe face similar challenges. The visit of WSB University representatives to the University of Elbasan showed how such conversations give rise to concrete ideas for mobility, new educational programmes and joint initiatives.

More than a business trip

Elbasan is one of Albania's most important academic cities. It was here, at Aleksandër Xhuvani University, that a delegation from WSB University paid a visit from 30 June to 4 July 2025.

The University was represented by **Dr Rafał Rębilas, Vice-Rector for International Cooperation, Paweł Urgacz, Vice-Dean for Internationalisation, and Denis Spahija, Deputy Director of the International Cooperation Department**. The visit was carried out with the support of the **Erasmus+ programme** and constituted another stage in the development of relations between the two institutions. However, it was not a trip intended to result solely in photographs, signed documents and official declarations. The most important part of the visit took place around conference tables, in lecture rooms and during direct discussions with those responsible for the development of the Albanian university.

Partnership begins with trust

The WSB University delegation was received by **Prof. Dr Elvira Fetahu, Rector of the University of Elbasan**, and **Ervis Sanco, Director of the International Relations Office**. Meetings with representatives of the university authorities, faculties and administration made it possible not only to summarise the cooperation to date, but above all to plan its next stages. The discussions concerned, among other things, student and staff mobility, the development of educational programmes and the preparation of joint educational and project initiatives. Particular attention was paid to solutions addressing European and regional challenges in higher education.

From mobility to shared change

The Erasmus+ programme is often associated primarily with students spending a semester studying abroad. Staff mobility, however, plays an equally important role. It makes it possible to learn how partner institutions operate, compare organisational solutions, identify common areas of research and begin work on initiatives involving entire teams.

The visit to Elbasan created a space for moving from general declarations to discussions about concrete activities. Every jointly developed programme, pro-



Ervis Sanco - Dyrektor Działu Współpracy z Zagranicą (Elbasan), Rafał Rębilas, Prorektor ds. Współpracy z Zagranicą (AWSB), Elvira Fetahu, Rektor Aleksandër Xhuvani University in Elbasan, Denis Spahija, Zastępca Dyrektora Działu Współpracy z Zagranicą (AWSB), Paweł Urgacz - Prodziekan ds. Umiędzynarodowienia (AWSB)

ject or mobility pathway begins with the questions: what can we learn from one another, what resources can we combine, and how can we ensure that students and staff of both universities benefit most from the cooperation?

From Kraków to Vietnam. Knowledge that connects universities

An anniversary is a time for reflection, but also a good opportunity to look to the future. During the celebrations marking the **50th anniversary of the University of Danang**, WSB University was represented by **Anna Kosiorowska, Vice-Dean of WSB University in Kraków**. Her visit to Vietnam combined the ceremonial nature of the event with workshops, an exchange of experience and discussions about further joint initiatives.

Fifty years of history and international partners

The University of Danang celebrated half a century of activity. The anniversary celebrations were attended by representatives of the academic community and the University's international partners. The presence of a representative of WSB University reflected a relationship that has been developing between the Polish and Vietnamese institutions for eight years.



At such moments, the international dimension of a university takes on particular significance. An anniversary is not merely a celebration of the achievements of one institution. It becomes a meeting place for people who have co-created projects over the years, developed academic exchange and built lasting connections between different higher education systems.

From celebrations to project work

Anna Kosiorowska's visit was carried out under the Erasmus+ programme as a teaching mobility. However, her programme was not limited to participation in the anniversary celebrations. An important part of the stay was a seminar and workshop devoted to preparing applications and managing international projects.



The subject of the meeting, "*Professional Program Training for Proposal Writing and Managing International Projects*", addressed one of the most important challenges facing contemporary universities: how to turn good ideas into well-planned and effectively implemented initiatives. Preparing a project requires much more than familiarity with an application form. Properly identified needs, clearly defined objectives, appropriately selected partners and a realistic action plan are required. Subsequent project management is equally important: from communication within an international team, through monitoring the schedule and budget, to disseminating the results. Sharing this kind of experience demonstrates one of the most important dimensions of staff mobility. A lecturer or expert travelling to a partner university not only represents their institution. They also become an ambassador of knowledge, good practices and solutions that can be applied in another academic environment.

Eight years of cooperation

The partnership between WSB University and the University of Danang was established eight years before the anniversary and has been systematically developed ever since. Its results include scientific cooperation, academic exchange and joint international initiatives.

Such a partnership is also important for students. It opens up opportunities for them to encounter other academic cultures, participate in international projects and acquire competences needed in the global labour market.

Mobility as academic diplomacy

International staff visits are often perceived primarily as an opportunity to teach or become acquainted with another university. Their significance, however, is much broader. Every meeting with representatives of a partner institution may lead to a new mobility opportunity, a research project, a joint educational programme or an initiative involving students from several countries. In this sense, mobility becomes a form of academic diplomacy. Its foundations are not formal protocols, but knowledge, professionalism and the ability to build relationships across borders.

The visit to Danang combined all these elements. It provided an opportunity to celebrate an important anniversary together, share practical knowledge and discuss the future of the partnership.

A partnership looking to the future

The 50th anniversary of the University of Danang is a reminder that strong universities build their position over decades. At the same time, they develop through openness to new ideas, partners and directions of cooperation. The participation of a WSB University representative in the anniversary celebrations demonstrated that geographical distance is not an obstacle when institutions share common goals. Mutual trust, a willingness to share experience and consistency in turning conversations into concrete actions prove to be the most important factors. In Danang, therefore, it was not only the history of the Vietnamese university that was celebrated. Another chapter of the Polish-Vietnamese academic partnership was also being written together.

Research that attracts global attention

From **7 to 11 September 2026, Dr Klaudia Bracio-Golec** represented WSB University at the prestigious annual **British Academy of Management (BAM) 2026 Conference**, organised at **Royal Holloway University of London** in the United Kingdom. During the conference, she presented the research paper **"Blind Spots in Competitive Dynamics: How Non-Rival Stakeholders Reshape Competition"** as part of a session devoted to building organisational capabilities for resilience and effectiveness. In her presentation, she highlighted the importance of entities that are not direct competitors but can significantly influence competitive dynamics and companies' strategic decisions. Participation in the conference provided an opportunity to present research findings at an international forum and exchange knowledge with representatives of the academic community.





WSB University at the European Central Bank Annual Research Conference

On **16–17 September 2026**, the 11th **European Central Bank Annual Research Conference** was held at the ECB's headquarters in Frankfurt am Main. During the conference, the event's special guest, **Paul Krugman, recipient of the 2008 Nobel Prize in Economic Sciences**, delivered the lecture **"Jean Monnet lecture Economic Size and Economic Power".**

Among the distinguished guests was also **Christine Lagarde, President of the European Central Bank**.



Source: European Central Bank
www.ecb.europa.eu

Paul Krugman, recipient of the 2008 Nobel Prize in Economic Sciences



Source: European Central Bank
www.ecb.europa.eu

Christine Lagarde, President of the European Central Bank


Source: European Central Bank
www.ecb.europa.eu

Marta Pikiewicz, representing WSB University, participated in the event. The conference brought together distinguished representatives of the international academic community and central banking practice, creating a space for discussion on contemporary challenges facing the global economy.


Source: European Central Bank
www.ecb.europa.eu

Other participants included prominent representatives of global economics, including Stephen Redding of Stanford University, David Yang of Harvard University and Arnaud Costinot of the Massachusetts Institute of Technology, as well as representatives of central banking practice – Boris Vujčić, Vice-President of the European Central Bank, and Philip R. Lane, Member of the Executive Board of the European Central Bank.

Participation in the conference provided an opportunity to exchange knowledge and experience with leading representatives of global economics and central banking practice, as well as to discuss the most important contemporary challenges facing the global economy and international economic relations.


Source: European Central Bank
www.ecb.europa.eu

Mental health across borders. Poland and Vietnam build a scientific bridge

Contemporary psychiatry must respond not only to the needs of individual patients, but also to the challenges facing entire societies. How can care be organised closer to where people live? How can new treatment methods be developed? And how can the experience of researchers from two distant parts of the world complement one another? A meeting between representatives of WSB University and the University of Medicine and Pharmacy in Ho Chi Minh City opened the way for Polish-Vietnamese cooperation in the fields of psychiatry and psychopharmacology.

A meeting that may begin long-term cooperation

During his stay in Vietnam, **Prof. Marek Krzystanek, Head of the Department of Psychiatry and Clinical and Environmental Psychology at the Collegium Medicum of WSB University**, met with **Prof. Tran Cong Thang, Vice-Rector of the University of Medicine and Pharmacy in Ho Chi Minh City**.





The discussion had significance extending beyond a single academic visit. It was the first step towards signing a memorandum of cooperation between the two universities.

Such an agreement may provide a formal basis for developing joint research, knowledge exchange, contacts between research teams and further teaching and expert initiatives. Most importantly, however, the discussions began with specific areas in which the experience of both sides can complement one another.

The meeting focused on two topics: the development of community psychiatry in Vietnam drawing on Polish experience and scientific cooperation in basic psychopharmacological research.

Psychiatry closer to people

For many years, mental healthcare was associated primarily with treatment provided in specialised facilities and hospitals. Contemporary approaches, however, increasingly emphasise that effective support should be available as close as possible to the patient's everyday environment.

This is the principle underlying community psychiatry. Its essence is to organise care in such a way that a person experiencing a mental health crisis can receive support without being unnecessarily separated from family, work, education and the local community.

Polish experience in developing such a model may provide a valuable point of reference for Vietnamese partners. However, this does not mean simply transferring solutions from one country to another. Every healthcare system operates within a different social, cultural, legal and financial environment.

Between medicine and local culture

Psychiatry is a field that is particularly sensitive to social context. Perceptions of mental health, willingness to seek help and the role of the family may differ depending on the country and culture.

A solution that is effective in one environment cannot always be applied in an identical form elsewhere. Even a well-designed system will fail to fulfil its function if patients do not trust it or if seeking help is associated with a strong sense of shame and fear of social exclusion.

International cooperation in psychiatry should therefore combine clinical knowledge with sensitivity to local needs. Partners need to discuss not only the structure of care, but also public education, prevention, ways of communicating about mental health problems and support for families.

Polish-Vietnamese dialogue can create a space for comparing different perspectives. For both sides, it is an opportunity to look at their own solutions from a distance and ask questions that are difficult to identify when operating exclusively within a single system.

Research that may lead to new therapies

The second important area of discussion was cooperation in psychopharmacology, a field concerned, among other things, with the effects of medicinal substances on the functioning of the nervous system, behaviour and a person's mental state.

Basic psychopharmacological research helps us better understand the mechanisms of action of medicines, the body's responses and the biological processes associated with mental disorders. Although its results do not always immediately lead to a new therapy, they provide the foundation for the further development of diagnostics and treatment.

International cooperation can bring particular value in this area. Research teams have access to different experiences, methods, scientific environments and institutional resources. They can jointly formulate questions, compare results and prepare projects with a broader scope than activities conducted by a single unit.

The discussions in Ho Chi Minh City may therefore open the way to joint research, publications, seminars and researcher exchanges. Each such initiative will still require refinement of the methodology, scope of responsibility and principles concerning data and research ethics. However, the most important first step has been taken: the partners identified an area of common interest and began a direct dialogue.



A medical university in the heart of Ho Chi Minh City

The **University of Medicine and Pharmacy in Ho Chi Minh City** is one of Vietnam's most important medical universities. The institution has operated since 1947 and educates students in fields including medicine, pharmacy, dentistry, public health and nursing. The University has its own teaching hospital and cooperates with numerous medical facilities. This enables it to combine academic education, clinical activity and research.

This is particularly important in the medical sciences. New knowledge should not remain solely in the laboratory or in a publication. It must be confronted with the real needs of patients, medical personnel and the healthcare system.

Combining the potential of the Vietnamese medical university with the experience of the Collegium Medicum of WSB University may provide the basis for a partnership encompassing both basic research and practical issues related to the organisation of psychiatric care.

A memorandum is the beginning, not the final result

The planned memorandum of cooperation may structure relations between the universities and define areas of joint activity. However, the document itself will not be enough to create an active partnership.

Its value will be determined by the initiatives undertaken after the agreement is signed. These may include joint seminars, preparation of a research project, staff exchanges, expert consultations or the development of scientific publications.

It will also be important to gradually involve more people. Sustainable cooperation should not depend solely on contact between two representatives of the university authorities or two researchers. It must lead to the creation of teams capable of continuing activities, developing new ideas and involving younger researchers.

Science that matters to the patient

The ultimate objective of cooperation in psychiatry is not simply to increase the number of publications, meetings or signed agreements. What matters most is whether the knowledge gained can improve the quality of diagnosis, treatment and the everyday lives of people who need help.

The development of community psychiatry may facilitate access to support and reduce patient isolation. Psychopharmacological research may contribute to a better understanding of how medicines work and of the mechanisms underlying mental disorders. Scientific exchange, meanwhile, may accelerate the flow of knowledge between the laboratory, the university and clinical practice.

Europe off the beaten track. WSB University students in an international competence laboratory

Two programmes, two perspectives on contemporary Europe

At the turn of June and July 2026, WSB University students participated in two Blended Intensive Programmes organised by HU University of Applied Sciences Utrecht.

The first, "*Leadership in Practice*", focused on the practical development of leadership competences. The second, entitled "*EU: Off the Beaten Track*", offered a less obvious perspective on the European Union, going beyond the traditional approach to teaching about European institutions and law.

Five WSB University students participated in the leadership programme, which ran from 26 June to 3 July 2026. One student represented the University in the programme devoted to the European Union, which ran from 26 June to 6 July. WSB University was present in both initiatives not only through student participation. University representatives also taught classes for the international group of participants, co-creating the academic programme of the initiative.

A short trip, an intensive experience

Blended Intensive Programmes (BIPs) respond to the changing needs of students and universities. They combine short-term international mobility with learning carried out in a virtual environment. Their essence, however, is not simply the combination of online classes and a stay in another country.

What matters most is intensity and cooperation. Students representing different universities prepare for joint activities, meet during the on-site component and then carry out tasks requiring knowledge exchange and teamwork.

This format enables people who, for various reasons, cannot spend an entire semester abroad to gain international experience. At the same time, it is not a simplified version of traditional mobility. Several intensive days may require considerable independence, rapid adaptation to a new environment and readiness to work with people whose ways of communicating and making decisions may differ significantly from one's own.

Participants do not have many weeks to gradually get to know the team. They must quickly build relationships, establish rules for cooperation and jointly achieve a result. This is precisely why BIP programmes can become a particularly effective tool for developing competences needed in an international working environment.

Leadership without a position

The "*Leadership in Practice*" programme was based on the assumption that leadership is not reserved exclusively for managers, directors or people formally responsible for teams.

It may manifest itself in a willingness to take responsibility, initiate action, support others and make decisions in situations of uncertainty. It begins with self-awareness – understanding one's own strengths, limitations, ways of responding and the impact one has on other people.

Students developed these competences through interactive workshops, coaching, reflective discussions, experiential learning and practical team tasks.



It was therefore not enough to learn definitions of leadership styles. Participants had to examine how they behaved under time pressure, how they communicated their ideas and what they did when team members held different opinions.

The programme included developing skills in decision-making, communication, conflict management, teamwork and managing one's own activity. These competences are closely interconnected. It is difficult to lead others effectively without the ability to organise one's own work, recognise emotions and accept responsibility for decisions made.

An international evening as a leadership test

One of the practical tasks was to jointly design and organise an international evening programme. At first glance, it might have appeared to be merely an integration activity. In reality, it was a test of many of the competences developed during the classes.

Students had to agree on a common concept, divide tasks, manage time and respond to emerging difficulties. It was also important to take into account the needs of people from different countries and create an event in which everyone could actively participate.

In such situations, leadership ceases to be an abstract concept. It becomes visible in specific behaviours: someone structures the discussion, someone notices a person who is unable to get a word in, someone helps resolve a conflict, while someone else takes responsibility for a task that has not been completed.

Students could also see that an effective leader is not always the person who speaks the most or the loudest. Sometimes the greatest importance lies in the ability to listen, ask the right questions and create a space in which others can use their competences.

Dermatology without a postcode. WSB University expert at a global forum in the USA

Access to a doctor should not depend on where a person lives. In practice, distance from a major medical center can still determine how quickly a diagnosis is made and treatment begins. This problem was presented by **Dr Konrad Kaminiów of WSB University** during the annual meeting of the **American Academy of Dermatology**, one of the most important events in global dermatology.

A Polish voice in the international debate

As one of the few researchers from Poland, the WSB University representative presented an analysis concerning access to dermatological care in rural areas of the United States. The topic concerns a problem found in many healthcare systems: specialist knowledge and infrastructure are concentrated mainly in large cities, while residents of smaller communities may wait longer for consultations or travel considerable distances.

In dermatology, the time required to access a specialist may be particularly important. Skin lesions can be the first sign of disease, while accurate diagnosis requires experience and appropriate tools.

Science responding to a real problem

The presentation did not merely describe inequalities. It presented an analysis of solutions and tools that may improve access to services and the quality of patient care.

Contemporary healthcare is increasingly exploring models that bring specialist knowledge closer to the patient. This may mean better coordination between facilities, the use of technology, developing the competences of personnel working locally and creating more flexible consultation pathways.

However, correctly identifying needs remains crucial. A solution designed for a large university hospital will not always work in a region where patients live hundreds of kilometres away from a specialist.

Research into access to care must therefore combine a clinical perspective with an analysis of system organisation, social conditions and patients' actual capabilities.

Cooperation with the University of Mississippi Medical Center

The presentation was prepared in cooperation with American partners, including a team of researchers from the University of Mississippi Medical Center led by Prof. Robert T. Brodell.

This is an important example of research created by combining different perspectives. American researchers contribute knowledge of the local healthcare system and its conditions. A Polish researcher, meanwhile, can view the problem from the outside, compare solutions and ask questions arising from experience of another system.

International medical cooperation is particularly valuable when it does not end with a joint publication. Its results can influence the organisation of healthcare services, staff education and ways of reaching groups of patients at risk of health exclusion.

A conference as a place for building science

Participation in a prestigious scientific event is not merely an opportunity to present completed results. It also makes it possible to confront them with the opinions of global experts, learn about new research directions and begin discussions leading to further projects.

In medicine, this is particularly important. Knowledge develops rapidly, and effective solutions increasingly require cooperation between clinicians, researchers, technology experts and specialists in healthcare organisation.

From Samarkand to Tashkent. A new direction for academic cooperation

Europe and Central Asia are increasingly seeking common ground for research, education and innovation. WSB University participates in this process not as an observer, but as a partner ready to develop projects, academic exchange and joint education. The visit to Uzbekistan combined participation in an international congress in Samarkand with a partnership meeting in Tashkent.

More than 150 universities at one table

The Congress of Universities of the European Union and Central Asia in Samarkand brought together representatives of more than 150 universities, rectors, experts and people responsible for science and higher education policy.

WSB University was represented by **Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Science and Education**. The event also brought together ministers responsible for science and higher education in Poland and Uzbekistan and representatives of the **Conference of Rectors of Academic Schools in Poland**.



Such broad representation demonstrates that academic cooperation between regions is no longer solely the domain of individual universities. It is becoming part of long-term international relations, linking education with economic development, innovation and science diplomacy.

From mobility to joint grants

Discussions in Samarkand concerned intensifying interregional cooperation, increasing student and staff mobility and developing joint scientific initiatives.

Tashkent: discussions about a concrete partnership

The second element of the visit was a meeting between representatives of WSB University and **Tashkent State Agrarian University**.

The discussions involved **Prof. Katarzyna Szczepańska-Woszczyna and Prof. Oblomuradov Narzullo Naimovich**. The subject was the development of cooperation between the institutions, particularly in the areas of scientific research, international projects and joint education.

A partnership with an agricultural university may have significance extending beyond a single field of science. Contemporary agriculture combines technology, management, food security, logistics, economics and sustainable development.

Climate change, the digitalisation of production and the need for more responsible use of resources mean that these issues require interdisciplinary and international cooperation.

Central Asia as a region of academic opportunities

Uzbekistan is dynamically developing its higher education sector and seeking partnerships that will improve the quality of education and internationalise research.

For Polish universities, this creates an opportunity to build relationships in a region of growing economic and demographic importance. Cooperation may include not only mobility, but also the development of competences responding to the needs of the green and digital transitions.

WSB University brings to such relationships experience in implementing European projects, cooperation with the socio-economic environment and designing practical educational programmes.



The visit to Samarkand and Tashkent demonstrated that internationalisation is not about increasing the number of contacts on a map. Its value emerges when a conversation leads to a project, research or programme that benefits both sides.

The manager of the future has no ready-made manual. WSB University at the EFMD conference

Artificial intelligence is changing the way work is performed, new generations of students approach education differently, and global crises are putting leaders to the test. How should managers be educated under such conditions? Representatives of leading business schools sought answers during the **EFMD Annual Conference 2026**. WSB University was represented by **Dr Sabina Ratajczak, Vice-Rector for Development**.

Business education in a world of change

The annual EFMD conference is one of the most important international meetings of the management education community.

In 2026, discussions focused on challenges arising from global transformations, the development of artificial intelligence, changing student expectations and labour market needs.

At the center of the debate was the question of whether traditional management programmes still prepare students for a reality in which decisions need to be made more quickly and available knowledge becomes outdated in ever shorter periods of time.

A new generation, new expectations

Universities are also facing changing student expectations. People beginning their studies want to understand how the knowledge they acquire will be used. They expect flexibility, contact with practice, feedback and opportunities to work on real problems. This does not mean that education should become easier. It should, however, clearly demonstrate the purpose of the requirements it sets.

Management programmes must combine solid academic foundations with projects, case studies, teamwork and cooperation with business. Students should not merely know the concept of leadership. They should have an opportunity to apply it, receive feedback and analyse their own behaviour.

