Continuous Improvement Review (CIR) Application (Business)

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accreditation and to provide updates to the areas to address identified from the school's previous review; adjustments to strategic goals and financial resources; a summary of engagement, innovation and impact examples; and a summary of initiatives that demonstrate societal impact. The application is subdivided into four parts:

- Part I School Information
- Part II Continuous Improvement Update
- Part III Scope of Accreditation
- Part IV Review Schedule and Comparison Groups

CIR applications are due by July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses are determined to need further review, the application will be referred to the Continuous Improvement Review Committee (CIRC).

Please note: For schools that hold both business and supplemental accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1st deadline.

Table of contents

PART I – School Information

Name of School	**Nicolaus Copernicus University in Toruń (NCU)**
Name of Business Unit	**Faculty of Economic Sciences and Management (FESM)**
Name/Title of Business Unit Head (Dean or equivalent) **Dean: Jerzy Boehlke, Ph.D. habilitated, NCU Professor**	
Name/Title of Provost or equivalent (Academic Vice President, etc.) **Vice-Rector for Research:** **Professor Wojciech Wysota** **Vice-Rector for Education:** **Professor Przemysław Nehring** **Vice-Rector for Student's Affairs:** **Professor Beata Przyborowska** **Vice-Rector for Cooperation with Social and Business Environment:** **Professor Włodzimierz Jaskólski** **Vice-Rector for Collegium Medicum:** **Professor Kornelia Kędziora-Kornatowska**	Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.) **Rector Magnificus:** **Professor Andrzej Sokala**

Please note there is a submission approval confirmation requirement in myAccreditation. A checkbox confirmation of the following statement replaces signatures: The Head of the Business School and the institution's administration have reviewed this information. The Institution's administration confirms that the information in the document is trustworthy and accurate.

Please review your school's general information as listed on the "General Information" tab in myAccreditation and confirm whether the contact information is correct.

☐ I confirm the contact information listed on my school's general information tab in myAccreditation is correct and current.

☒ The contact information listed on my school's general information tab in myAccreditation is NOT correct. *Please provide a brief summary below of what information needs updating and an AACSB staff member will contact you.*

There is: Jerzy Boehlke – phone: +48 56 611460**9**
There should be: Jerzy Boehlke – phone: +48 56 611460**8**

The 2020 business standards expect schools to show faculty sufficiency and qualifications by discipline, with disciplines defined by the school in the context of their mission. Please list the disciplines selected by your school for this purpose (e.g., for Tables 3-1 and 8-1) below.

Economics
Finance and Accounting
Management

☐ I would like to discuss the planned discipline structure for my school with my AACSB staff liaison.

PART II – Continuous Improvement Update

1. Describe the school's actions that have been taken and progress to date in responding to "areas that must be addressed prior to or at the time of the next review" stated in the official correspondence from the Board of Directors from the most recent AACSB accreditation review. For each response please note the standard(s) that corresponds to the addressed concern.

Associated Standard & Issue	Update
1. The school should work to transition to the 2020 Guiding Principles and Standards for Accreditation since the next AACSB review will be conducted under these standards. Particular attention should be given to the new elements of the accreditation standards, and in particular to developing a strategy and measures for societal impact. (2020 Guiding Principles and Standards for Accreditation)	Appropriate actions aimed at systematic implementation of the updated AACSB standards were taken already in 2020. For details - see below the table.
2. The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. (Standard 9: Engagement and Societal Impact)	At the beginning of the 2022/2023 academic year, FESM launched activities to formulate its societal impact strategy. For details - see below the table.
3. As the school is expected to transition to the 2020 Standards, it is advised to start preparing a risk assessment in the next report, identifying potential risks that could significantly impair its ability to fulfil its mission, as well as a contingency plan for mitigating these risks. (2013 Standard 1: Mission, Impact, and Innovation; 2020 Standard 1: Strategic Planning)	FESM has conducted a risk analysis, identifying potential risks that could significantly impair its ability to fulfil the school's mission and has plans to mitigate the major risks identified. For details - see below the table.
4. The school has set up a broad and comprehensive engagement and impactful concept, including various impact categories. The impact measurement system is a good starting point for meeting the 2020 Standard 8 and 9 during the next AACSB review cycle. The school should continue to mature its impact measurement system over the next accreditation cycle. (2013 Standard 1: Mission, Impact, and Innovation; 2013 Standard 2: Intellectual Contributions and Alignment with Mission; 2020 Standard 1: Strategic Planning; 2020 Standard 8: Impact of Scholarship; 2020 Standard 9: Engagement and Societal Impact)	Following the new FESM's Strategy and the new 2020 AACSB Standards, FESM decided to change and reduce some measured metrics and their indicators. For details - see below the table.
5. The school has made progress for faculty qualifications during the CIR 2. The school has revised its faculty qualification criteria. The school is expected to continue to demonstrate the progress in improving faculty qualification guideline ratios, ensuring that all the disciplines and the school overall align with the expected AACSB faculty ratios. For the purposes of the next CIR visit, the school is expected to meet the minimum ratios by discipline, and address how the deployment of the school's blend of SA, PA, SP and IP faculty members is the result of a strategic choice by the school, is consistent with the school's mission and strategic initiatives, and is carried out in a way that promotes high-quality learner success and achievement of learning competencies in all programs, locations, and modalities. (2013 Standard 15: Faculty Qualification and Engagement; 2020 Standard 3: Faculty and Professional Staff Resources)	In 2023 FESM has further improved the faculty members qualification guidelines and has made a progress in improving faculty qualification guideline ratios. For details - see below the table.

Issue 1

The school should work to transition to the 2020 Guiding Principles and Standards for Accreditation since the next AACSB review will be conducted under these standards. Particular attention should be given to the new elements of the accreditation standards, and in particular to developing a strategy and measures for societal impact. (2020 Guiding Principles and Standards for Accreditation)

Appropriate actions aimed at systematic implementation of the updated AACSB standards were taken already in 2020. They included:

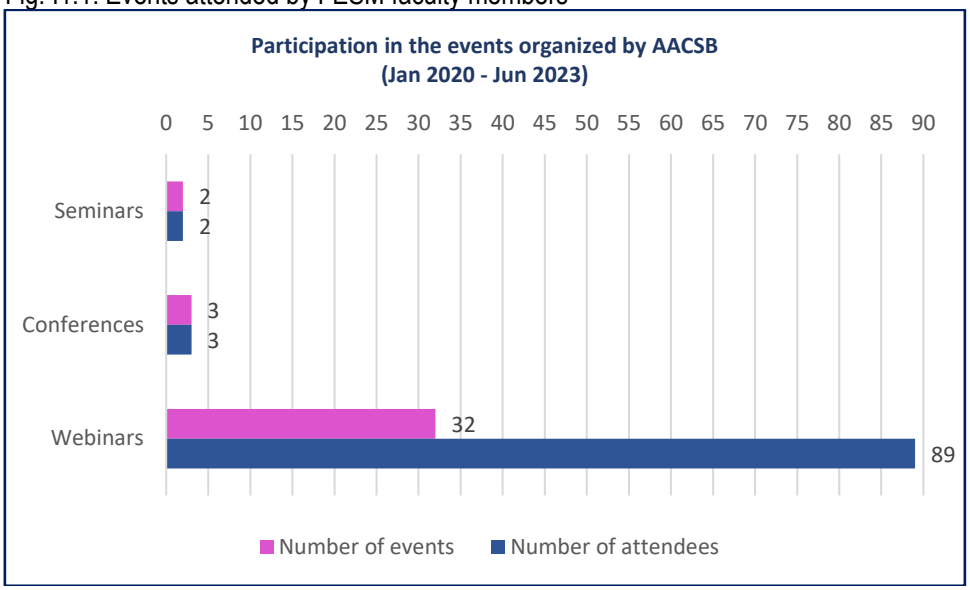
- **internal meetings** of the FESM AACSB Accreditation Team, at which members of the Team **discussed the provisions of particular AACSB standards**; special attention has been paid to the **new elements of the standards**, such as for example:
    - developing a strategy and measures for societal impact and completing Table 9-1;
    - preparing a risk assessment and contingency plan;
    - showing faculty sufficiency and qualifications by discipline;
    - describing how degree programs include learning experiences that develop competencies related to the integration of information technology;
    - an expectation that any contents of degree programs include relevant competencies to prepare graduates for business and management careers and lifelong learning;
    - a philosophical switch from learning goals to competencies, a new table named Table 5-1 and mandatory indirect assessments in AoL;
    - a new expectation that job placement results indicate a high degree of learner success within a reasonable period beyond graduation;
    - a multi-measure assessment of teaching effectiveness and an emphasis on teaching impact and outcomes (rather than on policies and processes for enhancing teaching effectiveness);
- participation in a variety of events organized by AACSB (also in collaboration with other entities):
    - **in 2 seminars:**
        - Faculty Standards and Tables Seminar (on-line, 2021) – 1 person;
        - Business Accreditation Seminar (AP/EMEA) (on-line, 2022) – 1 person;
    - **in 3 conferences, including:**
        - International Conference and Annual Meeting (on-line, 2021) – 1 person;
        - Annual Accreditation Conference: Europe, Middle East, and Africa (Oslo, Norway, 2022) – 1 person;
    - **in 32 webinars, including:**
        - Learn from the experts: What do the newly approved 2020 business accreditation standards mean for your school? Standard 3: Faculty Qualifications (2020) – 9 persons;
        - Learn from the experts: What do the newly approved 2020 business accreditation standards mean for your school? Standards 4–7: Learner Success (2020) – 9 persons;
        - Learn from the experts: What do the newly approved 2020 business accreditation standards mean for your school? Standards 8–9: Thought Leadership, Engagement, and Societal Impact (2020) – 6 persons;
        - Strategic Approaches to Developing Teaching Faculty (in collaboration with Chartered ABS Certified Management & Business Educator) (2021) – 7 persons;
        - AACSB and EAIE Business Education Expert Community Collaborative Sessions; Session VI: Defining, implementing, and measuring societal impact and engaged scholarship: best practices from business education (2021) – 3 persons;
        - Maximizing Academic Success & Career Readiness Through Peer Tutoring (presented by Knack) (2021) – 9 persons;
        - Digital Marketing in a Digital World: How to Leverage Marketing to Reach New Students (presented by Everspring) (2022) – 3 persons;
        - AACSB and PRME Driving Positive Societal Change: Understanding the Evolving Needs of Learners (2022) – 2 persons;
        - AACSB and PRME Driving Positive Societal Change: Best Practices in Business Education (2022) – 2 persons;
        - AACSB and Societal Impact: Aligning with the 2020 Accreditation Standards (2023) – 2 persons.

Figure I1.1 provides basic numerical information about events attended by FESM faculty members.

As part of our exchange of knowledge and sharing good practices, we also exchange experiences and reflections on AACSB accreditation, as well as AMBA and EQUIS accreditations with representatives of schools holding or aspiring to these accreditations. An example of this is the meeting with Liesbeth Opdenacker - Quality Coordinator at YUFE Alliance from the University of Antwerp, which took place in September 2022. Apart from the representatives of the

FESM AACSB Accreditation Team, this meeting was also attended by Ph.D. Aranka Ignasiak-Szulc - Vice-Dean for International Cooperation and Development at FESM, and Prof. Arkadiusz Karwacki - Chairman of the University Council for Quality Assurance at NCU. The discussion focused on Standards 4-7 under Learner Success and Standard 3.

Fig. I1.1. Events attended by FESM faculty members



Moreover, several faculty members follow the AACSB Member Forum, looking for inspiring ideas and interesting solutions implemented in other schools, also in the context of new standards.

FESM also participated in Influential Leaders Challenge and Innovations that Inspire initiative. It is noteworthy that our alumnus – Agnieszka Głowacka, CFO, ERBUD S.A. – was recognized as a highlighted 2023 Influential Leader. Furthermore, the Future Digital Retail Lab at FESM was included in 'Pathways to Innovation: An Exploratory Guide for Business Schools' (April 2023).

Issue 2

The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. (Standard 9: Engagement and Societal Impact)

At the beginning of the 2022/2023 academic year, FESM launched activities to formulate its societal impact strategy. This took place in the following stages:

1. DEFINING ASSUMPTIONS

It was assumed that societal impact should be generated by the school in all areas of its operation, i.e., scholarship, curriculum and additional activities. It should stem from the Faculty's strategy, be consistent with its mission ('*to conduct research enriching knowledge about the economy, to provide education based on the latest theoretical achievements and practical solutions, and to shape attitudes that are socially responsible, open and focused on building positive relationships*') and aspirations resulting from the fact that NCU has the status of a research university ('*raising the international importance of the university's activity by improving the quality of scientific activity and the quality of education*').

2. DIAGNOSIS

The types and extent of social impact in the areas of FESM action i.e., scholarship, curriculum, and additional activities, were established by means of a survey. This was done using the Positive Societal Impact Questionnaire, by means of

which the Chair Coordinators of the accreditation process collected information on the societal impact generated by faculty members of individual chairs in the area of the 17 UN Sustainable Development Goals (SDGs). The diagnosis covered the period 2017-2022. The questionnaire consisted of the following three parts:

(1) SCHOLARSHIP (questions related to: publications related to the SDGs, number of citations of these publications, availability of publications in open access, publications used to solve economic, social or environmental problems, presentation of research results at scientific conferences, participation in research projects with topics related to the SDGs);

(2) CURRICULUM (the questions were related to subjects in which SDGs were addressed, degree of link between subject content and SDGs, theses with SDG topics),

(3) ADDITIONAL ACTIVITIES (questions included the organization of events such as conferences, high school competitions, meetings with practitioners, whose themes or actual outcomes, e.g., in the form of specific societal benefits, related to any of the SDGs; expertise performed by FESM faculty members; volunteering; activities of study circles; knowledge sharing when teaching postgraduate students).

3. QUANTITATIVE ANALYSIS

A quantitative analysis of the SCHOLARSHIP and CURRICULUM data was carried out (ADDITIONAL ACTIVITIES were omitted from the quantitative analysis because - due to their diversity - they were difficult to count). The 'societal impacts' indicated by the faculty members in these two areas of FESM on each SDG were counted. The table below shows the variables with values above the average.

Table I2.1. Variables describing the school's areas of activity with values above average (SCHOLARSHIP - green color, CURRICULUM - yellow color)

SDG	SCHOLARSHIP							CURRICULUM	
	publications	citations	number of citations per publication	open access	publications used for solving problems	conferences	research projects	subjects	thesis
1. No poverty									
2. Zero hunger									
3. Good health and well-being									
4. Quality of education									
5. Gender equality									
6. Clean water and sanitation									
7. Affordable and clean energy									
8. Decent work and economic growth									
9. Industry, innovation and infrastructure									
10. Reduced inequalities									
11. Sustainable cities and communities									
12. Responsible consumption and production									
13. Climate action									
14. Life below water									
15. Life on land									
16. Peace, justice and strong institutions									
17. Partnerships for the goals									

4. QUALITATIVE ANALYSIS

This was followed by a qualitative analysis of the 'societal impacts' provided by FESM faculty members in the questionnaire. It was found that the impacts, by virtue of the profile of the school and the conditions in which it operates,

were mainly focused on economic and social problems specific to CEE and EU countries. Therefore, based on the SDGs defined by the UN, but taking into account the economic and business profile of the school and the aforementioned conditions, FESM selected 5 areas in which it aspires to generate societal impact in the following years. These are:
1/ Well-being,
2/ Economic growth and decent work,
3/ Industry, innovation and infrastructure,
4/ Inclusive society,
5/ Partnerships for sustainable development.

5. DEVELOPING A STRATEGY FOR SOCIETAL IMPACT

The next step was to develop a societal impact strategy that defines the areas of social impact, explains the mechanism for generating social impact, illustrates social impact pathways and measures of impact. The strategy is as follows:

FESM'S SOCIETAL IMPACT STRATEGY TO 2030

I. AREAS OF SOCIETAL IMPACT

FESM generates societal impact in the following areas:
1/ Well-being
2/ Economic growth and decent work
3/ Industry, innovation and infrastructure
4/ Inclusive society
5/ Partnerships for sustainable development
These areas are detailed in the table below.

Areas of societal impact generated by FESM - general framework

AREAS OF SOCIETAL IMPACT	DESCRIPTION
Well-being	improving the quality of education; developing modern study programs; providing business advice to students; models, concepts and instruments to support learners and the unemployed; promoting healthy lifestyles; sustainable urban and rural development
Economic growth and decent work	promotion of sustainable economic growth and circular economy principles; shaping the conditions for high-quality jobs
Industry, innovation and infrastructure	promoting technical progress, greater operational efficiency and resource utilization
Inclusive society	reducing social inequalities; reducing poverty
Partnerships for sustainable development	promoting cooperation between different stakeholder groups in sustainable development (*e.g.*, academia, local communities, local authorities, government, financial institutions, consumers, businesses, business employees, investors)

II. IMPACT GENERATION MECHANISM

The prerequisite for generating societal impact in individual areas is the involvement of the Faculty's community in scientific, teaching and other internal and external activities. The activities in which faculty members, students and partners of the Faculty engage, translated into individual and collective successes, provide the opportunity to generate real societal impact in the broadest sense.

III. PATHWAYS OF IMPACT

There are three societal impact pathways at FESM. These are:

→ Pathway 1: scholarship,
→ Pathway 2: curriculum,
→ Pathway 3: additional activities.

PATHWAY 1: SCHOLARSHIP

Engagement, success and impact are measured by the following metrics:



Engagement
- At least 50% of staff are authors of publications on areas of impact

Success
- At least 10% of publications in impact areas have an IF

Impact
- At least 10% of the publications in the impact areas have at least 10 citations

Measurement: in five-year periods.