One of the most important moments of the conference was the **accreditation certificate ceremony**. **Dr Sabina Ratajczak received, on behalf of WSB University, the certificate confirming the award of EFMD accreditation to the Master in Management programme.**

It was the symbolic conclusion of a process involving a comprehensive assessment of the programme. At the same time, the certificate does not mark the end of work on its quality. International accreditation entails an obligation to continue improving, analysing outcomes and adapting the programme to changes taking place in business.



Institute for Studies on Territorial and Inter-Organizational Cooperation

The **Institute for Studies on Territorial and Inter-Organizational Cooperation**, established in 2018 under the patronage of the Minister of Science and Higher Education, conducts research, implements projects and provides expert services concerning, among other things:

- management of relationships in cross-border cooperation,
- new institutional and organisational solutions in public management,
- networking of organisations and stakeholders representing different sectors.

Ukraine's territorial cooperation with neighbouring Visegrad Group countries in the institutional and cross-sectoral dimension

As part of cooperation with, among others, Uzhhorod National University (Ukraine), CESCI (Hungary), CESCI Carpathia (Slovakia), University of Prešov (Slovakia) and Technical University of Liberec (Czechia), the following Policy Briefs were developed:

- In search of the best forms and practices for Ukraine: cross-border cooperation in the Visegrad Four countries
- How to make Ukraine's cross-border cooperation effective: lessons from the Visegrad Four countries





Territorial and sectoral integration: regional and local dimension

Research was conducted on the development of cooperation between entities involved in innovative networking processes, including in emerging sectors, such as cooperation between design and business, and in disadvantaged areas, including peripheral areas and areas designated for revitalisation.

Project No. 1: Regional Innovation Observatory – Design Observatory

Partners: Cieszyn Castle, WSB University, Katowice City of Gardens Cultural Institution. The Design Observatory is part of the Network of Regional Specialist Observatories of the Silesian Voivodeship. In 2026, the partners jointly prepared a report summarising the observation of new design trends in the Silesian Voivodeship for 2024–2026.

Project No. 2: Participatory approach towards sustainable development in European cities in Post Covid-19 era

Partners: WSB University, Stuttgart Media University (Germany), Mykolas Romeris University (Lithuania), The University of Danang (Vietnam), LAMA Cooperative Society – Social Enterprise (Italy), CEKOM – SMART RI (Croatia).

The project was implemented with support from the Erasmus+ Programme and aimed to create universal educational programmes based on a participatory approach, designed to strengthen the competences of students, academic staff and local governments and encourage young people to become involved in local affairs. The outputs included:

- Guidelines and policy recommendations for local/regional authorities on cooperation with citizens
- Participatory learning of students on their involvement in civil society development

Within the Q-Helix European Universities Alliance, an international research group, Territorial & Inter-Organisational Cooperation, was also established, co-created by researchers from WSB University, the University of Prešov in Slovakia and Public International Business College Mitrovica (IBCM) in Kosovo.



Territorial and organisational cooperation in European border regions

Guidelines were developed for the management of the "Polish-Lithuanian Cross-Border Functional Area" European Grouping of Territorial Cooperation and for the integration of entities cooperating in border regions, within the project "CLLD-oriented facilitation of cross-border planning across the Polish-Lithuanian Functional Area", under the Resilient Borders programme, funded by the European Union through The Association of European Border Regions and Mission Opérationnelle Transfrontalière. Prof. Joanna Kurowska-Pysz, Director of the Institute for Studies on Territorial and Inter-Organizational Cooperation, participated as an external expert in research and workshops with stakeholders interested in managing the cultural and natural heritage of border areas within a territorial cooperation model:

- 3 November 2025: policy workshop, Øresund – Greater Copenhagen EGTC Office, Copenhagen, Denmark;
- 9 December 2025: policy workshop, Haparanda-Tornio, Municipality Office, Tornio, Finland;
- 28 January 2026: lecture during the Winter School at Halmstad University, Halmstad, Sweden.

She also spoke at the invitation of international institutions and organisations during conferences including:

- 7 October 2025: international conference Bridging Borders, Building Future, organised by the European Commission, Suwałki;
- 12 November 2025: IX Cross-Border EABR Scientific School, Gorizia, Italy, organised by the European Association of Border Regions and the University of Trieste;
- 27 March 2026: international scientific conference The 68th Annual World Social Science Association Conference, organised by the World Social Science Association and the Association of Borderland Studies.



International Cooperation

Eleven universities, one culture of quality. The European university of the future

Can a student studying at several European universities expect the same high quality of education everywhere? How can joint programmes be created, research conducted and artificial intelligence used when every institution operates within a different legal, organisational and academic system? The answer cannot be found in a single set of regulations. It must be developed together. This was the purpose of the meeting of representatives of the Q-Helix Alliance in Portugal.

THE INCLUSIVE EUROPEAN UNIVERSITY QHELIX

Quality does not stop at the border

European university alliances are changing the way we think about higher education. Universities are no longer expected merely to cooperate on individual projects, exchange students or organise joint conferences. Their ambition is to create a lasting educational environment in which students, staff and researchers can benefit from the potential of many institutions almost as if they belonged to a single university.

It is an inspiring vision, but also a demanding one. Each university has its own procedures, organisational culture, assessment methods, technological solutions and research standards. If cooperation is to go beyond declarations, the partners must answer a fundamental question: what does high quality mean to them in practice?

This is precisely what representatives of the Q-Helix International Center for Quality in Education and Research worked on when they met on 12 and 13 January 2026 at the Instituto Superior Politécnico Gaya in Vila Nova de Gaia, Portugal.

The meeting marked another stage in the development of the Q-Helix Alliance, a partnership of eleven European universities led by WSB University.

Not one standard, but a shared understanding of quality

Cooperation between eleven institutions does not mean that all of them should operate identically. Diversity is one of the greatest strengths of an international alliance. The partners represent different education systems, specialisations, experiences and regional needs.

The task of the quality center is therefore not to impose a single operating model. The aim is to develop common principles that will preserve diversity while guaranteeing students and staff a comparable level of support, transparency and accountability.

During the meeting in Portugal, coordinators worked on strategic and operational documents concerning the quality of education and scientific research throughout the Alliance.

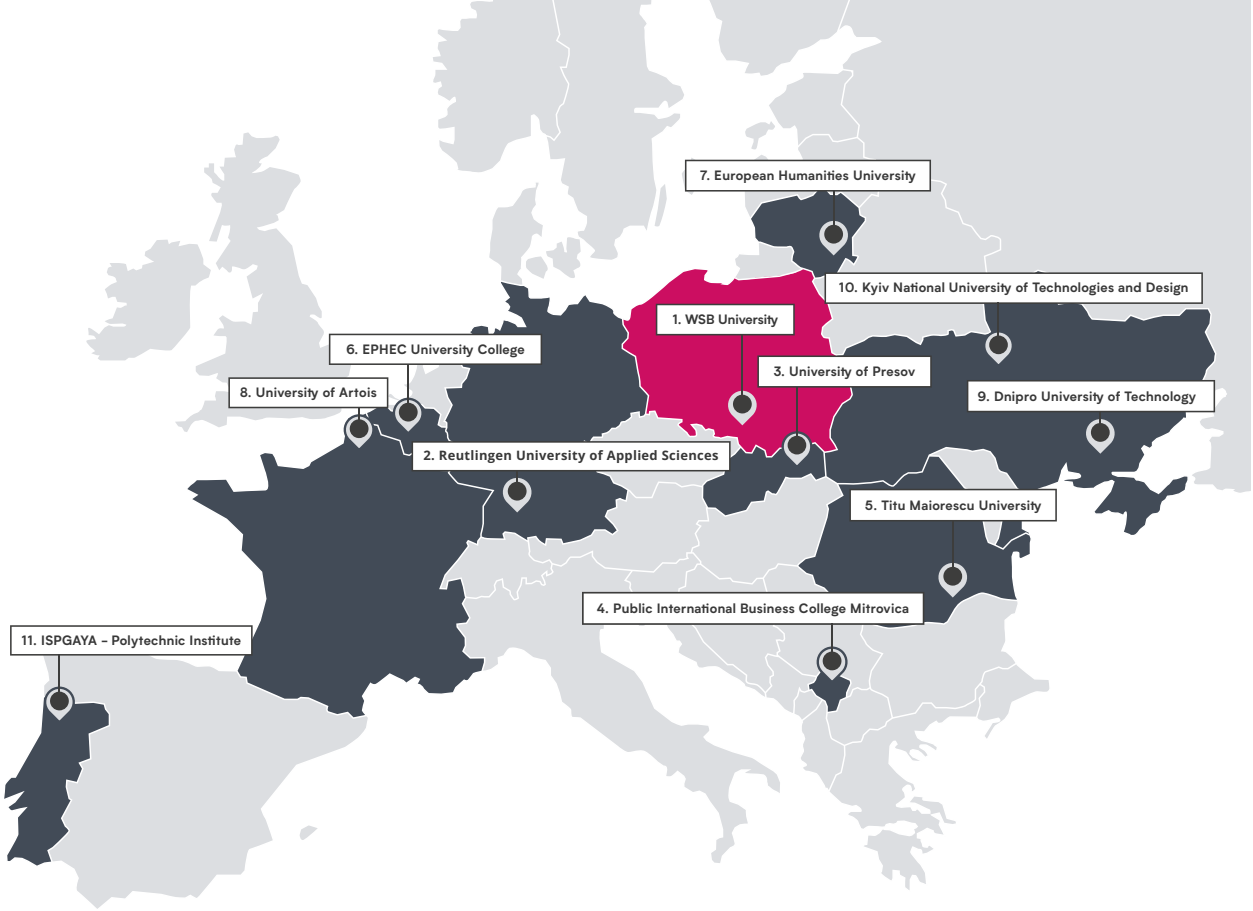
Discussions covered the creation of common quality-assurance frameworks, harmonisation of communication standards, development of mechanisms for knowledge exchange and lifelong learning, as well as preparation of principles for the responsible use of artificial intelligence.

Each of these areas concerns the everyday functioning of universities. The quality of the solutions adopted will determine whether international cooperation becomes a genuine educational experience for students or remains merely a project visible in documents and promotional materials.

The student at the center of the European alliance

The best test of the quality of cooperation is not the number of meetings held or agreements signed. It is the experience of a specific person.

A student participating in joint classes should know what is expected of them, how they will be assessed and where they can obtain help. If they are completing a course prepared by several universities, they need clear information about learning outcomes, schedules, assessment rules and recognition of acquired competences.



Similarly, a staff member teaching an international module must know how responsibilities are divided, what tools are available and what standards apply across the partner institutions. A researcher, meanwhile, should be confident that joint research is conducted in accordance with ethical principles and data-security requirements.

Common quality frameworks are therefore not an administrative addition to the Alliance's activities. They create an infrastructure of trust, without which it is difficult to develop mobility, joint programmes, micro-credentials, online classes or international research projects.

In this approach, quality becomes a promise made to students and staff: regardless of which university they come from, their participation in joint activities will be well planned, transparent and valuable.

A common language for eleven institutions

One of the topics of the meeting was communication standards. They may seem less spectacular than new study programmes or international projects, but without them even the best initiatives encounter difficulties.

In an alliance encompassing universities from different countries, every piece of information must reach the right people, in the right form and at the right time. Partners need common principles for making decisions, consulting documents, communicating changes and responding to emerging problems. It is not merely a question of choosing a platform or deciding how often to meet. Good communication requires a clear definition of responsibilities. Each partner should know who makes a decision, who is consulted and who is responsible for implementing it. This is particularly important in a geographically dispersed organisation. A lack of common standards can lead to delays, duplication of work and different interpretations of arrangements. Transparent communication, by contrast, makes it possible to turn ideas into concrete actions more quickly.

Knowledge should circulate

Q-Helix is intended to be not only a network of institutions, but also a space for the flow of knowledge. Each university has experience that may be valuable to the other partners: innovative teaching methods, digital solutions, models of cooperation with business, good practices in accessibility or effective ways of supporting students.

During the meeting, mechanisms were analysed through which this knowledge can be systematically identified, described and shared throughout the Alliance.

The exchange of good practices should not, however, mean simply copying solutions. What works at one university may require adaptation to the legal, organisational or cultural conditions of another partner.

The greatest value therefore comes from joint analysis: why does a given solution work, what resources are required to implement it and which of its elements can be transferred to another environment?

Knowledge exchange understood in this way strengthens all institutions. Universities do not have to design every process independently from scratch. They can draw on the experience of their partners, then develop it and pass it on.

Learning does not end with a diploma

An important area of Q-Helix's work is lifelong learning. The changing labour market means that competences acquired during studies increasingly need to be updated after only a few years.

New technologies, the energy transition, artificial intelligence and social change mean that employees must regularly update their knowledge or acquire entirely new qualifications. Universities are therefore becoming partners not only for young people beginning their education, but also for people returning to learning at later stages of life.

A European alliance can offer much more in this area than a single institution. Partners can combine their specialisations, develop short courses, joint modules and flexible development pathways.

For such solutions to be credible, however, they must be based on clear quality principles. Participants should know what competences they will acquire, how these will be confirmed and whether they will also be recognised outside the university providing the course. The discussion about lifelong learning is therefore simultaneously a discussion about trust in new forms of education.

Artificial intelligence needs rules

One of the most important topics of the meeting was the responsible and ethical use of artificial intelligence in education and research.

AI can support the preparation of teaching materials, personalise the learning process, assist with data analysis and accelerate research work. It can also increase the accessibility of education, for example through automatic translation, transcription or adapting content to the needs of different users.

The same tools, however, raise questions about authorship, independent work, data protection, algorithmic transparency and responsibility for decisions.

Prohibiting the use of AI will not stop its development. Uncritical adoption of the technology is not a solution either. Universities need rules that will enable them to use its potential while protecting the integrity of education and research.

Common Q-Helix guidelines are particularly important because students and researchers may participate in activities organised by several universities. It is difficult to build a shared educational space if each institution defines acceptable uses of artificial intelligence in completely different ways.

A common point of reference is therefore needed, one that takes into account both technological possibilities and fundamental academic values.

Research quality means responsibility

The Alliance does not focus exclusively on education. The quality of scientific research is equally important.

International projects require agreement on principles concerning methodology, data collection, authorship of publications, ethics and the sharing of results. Partners must also take into account differences in regulations and procedures in individual countries.

Common standards are not intended to restrict research freedom. Their purpose is to create conditions in which researchers can cooperate without uncertainty concerning fundamental principles.

This is particularly important in interdisciplinary projects. Researchers representing different disciplines may understand differently how results should be documented, data shared or individual authors' contributions identified.

A culture of quality helps reveal and discuss these differences before they become a source of conflict. In this way, procedures do not replace trust – they help build it.

WSB University as leader

Q-Helix comprises eleven institutions representing different parts of Europe. The partners come from Poland, Germany, Slovakia, Kosovo, Romania, Belgium, Lithuania, France, Ukraine and Portugal.

WSB University serves as the leader. This means responsibility not only for coordinating the schedule and flow of information, but also for supporting partners in building a common vision of development.

The leader of a European alliance must bring different perspectives together. It should create space for discussion, respond to partners' needs and ensure that joint decisions lead to results that can be applied in every institution.

It is also an opportunity for the University itself to develop. Leading an international partnership strengthens staff competences, increases the institution's visibility and makes it possible to participate in shaping new models of European higher education.

WSB University is not merely a participant in international cooperation in this process. It co-creates its principles and direction.

From a meeting to a shared institution

The two-day meeting in Portugal was part of a much longer process. Participants planned the Alliance's further strategic development, the deepening of relations between partners and joint activities for the coming months.

Regular meetings are necessary because a culture of quality is not created by adopting a document once. It requires continuous verification of whether agreed solutions work, what results they produce and where changes are needed.

A European university is built on trust

The European Universities Initiative encompasses dozens of alliances and hundreds of higher education institutions across Europe. Its scale demonstrates that academic integration is no longer an experiment conducted by a small group of universities. It is becoming one of the main directions in the development of European education.

Creating a genuinely shared academic space, however, requires more than funding, mobility and new digital platforms. It requires trust.

Trust confirmed by a decision. WSB University can educate international students

The internationalisation of a university does not begin with a recruitment campaign. Its foundations are legal compliance, efficient procedures, responsible recruitment and the safety of students arriving from other countries. A positive decision by the Ministry of the Interior and Administration confirms that WSB University meets the requirements necessary to continue educating international students.



Five years of authorisation

On **28 April 2026**, WSB University received a decision from the Minister of the Interior and Administration approving the University as an institution authorised to recruit international students and enable them to continue their studies.

This is not merely formal permission to conduct recruitment. It confirms that the University meets the legal, organisational and administrative requirements associated with educating people arriving in Poland.



The assessment covers the conditions in which the teaching process is carried out, the way students are supported and solutions ensuring the legality of their residence and studies.

Recruitment as a commitment

Admitting an international student means assuming responsibility that extends beyond issuing an admission decision. Candidates must receive reliable information about the programme, language requirements, costs, study rules and formalities related to residence. Documents should be properly verified and the candidate's competences assessed before they begin their studies. After arrival, students need efficient administrative support, access to university systems and assistance in understanding how things work in a new country.

The quality of internationalisation is therefore measured not only by the number of people admitted. Far more important are their safety, academic progress and ability to participate fully in university life.

A campus where 71 countries meet

Approximately 2,800 international students from 71 countries study at WSB University. Such a large community changes the University's everyday functioning. Internationalisation is present in classrooms, projects, events, student organisations and interactions between staff members.

Students can take advantage of programmes taught in foreign languages and participate in exchanges, international internships and projects implemented jointly with international partners. The University offers 28 programmes in English, cooperates with institutions in 85 countries and implements 14 international projects.

Some students can also obtain double degrees – Polish and international – increasing the recognition of their qualifications on the international labour market.

Diversity that requires action

The mere presence of people from many countries does not yet create an integrated community. Activities are needed to facilitate adaptation, develop intercultural communication and prevent exclusion.

International students sometimes face language barriers, different teaching styles, new procedures and the need to build a network of contacts from scratch. The University must also prepare its staff for this diversity. Teaching an international group requires clear communication, awareness of different educational experiences and the ability to respond to misunderstandings arising from different cultural norms.

Well-managed diversity benefits the entire community. It allows students to learn to cooperate with people representing different perspectives even before entering the labour market.

A decision opening the next stage

The positive decision of the Ministry of the Interior and Administration confirms that the requirements have been met, but it also imposes an obligation to maintain high standards.

For the next five years, WSB University will be able to develop its international offer, continue recruitment and increase the participation of international students in teaching and research projects.

The most important outcome, however, will not be the number of admission decisions issued. It will be the creation of an environment in which a student arriving from another country receives not only a place on a programme, but also a genuine opportunity to learn, develop and participate in university life.

The university as a prototyping workshop. What is WSB University learning from Aalto Design Factory?

A lecture hall is not always the best place to learn innovation. Sometimes what is needed is a workshop, a prototype, a real problem and a team made up of people representing different disciplines. Ten WSB University staff members visited Aalto Design Factory in Finland to see how to design education in which students not only learn theory but also use it to create solutions.

A factory that does not manufacture objects

Aalto Design Factory operates at Aalto University and is one of the world's most recognised centers developing innovative approaches to education.

The word "*factory*", however, does not refer to a traditional manufacturing plant. It is an environment in which students, teachers, researchers and external partners jointly design, test and improve solutions.

For more than 15 years, a model of education based on interdisciplinary work has been developed there. Students representing different fields combine their knowledge to respond to real social and business problems. The visit took place as part of the project "Teaching Excellence – WSB University Staff Development Programme".

First the challenge, then the knowledge

The traditional model of education often begins with teaching theory and only later demonstrates its possible application.

Challenge-based learning reverses this order. The starting point is a specific challenge. Students must determine what they do not yet know, what data are needed and which disciplines' knowledge they should draw on.

This approach does not mean abandoning theory. On the contrary, it demonstrates why theory is necessary. Knowledge becomes a tool for understanding the problem, evaluating ideas and designing a responsible solution.

During the visit, WSB University staff learned about methods for designing interdisciplinary educational experiences and the Design-Based Education approach.

A prototype instead of a perfect plan

The programme included workshops, meetings with representatives of **Aalto University** and visits to creative spaces and modern prototyping laboratories.





Prototyping teaches that the first idea does not have to be perfect. What matters more is creating a version that can be shown to the user, tested and improved. In education, such an approach changes the way errors are perceived. An error is not merely evidence of a lack of knowledge. It can become information indicating which element of a solution needs to be reconsidered.

Students thus learn to experiment, accept feedback and gradually improve results. These competences are particularly important in a world in which organisations cannot predict every change and must rapidly test new solutions.

Disciplines need to talk to one another

Contemporary challenges rarely belong to a single field. Designing a sustainable city requires knowledge of engineering, management, psychology, economics and public policy. The development of medical technology must take into account patient needs, law, data security and the capabilities of the healthcare system.

Aalto Design Factory therefore creates conditions for cooperation between students representing different specialisations. The point is not for everyone to become an expert in every field. What matters most is the ability to explain one's own knowledge to others and recognise when a solution requires competences that one does not possess oneself.

AI and the future of education

The visit also included discussions about changes brought about by artificial intelligence, digitalisation and sustainable development.

AI can take over some tasks related to searching for information, preparing content and analysing data. This makes competences that cannot be reduced to generating an answer even more important: critical thinking, problem formulation, cooperation, responsibility and assessment of the consequences of proposed solutions.

A modern university should therefore not merely teach students how to use new tools. It must create situations in which students use technology consciously and are able to question the result they receive.

The inspiration gained in Finland is intended to be used to develop teaching methods at WSB University, particularly in the areas of challenge-based learning, interdisciplinary work and future competences.

The most important outcome of the visit will not be copying the Finnish model. It will be adapting its best elements to the needs of students and programmes delivered at WSB University.

Brussels designs the European university. WSB University participates in the most important conversation

The European university of the future will not be a single institution confined within the borders of one country. It is intended to be a space in which students can more freely benefit from the offer of several universities and researchers can jointly conduct projects without obstacles created by different administrative systems. Representatives of Q-Helix participated in Brussels in a meeting of the leaders of all 73 European Universities alliances.