PATHWAY 2: CURRICULUM

Engagement, success and impact are measured by the following metrics:



Engagement
- 100% of students in each level of study and degree program have a subject on areas of impact in their curriculum

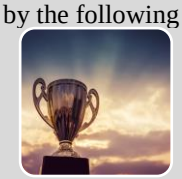
Success
- At least 10% of students have prepared theses on areas of impact

Impact
- At least 70% of these theses were graded as very good (5)

Measurement: in one-year periods.

PATHWAY 3: ADDITIONAL ACTIVITIES

Engagement, success and impact are measured by the following metrics:


Engagement
- 50% of faculty members engage in additional activities with external stakeholders in impact areas

Success
- 45 additional activities on areas of impact organized jointly with external stakeholders

Impact
- 2,000 participants in additional activities organized with external stakeholders on areas of impact

Measurement: in five-year periods.

Below are exemplars of success demonstrating the societal impact generated by FESM in the selected areas of impact for the period 2017-2022.

Table I2.2. Outcomes of societal impact activities and initiatives across all areas of the standards (Table 9-1)

Societal impact area	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
Well-being	The school has chosen well-being for its area of societal impact. See strategic plan for details.	Between 2017 and 2022, there were 30 subjects in the study programs that dealt with well-being issues. Some of them were entirely dedicated to the subject. For instance, all Economics students (2nd year of full-time undergraduate studies) participated in the lecture and exercises 'Social dimensions of economic growth and development' (in 2019-2023 a total of 4x30 lesson hours).	Between 2017 and 2022 faculty members published around 40 well-being publications, for instance: Szczepaniak M. (2020), Public sport policies and health: comparative analysis across European Union countries, Journal of Physical Education and Sport, Vol 20 (15 citations). Papers published prior to 2017 were also cited during the study period, e.g.: Czupich M., Kola-Bezka M., & Ignasiak-Szulc A. (2016), Factors and barriers to the implementation of the smart city concept in Poland. Economic Studies, Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach, 223-235 (number of citations in the period 2017-2022: 58); Kola-Bezka M., Czupich M., & Ignasiak-Szulc A. (2016), Smart cities in Central and Eastern Europe: viable future or unfulfilled dream? Journal of International Studies, 9, 76-87. https://doi.org/10.14254/2071-8330.2016/9-1/6 (number of citations in the period 2017-2022: 56). There were around 30 projects with well-being topics. For example, the project co-financed by the EU under the OP Knowledge-Education-Development entitled 'Supporting the transition from school to the labor market. Innovative models of cooperation between public employment services and vocational schools'. A team of FESM faculty members acted as a key expert in this project. The project implemented German solutions for the construction of innovative models of cooperation between vocational schools and Public Employment Services. The concept was presented in three studies: Wiśniewski Z., Młodzież na niemieckim rynku pracy. Kształcenie, przechodzenie do pracy, aktywizacja zawodowa, Wydawnictwo Adam Marszałek, Toruń 2021; Maksim M., Ze szkoły na rynek pracy. Modele, koncepcje i instrumenty wsparcia, TNOiK, Toruń 2021; and Wojdyło M., Zawadzki K., SELF - model of positive professional counselling.	Between 2017 and 2022, the Faculty organized eight well-being events involving external stakeholders. For instance, faculty members from the Department of Business Excellence in 2018-2022 conducted workshops on non-violent communication and psychological first aid for students and teaching staff of the University High School (formerly: Academic Junior High School and High School; Poland's first school for exceptionally gifted students). There were 10 workshops (3 for teachers, 7 for classes or high school volunteers). The groups ranged from 16 to 32 participants. The aim of the workshops was to familiarize participants with the basics of psychological first aid and dealing with conflict and traumatic situations. Example result: one of the workshop participants, being a bridesmaid at a scout camp, properly took care of 8 children under whom a bridge collapsed. She was able to secure the children, give the necessary information, summon help and remain calm - in her opinion, this was the result of the knowledge and skills she had acquired during the workshop. D. Grego-Planer and K. Liczmańska-Kopcewicz from the Department of Enterprise Management implemented a project co-financed by the EU entitled 'Young Entrepreneur - Creativity into the Future' between 2018 and 2020. Its aim was to improve the competences of primary

Societal impact area	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
			Concept of the model and guidelines for application in counselling work with young people in post-primary schools, Adam Marszałek Publishing House, Toruń 2021. The results of the project are three innovative models: - career counselling in vocational school, - tightening cooperation between Public Employment Services and vocational schools, - professional activation of unemployed graduates of vocational schools. The developed strategy was tested under the substantive supervision of project experts (a FESM team) by the project partner (Economic Foundation Pro Europa in Toruń) in the kujawsko-pomorskie province under pandemic conditions in three local labor markets with varied unemployment rates. The results of the testing showed the high usefulness of the proposed solutions for labor offices and trade schools.	school students in entrepreneurship, creativity, innovation and English. The educational program prepared covered 440 children attending grades 1-3 - SP 5 in Toruń and SP 25 in Bydgoszcz. The didactic activities were carried out jointly with the 'Młyn Wiedzy' Centre for Innovation and Modernity in Toruń.
Economic growth and decent work	The school has chosen economic growth and decent work for its area of societal impact. See strategic plan for details.	Between 2017 and 2022, 39 theses on economic growth and decent work were written at FESM. Kamila Dominiak, Bachelor's thesis, Methods of reducing youth unemployment in Poland, Germany and the UK 2004-2018 (defended in 2019 with a mark of 5). Mateusz Bylicki, Master's thesis, Empirical investigation of the interaction between immigration and economic growth and unemployment levels in selected countries using VAR models (defended in 2019 with a mark of 5). Bogna Zielińska, Master's thesis, Examining the relationship between economic growth and foreign trade factors	Between 2017 and 2022, faculty members published around 40 publications resulting from around 20 research projects with topics related to economic growth and decent work. For instance, Prof. Jacek Kwiatkowski participated in the project "Procedure for building a forecasting model using the BACE method for a consensus model" - research project funded by the National Science Centre, resulting in the publication Blażejowski M,, Kwiatkowski J., Gazda J. (2019), Sources of economic growth: a global perspective, Sustainability 11(1):275 (31 citations). Prof. Magdalena Osińska led the NCN-funded project entitled 'Econometric analysis of accelerated growth factors in European market economies'. The project resulted in, among others, a book: Osińska M., Economic miracles in the European economies, Springer International Publishing, https://doi.org/10.1007/978-3-030-05606-3_7.	Between 2017 and 2022, the Faculty organized 8 projects on economic growth and decent work that involved external stakeholders. For instance, faculty members of the Department of Human Resource Management in the period June-October 2020 prepared an expert opinion for the Provincial Labor Office in Toruń on 'Comparative analysis of the situation on the labor market in selected poviats from the kujawsko-pomorskie and wielkopolskie provinces'. The prepared expert opinion indicated probable reasons for the worse situation on the labor market in poviats of the kujawsko-pomorskie province in comparison with the neighboring wielkopolskie province.

Societal impact area	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
		using the VAR model (defended in 2017 with a mark of 5).		
Industry, innovation and infrastructure	The school has chosen Industry, innovation and infrastructure for its area of societal impact. See strategic plan for details.	Between 2017 and 2022, there were 25 subjects in the study programs that dealt with industry, innovation and infrastructure. Some of them were entirely dedicated to this subject. For instance, all students of the Modern Marketing specialization (Management, 2nd year of 2nd cycle full-time studies) participated in a lecture and exercises on 'Sustainable Marketing' (in 2017-2022 a total of 5x45 lesson hours).	Between 2017 and 2022, the faculty members published around 40 publications resulting from around 20 research projects with topics related to industry, innovation and infrastructure. For example, Prof. Maciej Zastempowski has, since 2021, been carrying out a project entitled 'Dual Nature of the Innovative Micro-Entrepreneur Genotype - Role in Socio-Economic Development'. The project has received funding from the Ministry of Education and Science's 'SCIENCE FOR SOCIETY' program. Project objective: to identify the personality traits and cognitive skills of the owner-manager/employee of a micro-enterprise and their impact on innovation capacity, innovation and social innovation. Expected social impact of the project: increased innovative capacity of micro-enterprises and number of social innovations.	Between 2017 and 2022, faculty members participated in 5 industry, innovation and infrastructure projects involving external stakeholders. For example, Ph.D. J. Jaworska from the Department of Human Resource Management from 2021 has been providing training for managers (middle and senior employees, directors, deputy directors) as part of the project entitled LEADERSHIP ACADEMY - a program of strengthening and development of managerial competencies at SECO/WARWICK SA (2021-2023). The effect of the training is to improve team collaboration and communication for the effective development of modern industry. In 2021 and 2022 there were 5 groups. In 2023 there are 8 groups (Ph.D. J. Jaworska is leading 2). Number of training days each year: 12, number of people in Ph.D. Jaworska's 2 groups: 28.
Inclusive society	The school has chosen inclusive society for its area of societal impact. See strategic plan for details.	Between 2017 and 2022, 66 theses on inclusive society were written at the Faculty. For instance, Patrycja Borowska, Master's thesis, The role of social policy in reducing income inequalities in selected European Union countries (defended in 2022 with a mark of 5). Agata Lenkiewicz, Bachelor's thesis, Determinants of income inequality in European Union. Empirical analysis based on panel data models	Between 2017 and 2022, faculty members carried out around 10 research projects and published around 45 publications on inclusive sociality, for example: Maksim M., Wojdyło M., & Zawadzki K. (2021), Innovative models for supporting students and unemployed graduates of vocational training schools in the transition from the education system to the labor market, Nicolaus Copernicus University in Toruń, https://doi.org/10.12775/978-83-231-4714-5. The publication was used to develop, adapt to Polish conditions and implement by 24 institutions (vocational training schools, public employment services, poviat labor offices) innovative models in the field of: - vocational counselling in vocational training schools,	Between 2017 and 2022, faculty members organized 3 projects on inclusive society involving external stakeholders. For example, D. Szostek in 2018 and 2019 participated in the organization of colonies in Poland for poor children from Ukraine (from Dnipro and Lviv). The local community and entrepreneurs were involved. In total, around 30 children were supported. The Scientific Circle of Communication and Psychology in Business, supervised by an employee of the Department of Organizational Behavior and

Societal impact area	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
		(defended in 2021 with a mark of 5). Aneta Prażmowska, master's thesis, Counteracting discrimination against sexual minorities in the workplace on the example of Norwegian Air Shuttle SA (defended in 2020 with a mark of 5).	- support of unemployed graduates of vocational training schools in entering the labor market, - cooperation of public employment services with vocational training schools.	Marketing (M. Lewandowski), together with the Wędka Association, has developed a strategy for the development of the 'Uczuś' project - a mobile day-care center for children operating in Toruń, aimed at children from communities at risk of exclusion. Uczuś is a mobile place where children can improve their competences through free tutoring, workshops and other activities related to useful leisure time. Each month, 30 children will benefit from the support of Uczuś, which amounts to 360 participants per year.
Partnerships for sustainable development	The school has chosen partnerships for sustainable development for its area of societal impact. See strategic plan for details.	Between 2017 and 2022, there were 25 subjects in the study programs that dealt with partnerships for sustainable development. Some of them were entirely dedicated to the subject. For instance, all Economics students (1st year of full-time undergraduate studies) attended a lecture on 'Sustainability' (in 2017-2022 a total of 5x15 lesson hours).	Between 2017 and 2022, faculty members participated in about 15 research projects and published about 20 publications on partnerships for sustainable development, for example: Glińska-Neweś A., Hatami A., Hermes J., Keränen A., & Ulkuniemi P. (2022), Employee competence development in corporate volunteering, Social Responsibility Journal, 18, 757-771, https://doi.org/10.1108/srj-10-2019-0352 The research results published in the article have been used to improve employee volunteering programs by 5 institutions: an NGO (Academy for the Development of Philanthropy), a publishing house (Nowa Era Publishing House), a global financial services company (International Personal Finance), a consulting firm (Coface, Compagnie Française d'Assuranceur le Commerce Extérieur) and a company in the construction industry (Mat-Bud Multi-branch Company).	Between 2017 and 2022, the Faculty implemented 11 projects on partnerships for sustainable development involving external stakeholders. For example, from 09.2020 to 08.2023, some faculty members (Ph.D. Aranka Ignasiak-Szulc, Ph.D. Ewa Makowska, Ph.D. Barbara Józefowicz) are involved in the MOTION project (FroM Overtourism To Innovating Sustainable sOlutions in the EU). The aim of the project is, among other things, to develop sustainable and innovative solutions for the development of the tourism industry. MOTION is implemented by Nicolaus Copernicus University in Toruń and Laurea University of Applied Sciences (Finland), Kiel University of Applied Sciences (Germany), University of Granada and the Municipality of Monachil (Spain), Klaipėda University (Lithuania) together with social partners. As part of the project, student teams developed 25 dedicated innovative sustainability solutions for tourism businesses from Andalusia (Spain), Lapland

Societal impact area	Societal Impact Strategy (Standard 1)	Outcomes Related to Curriculum (Standard 4)	Outcomes Related to Scholarship (Standard 8)	Outcomes Related to Internal and External Initiatives and/or Activities (Standard 9)
				(Finland), Curonian Spit (Lithuania), Schleswig-Holstein (Germany) and the kujawsko-pomorskie region (Poland).

Issue 3

As the school is expected to transition to the 2020 Standards, it is advised to start preparing a risk assessment in the next report, identifying potential risks that could significantly impair its ability to fulfil its mission, as well as a contingency plan for mitigating these risks. (2013 Standard 1: Mission, Impact, and Innovation; 2020 Standard 1: Strategic Planning)

As stipulated in 2020 Standard 1, FESM has conducted a risk analysis, identifying potential risks that could significantly impair its ability to fulfil the school's mission and has plans to mitigate the major risks identified.
The goal of the faculty's risk management process is to increase the likelihood of achieving its stated goals and objectives. The analysis prepared by the Faculty includes the following information:

- persons responsible at the strategic level;
- operational objectives;
- the most important tasks to achieve the goals;
- resources/support/existing mechanisms (control/support);
- persons responsible at the operational level;
- measures determining the degree of achievement of objectives;
- planned measures values;
- values achieved at the end of the year;
- causes;
- identified risks;
- effects;
- risk owners;
- assessment of the impact of the risk - is made taking into account the financial and non-financial effects by assigning a score from 1 to 4, where:
    - 1 means low impact,
    - 2 means moderate impact,
    - 3 means high impact,
    - 4 means very high impact;
- assessment of the probability of risk occurrence - is made taking into account the existing control mechanisms and their effectiveness by assigning a score from 1 to 4, where:
    - 1 means low probability,
    - 2 means moderate probability,
    - 3 means high probability,
    - 4 means very high probability;
- assessment of the significance of the risk, which is the product of the impact strength and the probability of its occurrence, according to the following scale:
    - low risk (significance of risk from 1 to 4),
    - moderate risk (significance of risk from 5 to 8),
    - high risk (significance of risk from 9 to 12),
    - very high risk (significance of risk from 13 to 16);
- risk acceptability;
- response to risk;

- risk mitigation mechanisms (for unacceptable risk);
- plan in case the risk materializes;
- risk response providers.

The tables below present the risk map and the rules of conduct in the case of risks of a certain significance. The acceptable risk level is 8. For each risk that exceeds the acceptable level, appropriate risk mitigation mechanisms are developed and implemented by the risk owner.

Table I3.1. The risk map

Impact (effect)	**The risk map**			
Very high	4	8	12	16
High (severe)	3	6	9	12
Moderate (medium)	2	4	6	8
Low (minor)	1	2	3	4
	Low (unlikely)	Moderate (medium)	High (likely)	Very high (almost certain)
	Probability			

Table I3.2. Rules of conduct for risks of defined materiality

Materiality of risk			**Principles of conduct**
1-4	Low	acceptable	This risk poses a low degree of risk. Acceptable. It has no significant impact on the achievement of goals and objectives. It is acceptable and does not require countermeasures.
5-8	Moderate	acceptable	This risk should be monitored, and consideration should be given to indicating the type of response to the risk, taking into account the associated costs. It has a moderate impact on the achievement of goals and objectives. It is acceptable, does not require countermeasures, and should be monitored and the need for countermeasures or additional controls considered.
9-12	High	unacceptable	This risk requires identifying the appropriate type of risk response and monitoring, given the costs involved. It can significantly affect the achievement of goals and objectives. It is unacceptable, requiring planning and countermeasures, as well as modifying controls that reduce its materiality to an acceptable level.
13-16	Very high	unacceptable	This risk poses a serious threat to the Faculty's operations, including the achievement of goals and objectives. It is unacceptable, requiring immediate indication of the type of response to the risk, given the costs involved, and continuous monitoring. It requires immediate remedial action, by putting in place strong controls that reduce its materiality to an acceptable level.

The following table contains an excerpt of the risk analysis developed by the Faculty, showing the risks that could impede the school's ability to fulfil its mission and strategy, and the plan to mitigate these risks.