150 rectors and university presidents

On 10 June 2026, the European Commission organised the European Universities Rectors & Presidents High-Level Meeting in Brussels.

Approximately 150 rectors and university presidents representing all 73 European Universities alliances participated in the event.

Q-Helix was represented by **Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector of WSB University, and Prof. Mihone Kerolli, Rector of Public International Business College Mitrovica in Kosovo**.

WSB University serves as the leader of Q-Helix, an alliance bringing together 11 universities from 10 European countries.



Prof. Katarzyna Szczepańska-Woszczyna and Prof. Mihone Kerolli

From a project to European policy

The European Universities Initiative already encompasses nearly 650 higher education institutions from 35 countries. The scale of the initiative means that it cannot be treated as just another exchange programme. The alliances are intended to test solutions that may in the future change the way the entire European higher education system operates.

Universities are working on joint programmes, micro-credentials, mobility, research and models of cooperation with their wider communities and external partners. In doing so, they encounter barriers arising from differences in law, funding systems, rules for recognising qualifications and administrative procedures. The experience of the alliances is therefore becoming an important source of knowledge for the European Commission. It shows which solutions work and which require changes at national or European level.

European Degree: a shared promise

One of the topics of the meeting was the concept of the European Degree. A European degree would confirm completion of a programme jointly delivered by institutions from different countries. For students, this would mean access to the knowledge, staff and infrastructure of several universities. In practice, however, creating such a solution requires agreement on learning outcomes, recruitment rules, assessment, quality assurance and recognition of qualifications. It is not enough to design an attractive programme. Trust between institutions and regulations allowing them to operate across borders are needed.

Mobility without an administrative labyrinth

Participants also discussed talent mobility and reducing legal and administrative barriers. A student or staff member undertaking an activity in another country may still encounter differences concerning documentation, insurance, recognition of periods of study or employment.

Each of these obstacles may appear technical. Together, however, they can effectively limit participation in mobility and hinder the development of an international programme. Alliances such as Q-Helix make it possible to analyse these problems on the basis of the experiences of specific people. As a result, the discussion is not about abstract procedures, but about the situations of students, lecturers and researchers genuinely trying to benefit from the shared European academic space.

Competences for a competitive Europe

The discussions covered future competences, innovation in education, research and the role of universities in increasing Europe's competitiveness.

New technologies are changing professions and ways of organising work. At the same time, Europe is facing the energy transition, ageing populations and growing global competition.

Universities must not only respond to these changes, but also help shape them: conduct research, develop innovation and prepare people capable of operating under conditions of uncertainty.

An international alliance can achieve more in this area than a single institution. It combines the specialisations, infrastructure and experience of partners operating in different regions.

Q-Helix at the European table

The presence of Q-Helix representatives in Brussels means an opportunity to participate directly in the discussion about the future of the initiative.

WSB University does not limit itself to implementing solutions designed by others. As the leader of the Alliance, it presents its own experience and participates in consultations on the directions of development of European education policy.

This is a responsible role. Solutions being tested in alliances today may in the future influence how people study and conduct research throughout Europe.

Q-Helix is therefore not merely a project involving 11 universities. It is one of the laboratories in which the European university of the future is being created.

A diploma that crosses borders. International graduates of WSB University begin a new chapter

They came from different countries, chose different programmes and followed different paths. What connected them were their studies, projects, examinations and everyday life within WSB University's international community. On 22 July 2026, graduates of first- and second-cycle programmes received their diplomas during a formal ceremony in Auditorium Maximum.



The culmination of several years of study

The ceremony brought together graduates of the Dąbrowa Górnicza campus, representatives of the University authorities, supervisors, academic teachers, families and friends.

Diplomas were awarded to graduates of first-cycle programmes in International Relations, Management and Computer Science.

Second-cycle studies were completed by graduates of **Management, Computer Science, Financial Management and Accounting, and English in Management**. The ceremony began with the entrance of the WSB University Senate procession.

Graduates and guests were welcomed by **Prof. Łukasz Sułkowski, President of WSB University**. In his address, he highlighted the importance of the knowledge, skills and experience that graduates would use in developing their future career paths.

Studying in a foreign country

For international students, completing a programme often means overcoming additional challenges. They must not only master the subject matter and meet academic requirements, but also adapt to a new education system, communicate in a foreign language and build a life away from their previous environment. A diploma therefore confirms more than the completion of a programme. It is also evidence of adaptability, perseverance and the ability to function in an international environment.

Success takes many forms

During the ceremony, individuals with particularly high academic results and authors of the best diploma theses were recognised. In the 2025/2026 academic year, at the request of supervisors and reviewers, the authors of **34 diploma theses** received distinctions. Seven graduates received awards for very good academic performance. Individuals whose activity went beyond traditionally understood academic achievements were also recognised. **Benazir Akmatova** received the **Global Spirit Award** for outstanding representation of WSB University in the international community and for her bachelor's thesis devoted to the importance of storytelling in sales and brand campaigns.

Percival Mahwaya received the **Ambassador of Positive Energy Award**. His master's thesis concerned the use of machine learning to predict crime hotspots and support decisions concerning the deployment of public-security resources.

The best in their programmes

Graduates with the highest grade averages in individual programmes were also recognised during the ceremony. Awards were presented to **Iryna Yarmoliuk, Emiliia Yakovlieva, Areeha Usman, Harsh Rawat, Amro Shehada, Turkan Shahbazova and Jenefer Yago**. Behind every grade average are hundreds of hours of study, project preparation, teamwork and meeting the demands of successive semesters.

Public recognition of the best results matters not only to those receiving awards. It shows the entire community that consistency and high-quality work are recognised.





The end of studies, the beginning of responsibility

The culminating moment of the ceremony was the presentation of diplomas by supervisors and representatives of the University authorities.

Graduates are entering the labour market at a time of dynamic technological and social change. Some will remain in Poland, others will return to their home countries or choose another place in the world.

Regardless of their decision, they will use competences developed in an international environment: intercultural communication, independence, the ability to cooperate and readiness to operate in new conditions.

They are also becoming part of the global community of WSB University graduates. Their future careers, projects and decisions will be among the most important measures of the quality of the education they have received.

The ceremony was therefore not merely a farewell. It was a moment of passing on responsibility for what the graduates will do next with their knowledge.

COST Actions – WSB University in European research networks

WSB University is consistently strengthening its presence in international scientific cooperation networks. One important example of this activity is the participation of University researchers in COST Actions, European research networks bringing together researchers of the world of science, experts and practitioners from many countries around current social, technological, health, educational and economic challenges.

The involvement of WSB University staff in COST Actions supports the development of international research, knowledge exchange, preparation of joint publications, participation in working groups and the building of project partnerships. In the 2025/2026 academic year, this activity was further strengthened by the participation of WSB University researchers in new COST Actions concerning, among other things, **simulation-based education in healthcare, artificial intelligence governance, the digital transformation of the built environment, and the social impact of design and new models of ownership and organisational responsibility.**

WSB University researchers participating in ongoing and newly launched COST Actions include

Karol Jędrasiak, PhD, Eng.

- Management Committee Member for COST Action No. CA25145, *Simulation Education And Research Collaborative in Healthcare* (SEARCH).
- Management Committee Member for COST Action No. CA25157, *AI-Governance, Use, and Impact for a Dynamic European R&I Ecosystem* (AI-GUIDE).

Aneta Kochanowicz, PhD

- Management Committee Member for COST Action No. CA23153, *Digital Mental Health for Young People* (YouthDMH).

Prof. Jerzy Kochanowicz, PhD, DSc

- Management Committee Member for COST Action No. CA21120, *History of Identity Documentation in European Nations: Citizenship, Nationality and Migration* (HIDDEN); Working Group member in COST Action No. CA22127, *COllaboratively DEveloped culturallY Appropriate and inclusive Assessment tool for Palliative Care EDUcation* (CODE-YAA@PC-EDU).
- Management Committee Member for COST Action No. CA23120, *Religious Identity, Bullying and Wellbeing at School: A Transnational Collaboration* (ORBIT).
- COST CA25175, *High Impact Research on Adherence and Morality* (HIRAM).

Iwona Krzyżewska, PhD, Eng.

- Management Committee Member for COST Action No. CA23157, *European Network for Multiple View Life Cycle Sustainability Assessment* (MultiViewLCSA).

Joanna Kurowska-Pysz, PhD, DSc, Professor at WSB University

- Management Committee Member for COST Action No. CA24170, *Building Resilient Rural Communities through Synergy of Traditional Knowledge and Technological Innovation* (SMART-RURAL).
- Management Committee Member for COST Action No. CA25158, *TECHnological Transformation of the Built Environment. Understanding Digital Innovations* (Tech-TO.BE).

Paulina Polko, PhD, DSc, Professor at WSB University

- Management Committee Member for COST Action No. CA24154, *Networking European Security Knowledge* (NetSec).

Lubomira Trojan, PhD

- Management Committee Member for COST Action No. CA25154, *Reframing the Social Impact of Design* (ReSIDe).

Joanna Wójcik-Chodorowska, PhD

- Management Committee Member for COST Action No. CA25166, *STONE — Steward-Ownership Network* (STONE).

The participation of WSB University researchers in COST Actions demonstrates the interdisciplinary nature of the research conducted at the University and its strong connection with the principal directions of European research development. The presence of WSB University representatives in networks concerned with health, education, security, migration, artificial intelligence, sustainable development, design and digital transformation strengthens the University's international recognition and creates opportunities for the further development of research and project cooperation.

The current involvement of WSB University researchers in COST Actions builds on the experience gained in previous years. University staff previously participated in now-completed Actions in the CA18, CA19 and CA20 series, developing research cooperation in areas important to European academic and social debate. Those involved in these initiatives included Aneta Kochanowicz, PhD; Karol Kujawa, PhD; Joanna Kurowska-Pysz, PhD, DSc, Professor at WSB University; Olga Nowotny-Czupryna, PhD, DSc, Professor at WSB University; Paulina Polko, PhD, DSc, Professor at WSB University; Prof. Robert Socha, PhD, DSc; Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University; Michał Szyszka, PhD; Lubomira Trojan, PhD; and Maciej Witkowski, PhD, DSc, Professor at WSB University. Activities to date have covered a broad spectrum of topics: from social inclusion, migration, security and social development, through physical activity, housing and cultural heritage, to social memory, education and research practices. These achievements demonstrate that, for WSB University, participation in the COST programme is not an isolated activity but a permanent element of research internationalisation, partnership building and strengthening the University's recognition in Europe.

Academic publishing and journals

WSB University Press publishes scholarly works arising from the research and teaching activities of University staff. It is included in the ministerial list of publishers of peer-reviewed scholarly monographs. Publications are available as e-books and in open access. WSB University researchers also publish with leading Polish and international publishers, including PWN, Difin, Polskie Wydawnictwo Ekonomiczne, Springer, Logos Verlag and Routledge.

The University publishes two English-language academic journals: **"Forum Scientiae Oeconomia"**, covering economics, management and quality sciences, and **"Security Forum"**, addressing security, defence, political science and public administration. It also co-publishes **"Exlibris Biblioteka Gerontologii Społecznej"**, an international, peer-reviewed open-access journal devoted to ageing and social gerontology. All three titles are included in the ministerial list of academic journals.

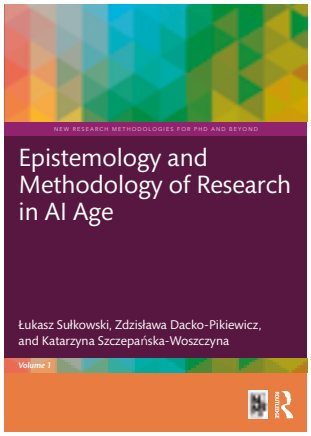
"Forum Scientiae Oeconomia" recognised internationally



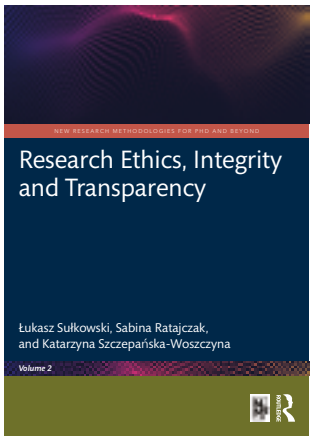
Indexed in Scopus, *Forum Scientiae Oeconomia* achieved a Q1 ranking in the 2025 SCImago Journal & Country Rank in Multidisciplinary, Cultural Studies and Law. Among Polish journals, it ranked 4th in Business, Management and Accounting, 5th in Economics, Econometrics and Finance, and 26th overall among 612 journals assessed. These results confirm its international standing and interdisciplinary reach.

New books from international publishers

WSB University researchers contribute to a series of publications addressing research methodology in the digital age. The books support doctoral students, early-career researchers and methodology lecturers, combining theoretical foundations with practical guidance:

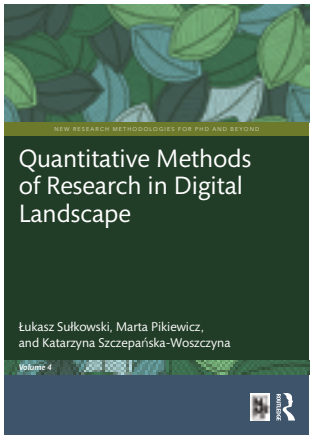


Epistemology and Methodology of Research in AI Age examines how AI, digital platforms and big data are changing research design, knowledge creation and researchers' ethical responsibilities.



Research Ethics, Integrity, and Transparency addresses informed consent, data protection, bias and open science.

Quantitative Methods of Research in Digital Landscape presents statistical methods, from descriptive statistics to regression modelling and factor analysis.



Qualitative Methods in Digital Inquiry explores online qualitative research, including virtual ethnography, netnography and visual approaches.

Academic Writing, Visualization, Presentation, and Publishing of Research guides readers through communicating findings, preparing publications and navigating peer review.

Further publications connect research with practical challenges. **Managing Organizational and Societal Challenges of AI: Insights from Education and Cyber Security** analyses the opportunities, risks and responsible use of AI, the Internet of Things and

big data in education, management and security. **Railway Safety Management: Systems, Practices, and Emerging Trends** combines safety and maintenance management, risk assessment and European case studies to support railway professionals, researchers and students.

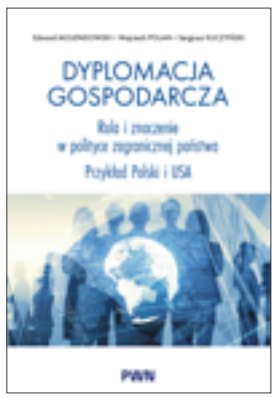
Publications with leading Polish publishers

Recent monographs by WSB University researchers address urban development, international relations, institutional communication and education:



The Resilience of Smart Cities in the Context of the Energy and Climate Transition

presents the author's 4T+ model, combining technology, human and social capital, institutional and territorial conditions, and resilience. It draws on research among residents of the Upper Silesian–Zagłębie Metropolis.



Economic Diplomacy. Its Role and Significance in the State's Foreign Policy. The Examples of Poland and the USA

examines the legal foundations and practical operation of economic diplomacy.



The Image of Social Assistance in Media Discourse, Institutions' Communication Practices and the Beliefs of Their Representatives

investigates media representations of social assistance and the communication practices shaping institutions' public image.



Teachers — Students — Parents: Mutual Interactions at School. A Social-Cognitive Perspective

combines theoretical and empirical findings to support effective teaching, classroom management and cooperation with parents.

The smart city monograph is financed under the project supporting WSB University's development in line with the needs of the green and digital economy. The other three monographs are supported by state budget funding allocated by the Minister of Science and Higher Education under the Wektory Nauki programme.

Research as a driving force of the economy. WSB University at the European Economic Congress



22–24 April 2026

The 18th European Economic Congress took place at the International Congress Center and Spodek in Katowice. This year's edition brought together more than 20,000 participants, both in person and online, and 1,350 speakers across 220 sessions and accompanying events.

One of the important topics was the role of research in building a modern and resilient economy. WSB University was represented by Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University, and Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University.

Prof. Zdzisława Dacko-Pikiewicz participated in a panel on Polish research. The discussions focused on the challenges currently facing universities, businesses, central and local government administration, as well as the funding of efforts to address the most important challenges facing civilisation and the development of the economy, research and higher education.



Marcin Kulasek, PhD, Minister of Science and Higher Education



The panel also included Marcin Kulasek, PhD, Minister of Science and Higher Education, who pointed out that a strong economy needs three foundations: people, technology and research. It was emphasised that economic development cannot take place without investment in research, competences and solutions developed within the academic community.

The European Economic Congress also provided an opportunity to discuss the university of the future. Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University, participated in discussions devoted to the impact of artificial intelligence and future technologies on higher education, as well as how state policy on AI development will shape the operation of universities.

WSB University representatives took part in the debate on the importance of research for economic development and on preparing society and business for future challenges.



WSB University as a knowledge partner of the 15th European Congress of SMEs

27–28 October 2025

How can small and medium-sized enterprises develop in a reality increasingly shaped by new technologies, changing employee expectations and a growing need for innovation? Answers to these questions were sought by the participants of the 15th European Congress of Small and Medium-Sized Enterprises, held at the International Congress Center in Katowice. WSB University participated in the Congress



as a knowledge partner and contributed to its programme. University experts addressed issues important to contemporary enterpreneurs: innovation management, competence development in the age of artificial intelligence, leadership, communication and the implementation of digital technologies in small businesses.

Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University, participated in a discussion on innovation management in small and medium-sized enterprises against the backdrop of European challenges.

Karol Jędrasiak, PhD, Eng., Deputy Director of WSB University's Technology Transfer Center, spoke about the future of education and competences in the age of AI, as well as the practical dimension of digital transformation in small companies. Prof. Monika Bąk-Sosnowska, Director of WSB University's Center for Psychosomatics and Preventive Healthcare, addressed the subject of new generations of employees and the competences of the leader of the future, while Prof. Krystian Dudek highlighted the role of the owner's personal brand in business development. Congress participants could also visit the WSB University stand and speak with University representatives about its educational offer, cooperation with the business environment and opportunities to develop professional competences.



Humanisation of medicine - an idea put into practice

13 October 2025

A conference devoted to the humanisation of medicine was held at the headquarters of the Ministry of Health in Warsaw. It built on the ideas explored at the First Congress on the Humanisation of Medicine in 2022. Guests representing universities educating future healthcare professionals, accreditation bodies and research institutions debated the challenges of implementing new education standards in behavioural and social sciences, communication and professionalism.

WSB University was represented at the conference by Prof. Katarzyna Szczepańska-Woszczyna, Vice-Rector for Research and Education at WSB University, who is actively involved in promoting the humanistic dimension of medical education.

For years, WSB University has emphasised the importance of humanisation in medicine. The Prof. Kazimierz Imieliński Multidisciplinary Medical Simulation Center operates at the University's headquarters in Dąbrowa Górnicza.

The conference provided an opportunity to exchange experiences, identify the strengths and weaknesses of the implementation of humanistic standards, and establish shared directions for the development of education in medical programmes.







Prof. Zbigniew Izdebski, Chair of the Scientific and Organising Committee of the First Congress on the Humanisation of Medicine

WSB University's guests of honour

24 October 2025

WSB University hosted Włodzimierz Czarzasty, Deputy Marshal of the Sejm of the Republic of Poland, and Marcin Kulasek, PhD, Minister of Science and Higher Education. The visit was an important event both for the University and for the region's entire academic community. It provided an opportunity to discuss the future of higher education in Poland and present WSB University's development.

During the meeting with WSB University's authorities and researchers, the University's development directions and issues relating to the planned amendment to the Higher Education Law — crucial to the future of universities and the academic community — were discussed. The discussion focused on the needs and challenges of contemporary universities, as well as opportunities to strengthen the quality of education and support innovation.

Ministerstwo Nauki
i Szkolnictwa Wyższego

The meeting was also attended by:

- Ms Monika Sikora — Undersecretary of State at the Ministry of Development Funds and Regional Policy;
- Mr Łukasz Komoniewski — Mayor of Będzin;
- Mr Marcin Bazylak — Mayor of Dąbrowa Górnicza.

One element of the visit was a presentation of the Prof. Kazimierz Imieliński Multidisciplinary Medical Simulation Center, WSB University's modern teaching facilities. The Center constitutes an important element in the education of future specialists and enables students to acquire practical skills in conditions close to real-life settings.

The meeting concluded with discussions on further cooperation and activities supporting the development of higher education. It was a valuable opportunity to exchange experiences, define shared goals and emphasise the role of universities in shaping modern education.



Marcin Kulasek, PhD, Minister of Science and Higher Education



Włodzimierz Czarzasty, Deputy Marshal of the Sejm of the Republic of Poland




Akademia WSB
WSB University



Collegium Medicum — developing the region's healthcare workforce

Collegium Medicum — the Faculty of Medicine at WSB University — consistently responds to the needs of the regional healthcare system. It combines the education of future doctors, nurses, paramedics, physiotherapists and cosmetology specialists with the expansion of modern teaching facilities, cooperation with healthcare providers and initiatives supporting residents' health security. The scale of these activities is best illustrated by the nearly 4,000 students currently preparing for healthcare-related professions.

Cooperation with hospitals and other healthcare facilities plays an important role in this process. Through it, students gain experience in real clinical settings, learn how medical teams organise their work and prepare for professions for which demand remains high. Partnerships with the medical community also enable degree programmes to be consulted with practitioners and education to be adapted to the changing needs of patients, healthcare providers and the labour market.

Investment, staff and clinical facilities — potential for the region

The development of Collegium Medicum is based on simultaneously strengthening three areas: teaching and research infrastructure, academic staff and clinical facilities. In the 2025/2026 academic year alone, the value of undertakings associated with expanding facilities for medical programmes amounted to PLN 33,585,515.87. The investments are being implemented through two projects co-financed from public funds:

- **"EduMed — Modernisation and Equipment of WSB University's Teaching Facilities in Dąbrowa Górnicza in Connection with Increased Admission Limits for Medical Studies" — an undertaking financed from the National Recovery and Resilience Plan, with a value of PLN 14,707,492.99;**
- "EduTrend — Modern Education for the Future of the Economy" — a project co-financed by the National Center for Research and Development, with a value of PLN 18,862,878.09.

The implementation of both undertakings increases the capacity to educate successive cohorts of students and prepares the University to deliver classes at increasingly advanced stages of medical education.

An important element of this development is the allocation of the building at 36 Marii Konopnickiej Street, adjacent to WSB University's main headquarters, to basic science and biomedical laboratories. The 2,000 m² building provides space for classes, research and projects carried out jointly by staff, students and external partners. Bringing the laboratories together in one location supports interdisciplinary cooperation and enables the efficient use of specialist equipment.

Infrastructure investment is accompanied by the systematic development of academic staff. The Collegium Medicum team is being strengthened by recognised researchers, experienced specialist doctors and experts with extensive achievements in teaching, clinical practice, laboratory work and research. Their knowledge and practical experience improve the quality of education, enable the development of new research areas and allow students to become involved in research projects. Expanding the staff also means creating highly skilled jobs and further strengthening the region's medical research community.

At the same time, the network of healthcare providers cooperating with WSB University is expanding. It is based on large multidisciplinary hospitals in the Silesian Voivodeship, including Zagłębie Clinical Hospital in Czeladź, St Barbara Provincial Specialist Hospital No. 5 in Sosnowiec, Zagłębie Oncology Center in Dąbrowa Górnicza and the District Hospital in Zawiercie. Further agreements and clinical departments, including those established at Provincial Specialist Hospital No. 3 in Rybnik, broaden students' access to a range of hospital departments and medical specialities. This cooperation also strengthens the links between the University and the regional healthcare system by involving experienced doctors in educating the future healthcare workforce.

Through the simultaneous development of infrastructure, staff and clinical facilities, WSB University is increasing its capacity to educate more students without reducing the quality of classes. This is directly relevant to the region, where demand remains high for doctors, nurses, paramedics, physiotherapists and other healthcare professionals.

The infrastructure under development includes spaces corresponding to successive stages of medical education:

Dissection facility and anatomy laboratories — expanding existing facilities

Medical students already have access to extensive anatomy teaching facilities, including a dissection facility and anatomy laboratories. The equipment includes, among other things, female and male cadavers and body parts preserved in formalin, as well as three-dimensional anatomical models: adult and child skeletons, bones, and models of the brain, spinal cord, vertebral column, head, eye, ear, heart, lungs, kidneys, skin, reproductive organs and joints. Students can also use an anatomy table and sets presenting individual elements of the skeletal system.

Traditional learning methods are complemented by advanced digital platforms: Elsevier's Complete Anatomy and 3D Organon VR Anatomy. Complete Anatomy provides an interactive model of the human body comprising approximately 17,000 three-dimensional structures. It enables users to analyse the body's structure in different planes, observe the functioning of muscles, bones and the heart, make virtual sections and use microanatomical models, descriptions, quizzes and tests. In turn, 3D Organon VR Anatomy brings anatomy learning into a virtual reality environment, enabling spatial exploration of structures, their isolation, rotation and magnification, and examination of the relative positions of organs and systems. With both solutions, students can repeatedly analyse even hard-to-access structures and prepare more effectively for working with anatomical specimens.

The existing anatomy teaching facilities have been further expanded. The dissection facility has been equipped with:

- a formalin tank with a lifting mechanism, designed for two whole-body anatomical specimens;
- two whole-body anatomical specimens preserved in formalin;
- a set of partial anatomical specimens preserved in formalin;
- a plastinated head specimen for teaching and research purposes;
- a set of dissection instruments.

The Dry Anatomy Laboratory has, in turn, been enhanced with:

- an extensive set of plastic anatomical models enabling spatial analysis of the structure of selected organs, systems and structures of the human body and their relative positions;
- specialist furniture and equipment supporting the organisation and delivery of classes.

The new equipment enables students to learn anatomy by combining work with real anatomical specimens, plastinated specimens and three-dimensional models with the use of an anatomy table and interactive digital tools.

Basic Science and Biomedical Laboratory Complex

The modern laboratory complex significantly expands educational opportunities for students on medical programmes, combining the study of theoretical foundations with independently conducting experiments, analysing biological material and interpreting research findings. Specialist equipment enables classes to be delivered in conditions corresponding to those in contemporary diagnostic and research laboratories.

The new infrastructure also strengthens the research potential of WSB University, which holds research category A in medical sciences and B+ in health sciences. The laboratories provide facilities for interdisciplinary basic, biomedical and preclinical research, the implementation of grant-funded projects, the development of cooperation with Polish and international centers, and the production of academic publications. They also open up new opportunities for student research societies, whose members participate in research teams' work and develop their own projects. The complex comprises:

- the Genetics Laboratory;
- the Proteomics Laboratory;
- the Microbiology Laboratory, comprising a microbiology and microscopy laboratory, a cell culture laboratory, a culture media preparation room and a sterilisation room;
- the Histology Laboratory, including a microscopy and histology laboratory;
- the Physiology Laboratory;
- the Biophysics Laboratory;
- the Biochemistry Laboratory;
- the Laboratory Diagnostics Laboratory;
- the Molecular Biology Laboratory.

Genetics Laboratory (Molecular Biology)

Specialist facilities for DNA and RNA research and the analysis of molecular mechanisms underlying physiological and disease processes. The equipment includes an Auto-Pure Mini automated nucleic acid extraction station, a Real-Time PCR (qPCR) thermal cycler, a microvolume spectrophotometer for assessing DNA/RNA concentration and purity, agarose gel electrophoresis systems, a laminar flow cabinet, refrigerated centrifuges with rotors for tubes and PCR plates, and facilities for storing material at –80°C.

Main research areas:

- mRNA and miRNA expression profiling and assessment of changes in gene expression in response to ischaemia, hypoxia, oxidative stress, medicinal substances and other interventions;
- identification of molecular disease biomarkers and potential therapeutic targets;
- analysis of polymorphisms and selected genetic alterations in the context of disease susceptibility and pharmacogenomics;
- assessment of genotoxicity and DNA integrity, and of cells' molecular responses to environmental factors and xenobiotics;
- analysis of the expression of markers of apoptosis, proliferation, inflammation and angiogenesis;
- molecular detection of pathogens and monitoring the purity of biological material, including PCR detection of *Mycoplasma* spp.

Proteomics Laboratory

The Proteomics Laboratory provides facilities for protein isolation, separation, detection and quantitative or semi-quantitative analysis, as well as the assessment of enzymatic activity. Its equipment includes a bead homogeniser for preparing biological material, a UV-VIS spectrophotometer, SDS-PAGE/Native-PAGE protein electrophoresis and Western blot systems, a multimode microplate reader operating in absorbance, fluorescence and chemiluminescence modes, an automated plate washer, a multichannel laser fluorescence scanner and microscopy facilities.

Main research areas

- profiling proteins and signalling pathways using Western blotting, including the analysis of selected post-translational modifications;
- determination of cytokines, chemokines, growth factors, hormones, inflammatory markers and other biomarkers using microplate-based methods, including ELISA;
- studies of oxidative stress, protein damage and antioxidant enzyme activity;
- assessment of the mechanisms of action of medicinal and biologically active substances at the protein level;
- studies of protein–biomaterial interactions and biological responses to new medical materials.

Combining proteomic analyses with genetic studies and cell models makes it possible to move from an observed change in gene expression to an assessment of its consequences at the level of proteins and cell function. This approach strengthens the translational nature of research into disease mechanisms and potential therapeutic strategies.

Microbiology Laboratory

WSB University's Microbiology Laboratory provides specialist facilities for studying microorganisms and identifying them using classical, proteomic and molecular methods. The infrastructure enables the entire research process to be conducted: from preparing biological material, making specimens and culturing microorganisms, through their identification, to in-depth protein and genetic characterisation.

Laboratory equipment and use

A key element of the infrastructure is the MALDI-TOF MS system, which enables rapid identification of microorganisms based on characteristic protein profiles.

Main research areas

- identification and differentiation of microorganisms using MALDI-TOF MS;
- microbiological characterisation of biological and environmental material;
- comparison of classical, proteomic and molecular methods for identifying microorganisms;
- analysis of microbial protein profiles;
- molecular identification of microorganisms and analysis of selected DNA fragments;
- detection of selected genes associated with virulence, toxicity and resistance to antimicrobial agents;
- studies of biofilms and microbial responses to selected biologically active substances and environmental factors;
- studies of the microbiome and its potential relationship with human health, in cooperation with the other laboratories.

Interdisciplinary research areas

The laboratory's infrastructure can also be used in a project concerning the significance of the gut–brain axis and the microbiome in ischaemic brain diseases. The microbiological component may include the characterisation of microorganisms, while subsequent research stages may be conducted using the Genetics, Proteomics and Cell Culture Laboratories, enabling the assessment of changes at the molecular, protein and cellular levels in an integrated environment.

Cell Culture Laboratory

The Cell Culture Laboratory enables the cultivation, banking and monitoring of mammalian cell cultures, including both continuous cell lines and primary cells, under controlled environmental conditions. The equipment includes Class II laminar flow cabinets, incubators with CO_2 and O_2 regulation enabling research under normoxic and hypoxic conditions, a liquid nitrogen cryopreservation system, an automated cell counter, phase-contrast and fluorescence microscopy, a holographic microscope for label-free Live Cell Imaging, and equipment for measuring transepithelial/transendothelial electrical resistance (TEER).

Main research areas:

- in vitro models of the blood–brain barrier and intestinal barrier on Transwell inserts, with assessment of their integrity using TEER;
- modelling hypoxia and other ischaemia-related conditions, and real-time analysis of cellular responses;
- studies of the cytotoxicity, biocompatibility and biological compatibility of materials, preparations and potential therapeutic substances;
- Live Cell Imaging — analysis of cell proliferation, migration, morphology and death without the need for labelling;
- drug screening and assessment of the efficacy of new and repurposed substances in 2D and 3D models;
- studies of the effects of hypoxia on inflammatory processes, angiogenesis, metabolism and cell survival.

The Cell Culture Laboratory provides a bridge between molecular research and potential clinical applications. Cooperation with the Genetics and Proteomics Laboratories enables the same experiment to be analysed at the levels of cellular phenotype, RNA expression and protein expression, creating coherent facilities for basic, preclinical and translational research in health sciences.

The Histology Laboratory expands the existing microscopy and histology laboratory, equipped with research microscopes and specimens used in student education. The expansion of the facilities broadens their functions: in addition to observing prepared specimens, it enables the entire process of preparing tissue material for microscopic examination to be carried out, from tissue fixation and processing, through paraffin embedding and cutting thin sections, to staining and mounting specimens.

The laboratory is used in classes in histology, cell biology, microscopic anatomy and pathomorphology. The successive stages of work are made possible by:

- a vacuum tissue processor;
- a paraffin tissue embedding station;
- a semi-automatic rotary microtome;
- an integrated staining and coverslipping center;
- a laboratory fume hood;
- an ultra-low-temperature freezer operating down to −80°C;
- a liquid nitrogen Dewar vessel.

The other laboratories forming part of the complex — the Physiology Laboratory, Biophysics Laboratory, Biochemistry Laboratory, Laboratory Diagnostics Laboratory and Molecular Biology Laboratory — are gaining new space at 36 Konopnickiej Street and additional equipment. Bringing them together in one location creates coherent facilities for basic science teaching, conducting experiments and laboratory analyses, and developing interdisciplinary research.

The Basic Science and Biomedical Laboratory Complex is complemented by a research animal facility, which extends research capabilities from cellular and molecular analyses to in vivo studies. Appropriately prepared and controlled conditions enable preclinical research, including the assessment of disease development mechanisms, the body's responses to various factors, and the efficacy and safety of potential therapeutic methods. The animal facility supports research projects conducted in accordance with applicable ethical standards and animal welfare requirements.

Biochemistry Laboratory

The Biochemistry Laboratory provides research and teaching facilities for analysing biological material and assessing metabolic, enzymatic, inflammatory and oxidative processes. Its equipment includes, among other things, a haematology analyser for multiparameter blood analysis, a UV/VIS spectrophotometer, a fluorometer, protein electrophoresis and analysis equipment, a microplate reader, laboratory centrifuges, a homogeniser and pH meters.

The laboratory enables haematological, biochemical, spectrophotometric and fluorometric analyses, determination of enzymatic activity and electrophoretic protein separation. The infrastructure also enables the assessment of oxidative stress parameters and antioxidant capacity, including SOD, CAT, GPx, GSH, lipid peroxidation products and TAS/TOS, as well as selected markers of inflammatory, metabolic and regenerative processes.

Main research areas

- oxidative stress and the body's antioxidant capacity, and their relationship with age, lifestyle, physical activity, nutrition and health-promoting interventions;
- changes in biochemical and haematological parameters and their relationship with participants' health status;
- carbohydrate, lipid and protein metabolism, enzymatic activity and protein profile analysis;
- inflammatory and regenerative processes and ageing, including research into healthy ageing and longevity;
- assessment of the effects of nutritional, physiotherapeutic and cosmetological interventions and the action of biologically active substances.

Human Functional Assessment and Physiotherapy Laboratory

The laboratory enables objective assessment of human functioning, particularly the musculoskeletal system, muscle activity, balance and posture, as well as selected parameters of the circulatory, respiratory and nervous systems and the sensory organs. Its equipment includes, among other things, the EMOTION EMG 3D-4CH system, a pedobarograph, podoscopes, balance assessment platforms, a Stabilizer, goniometers, a cervical spine range-of-motion measurement system, a cycle ergometer and heart rate monitoring devices.

The physiology equipment includes a 12-lead electrocardiograph, cardiac monitors, blood pressure monitors, stethoscopes, peak flow meters and equipment for assessing body composition and basic metabolic parameters. Research capabilities are expanded by a screening audiometer, a perimeter, an autorefractometer/refractometer, a retinoscope, tonometers, a gonioscope, ophthalmoscopes, Snellen and Ishihara charts, and equipment for basic neurological examinations. Portable ultrasound machines can be used in functional assessments in accordance with the adopted protocol.

Main research areas

- musculoskeletal function and muscle activity — EMG, range of motion, motor control and responses to interventions;
- posture, foot function and load distribution — pedobarographic and podoscopic examinations;
- balance, proprioception and postural control, including factors associated with fall risk;
- exercise physiology — cardiovascular and respiratory responses to physical activity;
- assessment of physiotherapy effectiveness using a before-and-after design, encompassing kinesitherapy, manual therapy, suspension exercises and selected physical therapy methods;
- healthy ageing and prevention of functional decline — mobility, exercise capacity, muscle function and physiological parameters.

Skin Diagnostics and Cosmetology Laboratory

The Skin Research and Cosmetology Laboratory provides specialist facilities for non-invasive, objective and repeatable studies of the skin's physiological, biomechanical and morphological parameters. The equipment includes Cortex Technology and Courage + Khazaka systems, equipment for assessing pigmentation and melanin, the Nati V3 system, dermatoscopes — including Neviscope — Wood's lamps, magnifying lamps, a Dino-Lite camera, the Zemits Skin Analysis System and the DermaVision AI 3D skin analyser.

Main research areas:

- skin physiology and epidermal barrier function — hydration, transepidermal water loss (TEWL), pH, sebum and relationships between skin parameters;
- skin ageing processes — elasticity, biomechanical properties, pigmentation, hydration and skin surface structure;
- pigmentation and pigmentary changes — quantitative assessment of melanin and erythema, and dermatoscopic imaging;
- the effects of lifestyle and environmental factors on skin parameters;
- assessment of the effectiveness of cosmetological interventions, topical preparations and biologically active substances;
- healthy ageing and prevention — relationships between skin condition and metabolism, oxidative stress, inflammation and systemic parameters.

A particular strength of the laboratory is the ability to combine instrument-based skin diagnostics with biochemical and haematological analyses, markers of oxidative stress and inflammation, protein profiles, gene expression and cellular responses. This enables interdisciplinary research into skin physiology, regeneration, psychocosmetology, metabolism, ageing and the effectiveness of health-promoting interventions, strengthening WSB University's research potential in the discipline of health sciences.

New capabilities at the Multidisciplinary Medical Simulation Center

The Prof. Kazimierz Imieliński Multidisciplinary Medical Simulation Center has gained new specialist laboratories that significantly expand opportunities for students' practical education. Spaces have been created for simulated surgery, intensive clinical care, prehospital medicine, gynaecology and paediatrics, ophthalmology, battlefield medicine and the delivery of OSCE examinations.

Students can repeatedly practise medical procedures, decision-making and teamwork in these facilities without compromising patient safety. The new infrastructure also enables the development of interprofessional classes in which students of medicine, nursing, emergency medical services and physiotherapy jointly work through clinical scenarios. In this way, they learn communication, the appropriate allocation of tasks and cooperation within an interdisciplinary therapeutic team.

Simulated Surgery and Operative Procedures Laboratory

The laboratory enables a complete surgical scenario to be conducted: from preparing the patient and inducing anaesthesia, through performing the surgical procedure, to postoperative care and responding to sudden complications. Conditions resembling a real operating theatre allow technical skills, decision-making and cooperation within the surgical team to be practised simultaneously.

The laboratory contains, among other things:

- a high-fidelity surgical manikin;
- an operating table;
- an ultrasound simulator;
- mobile laparoscopic trainers;
- an anaesthesia machine;
- a defibrillator and cardiac monitor;
- panels simulating medical gas installations;
- a system for recording simulations and conducting debriefings.

Intensive Clinical Care Laboratory — ICU

The laboratory enables students to engage with dynamic scenarios involving the care of patients in immediately life-threatening conditions: from monitoring vital signs and providing mechanical ventilation to recognising sudden deterioration and undertaking life-saving interventions. Joint scenarios involving students from different programmes reproduce the work of a therapeutic team and teach decision-making, communication and the appropriate allocation of tasks under time pressure.

The laboratory contains, among other things:

- a high-fidelity patient simulator with a mechanical ventilation function and the capability to perform simulated ultrasound examinations;
- a specialist intensive care bed with a complete set of accessories;
- a turbine ventilator enabling ventilation in different modes;
- a manual defibrillator compatible with the simulator;
- equipment for monitoring vital signs.

Prehospital Medicine and Medical Transport Simulation Laboratory

The central element of the laboratory is a full-size, brand-new Type B or C electric ambulance with a specialist medical conversion. This is neither a mock-up nor a stationary replica of an ambulance interior, but an actual vehicle corresponding to the ambulances used by emergency medical teams, including the Regional Ambulance Service. Students can therefore practise in the authentic, confined space of the patient compartment, learning equipment positioning, securing the patient, performing procedures during transport and team cooperation in conditions corresponding to paramedics' everyday work.

The ambulance has been equipped with, among other things:

- an advanced LIFEPAK 15 monitor-defibrillator;
- a turbine transport and emergency ventilator enabling ventilation in modes including IPPV, SIMV and CPAP, as well as PEEP adjustment;
- a dual-syringe infusion pump;
- X-Flare emergency warning lights with an automatic signalling system;
- specialist emergency medical backpacks.

The laboratory makes it possible to recreate the entire sequence of prehospital care: from arriving at the scene, through assessing and stabilising the patient, to transport and handover to hospital staff. Scenarios can be carried out jointly by students of medicine, emergency medical services and nursing, reproducing cooperation between an emergency medical team and hospital personnel.

Gynaecological and Paediatric Simulation Laboratory

The existing clinical simulation laboratory for gynaecological and paediatric procedures has received additional equipment, enabling more complex, multi-stage scenarios involving the care of pregnant women, childbirth and neonatal care, including in the event of sudden complications.

Students were already using an advanced newborn simulator, a delivery bed with a neonatal section and a gynaecological examination chair. The laboratory's equipment has now been expanded to include, among other things:

- a high-fidelity childbirth simulator comprising an adult female simulator and a newborn simulator;
- a newborn cot;
- an ultrasound machine equipped with four probes;
- a system for recording simulations and conducting debriefings.

The new ultrasound equipment enables classes in the fundamentals of diagnostic imaging in obstetrics and gynaecology, as well as examinations of the abdominal cavity, cardiovascular system and superficial organs.

Ophthalmic Procedures Simulation Laboratory

From the first examination of the fundus to training in precise microsurgical procedures, the laboratory enables students to follow the entire ophthalmic training pathway without risk to patients. Through virtual reality, they can repeatedly practise individual tasks, improve movement precision and hand–eye coordination, and immediately analyse their mistakes. Realistic images of pathological changes teach them to notice details that, in clinical practice, may determine an accurate diagnosis and the preservation of a patient's sight.

The laboratory contains:

- ophthalmoscopy simulators for learning to examine the fundus and recognise changes affecting the visual system;
- a perimeter enabling visual field examinations to be performed and interpreted;
- a Fidelis ophthalmic surgical simulator using virtual reality technology to teach precise ophthalmic procedures.

Battlefield Medicine Laboratory

The laboratory enables students to engage with realistic scenarios in which care is provided under time pressure, in high-risk conditions and with limited access to medical resources. Students learn to establish priorities quickly and perform procedures that determine a casualty's survival: from controlling massive haemorrhage and securing the airway to decompressing a tension pneumothorax and managing a patient with extensive multiple-organ injuries.

Realistic manikins enable procedures to be repeated, the effectiveness of interventions to be assessed, and teamwork to be practised during medical evacuation and the provision of care in high-risk environments.

The laboratory's equipment includes, among other things:

- manikins for controlling massive haemorrhage;
- wound dressing and bleeding control trainers;
- limb trainers for learning haemorrhage control;
- airway management simulators;
- head manikins for intubation training;
- chest drainage manikins;
- tension pneumothorax decompression simulators;
- trauma torso manikins.

OSCE Examination Laboratory for the Medicine Programme

The laboratory enables Objective Structured Clinical Examinations — OSCEs — to be conducted. During the examination, students perform specified tasks at uniformly prepared stations and are assessed according to standardised criteria. This makes it possible to assess, objectively and reproducibly, not only knowledge but, above all, practical clinical skills, the correct performance of procedures, decision-making and communication with patients.