Table I3.3. Excerpt from the risk analysis

Identified risks	Strength of impact (from 1 to 4)	Probability of occurrence (from 1 to 4)	Materiality of the risk	Acceptability of risk	Response to risk	Risk mitigation mechanisms (for unacceptable risks)	Plan in case the risk materializes	Risk response provider
Lack or low interest of faculty members in participating in international research teams	4	1	4	acceptable	monitoring			
Low number of grant applications submitted by a small number of faculty members	3	2	6	acceptable	monitoring			
Funding a smaller number of publications	3	3	9	unacceptable	Reduction/ counteraction (risk minimization)	The Faculty support system for publishing	Free publishing	Chair persons of Scientific Discipline Councils

Identified risks	Strength of impact (from 1 to 4)	Probability of occurrence (from 1 to 4)	Materiality of the risk	Acceptability of risk	Response to risk	Risk mitigation mechanisms (for unacceptable risks)	Plan in case the risk materializes	Risk response provider
No possibility of publication or possibility of publishing a smaller number of articles and monographs	4	2	8	acceptable	monitoring			
Preparation of a small number of valuable scientific publications	3	1	3	acceptable	monitoring			
Funding a smaller number of open access publications	4	3	12	unacceptable	Reduction/ counteraction (risk minimization)	The Faculty support system for publishing in open access	Publishing free of charge in closed access; working papers	Chair persons of Scientific Discipline Councils
Increasing difficulty in publishing the text	1	2	2	acceptable	monitoring			
Inability to publish the text in a timely manner	2	2	4	acceptable	monitoring			
Low number of grant applications submitted by a small number of faculty members	4	2	8	acceptable	monitoring			
Low interest and use of research and publications by socio-economic environment (SEE)	3	3	9	unacceptable	Reduction/ counteraction (risk minimization)	Organizing events for SEE representatives on how SEE can use research and publications	Collaborate with CPATT and startova.pl on opportunities to present the application potential of research and publications to SEE representatives	BUSINESS HUB Coordinator
Low interest of SEE in cooperation	2	3	6	acceptable	monitoring			
Reluctance of faculty members to carry out orders for SEE	2	2	4	acceptable	monitoring			
Lack of or low interest in the Faculty's offerings by foreign students	4	2	8	acceptable	monitoring			
Low alignment of subject content with the Faculty's specializations	3	1	3	acceptable	monitoring			
Insufficient number of internship positions in the field of the Faculty's specializations	3	1	3	acceptable	monitoring			
Low level of student interest in participating in internships in the field of the specializations of the Faculty	2	3	6	acceptable	monitoring			
Low level of student interest in participating in teaching initiatives in the field of the specializations of the Faculty	2	3	6	acceptable	monitoring			
Low interest of business partners in teaching, including in the field of the specializations of the Faculty	3	2	6	acceptable	monitoring			
Low interest of faculty members in cooperation with foreign stakeholders	3	1	3	acceptable	monitoring			
No or low interest from foreign stakeholders in working with the Faculty	4	2	8	acceptable	monitoring			
Low interest among faculty members and students in mobility initiatives, including abroad	4	2	8	acceptable	monitoring			
Funding fewer mobilities	3	2	6	acceptable	monitoring			

Identified risks	Strength of impact (from 1 to 4)	Probability of occurrence (from 1 to 4)	Materiality of the risk	Acceptability of risk	Response to risk	Risk mitigation mechanisms (for unacceptable risks)	Plan in case the risk materializes	Risk response provider
Low interest of faculty members, students and external stakeholders in collaborating on organizing ventures/events	4	2	8	acceptable	monitoring			
Funding a smaller number of ventures/events	2	3	6	acceptable	monitoring			

Issue 4

The school has set up a broad and comprehensive engagement and impactful concept, including various impact categories. The impact measurement system is a good starting point for meeting the 2020 Standard 8 and 9 during the next AACSB review cycle. The school should continue to mature its impact measurement system over the next accreditation cycle. (2013 Standard 1: Mission, Impact, and Innovation; 2013 Standard 2: Intellectual Contributions and Alignment with Mission; 2020 Standard 1: Strategic Planning; 2020 Standard 8: Impact of Scholarship; 2020 Standard 9: Engagement and Societal Impact)

Following the AACSB suggestions to continue to mature FESM's impact measurement system over the next accreditation cycle and including the assumptions of the new FESM's Strategy as well as new 2020 AACSB Standards we present below the impact of FEMS's intellectual contribution referring to the 2020 Standard 8. The other areas are described in other parts of the application.

Following the new FESM's Strategy and the new 2020 AACSB Standards we decided to change and reduce some measured metrics and their indicators. We believe that the proposed changes better reflect the spirit of the new FESM's Strategy and the new 2020 AACSB Standard 8. A significant reduction in the number of measures allows us to focus on the core of the impact of FESM's intellectual contributions in general and as well as its societal impact. Finally, after deliberate consideration, we decided to focus on 15 out of 39 indicators which we measured in our previous accreditation cycle.

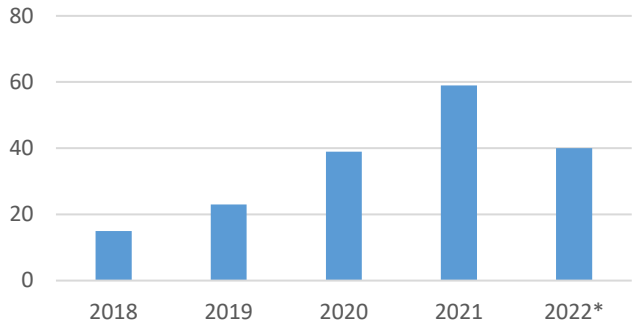
The school's faculty members produce high-quality, impactful intellectual contributions and collaborate with a wide variety of external stakeholders having a positive societal impact consistent with the school's mission. The quality of our five-year portfolio of intellectual contributions is proved by the data below.

The quantitative analysis of the Omega NCU database[1] from the point of view of the FESM faculty members publications shows some positive trends. An increasing number of publications is published in the journals with the impact factor (IF) indicator. In the 2018-2022 period, their total number is 176 (Fig. I4.1). 73 FESM faculty members published in a journal with the IF.

Between 2019 and 2022, FESM faculty members published an average of 184 publications. A significant increase in the number of publications occurred in 2020, but based on current data, it is more likely that the number of publications will continue to remain at 150-200 level (Table I4.1 and Fig. I4.2). Most publications are in the 70-100 point range (see Fig. I4.3).

[1] Omega NCU database - Nicolaus Copernicus University Research Portal, a Knowledge Base System that allows for comprehensive management of information about science and research potential, supporting research management processes, evaluation of the institution and its employees, and acting to build the image and recognition. The system allows indexing, sharing publications and other scientific achievements of the institution and its employees.

Fig. I4.1. The number of articles in journals with the impact factor (IF) in 2018-2022



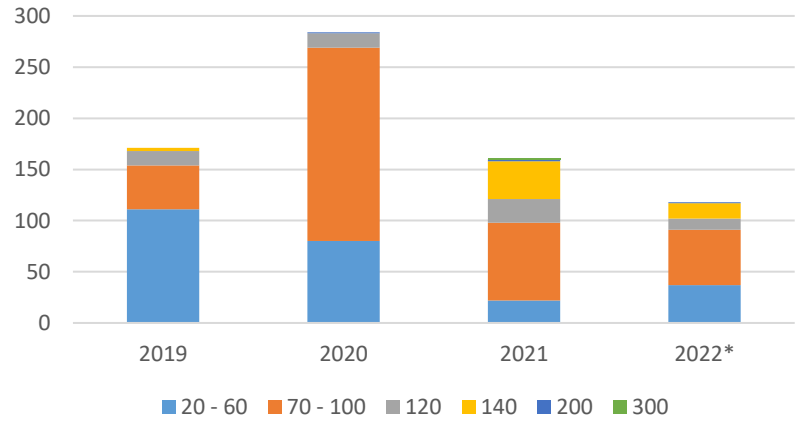
* The number of publications will increase because some of them are still in the process of publishing.
Source: Omega database.

Table I4.1. Total number of publications due to the score of the Ministry of Education and Science list[2]

	Ministry of Education and Science publication score (in points)						
Year	**20 – 60**	**70 – 100**	**120**	**140**	**200**	**300**	**Total**
2019*	111	43	14	3	0	0	**171**
2020	80	189	14	0	1	0	**284**
2021	22	76	23	37	2	1	**161**
2022**	37	54	11	15	1	0	**118**
Total	**250**	**362**	**62**	**55**	**4**	**1**	**734**

* The lack of 2018 results from the fact that a different scoring scale was in force at that time, which makes it very difficult to compare the data.
** The number of publications will increase because some of them are still in the process of publishing.
Source: Omega database.

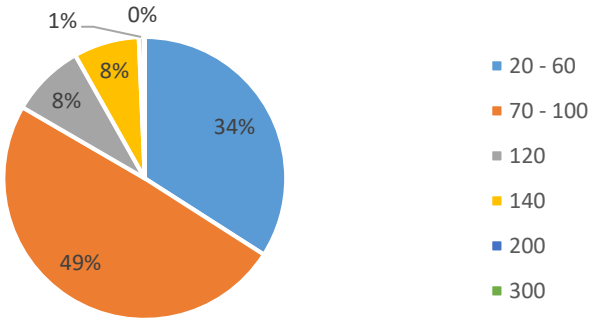
Fig. I4.2. Total number of publications due to the score of the Ministry of Education and Science list by years



* The number of publications will increase because some of them are still in the process of publishing.
Source: Omega database.

[2] In Poland the **Ministry of Education and Science** (MES) **evaluates disciplines of science and disciplines of the arts using a points system**. As concerns results of research activity, the evaluation is based on the following:
- **peer-reviewed publications** written by scholars representing a discipline and published **in highly regarded journals**, the list of which can be seen on the ministerial website,
- **scientific monographs or chapters in scientific monographs** written by the scholars of a given discipline.