The OSCE stations have been equipped with, among other things:

- advanced airway management trainers;
- cricothyrotomy and emergency tracheotomy trainers;
- peripheral and central intravenous access and vascular cannulation trainers;
- male and female urinary catheterisation trainers;
- gynaecological examination and speculum insertion trainers;
- a modular normal childbirth trainer;
- surgical suturing and minimally invasive surgery trainers;
- chest drainage and tension pneumothorax decompression trainers;
- massive haemorrhage control and abdominal examination simulators;
- defibrillation and cardioversion trainers.



Basic Life Support (BLS) Laboratory



Histology Laboratory







Modern ultrasound machine

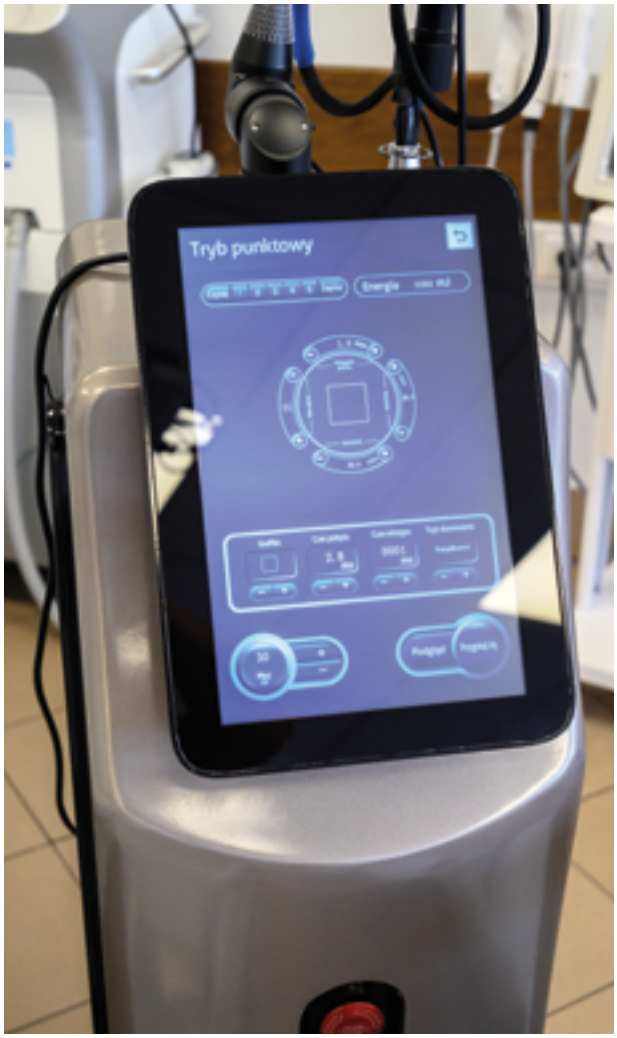


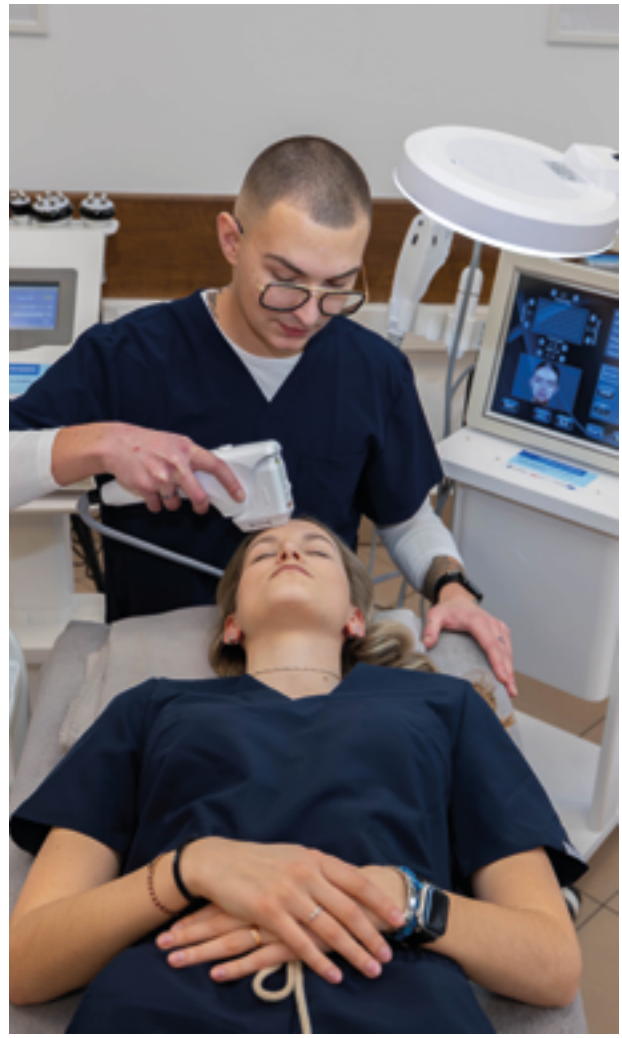
Ultrasound simulator













Skin Diagnostics and Cosmetology Laboratory



Skin Diagnostics and Cosmetology Laboratory



Dry Anatomy Laboratory









Anatomy table



Dissection facility



Student Government and Doctoral Student Government at WSB University

WSB University is developing the idea of a participatory university: a place where students and doctoral students acquire knowledge while also helping shape academic life. One of the most important elements of this process is the Student Government, which represents the voice of the student community and attends to its needs.

The Student Government serves as a link between students and the University authorities. Its representatives participate in discussions about the quality of education, study conditions and the day-to-day functioning of WSB University. They collect opinions, put forward proposals and help develop solutions that respond to students' needs.

The Student Government does more than represent students. It supports student initiatives, encourages involvement and brings the academic community together. The educational, cultural, sporting and social events it organises ensure that university life also takes place beyond lecture halls. Through these events, students develop their interests, gain new experiences and build relationships that often remain with them for years.

The members of WSB University's Student Government are:

- Dominika Maks, Chair;
- Maksymilian Tumulec, First Deputy Chair;
- Patrycja Jeleń, Second Deputy Chair;
- Maja Woszczyna, Secretary;
- Karolina Bubak, Treasurer.

Their commitment demonstrates that a university can be shaped together: through dialogue, openness to new ideas and student participation. Thanks to the Student Government's activities, the voice of the academic community is heard and translated into concrete initiatives and changes.

Doctoral Student Council in the 2025/2026 academic year:

- Chair: Aleksandra Samira-Gajny, MA;
- Deputy Chair: Magdalena Dróżdż, MA;
- Secretary: Fryderyk Pryjma, MA.

University after hours. Students' passions

Beauty, relaxation and supporting others. How I combine cosmetology with special education

I am a Cosmetology graduate and a second-semester Special Education student at WSB University. Although these programmes may seem far apart, for me they share one common denominator: a genuine concern for others and a desire to offer them meaningful help.

"My journey with cosmetology began with a youthful passion for skincare, which developed during my studies into a fascination with facial massage, particularly the Japanese Kobido technique. I love the moment when, through the right lighting, music, scent and touch, I create an oasis of peace and relaxation for someone. It is incredible that with every treatment I can see my own progress, and that gives me a great deal of motivation. A strong incentive to take action was a trip to FARMONA Wellness & SPA in Kraków organised by our Cosmetology Student Research Society. Watching the professionals there confirmed my belief that it is

precisely in spa environments like these that I want to build my professional future.

"I chose special education because I wanted to step outside my comfort zone and try something new. At present, I am most interested in speech and language therapy. I believe that the knowledge of anatomy and manual techniques I gained through cosmetology, combined with an educational approach, will give me a rare set of interdisciplinary competences in the future.

"Studying at WSB University is not just about lectures and practical placements. Above all, it provides opportunities to get involved, which have helped me believe in my own abilities. I had the opportunity to co-host the Fourth Scientific Conference 'Aesthetic Cosmetology of the Future', promote my programme at University events, participate in the Student Research Society and help organise projects for international students through the Erasmus Club. Since November 2025, I have served as Treasurer of the Student Government. If I were to sum up my time at the University, I would



say that it is a good place for anyone who wants to combine learning with passion. WSB University has given me the courage to take on new challenges and surrounded me with inspiring people."

Karolina Bubak

Cosmetology graduate and Special Education student, member of the Cosmetology Student Research Society, Treasurer of WSB University's Student Government

From China to Zagłębie. How I turn global experience into international business

"I have always known that I wanted to combine two paths that are important to me: advanced work with the English language and practical business and management competences. As an English teacher, I enjoy supporting others in developing and building their confidence. At the same time, I am passionate about management, planning and project work. The English in Management programme at WSB University allows me to combine these two worlds in a natural and practical way.



"However, it was primarily travel that shaped my approach to business and intercultural management. I am a bundle of positive energy, and the most significant experience of my life was spending eight years living and working in Asia. I lived in the coastal city of Shishi, near Xiamen, a place completely different from our Zagłębie region, where I taught English both at a

local school and at Minnan Ligong University (Minnan University of Science and Technology). There, I observed first-hand how Asian culture shapes approaches to management and education.

"When I began studying at WSB University, I greatly appreciated being able to share this practical knowledge directly with my group during management classes and discussions about the international working environment. Here, my experiences from Asia gained a solid academic foundation. Working in China taught me attentiveness, diplomacy and flexibility: qualities that are invaluable in global business and that I am now refining through the English in Management programme.

"My plans for the future? I want to be a bridge between the European and Chinese worlds. Through my network of contacts in Shishi and Xiamen and the management competences I am acquiring at WSB University, I will achieve my goals: organising educational trips and summer camps in China. I want to create opportunities for international cooperation and inspire others to cross boundaries boldly, both geographical and mental."

Magdalena Banasik

English in Management student

From artificial intelligence to board games. Technology with a human face

"My journey with new technologies began long before university. I caught the bug while attending a technical secondary school specialising in IT. Choosing Computer Science at WSB University was therefore a natural step, but it was higher education that opened doors I had never even considered before. Going on an Erasmus+ exchange completely refreshed my perspective and gave me international experience that I turned into social action. Inspired by that time, I became a co-creator of the Mocarne Dziewczyny project, established to support women in personal development and building their sense of self-worth.

"My everyday life revolves around technology, travel and modern entertainment, and my passions intertwine with my studies. At present, I am most fascinated by artificial intelligence, which is developing rapidly. AI and cybersecurity have become the foundation of my engineering thesis, in which I investigate so-called jailbreaks in artificial intelligence. I analyse the methods users employ to bypass safeguards and system barriers, which is highly significant for designing safe and responsible AI systems. Studying at WSB University gives me the space to explore very current topics.

"My technical side gets along well with my humanities-oriented nature and my love of games that do not require electricity. I am currently designing my own board game about sustainable development. I want to create a title that combines environmental education with engaging strategic gameplay.



"Studying Computer Science at WSB University has shown me that programming and technology are not just code, but also tools for changing the world and bringing unconventional ideas to life. After defending my engineering thesis, I plan to continue my education at master's level. I want to find a job that allows me to combine cybersecurity, AI and my social and creative projects. I know that, with the foundation I am building at the University, these plans are achievable."

Amelia Gałan

Computer Science student

Success with a human face. From international business to millions for philanthropy

"I am a graduate of the English-taught International Business, Trade and Marketing programme at WSB University. Today, my brother is pursuing a long-cycle master's degree in Economics at the University. I am very proud of him, and I know that with this foundation he will find his way in the labour market. WSB University offers real opportunities if you are willing to reach for them. Thanks to the knowledge shared by practitioners, the Erasmus and Camp America programmes,

and free EU-funded courses offered by the Careers Office, I ventured out into the world without feeling at a disadvantage.



"My career combines marketing, technology and management. Over the years, I helped develop the Ja,Rock platform and the CCFILMY studio. I worked for companies such as ING and coordinated marketing activities related to the mObywatel application for the Ministry of Digital Affairs. I was also involved in the global organisation Idealist.org, which mobilises millions of people around the world. Currently, in Łódź, I am implementing artificial intelligence tools, introducing gamification and building a global academy for young investors. This year, my business projects will reach 48 countries, while privately, pursuing my passion for travel, I will visit my 30th country.

"Although it sounds like a fairy tale, the road to the top was full of difficult moments. I come from Dąbrowa Górnicza, and life took me to work in Norway, Austria and various cities in Poland. At times when I lacked strength, WSB University proved to be not only a place of learning but also a safe haven. The University has a reliable support system: from means-tested scholarships and sports scholarships to assistance for people with disabilities. I received the Rector's Scholarship for high academic achievement, and I know that within these walls, no one is left alone with their problems. Studying at WSB University showed me that we are defined not by our falls, but by how we rise after them. With the knowledge and support this University provides, many goals become achievable."

Angelika Bławat

Graduate of International Business, Trade and Marketing

Navigating Global Markets. How Resilience and International Business Create Corporate Impact

"I chose to pursue a Master's degree in International Business Management out of a deep-seated passion for global markets and cross-cultural corporate dynamics. With my prior background in business, entering this field felt like a completely natural progression. I am incredibly glad that I had the opportunity to study a programme officially accredited by EFMD, which guarantees top-tier international standards of education. Currently, I work as a Sales Analyst for a UK-based team, a role that grants me incredible international exposure and the daily opportunity to analyze global data while interacting with diverse stakeholders from around the world.

"In terms of academic achievements, completing and successfully defending my Master's thesis at WSB University stands out as my proudest milestone. Back in my home country during my Bachelor's studies, writing a formal thesis was not standard practice. Navigating this new academic milestone was both intense and rewarding, but thanks to the invaluable guidance and mentorship of my supervisor, Mr. Laeeq, I successfully defended my research with an excellent grade of 4.5.

"My professional journey has always been a story of resilience and rapid growth. Before relocating to Poland, I worked in India as a Key Account Manager for one of the country's leading performance-driven companies. My primary goal upon moving was to fully immerse myself in the European corporate ecosystem, test my



strengths, and build a truly international career. The transition required immense adaptability. To support myself while studying full-time, I balanced my rigorous academics with part-time jobs at McDonald's, Pizza Hut, and KFC.

"All that hard work and perseverance paid off when I officially secured a full-time corporate role at BrainRocket as an Account Manager for the Middle East market. Since re-entering the corporate world, I have actively expanded my professional network within Poland by connecting with industry leaders, attending executive seminars, and building meaningful business relationships. Outside of the office, I keep my mind sharp and stay balanced by playing basketball and cricket.

"Looking ahead, my immediate plan is straightforward: I intend to solidify my expertise in my current corporate role over the coming year. Moving forward, my ultimate goal is to pursue a Ph.D. focusing on global supply chain management, diving deeper into the research and operational mechanics of how modern businesses scale. Poland has rapidly become one of Europe's primary tech and business hubs, making it the perfect ecosystem for my future endeavors. Merging my practical corporate experience with an advanced doctoral degree will allow me to connect all the dots, combining real-world industry insights with academic research to create a lasting impact on the future of international business."

Hassan Raza Husain

Graduate of the EFMD-accredited Master's program in International Business Management

From a passion for gaming to marketing strategies. Management in the world of games

"I am currently a third-year Management student, specialising in Digital Marketing and Sales Management. My journey to this point began at a technical secondary school specialising in advertising. The marketing industry felt like my natural environment from the outset, so continuing along this path at WSB University and turning it into a future professional career was a logical step.

"One of the most important moments during my studies was receiving the Rector's Scholarship. I worked very hard for it because I wanted to relieve my parents of the costs of my education. They were the ones who encouraged me to go to university, for which I am very grateful. WSB University showed me that effort and an ambitious approach to learning are genuinely appreciated here.

"However, my heart has belonged to computer games since I was very young. Ever since I first played on the family computer in the living room as a child, I knew this was my greatest passion in life. I have always been fascinated by how teams of programmers, graphic artists and composers work together to create unforgettable digital experiences. For a while, I even considered the process of creating games itself, but life ultimately led me towards the economic sciences. This did not stop me from combining my passion with my education. Thanks to the knowledge I am acquiring in Management, I began to analyse the gaming industry from another perspective: how games are advertised, what strategies publishers use and how they capture the attention of players around the world. My studies have given me the tools to break down the marketing of the biggest hits into its component parts.



"My plans for the future are clear. After defending my bachelor's thesis, I intend to continue my education at master's level at WSB University. At the same time, I want to take my first steps in junior marketing roles to build solid experience. My greatest dream is to work in the marketing department of a global computer games company. Creating advertising campaigns and promotional materials for new titles is something I could do throughout my life and find completely fulfilling."

Paweł Kopeć

Management student

Movement, passion and restoring function. Physiotherapy with a mission

"I study Physiotherapy at WSB University. Several factors influenced my choice of programme. On the one hand, I was inspired by my cousin, who gave me an inside view of the profession; on the other, by my own experience of working out at the gym. It was training that sparked my fascination with the human body, muscle mechanics and the limits of human physical performance. Physiotherapy gives me an incredible opportunity to explore the mysteries of the human body and immediately translate that knowledge into meaningful help for another person.



"Studying at WSB University has been my gateway to the world of research. I consider participation in national scientific conferences to be my greatest achievement so far. I had the opportunity to develop as a researcher and exchange experiences during the Fourth Interdisciplinary Scientific Conference 'Quality of Life as Affected by Disability', the Second Interdisciplinary Conference of Student Research Societies and the National Scientific Conference 'The Charms of Life's Autumn. How to Grow Old with Style'. I also co-led practical classes on falling safely and shared knowledge about injury prevention.

"My life revolves around sport, and my greatest personal passion is tennis. Alongside recreational play, which is my ideal way to reset, I officiate at Blind Tennis tournaments, tennis for blind and partially sighted people. It is a moving and unique experience that allows me to combine sport with supporting people with disabilities. These players' determination and commitment impress me every time and make being part of this community deeply rewarding.

"My professional plans after graduating from WSB University focus on geriatrics. I want to build my future around working with older people. They are a special group of patients for whom even the smallest progress in therapy can radically improve the comfort of everyday functioning and restore the joy of things we ordinarily take for granted. I intend to keep improving my qualifications so that I can translate the commitment and knowledge I have gained at the University into the most effective possible help for my future patients."

Paweł Groniecki

Physiotherapy student

A passion driven by the wind, surrounded by water

Sailing is a way to cope with stress, relax or spend holidays for Jakub Chrzanowski, a Computer Science student at WSB University. It is a passion that WSB University also supports. "I have taken part in competitions twice: the Silesian Academic Sailing Championships.



"To be honest, when I started my studies, I did not expect the University to give me the opportunity to pursue my passion for sailing. It was here that I met fantastic people from the Academic Sports Association, with whom I travelled to many different competitions. It was not just sailing; there was skiing and even chess!" lists Jakub Chrzanowski. His sailing journey began several years ago within a small family circle. Today, it continues under the flag of WSB University as well.

Jakub Chrzanowski

Computer Science student

Psychology in the saddle

What does psychology have in common with horse riding? This question is answered by Klaudia Pawlus, a Psychology student at WSB University who has been passionate about horses since childhood. "My idea of studying psychology came precisely from my fascination with horses.

"I used to give horse-riding lessons, and a boy came to me who really wanted to ride but had become frightened after a horse had bolted with him. We started learning from the basics, but the boy found it difficult to open up to me and find the courage to talk about his fears. This kind of communication is important because horses need riders to be courageous and decisive if they are to allow themselves to be ridden. In the end, we succeeded: the boy overcame his fear and still gets a great deal of pleasure from riding today. This gave me enormous satisfaction and prompted me to choose my degree programme at WSB University," explains Klaudia Pawlus.



As she adds, she can identify horses' problems within seconds; in Psychology, she is learning how to communicate effectively with people and understand their problems.

Klaudia Pawlus

Psychology student

WSB University scholarship recipients

I am a graduate of the first-cycle Cosmetology programme at WSB University, and since October 2025 I have been continuing my educational journey on the long-cycle Medicine programme. My choice of this path was fully considered: it was determined by the University's high position in the "Perspektywy" ranking and access to modern facilities, including the Medical Simulation Center. Studying at WSB University allows me to broaden my knowledge of the human being and develop my passion.I serve as Deputy Chair of the Cosmetology Student Research Society, through which I have participated in application studies, including research on the NACOMI Meso cosmetics line and microneedling procedures, and on the effectiveness of diode laser hair removal. I also feel closely connected to the organisational side of academic life. I have hosted and helped organise numerous scientific conferences, and I also appeared as a speaker at the Third Interdisciplinary Conference of Student Research Societies. I believe that combining medicine and cosmetology is the future, and I want to help shape it.



Agnieszka Pasek

Student on the long-cycle Medicine programme

Recipient of the Rector's Scholarship for academic achievements

Recipient of a scholarship under the Prof. Henryk Walica Special Scholarship Scheme for Academic Performance

"I am a triathlete specialising in long-distance events. I have won the Polish Champion title in my age group several times and won the HardaSuka Ultimate Triathlon Challenge, considered one of the toughest triathlons in Europe. In 2025, I became the youngest Polish woman in history to qualify for and compete in the IRONMAN World Championship in Hawaii, where I raced against the world's best athletes. Through determination, consistency and a passion for sport, I take on new challenges and demonstrate that perseverance and hard work lead to ambitious goals."



Izabela Żmuda

Eighth-semester Physiotherapy student

Recipient of the Rector's Scholarship for sporting achievements

"My name is Oliwier Łukaszczyk, and I study International Relations in English at WSB University in Dąbrowa Górnicza. I have completed my first year and am entering my second year, my third semester. For 11 years, I have practised a sport called skimboarding, which involves riding a board over a thin layer of water. My achievements include the European Skimboarding Championship title in the U16 category in 2021, third place in the European Championships in the Pro category in 2022, and three European Championship titles in the Pro category in 2023, 2024 and 2025. For four years, I have also been a skimboarding instructor. We set up tracks throughout Poland and beyond so that everyone can try this sport."



Oliwier Łukaszczyk

Bachelor's student in International Relations

Recipient of the Rector's Scholarship for sporting achievements

Recipients of scholarships from WSB University's Prof. Henryk Walica Academic Scholarship Fund



Talent is only the beginning. Support, the right people and opportunities to take action matter too. These are the foundations of the "Golden Student" programme, whose fifth edition has been launched by WSB University. The programme is intended for the best graduates of partner secondary schools who have been awarded Academic Scholarships under the Prof. Henryk Walica Academic Scholarship Fund. "Golden Students" can benefit from individual mentoring, development consultations, training and participation in research and University projects. The programme also helps them build portfolios, develop interpersonal competences and become involved in various initiatives.

The main principles of this year's edition were presented by Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment at WSB University. Another important element of the inauguration was a lecture by Michał Dziekoński devoted to discovering talents and their role in choosing a career path.

Scholarship recipients from previous editions, Wiktoria Szmytkowska and Julia Ciastoń, also shared their experiences. Their stories demonstrated that "Golden Student" is not merely the name of a programme, but also an opportunity for development, new contacts and the first substantial projects.

The initiative has been running at WSB University since 2020. Its objective is simple: to help the most ambitious students turn their potential into concrete skills, experiences and achievements.

Ninth edition of the Academic Legion

What is the Academic Legion?

The Academic Legion is a voluntary military training programme for students that has attracted considerable interest at Polish universities for years. It connects academia with national defence and enables young people to acquire military qualifications while still studying.

The programme is based on values such as patriotism, responsibility, discipline and solidarity. Participation in the Academic Legion brings not only prestige but also valuable character-building experience. Students learn the fundamentals of the functioning of the junior non-commissioned officer corps, soldiers' duties and rights, the principles of conducting combat operations, protection against weapons of mass destruction and issues relating to international humanitarian law applicable to armed conflicts. This knowledge proves valuable both in civilian life and in a potential career within the Polish Armed Forces.

In this year's ninth edition of the programme, officially launched in the 2025/2026 academic year, 21 candidates expressed their willingness to take on the challenge and submitted applications, including six from outside WSB University. Following a demanding period of study combining academic responsibilities with military discipline, all 21 participants completed the full theoretical training component and passed the final examination. Classes were taught by Lieutenant Robert Kora, a WSB University lecturer, soldiers from the 13th Silesian Territorial Defence Brigade in Katowice, and a warrant officer from the Military Police in Kraków. After completing the theoretical component, students could undertake practical training in military units, training establishments and training centers.

This stage culminated in a formal presentation of certificates confirming completion of the theoretical component, held at the University in Dąbrowa Górnicza on 23 May 2026. The well-earned certificates were presented jointly by Marek Walancik, PhD, DSc, Professor at WSB University, Director of the University's Center for Research and Education of Uniformed Services, and Lieutenant Tomasz Zygmunt, a representative of the Central Military Recruitment Center (CWCR).

Academic Sports Association

The 2025/2026 season was a season of consistency for WSB University's Academic Sports Association (AZS). Forty-five competition appearances, 655 points and fourth place in the overall standings of the Silesian Academic Championships demonstrate a club whose results are no accident. They are the outcome of broad representation, the work of numerous sports sections and regular point-scoring from autumn through to the end of the season.

WSB University's greatest strength was its diversity. University representatives scored points in strength sports, running, swimming, snowboarding, indoor rowing, athletics and team sports. Several disciplines produced individual results that can be regarded as the hallmarks of the entire season: victories by Ewelina Piecyk, Patryk Wiszniowski, Kamil Stachowicz and Mikołaj Orzeł; podium finishes by Fryderyk Pryjma, Martyna Persa and Piotr Konieczny; and strong performances by the women and men scoring points for the team.

WSB University's AZS ended the season with 275 members. This figure illustrates the club's scale well. It is no longer merely a team participating in competitions, but a community of students shaping the University's sporting identity. Maintaining its leading position among the region's non-public universities and remaining among the top institutions in the Silesian Academic Championships confirm that WSB University continues to be one of the most important centers of university sport in Silesia. The wide range of competition appearances and qualifica-





tions for the Polish Academic Championships shows that the season extended beyond the regional level. Futsal, football, swimming, athletics, powerlifting, snowboarding, skiing, cross-country running, climbing, shooting and beach volleyball together paint a picture of a club developing in many directions simultaneously. This versatility was the defining feature of the 2025/2026 season.







A record year for WSB University in the media

14,167 media mentions, 194 million audience contacts and PLN 84 million in advertising value. These figures describe a year of WSB University's presence in the media — and a brand that doubled its media presence within twelve months.

Between August 2025 and August 2026, WSB University appeared in the media 14,167 times, more than twice as often as in the preceding twelve months (6,868). Publication reach increased by 77%, to 194 million audience contacts. Advertising Value Equivalency, meaning the cost of purchasing the same exposure as advertising, reached PLN 84 million — PLN 37.4 million more than a year earlier. In everyday terms: 39 items a day, one every 37 minutes.

Television presence is growing fastest: 2,607 items, an increase of 143%. Radio recorded 814 items (+66%) and the press 414 (+28%). Together, these amount to 3,835 appearances in traditional media. Editorial teams invite WSB University experts into their studios because they can explain to audiences, with substantive expertise, issues such as the mechanism of inflation, a cyberattack or a change in employment law. Every such invitation results from our researchers' expertise, availability and credibility. Credibility cannot be bought. An advertisement can be commissioned; a quotation cannot. When a WSB University expert comments on events on a nationwide station, the message gains something no campaign can provide: independent, third-party confirmation of expertise. For a prospective student, this signals that lecturers are recognised in their fields. For a business partner, it shows that the University understands market realities. Traditional media account for just 27.1% of publication volume, yet they contribute the largest share of reach and AVE.

Every expert appearance is a building block in the University's brand. Over the past year, we have put 14,167 of them in place — and each contributes to WSB University's recognition.

Under the University's Roof - the world through experts' eyes

"Pod dachem Akademii" ("Under the University's Roof") is WSB University's current affairs series, in which University researchers and invited guests comment on current events and explain complex subjects in an accessible way.

More than 70 episodes have been produced to date. The series is interdisciplinary and grounded in current events: security and defence ("Between Provocation and War", "The Anti-Sabotage Shield", the SAFE programme, civil protection), health and medicine (mental health, cardiac surgery and artificial intelligence in medicine, Collegium Medicum), law and the economy (changes in legislation and taxation), politics ("2026: A Year of Political Clashes"), and technology and cybersecurity.

Over the past year, the studio has welcomed exceptional guests, including cardiac surgeon Prof. Michał Zembala, psychiatrist Prof. Marek Krzystanek, Police Major General Prof. Iwona Klonowska, Adam Kabiesz, MD, PhD, and Krzysztof Jan Klęczar, PhD, Eng., Governor of the Małopolska Voivodeship. By combining academic knowledge with practical experience, guests appearing "Under the University's Roof" have helped the current affairs series become a recognisable expert voice of the University online.



An academic path, professional success — doctoral and habilitation degrees



Inauguration of the 2025/2026 academic year for doctoral students

On 26 October 2025, WSB University in Dąbrowa Górnicza hosted the formal inauguration of the 2025/2026 academic year for doctoral students. It marked the beginning of another year of research within the Doctoral School and the Doctoral Seminar. The ceremony was opened by Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University, Vice-Rector for Research and Education, and Prof. Łukasz Sułkowski, PhD, DSc, President of WSB University and Head of the Doctoral School.

In their addresses, they emphasised the importance of research conducted at WSB University and the role of doctoral students in developing the academic community. The programme included an inaugural lecture entitled "The Road to Success. Per aspera ad astra", delivered by Prof. Marek Krzystanek, MD, PhD, DSc in Medical and Health Sciences. In his address, the Professor encouraged perseverance in



pursuing research goals and courage in undertaking new research challenges. Following the official part of the ceremony, doctoral students attended meetings with the Chairs of the Scientific Discipline Councils and the Heads of the Doctoral Seminar, as well as the first subject-specific lectures within the seminar for individual disciplines.

Conferment of habilitation and doctoral degrees

On 4 December 2025, a formal habilitation and doctoral degree conferment ceremony was held, during which diplomas were presented to holders of habilitation and doctoral degrees who had obtained their academic degrees at WSB University in the preceding academic year. The formal gala was opened by Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University, Vice-Rector for Research and Education, and Prof. Łukasz Sułkowski, PhD, DSc, President of WSB University and Head of the Doctoral School.

Iga Lehman, PhD, DSc, was awarded the degree of doktor habilitowany in the field of social sciences, in the discipline of management and quality sciences, on the basis of her scholarly achievements, including the monograph *Charismatic Leadership in Organizations. A Critique of Texts*.

Doctoral diplomas in social sciences were received by:

In the discipline of management and quality sciences:

- Piotr Rajfur, PhD, Eng. — supervisor: Katarzyna Hys, PhD, DSc, Eng., Professor at Opole University of Technology;
- Małgorzata Szeliga, PhD, Eng. — supervisor: Prof. Dagmara Lewicka, PhD, DSc;
- Katarzyna Kuna-Szyszka, PhD — supervisor: Magdalena Kraczla, PhD, DSc, Professor at WSB Merito University;
- Jarosław Graziadei-Darmas, PhD — supervisor: Tomasz Kafel, PhD, DSc, Professor at Krakow University of Economics;
- Izabela Karwala, PhD, Eng. — supervisor: Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University;
- Marcin Mazgaj, PhD — supervisor: Marcin Hernes, PhD, DSc, Eng., Professor at Wroclaw University of Economics and Business;
- Anuphat Thirakulwanich, PhD — supervisor: Sebastian Kot, PhD, DSc, Eng., Professor at Czestochowa University of Technology;
- Solomon Kunle Omogbemi, PhD — supervisor: Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University;
- Sylwia Gatnar, PhD — supervisor: Katarzyna Szczepańska-Woszczyna, PhD, DSc, Professor at WSB University;
- Maciej Kardas, PhD, Eng. — supervisor: Aleksy Kwiliński, PhD, DSc, Professor at WSB University;
- Dawid Pytel, PhD — supervisor: Justyna Bugaj, PhD, DSc, Eng., Professor at Krakow University of Economics;
- Jacek Woźnikowski, PhD — supervisor: Joanna Kurowska-Pysz, PhD, DSc, Professor at WSB University.

In the discipline of education:

- Justyna Wrzochul-Stawinoga, PhD — supervisor: Prof. Mirosława Nowak-Dziemianowicz, PhD, DSc;
- Dagmara Górecka, PhD — supervisor: Prof. Mirosława Nowak-Dziemianowicz, PhD, DSc;
- Robert Tyma, PhD, Eng. — supervisor: Marek Walancik, PhD, DSc, Professor at WSB University.

In the discipline of security studies:

- Alina Wołoch, PhD — supervisor: Prof. Robert Socha, PhD, DSc;
- Mariusz Staszczak, PhD — supervisor: Zbigniew Mikołajczyk, PhD, DSc, Professor at Cardinal Stefan Wyszyński University;
- Czesław Konieczny, PhD — supervisor: Adrian Siadkowski, PhD, DSc, Professor at WSB University;
- Artur Musiał, PhD — supervisor: Adrian Siadkowski, PhD, DSc, Professor at WSB University;
- Karolina Kołdys, PhD — supervisor: Prof. Eugeniusz Nowak, PhD, DSc;
- Kalina Lubas, PhD — supervisor: Ryszard Szynowski, PhD, DSc, Professor at WSB University;
- Szymon Noworyta, PhD — supervisor: Prof. Robert Socha, PhD, DSc.

Sylwia Gatnar, PhD, spoke on behalf of the newly conferred doctoral degree holders, thanking, above all, the professors, supervisors and reviewers for their continued support in developing academic careers. She also emphasised the role of doctoral dissertations, which can involve not only discovery but also the creation of theory and its implementation in practice.


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Executive MBA, MBA, ACCA and postgraduate programmes

Executive MBA in English

Partners:

POLITECNICO MILANO 1863

EY Academy of Business

- An opportunity to participate in a PRISM Brain Mapping assessment and receive an individual report on your mental resilience profile.
- A curriculum designed around current challenges and the specific nature of management practice, delivered by recognised experts and experienced business practitioners from Poland and abroad.
- Access to specialist knowledge and practical know-how, including modern solutions and tools supporting organisational development in artificial intelligence (AI), quality management in accordance with ISO 9001, GSSI, HRIS systems and business analytics.
- An opportunity to obtain recognised certificates confirming competences in process improvement and project management, including Green Belt and Black Belt certification in Lean Six Sigma.

Master of Business Administration

Partner: EY Academy of Business

- The curriculum was developed in cooperation with EY, one of the world's leading professional services firms in audit, tax, business and transaction advisory services.
- The programme addresses the latest trends and challenges facing contemporary organisations, including the development of artificial intelligence, digital transformation and data analytics.
- Classes based on real case studies, business experience and tools used in management practice enable participants to apply the knowledge acquired directly within their organisations.



"The Master of Business Administration programme, delivered in partnership with EY, is among the most prestigious programmes on the market, bringing tangible benefits. It prepares participants for the highest positions in companies and teaches strategic, coordinated thinking based on an established process architecture. It is intended for people who already have experience in business and management but want to broaden their knowledge and acquire new skills through practical learning based on specific case studies of successful companies."

Michał Błeszyński
FCCA, CIA Manager

Executive MBA for the water supply industry

Partner: Dąbrowskie Wodociągi

- An Executive MBA programme unique in Poland, dedicated to managers in the water supply and wastewater sector.
- A curriculum tailored to the specific nature of the water and wastewater sector, combining contemporary management knowledge with business practice.
- Practical management methodologies and solutions reflecting the specific operating conditions of water supply and wastewater companies.

MBA in Healthcare

Partner: EY Academy of Business

Patronage: Śląska Izba Lekarska w Katowicach

- Under the Regulation of the Minister of Health of 21 February 2022 on fulfilling the continuing professional development obligation of doctors and dentists, the MBA in Healthcare programme, whose partner is EY, offers the opportunity to obtain 66 educational credits.
- Comprehensive preparation for healthcare management, including the development of competences in strategic management, law and economics, taking account of the specific nature of the medical sector.
- Practical management tools and solutions supporting effective management of medical facilities and the improvement of organisational processes.
- A programme dedicated to healthcare management staff, including those responsible for organising, managing and supervising medical establishments.

ACCA in Polish — Financial Management and Accounting in an International Environment

Partner: EY Academy of Business

- A prestigious ACCA qualification pathway enabling participants to apply for exemptions from selected ACCA examinations and facilitating the acquisition of international qualifications in finance and accounting.
- Partnership with EY Academy of Business, providing access to the knowledge and experience of recognised experts and business practitioners.
- Comprehensive development of financial and management competences, encompassing practical knowledge of finance, accounting, taxation, budgeting, data analysis, corporate financing and risk management.
- A practical educational format based on workshops, enabling participants to apply the knowledge and tools acquired directly in professional practice.
- Specialist knowledge delivered in Polish, allowing participants to develop advanced financial and business competences in an accessible format.



"ACCA qualifications open the way to rapid career progression in finance in Poland and worldwide. Our programme provides credit for 9 of the 13 ACCA examinations within a single year! We currently offer people registering with ACCA for the first time discounts of 70% on ACCA Global fees."

Bartłomiej Dębek
EY Poland, EY Academy of Business,
Senior Manager

ACCA Strategic Professional

Partner: EY Academy of Business

- An opportunity to prepare for three ACCA examinations as part of the programme, supporting participants in obtaining the full ACCA qualification.
- ACCA's tradition of more than 120 years and its international character provide further confirmation of the prestige and recognition of the competences acquired.
- A programme focused on developing the management and business competences necessary for informed decision-making and effective organisational management, regardless of industry or location.
- All classes are delivered in English by experienced EY Academy of Business trainers.

Find out more by scanning the QR code

Teaching that responds to the challenges of the contemporary world

The labour market is changing faster than ever before. The development of artificial intelligence, digitalisation, economic transformation and the growing complexity of social problems mean that graduates are now expected to possess considerably more than specialist knowledge. As the World Economic Forum's *Future of Jobs Report 2025* indicates, the competences of greatest importance in the coming years will include analytical thinking, creativity, resilience and flexibility, lifelong learning skills, technological competences, systems thinking, and the ability to cooperate and solve complex problems. These are precisely the challenges shaping the development of teaching at WSB University.

From strategy to concrete action

Developing a modern educational model is one of the key elements of the University's strategy. Its aim is to create a learning environment that prepares students not only to practise a profession but, above all, to function in a world of constant change. The University is therefore consistently developing a teaching model based on several complementary pillars.

The first is problem-based education. An increasing number of classes are designed using Problem-Based Learning (PBL), Challenge-Based Learning (CBL) and Design Thinking, in which the starting point is a real problem requiring analysis, cooperation and the development of a solution. In medical programmes, we are developing high- and medium-fidelity simulation methodologies and case studies, particularly using UpToDate, one of the world's best medical case-study databases.

The second direction is education for sustainable development, which permeates curricula, teaching methods and planned student activities. This means integrating sustainable development issues into educational content across different programmes. For example, marketing students design social campaigns promoting responsible consumer attitudes, future managers analyse the impact of business decisions on stakeholders and the environment, transport students seek solutions supporting sustainable mobility and logistics, and students on medical programmes analyse opportunities to use telemedicine and new technologies to improve the accessibility and quality of healthcare while learning to recognise the associated ethical and organisational challenges. In education programmes, future teachers design activities developing children's and young people's social and civic responsibility, while Computer Science students analyse the ethical aspects of using new technologies and artificial intelligence. Sustainable development thereby becomes not only educational content, most commonly associated with ecology, but also a way of thinking about practising one's future profession responsibly.

The third direction we wish to develop is interdisciplinarity and transdisciplinarity. Contemporary challenges rarely fit within the boundaries of a single discipline, so we are placing increasing emphasis on designing classes taught by teams of teachers representing different areas of knowledge and involving partners from the social and economic environment. Interdisciplinarity is also expressed through the use of interprofessional therapeutic teams at Collegium Medicum — the Faculty of Medicine. Students of medicine, nursing, physiotherapy and emergency medical services participate in joint classes, working in mixed teams to analyse clinical cases and make therapeutic decisions. This model reflects the actual functioning of the healthcare system, where effective patient care requires close cooperation between representatives of different medical professions. Students thereby develop not only professional competences but also communication, cooperation and joint decision-making skills, together with a mutual understanding of the roles and responsibilities of individual professions.

Teaching Excellence in practice

Training, study visits, competitions and new projects for academic staff form part of WSB University's long-term teaching development strategy. Its aim is to build a culture of Teaching Excellence based on cooperation, the exchange of experiences and continuous improvement in educational quality.

In recent years, WSB University has created a comprehensive system for developing teaching competences. It includes training, online courses, mentoring programmes, individual training visits and participation in conferences on teaching methodology. Several hundred academic teachers have already benefited from different forms of support. The teaching development support team has also been strengthened by teaching methodology specialists and educational media specialists, who work with teachers on a daily basis to design modern classes.

We organised international study visits to universities and centers recognised as leaders in educational innovation: Nottingham Trent University (United Kingdom), POLIMI Politecnico di Milano (Italy), Eindhoven University of Technology (the Netherlands), Aalto University (Finland) and CERN IdeaSquare (Switzerland), for a group of 20 Teaching Ambassadors. Participants explored approaches to learning process design, Problem-Based Learning and Challenge-Based Learning, interdisciplinary education, cooperation with the social and economic environment, and the development of future competences.



Nottingham Trent University

The past year also demonstrated the enormous potential of our academic community. As part of the project "Teaching Excellence — WSB University Teaching Staff Development Programme", a competition was organised for good teaching practices in education for sustainable development. Teachers presented original approaches demonstrating how to develop students' social responsibility, systems thinking and ability to solve real problems. The most interesting practices will be published in a University-wide good practice database and become part of the online course *Education for Sustainable Development*, available to all teachers.



TU/e EINDHOVEN UNIVERSITY OF TECHNOLOGY

At the same time, a competition for interdisciplinary teaching teams was launched. Selected teams will begin work on new educational modules using problem-based methods and cooperation between different disciplines. Projects selected for implementation include classes bringing together students of psychology and management, emergency medical services and computer science, management and transport, and education and management. Each project involves working on an authentic challenge requiring consideration from different perspectives. Students will therefore learn from their teachers and from one another, developing the competences necessary to function in interdisciplinary teams: from cooperation and communication, through problem analysis, to joint decision-making. The solutions developed will be incorporated into teaching at WSB University, and their effects will be evaluated and progressively disseminated as examples of good practice.

The greatest value of all these activities is that they do not remain isolated initiatives. They are gradually becoming part of WSB University's everyday teaching practice, encompassing class design, cooperation between degree programmes and disciplines, and the building of a community of teachers who jointly test and implement teaching innovations.

From technology to designing the educational experience

The digitalisation of teaching at WSB University forms part of the University's broader digital transformation and focuses on how technology can strengthen students' educational experience. It encompasses the development of tools and platforms, as well as the design of classes, the organisation of learning, communication, cooperation and assessment.

Through the digitalisation of teaching, we can offer more personalised, flexible and practical educational experiences, better suited to the requirements of the contemporary world and learners' needs. Digital tools do not replace relationships, teamwork or direct contact with teachers; they expand the possibilities for organising and strengthening them. They enable learning in different places and formats, access to materials at any time, cooperation with others and better adaptation of learning methods to individual learning styles.

Technology that enables learning through experience

Digitalisation often raises concerns about moving away from experiential learning and is mainly associated with distance education. Yet well-implemented digital tools enable educational experiences that could not be organised safely or realistically without technology. An excellent example is the high-fidelity simulation method used in medical programmes at WSB University's Collegium Medicum.

Advanced manikins make it possible to create a realistic environment in which students must act much as they would in a real professional situation. During a simulation scenario, a simulation technician can continuously change the "patient's" vital signs, respond to students' actions and worsen or stabilise the patient's condition depending on the team's decisions. Students must analyse the situation, communicate, establish priorities, perform procedures and make decisions under time pressure. This enables them to participate in simulations of medical events they might not have an opportunity to observe in a hospital, or in which they could not participate because of the high risk involved.