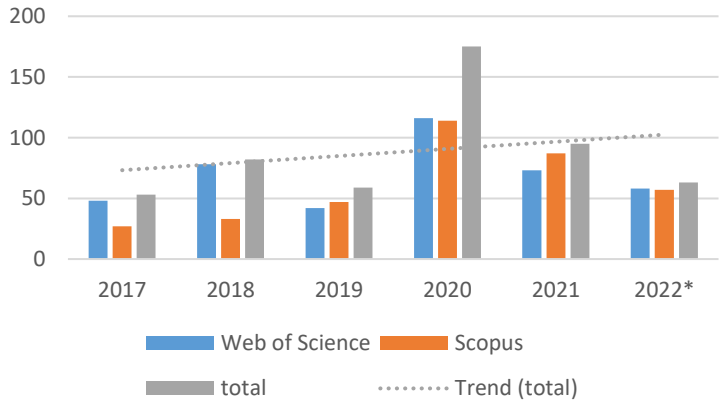
Fig. I4.3. Structure of the total number of publications from 2019 to 2022* due to the score of the Ministry of Education and Science list



* The number of publications will increase because some of them are still in the process of publishing.
Source: Omega database.

In the years 2017-2022, a total of 527 articles of FESM faculty members were indexed in the Web of Science or Scopus database (Fig. I4.4). 415 articles were indexed in the Web of Science database and 365 articles in the Scopus database. All in all, setting a linear trend for the number of indexed publications in both databases, a moderate upward trend can be observed over the years 2017-2022.

Fig. I4.4. Polish and foreign articles indexed in the Web of Science and Scopus database



* The number of publications will increase because some of them are still in the process of publishing.
Source: Omega database.

The quality of intellectual contribution can also be measured by the number of citations in Google Scholar. Table I4.2 presents the data for the 30 most cited scientists.

Table I4.2. The most cited faculty members according to Google Scholar

Last name and name (faculty members conducting classes in 2021/2022)	Number of citations		
	2018-2022	2023	Total
Molnár Peter	3690	368	4389
Bellmann Lutz	1932	121	7993
Polasik Michał	955	49	1657
Lepeyko Tetyana	918	18	2115
Piotrowska Anna	528	26	641
Kotkowski Radosław	493	28	589
Singh Anupam	483	71	557

Last name and name (faculty members conducting classes in 2021/2022)	Number of citations		
	2018-2022	2023	Total
Lis Andrzej	457	23	659
Glińska-Neweś Aldona	412	21	859
Zastempowski Maciej	402	38	708
Fiszeder Piotr	392	103	870
Sudolska Agata	382	25	642
Karaszewski Robert	326	16	1295
Celuch Krzysztof	317	47	501
Liczmańska-Kopcewicz Katarzyna	294	21	440
Kufel Tadeusz	287	17	900
Grego-Planer Dorota	254	29	296
Osińska Magdalena	245	20	927
Karaszewski Włodzimierz	243	7	837
Jaworek Małgorzata	237	9	479
Walczak Damian	223	10	415
Glabiszewski Waldemar	219	22	318
Piłatowska Mariola	204	24	381
Kuzel Marcin	197	6	447
Kola-Bezka Maria	194	8	293
Sojak Sławomir	184	0	933
Dziawgo Danuta	180	1	807
Górecka Dorota	179	3	335
Szostek Dawid	178	13	228

Source: Google Scholar (17.05.2023).

The majority of the most frequently cited FESM scientists according to the Google Scholar system have the majority of quotations in the period following 2018. These comparisons show that citations of the FESM academic staff improved greatly during the last 5 years.
Table I4.3 presents some statistical measures describing the distribution of Google Scholar citations in the population of all of the FESM faculty members.

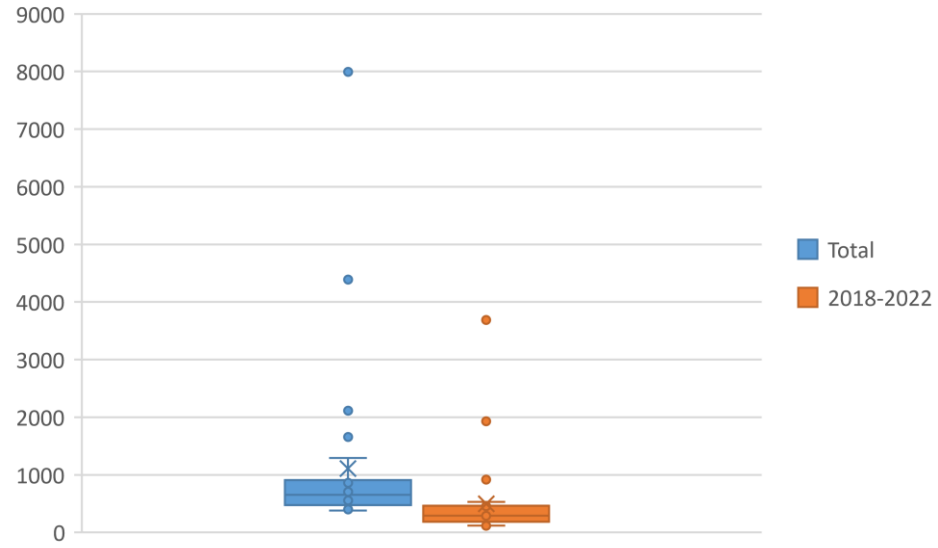
Table I4.3. Statistical measures describing publications of FESM faculty members in Google Scholar

N=102		Citations		
		Total	2018-2022	2023
Average		432.13	203.96	15.02
Quartile:	Q_1	97.75	46.5	1.25
	Q_2 (median)	209.5	106	5.5
	Q_3	433.75	183	14.75
IQR		336	136.5	13.5
Quarter deviation		168.00	68.25	6.75
Positional coefficient of variation		0.80	0.64	1.23

Source: own elaboration based on Google Scholar.

Supplementary chart

Fig. I4.5. The distribution of citations of thirty key faculty members according to Google Scholar



Source: own elaboration based on Google Scholar.

The aggregate societal impact of intellectual contributions is presented in the table below (Table I4.4).

Table I4.4. The aggregate societal impact of intellectual contributions

Type of the impact metrics	Description of the indicator	The measure of impact	Notable examples
Publication in highly recognized leading peer-review journals	Number of articles which were awarded 70 points and more	484	The faculty members prepared 734 publications for highly recognized leading peer-review journals in the years 2018-2022 (20 points and more). 484 publications were awarded 70 points and more according to the new list of peer-review journals published by the Ministry. 258 out of 484 (53.31%) publications were awarded 70 points, 7 - 75 points, 97 - 100 points, 62 - 120 points, 55 - 140 points, 4 - 200 points and 1 - 300 points. 176 out of 734 (23.98%) publications were published in journals with the impact factor. The examples of publications in highly recognized peer-review journals include: Glińska-Neweś Aldona, Glinka Beata: Corporate volunteering, responsibility, and employee entrepreneurship, Routledge Studies in Entrepreneurship and Small Business, 2021 (300 points); Do Linh Phuong Catherine, Lyócsa Štefan, Molnár Peter: Residual electricity demand: an empirical investigation, Applied Energy, 2021, vol. 283, pp. 1-18. DOI:10.1016/j.apenergy.2020.116298 (200 p., IF: 11.446); Błażejowski Marcin, Kufel Paweł, Kwiatkowski Jacek: Model simplification and variable selection: a replication of the UK inflation model by Hendry (2001), Journal of Applied Econometrics, 2020, vol. 35, no. 5, pp. 645-652. DOI:10.1002/jae.2760 (200 p., IF: 2.424); Wiśniewska Agnieszka, Liczmańska-Kopcewicz Katarzyna, Pypłacz Paula: Antecedents of young adults' willingness to support brands investing in renewable energy sources, Renewable Energy, 2022, vol. 190, pp. 177-187. DOI:10.1016/j.renene.2022.03.098 (200 p., IF: 9.252).
	Number of IF publications	176	
Citation counts	Number of faculty members with at least 50 citations to total number of faculty members	57.0%	In the period 2018-2022, the publications of 73 people out of 128 employees were cited at least 50 times. The individuals with the highest number of citations from this period are P. Molnar (3690 citations), L. Bellmann (1932), and M. Polasik (955). Among the most cited publications of P. Molnar were: 'On the hedge and safe haven properties of Bitcoin: Is it really more than a diversifier?' from 2017 (1126 citations) and 'Price discovery on Bitcoin exchanges' from 2015 (366 citations). The most cited publications of L. Bellmann are: 'Das IAB-Betriebspanel: Konzeption und Anwendungsbereiche' (225 citations) and 'Working from home, job satisfaction and work-life balance-robust or heterogeneous links?' (203 citations).
Competitive grants awarded by national and international agencies	Number of faculty members with research grants awarded to total number of faculty members	57.0%	73 out of 128 faculty members received at least one research grant in the years 2018-2022. In total 163 grants awarded by regional, domestic and international institutions were carried out by FESM faculty members. 14 out 166 grants were recognized as international. The most active faculty members in terms of number of grants were M. Zastempowski who carried out 9 research projects in the period considered and A. Szulc-Obłoza who carried out 9 research projects too. P. Brzustewicz carried out 6 research projects in the period analyzed. A. Glińska-Neweś, D. Szostek, M. Tomanek, A. Piotrowska and W. Karaszewski were awarded 5 grants each.
Research awards and recognition	Number of faculty members with research awards and recognition to total number of faculty members	61.7%	79 out of 128 faculty members received at least one research award in the years 2018-2022. They received in total 272 research awards and recognitions, out of them 21 were awarded by international institutions, 251 by national institutions. Among many rewards, there were such prestigious as: T. Grodzicki (2018) 'Best Paper Award for Junior Researcher' (National Bank of Romania, The Romanian Academic Society of Management, Faculty of Management National University of Political Studies and Public Administration in Bucharest); M. Czupich (2018) 'Medal im. Grigorija Skovorody'; W. Orzeszko (2019) 'Distinction in the Competition for the Award of the President of the National Bank of Poland for the best article published in 'Bank i Kredyt' in 2018'.
Textbooks, teaching manuals, *etc*.	Number of published teaching materials / faculty members	8.6%	11 out of 128 faculty members published 17 teaching materials such as textbooks, teaching manuals, *etc*. in the years 2018-2022. The FESM faculty member with the greatest number of published teaching materials is Prof. S. Sojak. He published 4 famous textbooks: 'Podstawy rachunku kosztów, rachunkowości zarządczej i zarządzania finansami', 'Podstawy rachunku kosztów, rachunkowości zarządczej i zarządzania finansami – repetytorium i zadania' (the 2019 and 2020 editions).
	Number of teaching publications (materials/IC) / all publications	1.2%	
	Number of publications in practitioner journals	58	26 out of 128 faculty members produced at least one publication in practitioner journal in the time period 2018-2022. The faculty members published in total 58 practitioner publications. The faculty member with the greatest number of

Type of the impact metrics	Description of the indicator	The measure of impact	Notable examples
Publications in practitioner journals	Number of faculty members with at least one publication in practitioner journal to total number of faculty members	20.3%	publications in practitioner journals was J. Naworski with 10 practitioner publications in years studied *(e.g.*, 'Ustawowe prawo kontroli wspólnika spółki z o.o. i sposób jego wykonania. Wykładnia art. 212 paragraf 1 i 2 k.s.h.'). The second place belongs to D. Krupa and A. Banaszkiewicz with 5 publications each (*e.g.*, 'Rachunek kosztów w praktyce badanych przedsiębiorstw województw kujawsko-pomorskiego, pomorskiego i warmińsko-mazurskiego', 'Selected methods of intellectual capital valuation – comparative analysis'). The third one is D. Górecka with 4 publications (*e.g.*, 'Applying multi-criteria decision aiding methods to the process of selecting a host city for sporting event', 'Applying the MARS method to the sponsor contract negotiations').
The spin-off companies connected with FESM	The number of spin-off companies connected with FESM	7	There are 7 spin-off companies connected with FESM. 4 selected examples are presented in detail: 1) Image Citadel sp. z o.o. (http://tv.umk.pl/imagecitadel/) - an academic spin-off company specializing in providing specialized IT solutions related to interactive online video and augmented reality. One of the key products being developed by the company is an innovative platform designed for interactive spatial visualization of large-scale facilities, including hotels, shopping centers, airports and theme parks. The solution developed by the company is an innovative approach to the problem of remote virtual tours of all kinds of public facilities, both open areas (interactive drone flights) and building interiors. It is based on the company's proprietary technology for developing spatial visualizations through high-quality interactive film recordings (video maps), which enable faithful and dynamic mapping of both open and closed locations. The innovative technology of inserting active points into the videos opens up unlimited possibilities in the field of product placement and the creation of interactive guides. 2) Future Consulting Group sp. z o.o. and Instytut Doskonałości Strategicznej sp. z o.o. which are providing consulting services to organizations seeking cooperation with research units with the latest scientific, advisory and business achievements. They support the development of clients' activities, based on the achievements of world science, as well as on the results of own research and experience in the field of consulting and business. The companies specialize in conducting trainings in the field of broadly understood management, professional assistance in the field of enterprise management and in building business models. The company's partners represent the scientific community in the field of management and economics, as well as the business community, having extensive experience in functional management in corporations and in running a business. 3) Technology for Mobile sp. z o.o. - the company's mission is to commercialize the results of scientific research and development at the Nicolaus Copernicus University in Toruń in the area of mobile payment technologies. Research and development activities are conducted at extensively understood area of mobile and financial technologies. Currently, the company is carrying out, among others, project entitled 'Development of innovative payment card acceptance services based on a multifunctional digital wallet'. The aim of the project is to develop new mobile payment solutions that combine a data exchange interface based on QR codes with the payment card ecosystem. 4) BI-SMART sp. z o.o. - the company designs and implements management applications supported by Business Intelligence solutions. The applications are helpful in multidimensional management of projects implemented in organizations and are used to diagnose the causes of low organizational and economic efficiency of enterprises. BI-Smart products make it possible to establish indicators and forecasts, which, after providing appropriate statistical data, can be immediately calculated and presented with a suggested interpretation of the results. These tools fill the information and decision-making gap resulting from the currently functioning solutions. BI-Smart products support the global and mobile operations of enterprises by accessing BI systems at any time and from anywhere. Their advantage is that there is no need to purchase IT infrastructure, which is the environment for the BI system operation and a high level of security for BI systems. The product allows for the unification of data structures and simplification of the organization of information and decision-making processes. BI-Smart offers the possibility of professional and flexible technical support in the field of BI system.

Type of the impact metrics	Description of the indicator	The measure of impact	Notable examples
NGOs connected with FESM	The number of NGOs connected with FESM	2	There are 2 NGOs connected with FESM. The first one is the Association of Finance and Accounting for Sustainable Development (http://sfaa.pl/). Its aim is to integrate the finance and accounting community for sustainable development. The other is the Institute of Effective Asset Management Foundation. Its aim is to work for the development of the economy and science and cooperation between them, particularly in the areas of leadership, corporate social responsibility and increased effectiveness in asset management, including, in particular, the creation of a platform for constructive and mutually beneficial cooperation between the scientific community, in particular the academic community of the Faculty of Economic Sciences and Management at Nicolaus Copernicus University in Toruń, entrepreneurs, employees and representatives of the authorities in the field which constitutes the objectives of the Foundation. The Foundation supports various forms of social activity, substantive and economically justified activities influencing the development of scientific research, popularization of the idea of corporate social responsibility, social integration and methods of increasing the effectiveness of material and non-material asset management; it also supports other organizations with the same or similar objectives.
The expert opinion at FESM	The number of expert opinions carried out by FESM faculty members	24	24 expert opinions were carried out by faculty members in the years 2018-2022 for total value equal to over 1035 thousand PLN. Some of the examples of carried out expert opinions include: 1) Expert opinion for Fenige Sp. z o.o. consisting in the performance of industrial research and development work in the field of card payments analyzing the technical parameters and principles of operation of the Visa and MasterCard systems and filling the technical and technological gaps with the Fenige system as well as conducting an analysis of available techniques (amount: PLN 358,000); 2) Expert opinion for Regionalny Szpital Specjalistyczny (Regional Specialist Hospital) consisting in the conduct and coordination of the process of transforming Regionalny Szpital Specjalistyczny into a commercial law company and building corporate governance of the Employer (amount: PLN 120,000); 3) Expert opinion for ELIXIR GROUP Sp. z o.o. consisting in the development of an innovative technology with the use of machine learning mechanisms in the scope of a universal system and tools for the detection of electronic payment frauds and the prediction and prevention of chargebacks (amount: PLN 100,000).
Commercialization of the results of scientific research or development works, or know-how related to these results	The number of the cases of commercialization of the results of scientific research or development works or know-how related to these results	79	79 commercialization projects were carried out by faculty members for total value equal to over 1295 thousand PLN. Some of the examples of expert opinions carried out include: 1) QR payments customer surveys; 2) Advice on building and implementing an enterprise development strategy; 3) Development of a model for creating and commercializing innovations; 4) Diagnosis of enterprise development needs using IDS methodology; 5) Advice on implementing assumptions of the Lean Management concept in an enterprise.
Business trainings/ seminars/ conferences at FESM	The number of business trainings/ seminars/ conferences held at FESM	31	There were 31 business events such as trainings, seminars or conferences at FESM attended by 2678 participants. Some of the examples of business events at FESM are: 1) Copernican Digital Forum Conference; 2) Mobile Technology Day; 3) Controlling Horizons Conference or 4) E! Marketing Conference - Practically about Marketing.
	The number of participants at business trainings/ seminars/ conferences held at FESM	2678	

Issue 5

The school has made progress for faculty qualifications during the CIR 2. The school has revised its faculty qualification criteria. The school is expected to continue to demonstrate the progress in improving faculty qualification guideline ratios, ensuring that all the disciplines and the school overall align with the expected AACSB faculty ratios. For the purposes of the next CIR visit, the school is expected to meet the minimum ratios by discipline, and address how the deployment of the school's blend of SA, PA, SP and IP faculty members is the result of a strategic choice by the school, is consistent with the school's mission and strategic initiatives, and is carried out in a way that promotes high-quality learner success and achievement of learning competencies in all programs, locations, and modalities. (2013 Standard 15: Faculty Qualification and Engagement; 2020 Standard 3: Faculty and Professional Staff Resources)

In 2023 FESM has further improved the faculty members qualification guidelines and has made a progress in improving faculty qualification guideline ratios.