It is possible to simulate cardiac arrest, sudden deterioration in a patient's condition, complications during a procedure, intensive care situations, obstetric events and the care of patients of different ages. Students can therefore repeatedly practise not only individual procedures but also ways of thinking, team communication and decision-making in dynamically changing situations.



Digitally supported debriefing is another important element of simulation. Scenarios are recorded using audiovisual systems, allowing participants to revisit specific moments after an exercise and analyse their decisions, communication and team responses. Technology therefore serves not only to create a realistic situation but also to deepen reflection on one's own actions.

Other advanced laboratories based on simulation methods serve a similar purpose, including the ad-

vanced crisis management laboratory for the National Security programme and the computer-based psychological assessment laboratory, which reproduces the work of a psychologist conducting formal assessments. From this perspective, technology allows our students to make decisions, make mistakes, observe their consequences and learn from them without taking unnecessary risks.

Digital support for PBL, CBL and Design Thinking

Digitalisation provides excellent support for active learning methods, including problem-solving approaches such as Problem-Based Learning, Challenge-Based Learning and Design Thinking.

In PBL and CBL, the digital environment can support the entire student work cycle: from access to data and source materials, through teamwork and consultations, to documenting the process, building prototypes, presenting solutions and receiving feedback. Technology expands opportunities to explore a problem, cooperate with others, work in teams, including geographically dispersed teams, and develop solutions in different places and at different times.

Moreover, these methods also encourage students to work with artificial intelligence, which can support information analysis, data organisation, hypothesis generation, the creation of personas and initial prototypes such as interface mock-ups, visualisations, service blueprints and process models. Artificial intelligence reduces the time needed to prepare successive prototype versions, allowing more attention to be devoted to analysing user needs, assessing whether a solution is appropriate and reflecting on its consequences.

Crucially, however, AI does not make decisions for students. Students must assess the quality of a generated proposal, verify its correctness, recognise its limitations, compare alternatives, critically evaluate it and justify their final choice.

Understanding artificial intelligence's capabilities and limitations, and being able to use digital tools consciously, are becoming important labour market competences, as demonstrated by reports on future competences, such as *Future of Jobs 2025*. We therefore want to show students how to use these tools responsibly, critically and in ways that genuinely support their work and development.

Data as a tool for better student support

The digitalisation of teaching also involves the increasingly extensive use of data to make decisions about education. Data on students' activity, experiences, progress and difficulties can help identify areas requiring support at an earlier stage. WSB University is developing solutions that enable analysis of the student journey from recruitment, through successive stages of study, to programme completion and contact with graduates.

We use digital tools to collect students' opinions at many stages of their education: during recruitment and after the first semester; every semester, students assess the quality of classes and placements; we also collect feedback after the final semester and two years after graduation. We analyse the "student journey" on the OnlineWSB platform to identify which activities students find most interesting, how much time they spend on particular tasks and which tasks they find most difficult.

For the coming year, we are preparing electronic attendance verification using QR codes, and new student dashboards will appear in the mStudia application.

The data collected are particularly important for recognising early signs of the risk of dropping out and initiating support before the problem becomes enternched. However, the aim is not simply to collect ever more data, but to use them responsibly to improve educational quality and build a more personalised student experience.

Developing WSB University teachers' digital competences

Technological development highlights the importance of teachers' teaching competences even more clearly. The design of learning, the selection of methods, the organisation of activities and the quality of interactions with students determine the educational value of digital tools. In education, we increasingly speak of AI pedagogy: the deliberate incorporation of artificial intelligence tools into learning in ways that support the acquisition of specialist competences, not only digital ones, as well as student engagement and critical thinking. The development of WSB University's digital environment is closely linked to investment in academic staff development. We have organised training in designing e-learning courses, using artificial intelligence in teaching, digital assessment tools and the creation of assessment rubrics, using various digital tools

and platforms supporting student group project work, and designing and using high- and medium-fidelity simulation methodologies. Our teachers will soon learn how to build AI agents and knowledge bases, use AI in research, and plan the verification of learning outcomes in ways that are "AI-resistant".

Over the coming year, we will train a group of teachers in HyFlex methodology. From this perspective, the digital transformation of teaching is primarily a transformation of pedagogical competences and only secondarily a technological one.

WSB University: sovereign intelligence and AI agents

Regulation and technology

Two parallel processes are shaping the transformation of the education sector. The first is technological: open-weight models released under MIT and Apache 2.0 licences have achieved quality comparable to closed models, and the gap that until recently justified sending data outside an institution is no longer decisive. The second is regulatory: the amendment to the Act on the National Cybersecurity System (Journal of Laws 2026, item 252), implementing the NIS2 Directive, entered into force on 3 April 2026 and triggered a schedule of obligations, from registration, through an information security management system, to the first audit.

Further provisions of the AI Act are also entering into force. Since 2 August 2026, the transparency requirements under Article 50 have applied, including the obligation to inform users that they are interacting with an AI system. The obligation to develop staff AI literacy under Article 4 has applied since February 2025. The high-risk regime, which expressly includes systems used in education in Annex III, was postponed from August 2026 to 2 December 2027 by Regulation (EU) 2026/1744, the so-called Digital Omnibus on AI. This postponement is not a suspension, however: preparing documentation, conformity assessments and human oversight takes months of work, and the national supervisory authority obtains the power to impose penalties on 28 October 2026.

Both processes lead to the same conclusion: control over where and how data are processed has ceased to be an institutional preference and has become a legal requirement.

Sovereign AI

The foundation of the solution is an internal AI system based on an inference server with a cluster of NVIDIA Blackwell GPUs using RTX 6000 Pro cards. Leading open-weight models run entirely within the University's infrastructure. A shared routing layer directs each query to a model suited to the task and the required confidentiality level, while Bielik — a Polish model developed by the SpeakLeash Foundation on ACK Cyfronet AGH infrastructure and released under the Apache 2.0 licence — handles tasks requiring the highest quality of Polish, familiarity with official language and cultural competence. WSB University participates in Eskadra Bielika, a SpeakLeash community initiative bringing together institutions implementing and jointly developing the model.

BIELIK.AI

There are three reasons for this decision:

- data sovereignty — student and staff data and research findings do not leave the University;
- cost predictability — inference costs cease to depend on the number of queries;
- compliance — simpler documentation of data flows and demonstration of compliance with NIS2 and the AI Act.

The University's IT architecture remains hybrid. AWS cloud services provide scalability, data storage and production systems; security is based on a Zero Trust model with a central AWS Security Hub, while the local cluster handles inference involving sensitive data.

MCP — the integration layer

A model without access to an organisation's data is an ordinary chat interface; a model with access to its systems is a working tool. The next stage was therefore to implement MCP, the Model Context Protocol, as a standard integration layer. Every significant University system provides its own MCP server with an explicitly defined catalogue of tools and resources, and every model or agent uses them in the same way. The systems therefore work with current data rather than knowledge acquired during training.

Strict security is the priority of this layer:

- separation of reading and writing — read-only access by default, with writing permitted only after human approval;
- the principle of least privilege — an agent can see only the resources required by its role;
- full auditability — every tool call is logged;
- resistance to prompt injection — document content is treated as data, never as instructions.

University AGI — agents specialised in organisational roles

University AGI operates on the MCP layer: a set of agents specialised in organisational roles, made available to staff through the Open WebUI interface. Each agent is a model equipped with a catalogue of tools appropriate to its area. The agent retrieves data from different University systems; staff do not select tools or construct database queries. They describe a task in natural language, and the agent determines what to retrieve and in what order. It then compiles the data into a report and additionally draws conclusions that may not be immediately apparent to a person.

The boundary remains clear: the agent compiles, analyses and recommends; a person makes the decision. The human-in-the-loop principle applies without exception wherever a decision concerns an individual student or staff member. It is complemented by the principle of least privilege in the MCP layer: an agent cannot access data outside the scope of its role.

Every staff member has their own AI assistant supporting everyday duties: accelerating document analysis and connecting facts scattered across several systems. The value lies not in the model alone, but in its access to relevant resources.

AI in teaching

For teaching and work with materials that do not contain sensitive data, the University has made Gemini for Education available to the entire community, together with Gemini Notebook, whose responses are restricted exclusively to materials specified by the user. The distinction is communicated explicitly: commercial cloud tools for teaching and productivity, and the University's own sovereign technology stack for administrative processes and personal data.

The University provides applicants and students with the round-the-clock MAIA assistant, which answers questions by searching a vector database built from verified University sources accessible through MCP. There are three design principles: transparency, meaning informing users that they are interacting with AI in accordance with Article 50 of the AI Act; a human in the loop, meaning that the assistant informs rather than decides; and the deliberate escalation of individual cases to a staff member.



Implementation is accompanied by a competence development programme. Article 4 of the AI Act requires organisations to take measures supporting the AI literacy of staff operating such systems. For the University, however, this is not merely a formal requirement but a condition for meaningful use of tools made available to several thousand people simultaneously.

Laboratories

The new AI Laboratory has been equipped with five workstations with RTX PRO 5000 Blackwell GPUs (48 GB VRAM) and 16 RTX 5080 GPUs, together with a complete production stack: PyTorch, TensorFlow, vLLM, Hugging Face, Ollama, LangChain and LangGraph, as well as tools for building custom MCP servers. Students working on their own cluster encounter quantisation, GPU memory management, latency and the cost per token expressed in kilowatt-hours. This is an engineering competence that cannot be acquired solely by using someone else's API.



The University's laboratory facilities are complemented by an Apple laboratory with Mac mini M4 computers. Students programme in Swift and SwiftUI in Xcode, completing the entire application release cycle for iOS, iPadOS, macOS and watchOS. The laboratory also supports AI applications specific to this platform: converting models for Core ML and the Neural Engine and running quantised open-weight models locally in MLX. In addition to Computer Science teaching, it is used by creative and multimedia programmes, for which macOS remains an industry standard.

Digital foundations

AI makes sense only when digital processes are organised: a model cannot support a process that does not exist. The process layer is therefore being developed alongside the intelligence layer. Further digital processes have been launched:

- **an electronic student file;**
- **a digital scholarship process;**
- the Knowledge Base — a system supporting research evaluation and collecting information on staff research achievements.

Summary

Digital sovereignty, identified by the European University Association as a priority for European higher education, is the ability to operate using technologies over which an institution retains control. It does not mean abandoning commercial tools; it means making a deliberate distinction between what can



be outsourced and what must remain within the University.

The question "Can we implement AI?" has been answered. The next stage concerns maturity: expanding University AGI with further agents and integrations, fully implementing the information security management system, preparing for the AI Act's high-risk regime and personalising education using data collected in one place and to one consistent quality standard. The greatest challenge will not be access to models, but sound judgement about what to use them for and what not to use them for.

International cooperation initiatives

Social innovation knows no borders

Can marketing help overcome barriers between generations, and can a mobile application become a tool for social change? How can a European university's experience be applied in Sub-Saharan Africa? A visit by WSB University representatives to Namibia University of Science and Technology demonstrated that international staff mobility can be more than an exchange of experiences. It can become the starting point for new projects, research and local innovations.

Two perspectives meet

Namibia University of Science and Technology, or NUST, has been a WSB University partner for years. It provides education primarily in science, technology, engineering and mathematics while cooperating with businesses, the public sector and social organisations. Its combination of academic knowledge and practice makes it a natural partner for discussions about innovation, enterpreneurship and social development.



Gabriela Węglarz, Academic Mobility Coordinator, and Piotr Krowicki, PhD, Assistant Professor in WSB University's Department of Management, visited NUST through Erasmus+. They represented two different areas of university activity — international administration and research — but their tasks complemented one another. One part of the visit concerned internationalisation and mobility, while the other focused on teaching and research cooperation and the social dimension of marketing.

Internationalisation begins on your own campus

During meetings with representatives of NUST's International Relations Office, Gabriela Węglarz shared WSB University's experience in recruiting Erasmus+ participants, organising mobility and developing university internationalisation.

A particularly important topic was internationalisation at home. Its premise is simple: international experience should not be available only to those who can travel abroad. It should also be present on the home campus: in curricula, teaching methods, international teams, online classes and students' everyday contact with different cultures.

In practice, this means creating an environment in which students can develop intercultural competences without physical mobility. The meetings in Namibia made it possible to compare the approaches used by both universities and consider how to incorporate an international dimension into institutions' everyday operations more effectively.

From discussion to joint classes

At the same time, Piotr Krowicki, PhD, met representatives of the marketing team. The discussions quickly went beyond presentations of the two universities' current activities. Ideas emerged for joint publications and projects delivered through COIL, or Collaborative Online International Learning.

COIL brings together students and lecturers from different countries in jointly delivered online classes. Participants

work in international teams, analyse problems from different perspectives and prepare solutions together. This is not an ordinary videoconference with an overseas partner but a planned teaching process developing communication, digital, teamwork and intercultural competences.

For students at WSB University and NUST, such projects may involve jointly researching markets, analysing social challenges or designing solutions reflecting European and African realities. For researchers, they provide a starting point for further comparative research and international publications.

Can marketing change society?

One of the most important elements of the visit was an open lecture by Piotr Krowicki, PhD, on marketing in social innovation. He presented both theoretical foundations and practical examples of solutions responding to the needs of specific social groups.

The examples discussed included initiatives using intergenerational dance, mobile applications and facilities designed for people with disabilities. They demonstrated that innovation does not always have to mean a pioneering technology or an expensive product. Sometimes it begins with carefully identifying a problem and creating a solution that improves relationships, accessibility or quality of life.

From this perspective, marketing becomes more than a sales tool. It helps understand people's needs, build audience engagement and persuade different communities to participate in change. It therefore combines a social perspective with design and business approaches.

Students who want to take action

The lecture attracted considerable interest from NUST students. Participants shared their observations and considered how to apply the solutions presented within their own environment. According to the account of the visit, the meeting encouraged them to think about innovations responding to local needs.

This is one of the most important outcomes of international academic exchange. Knowledge shared in another country should not be copied mechanically. Its value emerges when it is considered in relation to local culture, capabilities and challenges.

A solution effective in Poland may require modification in Namibia, and vice versa. This meeting of perspectives can generate ideas neither side would have developed independently.

Mobility that changes everyday work

The visit focused on teaching and training but also provided a better understanding of the culture and specific characteristics of Sub-Saharan Africa. The experience gained is intended to support the preparation of further joint undertakings by WSB University and NUST.

For administrative staff, mobility offers an opportunity to compare processes, learn good practices and improve support for students and international projects. For academic teachers, it provides an opportunity to test their ideas in a new environment, obtain feedback and establish contacts leading to joint research.

The most important outcome is therefore not always immediately visible. Sometimes it emerges later: as a joint publication, COIL classes, student mobility or a project developed by people who first met during such a visit.

Namibia became a meeting place for two universities and two perspectives on education, innovation and social responsibility. Discussions at NUST demonstrated that distance between institutions becomes less important when they share a willingness to act together.

Building back better. WSB University explores Italy's post-disaster experience

How can a city be rebuilt after an earthquake without losing its history, identity and character? How can structural safety be combined with heritage protection and sustainable development principles? Answers to these questions do not emerge solely at designers' desks. It is necessary to visit places that have experienced a crisis, speak with experts and analyse decisions made during reconstruction. This was the purpose of a visit to Italy by WSB University representatives as part of the international REBUILD project.

When reconstruction becomes a social challenge

In a matter of moments, a natural disaster can change the life of an entire community. Homes, roads, schools, workplaces and historically significant buildings are destroyed. Reconstruction then becomes more than a technical task. It becomes a social, economic and organisational process that may take many years.

Questions must be answered about residents' safety, the future of the local economy, cultural heritage protection and how the work will be financed. At the same time, decisions must be made that will reduce the consequences of similar events in the future.

These are the issues addressed by REBUILD, the *Capacity Building Program for Sustainable Reconstruction*. Its aim is to develop the knowledge and competences needed for sustainable reconstruction, particularly in countries and regions affected by natural disasters or armed conflicts.

Italy as a reconstruction laboratory

From 9 to 11 September 2025, Małgorzata Kasjaniuk and Lubomira Trojan, PhD, from WSB University's Department of Management participated in an international study visit to Italy.

The programme included Bologna, Ravenna, Spoleto and Preci. Each location offered a different perspective on reconstruction: from protecting historic buildings and restoring urban infrastructure functions to designing new solutions in accordance with sustainable construction principles.

This was not a conventional training trip. Participants analysed actual examples of the reconstruction of areas and buildings affected by earthquakes. They could observe how technical, social and conservation requirements are combined in practice and the consequences of decisions made at different stages of reconstruction.

Italy is a particularly interesting place for such observations. Its rich architectural heritage exists alongside a real seismic threat. Every intervention in a city's historic fabric therefore requires a balance between preserving the past and ensuring the safety of future users.

Recreating what existed is not enough

Contemporary approaches to reconstruction increasingly move away from simply restoring pre-disaster conditions. Rebuilding a structure in an identical form may also reproduce its previous weaknesses. Sustainable reconstruction assumes that a crisis, despite its tragic nature, can provide an impetus for better solutions. New infrastructure should be safer, more resilient, energy-efficient and adapted to residents' changing needs.

This does not, however, mean abandoning local identity. On the contrary, one of the greatest challenges is to rebuild spaces so that the community can still recognise its city, history and culture within them.

Reconstruction therefore requires more than engineers and architects. Specialists in management, finance, public administration, social communication, education and heritage protection are also important. Success depends on cooperation between many communities working according to a shared plan.

Knowledge acquired in the field

Małgorzata Kasjaniuk and Lubomira Trojan, PhD, had been involved in REBUILD since its launch in January 2025. They helped shape project activities and develop its underlying principles.

The visit to Italy, organised under the project's third work package, made it possible to compare the educational solutions under preparation with the actual experiences of regions undergoing reconstruction.

This is particularly important in projects intended to develop professional competences. Knowledge about reconstruction cannot be built solely from textbooks, technical documentation and expert analyses. Direct contact with a place allows a better understanding of the scale of the problem, recognition of relationships between decisions, and observation of how technical solutions affect residents' everyday lives.

A specific case study also reveals difficulties that may remain invisible in theoretical models. These include conflicts of interest, financial constraints, time pressure, changing regulations and the need to consult decisions with the local community.

Competences for countries affected by crisis

REBUILD supports the development of professional competences in the construction sector, with particular emphasis on countries struggling with the consequences of natural disasters or armed conflicts. In such circumstances, rebuilding infrastructure is one of the foundations of a return to normal functioning. Without safe buildings, roads, energy networks, schools and public facilities, social and economic stabilisation is difficult to achieve.

At the same time, needs usually far exceed available resources. Appropriate planning, prioritisation and the ability to coordinate the work of different institutions therefore become all the more important.

Developing specialists' competences is consequently not an addition to reconstruction but one of the conditions for its success. Even the best technologies will not deliver the expected results without people capable of selecting, implementing and adapting them to the local context.

International knowledge, local solutions

The visit to Italy was the first of three international exchanges planned within the project. The programme also envisaged study visits to Moldova in March 2026 and Georgia in June 2026.

Each country contributes different experiences. There is no single reconstruction model applicable to every region. Geographical, legal, economic and cultural conditions differ, as do the causes of destruction and the capabilities of institutions responsible for reconstruction.

International cooperation should therefore not consist of mechanically copying solutions. Its value lies in comparing experiences, understanding the causes of successes and failures, and adapting good practices to local needs. Study mobility creates space for precisely this exchange. It enables experts representing different countries and disciplines to analyse problems together, ask questions and develop solutions that can subsequently be used in education and professional practice.

From experience to education

One of REBUILD's most important intended outcomes is competence development through education. Experiences gained during study visits should be reflected in teaching materials, training programmes and methods of preparing specialists to work in crisis conditions.

The knowledge gathered in Italy therefore does not remain solely the experience of those who participated in the visit. It can be passed on to students, construction sector employees, public administration representatives and people involved in managing reconstruction processes.

This illustrates how university staff mobility connects project activities, research and practice. A visit becomes part of a broader process: from observation and analysis, through the exchange of experiences, to the preparation of educational solutions.

For WSB University, participation in the project also strengthens institutional competences in managing complex international undertakings and cooperating with partners operating in different social and economic conditions.

Reconstruction begins with people

Buildings can be redesigned. Roads can be repaired and infrastructure modernised. Rebuilding trust, a sense of security and social bonds is considerably more difficult.

Sustainable reconstruction therefore requires a perspective extending beyond structures' technical parameters. People should be at the center of the process: their needs, experiences and right to participate in decisions about the future of the place where they live.

The visit to Italy by WSB University representatives demonstrated that effective reconstruction emerges at the intersection of many fields of knowledge. It combines engineering with management, heritage conservation with modern technologies, and local communities' experiences with international cooperation.

The most important question is therefore not merely how to rebuild what was destroyed. An even more important question is how to do so better, more safely and more responsibly than before.

Integrity as the foundation of a university. WSB University launches SINCERE

Plagiarism, commissioning others to complete work, research misconduct and cheating in examinations are not merely individual offences. They undermine trust in degrees, research and entire academic institutions. How can a culture be built in which integrity extends beyond regulations and becomes part of a university's everyday functioning? The partners of the. SINCERE project, officially launched in Korçë, Albania, are seeking an answer to this question.

A meeting that begins a process of change

On 26 and 27 November 2024, representatives of universities from Europe and the Western Balkans met at Fan S. Noli University in Korçë. The meeting's purpose was to officially launch SINCERE, *Strengthening Integrity and Ethical Culture in Higher Education in the Western Balkans*. WSB University was represented by Anna Ziomek, PhD, Vice-Dean of the Faculty of Applied Sciences, and Denis Spahija, Deputy Director of the International Relations Department. Together with the other partners, they participated in planning activities, allocating responsibilities and establishing cooperation principles for subsequent stages.

A project's inaugural meeting, known as a kick-off meeting, is more than the formal start of a schedule. It is the moment when institutions representing different countries, experiences and higher education systems must develop a shared understanding of the problem.

For SINCERE, that problem is academic integrity, a fundamental value underpinning every university's credibility.

A degree must represent genuine competences

Trust is one of higher education's most important assets. Students should be confident that their work will be assessed fairly. Employers must be able to assume that graduates have genuinely acquired the competences certified by their degrees. Society, in turn, expects research findings to be reliable and public research funding to be used responsibly.



Co-funded by
the European Union

Every instance of plagiarism, falsification of results or commissioning a third party to complete work undermines this system of trust. The problem does not end with an individual student or researcher. Its consequences may affect a degree programme's reputation, the value of degrees awarded, publication quality and the credibility of the entire institution.

Academic integrity therefore cannot be treated solely as a disciplinary matter. It is an element of educational quality, university management and social responsibility.

New technologies, new forms of dishonesty

The development of digital tools has opened enormous opportunities for education. It has facilitated access to knowledge, international cooperation and teaching regardless of location. At the same time, it has created new challenges.

Copying content has become faster, access to ready-made work easier, and establishing authorship increasingly complicated. Contract cheating has also developed: commissioning another person, with or without payment, to prepare a paper or project or solve an assignment.

Additional difficulties emerged during the COVID-19 pandemic, when a substantial proportion of teaching and assessment moved online. Universities had to adapt procedures rapidly to circumstances in which traditional supervision methods were no longer sufficient.

Implementing plagiarism-detection software alone does not solve the problem. A system can identify similarities between a text and other sources, but it cannot replace education, appropriately designed assignments or a knowledgeable academic teacher. Nor can it independently build a culture in which students understand why integrity matters.

From monitoring to a culture of responsibility

One of SINCERE's most important principles is to move beyond viewing academic integrity solely through penalties and the detection of breaches.

An effective system should, of course, specify the consequences of dishonest conduct. However, it must also prevent problems, teach correct practices and provide clear response procedures.

Students beginning their education should know what plagiarism is, how to use sources correctly and where the boundary lies between permitted cooperation and failing to complete an assignment independently. Teachers, in turn, need the competences to design assessments that test more than memory and require analysis, reflection and the independent application of knowledge.

Creating conditions in which people who identify irregularities can report them safely is equally important. If procedures are unclear and staff and students fear the consequences, many cases may never come to light.

A culture of integrity therefore emerges when values, education, technologies and regulations form one coherent system.

A joint response by European universities

SINCERE was designed as a collaborative project involving institutions from the European Union and the Western Balkans. Its activities focus primarily on supporting universities in Albania and Kosovo.

Partners will work on establishing lasting academic integrity systems, developing ethical standards and guidelines, using digital tools to prevent misconduct, and preparing training for staff and students. Analysing existing policies and adapting them to European standards will also be important. This does not mean mechanically transferring regulations from one country to another. Every university operates within a specific legal, social and cultural environment.

Effective solutions must therefore reflect local needs while being based on common principles: transparency, responsibility, fairness and respect for authorship.

WSB University's role

The SINCERE consortium comprises nine institutions representing Albania, Kosovo, Poland, Romania, Serbia and Hungary. The project is coordinated by Fan S. Noli University in Albania.

WSB University shares responsibility for activities relating to institutional reform. Its role is to support the development of solutions consistent with international standards and draw on European experience in academic policies and quality systems.

This is a task carrying considerable responsibility. Institutional change cannot be confined to preparing another document. Regulations, strategies and ethical codes have value only when they influence the everyday decisions of students, lecturers, researchers and university authorities.

Practical solutions are therefore needed: a clear allocation of responsibility, effective procedures, appropriate training, digital tools and a system for assessing the effects of changes introduced.

Participation also allows WSB University to develop its own competences. An international project creates opportunities to compare approaches, analyse emerging threats and learn from partners working in different conditions.

Nine institutions, one goal

Each consortium partner contributes different experience. Universities in Albania and Kosovo know the local needs and challenges of their academic communities best. Partners from European Union countries support the development of standards, digital tools, training and institutional reforms.

The project also involves organisations responsible for disseminating results, ensuring the sustainability of activities and creating a regional cooperation network for academic integrity.

This structure demonstrates that the problem cannot be solved within a single institution. Dishonest practices change alongside technology, teaching methods and student expectations. Universities therefore need a continuous exchange of information and the joint development of response methods.

One planned outcome is the establishment of a regional academic integrity network. It is intended to enable cooperation to continue after project funding ends and provide space for further exchange of experiences.

Integrity must be taught

Not every breach of the rules results from a deliberate intention to cheat. Sometimes the problem is a lack of knowledge, a misunderstanding of authorship or differences between academic cultures.

A student may not know how to paraphrase a passage from a publication correctly. They may also bring to university a way of working in teams learned at school or in another country, without realising that a particular assignment should be completed individually.

Effective action must therefore combine prevention with enforcement of standards. Training should be available to the entire academic community, not only to those who have committed breaches.

Teachers' role is also important. The way an assignment is designed can reduce or increase the risk of work not being completed independently. The more an assignment is grounded in a specific context and requires personal reflection, work in stages and an explanation of how the result was reached, the harder it is to replace genuine learning with a ready-made answer.

Quality education and strong institutions



SINCERE's objectives are directly connected with the implementation of the 2030 Agenda, particularly Goal 4 on quality education and Goal 16 on peace, justice and strong institutions.

The connection between these two areas is no coincidence. Good education requires institutions that operate transparently and consistently. A strong institution, in turn, does not simply mean an extensive administration. Its strength comes from clear principles, the community's trust and the ability to respond responsibly to problems.

The project also supports higher education's digital transformation. Technology is intended not only to detect breaches but also to improve processes, educate users and create a more transparent academic environment.

Korçë as the beginning of a shared journey

The meeting in Korçë initiated a process whose results will emerge during subsequent project stages. Partners face analyses, consultations, the development of standards, the preparation of tools and the organisation of training.

The most important work therefore begins after the inaugural meeting. Partners must translate their shared principles into solutions that can be implemented at specific universities.

Anna Ziomek, PhD, and Denis Spahija's visit to Albania formed part of this process. It combined representing WSB University with substantive participation in designing an international initiative intended to influence educational quality, research credibility and trust in academic institutions.

SINCERE reminds us that integrity is not an addition to university activity. It is its foundation. Without it, even the most modern programmes, technologies and campuses cannot provide education whose value is recognised by students, employers and society.

From problem to prototype. CRUSH 2026 turns ideas into responsible business

What happens to a phone, laptop or tablet that is no longer used but may still work? An international student team found an answer combining entrepreneurship with the reduction of electronic waste. Before the winning CIRCULAR X project emerged, however, CRUSH 2026 participants completed the entire journey: from identifying a problem, through researching needs, to developing a prototype and presenting a business model.

An international ideas laboratory

CReative University Sustainability Hub 2026 was a hybrid programme and competition in which students from Poland and abroad jointly created solutions for sustainable business.

The programme began with an online component from 18 to 20 March 2026. Participants then met at WSB University for the in-person component, which ran from 24 to 27 March.

It culminated in CRUSH Pitch Day: presentations of ideas to experts and other participants.

The event formed part of the project "GETTIN IN CRUSH WITH WSBU — MORE THAN JUST A STUDY", funded through the Polish National Agency for Academic Exchange's Welcome to Poland programme.

NAWA
NARODOWA AGENCJA
WYMIANY AKADEMICKIEJ

Do not start with the solution

One of young enterpreneurs' most common mistakes is becoming attached to their first idea too quickly.

CRUSH was designed differently. Participants began by understanding the problem and the perspectives of the people it concerned. They learned teamwork, design thinking, business modelling and value proposition development.

During the in-person component, teams deepened their needs analysis, developed and tested prototypes, examined the logic of their business models and prepared presentations.

The programme also included sessions on intercultural cooperation, sustainable enterpreneurship, challenge-based learning, pitching and responsible business standards.

Sustainable development was therefore not presented as a set of declarations. It became a criterion for assessing whether a solution genuinely addressed a social or environmental problem while having a chance of economic viability.

A mentor does not provide a ready-made answer

Teams worked under the guidance of an international group of specialists representing, among others, Rotterdam Business School, Eindhoven University of Technology, Porto Polytechnic Institute, Nottingham Business School, Romanian-American University and WSB University.

Mentors helped analyse the logic of solutions, their social impact, financial feasibility, communication and potential to turn an idea into a real business model.

Their task, however, was not to design solutions for students. A good mentor asks questions, identifies inconsistencies and helps a team recognise risks it had not previously noticed.

This process develops independence and enterpreneurship. Students learn that critical feedback is not a rejection of an idea but an opportunity to improve it.

A second life for electronics

The winner of CRUSH 2026 was CIRCULAR X, a team comprising students from Poland, Slovakia, Ukraine, Albania, Rwanda and Türkiye.

Their project addressed unused and damaged electronic devices. The concept involved obtaining equipment through collection campaigns, device drop-off points, shipping and trade-in incentives.

The devices would then be refurbished and returned to circulation, giving customers access to more affordable products covered by a warranty.

The project's slogan, "From idle devices to active value", captured its fundamental idea: an object considered unnecessary can regain economic and practical value.

The solution combined objectives concerning responsible consumption, climate action and an innovative, more sustainable economy.

Internationalisation through action

CRUSH demonstrated that an international experience does not have to mean merely attending a lecture delivered in English. The most important experience emerged through working together. Students had to agree on decisions, allocate tasks and present arguments to people with different cultural experiences. Diversity could make communication more difficult, but it also increased the range of perspectives available to the team. An idea developed by people from six countries had a greater chance of reflecting different consumer behaviours, technological capabilities and social conditions.

CRUSH 2026 therefore became more than a competition. It was a space in which students tested whether their idea could progress from inspiration to a convincing and responsible operating model.

A university that changes its environment. WSB University in THE Sustainability Impact Ratings 2026

A university's most important impact cannot always be measured by the number of publications or graduates. It is also visible in reducing inequalities, creating accessible education, building responsible institutions and cooperating with the external environment. THE Sustainability Impact Ratings 2026 shows which universities use knowledge to advance the UN Sustainable Development Goals. WSB University was among the global leaders in this process.

A ranking of impact, not only prestige

Times Higher Education
Sustainability
Impact Ratings 2026

THE Sustainability Impact Ratings analyses universities' contributions to the 17 Sustainable Development Goals.

Assessment covers not only declarations and strategies but also educational activities, research, institutional operations, cooperation with partners and societal impact.

The 2026 edition assessed 1,646 universities from 116 countries and territories. WSB University was placed in the 401–600 band worldwide and tied for second place among the Polish universities classified.

88th place in reducing inequalities

The University achieved its highest result in SDG 10, Reduced Inequalities, ranking 88th worldwide.

This category covers, among other things, access to education, anti-discrimination activities, support for people with disabilities, the participation of students from developing countries and research on inequalities.

This high position is particularly significant for a university building an international and diverse academic community.

Reducing inequalities involves more than formally opening access to higher education. Students need conditions that genuinely allow them to complete a programme, develop competences and participate in university life.

Accessible materials, administrative support, arrangements for people with specific needs and an organisational culture in which diversity does not lead to exclusion are necessary.

Equality, work and strong institutions

WSB University was placed in the 201–300 band worldwide in three important areas:

SDG 5, Gender Equality; SDG 8, Decent Work and Economic Growth; and SDG 16, Peace, Justice and Strong Institutions.

These goals are interconnected. Equality affects opportunities to participate in education and the labour market. Decent work requires institutions that follow transparent principles. Strong institutions emerge when their decisions are responsible and accessible to different social groups.

A university can influence all these areas through its research, curricula, relationships with employers and the way it manages its own community.

Education as part of the solution

In the areas concerning the elimination of poverty, quality education, and sustainable cities and communities, WSB University was placed in the 401–600 band.

The University influences social development primarily through education. Graduates bring knowledge into businesses, public administration, healthcare, schools and social organisations.

However, the way education is delivered also matters. Projects undertaken with external partners, activities for local communities and the inclusion of sustainable development challenges in classes connect academic knowledge with practice.

Students can thereby see that the UN goals are not an abstract document. They concern decisions made daily by organisations and people responsible for developing cities, businesses and public services.

Partnerships increase impact

In SDG 17, Partnerships for the Goals, WSB University was classified in the 601–800 band.

No university can solve global problems alone. Cooperation with business, public administration, social organisations and overseas academic institutions is essential.

Partnerships make it possible to combine knowledge, infrastructure and experience. They also enable solutions to be transferred between regions and adapted to local needs. Internationalisation and project participation are therefore not separate from sustainable development. They are among the mechanisms increasing a university's real impact.

The ranking does not mean that every problem has been solved. It does, however, demonstrate that social responsibility is a visible and measurable element of WSB University's activities.

Sustainable development in practice

At WSB University, sustainable development is understood broadly. It encompasses not only environmental care but also social responsibility, high-quality education, the development of future competences, strengthening the rule of law, and building safe, resilient and efficiently functioning communities. Activities within the Law, Public Administration and National Security programmes primarily contribute to the UN Sustainable Development Goals concerning quality education; peace, justice and strong institutions; and partnerships for the goals.

Law students participate in mock trials and public speaking competitions, observe actual court proceedings and take part in study visits to courts, the Sejm and Senate of the Republic of Poland, and the Court of Justice of the European Union. These initiatives develop legal culture, substantive argumentation skills, respect for the rights of participants in proceedings and an understanding of how a democratic state governed by the rule of law functions. Students learn that practising law involves not only knowledge of legislation but also responsibility for protecting individual rights, access to justice and citizens' trust in public institutions.

An important area of student activity is participation in the "Docendo Discimus" Law and Public Administration Student Research Society, debates, research projects and scientific conferences. One example is the "Law and Medicine" conference, devoted to matters including professional liability, the role of expert witnesses, mediation in medical malpractice cases and the criminal liability of medical professionals. The event combined legal, medical and ethical perspectives and provided students with opportunities to deepen their knowledge and prepare their first scholarly studies.

Public Administration students learn to design accessible, transparent and citizen-friendly administration, taking account of personal data protection, ethics, information security and the prevention of digital exclusion.

Sustainable development is also present in education concerning ESG, responsible management, institutions' social responsibility and consideration of the environmental and social consequences of decisions. Projects using case studies and Problem-Based Learning allow students to analyse real administrative problems and seek solutions responding to the needs of residents, enterpreneurs and local communities.

National Security students develop competences relating to civil protection, civil defence, crisis management, cybersecurity, crime prevention and critical infrastructure protection. They participate in field exercises, crisis simulations, specialist training, analyses of actual threats and study visits to services and institutions responsible for security.

An important part of their education takes place in the forensic science laboratory, where students learn to detect, secure and document traces, inspect incident scenes and work with evidence. Working with command support systems, virtual trainers and specialist equipment develops the ability to cooperate, assess risk and make responsible decisions under threat.

National Security students also participate in conferences devoted to current security challenges. In 2026, WSB University co-organised the National Scientific Conference "Civil Protection and Civil Defence — Collective Protection Facilities in the State Security System", concerning the preparation of civil protection, civil defence and collective shelters for crises, threats and warfare. The event brought together representatives of public administration, uniformed services, local governments and academia, as well as experts from Poland and Sweden.

Another significant event was the Fourth National Scientific Conference "Cross-Border Security Threats", devoted in 2026 to the importance of information in countering contemporary sabotage. Its topics included cross-border threats, information security and cooperation between institutions responsible for protecting the state.

The Interdisciplinary Conference of Student Research Societies is also particularly important for students' research development. Its third edition took place on 21 April 2026, enabling students to present their research findings and analyse their potential application in the economy and social environment. Representatives of the GARDA Student Research Society also participated.

Participation in conferences, research societies, debates and research projects develops students' independence and their ability to formulate conclusions,

present analytical findings and conduct responsible discussions about social problems. It also connects academic knowledge with the actual needs of public institutions, services, businesses and local communities. An important element of implementing sustainable development is WSB University's cooperation with courts, public administration, uniformed services, crisis management units, businesses and social organisations. Meetings with practitioners, study visits, training and joint projects help students better understand the social significance of their future professional work and their responsibility for the functioning of the state and its institutions.

Through these initiatives, Law, Public Administration and National Security students not only acquire professional qualifications but also prepare to fulfil their future social roles responsibly. They learn that lawyers, public officials, uniformed service personnel and security specialists have a real influence on how effectively the state functions, the protection of citizens' rights, levels of security and public trust.. Sustainable development thereby becomes a practical educational principle rather than merely an element of the curriculum.

United in Action - when different cultures begin working together

What can happen when young people from different parts of the world come to Poland not only to see it but, above all, to work with the local community? They can run language and cultural workshops, participate in University events, work with children, young people and older adults, support students and learn about Polish institutions, while showing the region's residents their home countries from a completely different perspective. This encounter between people, cultures and experiences is the foundation of "United in Action", a project implemented by WSB University under the European Solidarity Corps.

The project demonstrates that international volunteering can be considerably more than a young person's visit to another country. It is an exchange benefiting both sides. Volunteers gain experience, develop competences and get to know Poland, while WSB University's community gains opportunities for everyday contact with other languages, cultures, ways of thinking and perspectives on the world.

Volunteering that is not confined to one office...

One of United in Action's greatest strengths is the variety of tasks. Volunteers do not perform a single, repetitive set of duties. Depending on their interests, competences and experience, they become involved in the activities of different WSB University units and initiatives for students, staff, children, young people, older adults and the local community. Their activities include supporting the Academic Careers Office, the International Relations Office, activities related to research development activities and social inclusion, educational initiatives and social projects. Volunteers also help organise events, prepare materials, support communication and promotion, carry out project activities and create digi-







tal content. Importantly, the project also gives them opportunities to propose their own initiatives. Their culture, language, interests and previous experiences therefore do not remain merely elements of their biographies; they become resources they can share with others.

An excellent example was a short Arabic course prepared by Mostafa. Interest extended beyond students: WSB University staff and University of the Third Age participants also attended. Different generations therefore met in one classroom, united by curiosity about a language and culture previously unfamiliar to many of them.

Cultural workshops run by volunteers have a similar character. Project participants presented countries including France, Romania, Egypt, Spain, Colombia and Türkiye. These are not "geography lessons" based on a few slides. Volunteers discuss everyday life, traditions, food, language, customs and people's experiences in their countries. This is first-hand knowledge shared by someone for whom that culture is part of everyday life.

The project in practice

United in Action also extends beyond classrooms. Volunteers participate in WSB University events, support social and integration initiatives, and become involved in activities for different audiences. During WSB University's Careers Fair, Gisselle and Mostafa prepared their own panel on the European Solidarity Corps. They therefore acted not only as project participants but also as ambassadors, showing other young people that international volunteering can provide a real pathway to gaining experience, exploring the world and developing their competences. Volunteers also participated in workshops organised through WSB University's international educational programmes, integration and culinary activities, and events for the University community. The project therefore combines volunteering with non-formal education, international cooperation and academic life. Getting to know Poland and the region is another important part of the experience.



Visits to Kraków, Katowice, the Wieliczka Salt Mine, Ogrodzieniec Castle, the Silesian Museum and the Guido Mine are not merely tourist additions to the project. They help volunteers better understand the history, heritage and identity of the place where they live and work for several weeks or months. Cultural exchange therefore operates in both directions. Volunteers bring a part of their home countries to WSB University and, on returning home, take their own experience of Poland with them: not only the Poland known from guidebooks but, above all, the one discovered through people, shared work and everyday situations!



"United in Action gave me the opportunity not only to get to know Poland but, above all, to share part of my own culture with others. What I value most are the people I have met here and the fact that we can learn something from one another every day." — Gisselle

Volunteers cooperate with students, staff, participants in other international programmes and people involved in WSB University projects. This creates a network of relationships that may become the beginning of further cooperation between individuals, organisations or universities. At the same time, the project promotes the opportunities offered by the European Solidarity Corps. Young people meeting volunteers can see a real person behind the phrase "international mobility". They can ask about their experiences, difficulties, first days in a foreign country and motivation for leaving home. A European programme thereby gains a face and a personal story.

The project also has a very concrete educational dimension. Volunteers develop language, digital, social, organisational and intercultural competences. They learn to work in an international environment, speak in public, prepare workshops, manage their own tasks and communicate with different audiences. Independence is equally important. Arriving in another country means finding one's way in a new environment, learning local rules, building new relationships and functioning in a culture that does not always correspond to what one knows from home. The project's outcomes are therefore not limited to events held or workshops delivered. They also include the compe-

tences and experiences of the people participating. Volunteers are not left on their own. The project provides a support system that includes cooperation with coordinators, mentors and coaches. The European Solidarity Corps also provides arrangements enabling young people to volunteer regardless of their financial situation: participation includes accommodation, funding for food and pocket money, insurance, and payment or reimbursement of eligible travel costs.

WSB University's oak planted in Zielona Park in Dąbrowa Górnicza

The tree-planting ceremony was attended by Prof. Zdzisława Dacko-Pikiewicz, Rector of WSB University; Marcin Bazylak, Mayor of Dąbrowa Górnicza; Prof. Marcin Lis, Vice-Rector for Student Affairs and Cooperation with the External Environment; and Marta Bobrowska-Juroff, Chair of the City Council.

The event fulfilled a pledge made by Mayor Marcin Bazylak in April during WSB University's 30th Anniversary Gala at the Polish National Radio Symphony Orchestra's headquarters in Katowice: "I have not brought flowers today because I have another plant that I could not bring inside. It is an oak, a tree that symbolises Dąbrowa Górnicza, which we plan to plant in Zielona Park on World Tree Day, because the anniversary celebrations last all year."

The oak has been growing in Zielona Park since Friday. For WSB University, it symbolises a lasting presence in the city and local community and commemorates the anniversary year. The ceremony also provided an opportunity to recall the long-standing cooperation between WSB University and the City of Dąbrowa Górnicza. Both institutions undertake joint activities supporting education, innovation and social responsibility.















WSB University undertakes activities that contribute to the 17 Sustainable Development Goals and the 169 associated targets set out in Transforming Our World: The 2030 Agenda for Sustainable Development, with a particular focus on seven of the Goals.

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