In line with the Peer Review Team's suggestion, the criteria for qualifying for the SA category have been tightened, which is in line with the strategy of NCU having the status of a research university and being among the best universities in Poland. The proposal for a new definition of SA also takes into account the requirements for faculty members of FESM resulting from the principles of evaluation of their scientific activity, which are derived from the system of evaluation of higher education institutions in Poland. According to the rules of this system, those universities are rewarded whose faculty members publish books in prestigious publishing houses and scientific articles in recognized journals (*i.e.,* journals with IF, listed in Scopus or Web of Science databases or included in the ministerial list of scoring journals).

The table I5.1 shows the criteria for qualifying faculty members for the SA category according to the existing and new (improved) definitions.

Table I5.1. SA criteria according to existing and new (improved) definition

<table>
<tr><th>SA - Existing definition</th><th>SA - New (improved) definition</th></tr>
<tr><td colspan="2">Faculty members who have been awarded a doctoral degree in the last five years are qualified as SA due to the validity of their degree. Doctoral students whose dissertation proposal was formally accepted in the last three years are qualified as SA due to the research and intellectual contribution that enabled them to finalize their work on the doctoral dissertation.</td></tr>
<tr><td>If a faculty member obtained a doctoral degree earlier than in the last five years, the condition for maintaining the SA qualification is to obtain at least 12 points over the last five years (according to the list contained in Table A) and to publish at least 3 articles in peer-reviewed journals. Exceptionally, if a faculty member has not published at least 3 articles in peer-reviewed journals within the last five years, then the person is qualified to the SA category in accordance with equivalent condition 2 set out in Table B, obtaining the appropriate number of points according to the list in Table A.

Table A. List of activities allowing the SA qualification to be maintained
<table><tr><th>No.</th><th>Activity</th><th>Points</th></tr><tr><td>1</td><td>Research projects (formal participation; internal, external and international projects)</td><td>2</td></tr><tr><td>2</td><td>Reviewing doctoral dissertations, habilitation applications, professorship applications or scientific publications</td><td>1</td></tr><tr><td>3</td><td>Acting as supervisor of doctoral dissertations</td><td>1</td></tr><tr><td>4</td><td>Providing trainings, academic seminars (other than doctoral, master's or diploma) and guest lecturers (the fact of lecturing must be documented)</td><td>1</td></tr><tr><td>5</td><td>Authorship of an article published in a journal for at least 70 points of Ministry of Science and Higher Education</td><td>6</td></tr></table></td><td>If a faculty member obtained a doctoral degree earlier than in the last five years, the condition for maintaining the SA qualification is to obtain minimum 45 points for a maximum of 4 publications, where only one of the scored publications can be a monograph or a chapter in a monograph. Points are awarded according to the rules described in the table below.

<table><tr><th>Type(s) of publication</th><th>Points</th></tr><tr><td>Article in a journal with IF</td><td>20</td></tr><tr><td>Article in a journal without IF indexed in Scopus or WoS database</td><td>15</td></tr><tr><td>Monograph</td><td>15</td></tr><tr><td>Article in another peer-reviewed journal</td><td>10</td></tr><tr><td>Chapter in a monograph</td><td>10</td></tr></table></td></tr>
</table>

SA - Existing definition			SA - New (improved) definition
6	Authorship of an article published in a journal for at least 20 points but less than 70 points of Ministry of Science and Higher Education	4	
7	Authorship of an article published in a journal for less than 20 points of Ministry of Science and Higher Education	1	
8	Authorship of a work published in a prestigious, authoritative, non-peer-reviewed journal	1	
9	Authorship of peer-reviewed monograph or other scientific book	4	
10	Authorship of peer-reviewed academic textbook	4	
11	Authorship of peer-reviewed chapter in a monograph or a scientific book or conference materials	2	
12	Authorship of peer-reviewed chapter in an academic textbook	2	
13	Editorial work on a peer-reviewed book (a monograph or other scientific book, an academic textbook or conference materials)	2	
14	Authorship of peer-reviewed teaching materials	1	
15	Authorship of peer-reviewed work other than the above-mentioned (in items 5-7, 9-12 and 14)	1	
16	Awards and distinctions for scientific and research activities (including documented honorable mention of an article or speech)	3	
17	Membership in committees and editorial teams of peer-reviewed journals	1	
18	Membership in science and research committees (e.g., PAN – Polish Academy of Sciences, NCBiR – National Centre for Research and Development, NCN – National Science Centre)	1	
19	Membership in recognized scientific organizations/societies (regardless of the number of memberships maximum 1 point)	1	

Table B. Substitutional conditions for maintaining the SA qualification

Condition	Minimum number of reviewed publications (papers, monographs, chapters, conference materials)			Number of points necessary to be obtained (according to Table A)
	Total	including papers in peer-reviewed journals	Including monographs, chapters, conference materials	
1	3	3	Not applicable	At least 12
2	3	2	1	At least 14 (including at least 2 for items 9,10,11,12 in table A)

If a faculty member meets the criteria in both SA and PA definitions, (s)he is classified into the SA category.

The qualification of faculty members was also carried out taking into account the new definition of SA according to the following procedure:
1/ The qualification covered 135 persons who were faculty members of FESM in the period 10.2021 - 09.2022, *i.e.*, the last completed academic year (the same group of persons as the last qualification made in 2022 for the BSQ survey).
2/ The aforementioned group of individuals were verified to meet the criteria of the new SA definition. 98 individuals met the criteria.
A comparison of the results of the faculty members qualification made in 2022 and 2023 is shown in the table below.

Table I5.2. Number of faculty members qualified as SA by previous and new faculty qualification guidelines

Qualification	Faculty members according to prior faculty qualification guidelines	Faculty members according to improved faculty qualification guidelines
SA	99	98

Conclusion: despite the tightening of the SA definition, the number of faculty members meeting the SA criteria has remained almost the same. Moreover, all the disciplines and the school overall align with the expected AACSB faculty ratios, in particular the proportion of faculty members meeting the SA criteria according to improved faculty qualification guidelines in each discipline exceeds 70%, as shown in the table below.

According to the existing as well as the new definition of SA, SA-qualified faculty members include those who meet both the SA and PA eligibility criteria. It is the result of a strategic choice by the school. FESM is part of the NCU with the status of a research university, and therefore its intellectual contribution expressed in valuable scientific publications, which are the basis for SA eligibility, is a priority for the school.

Table I5.3. Faculty qualification outcomes according to the existing and new faculty qualification guidelines by discipline, in %

Discipline	SA	PA	SP	IP	Additional	Total
	Improved faculty qualification guidelines					
Economics	78.14	6.97	1.99	3.99	8.91	100
Finance and Accounting	83.41	4.63	0.00	10.61	1.34	100
Management	70.55	17.01	0.00	5.44	7.00	100
FESM	**75.96**	**10.68**	**0.82**	**5.76**	**6.78**	**100**

To sum up, the school has met the minimum ratios by discipline in a way that is consistent with the school's mission and strategic initiatives, and promotes high-quality learner success.

2. Briefly describe any updates, revisions or revamping of the school's strategic plan. Address any changes in funding available to the school and the impact of these changes, if any, on the school. Also, provide an update on expectations for learner enrollment across programs.

Updates, revisions or revamping of the school's strategic plan

The FESM academic community has decided to develop and implement a new strategy for the Faculty for 2023 - 2030. Several factors have contributed to this decision.

- The need to respond dynamically to change
  Operating in a turbulent environment in which change is extremely rapid makes it necessary for organizations, including FESM, to respond dynamically to these changes. The emergence of new technologies, trends and regulations requires monitoring the environment and adapting operational strategies to remain competitive. In such a changing environment, flexibility and the ability to react quickly are crucial to an organization's success.
- The New Strategy of Nicolaus Copernicus University
  The authorities of Nicolaus Copernicus University in Toruń have changed the strategy of the entire University, which requires appropriate adjustment of individual academic units, including the Faculty of Economic Sciences and Management.
- Achievement of key objectives of FESM
  The development of the new strategy is also a result of the successful achievement of the Faculty's key objectives, including obtaining two A categories in 2022 in the evaluation process of scientific activity for the years 2017-2021 (an objective achieved by excess), which testifies to the very high scientific level of FESM and the great commitment of its faculty members.
  According to the current regulations in Poland, the scientific category not only determines the awarding of funding to units, but also has an impact on, among other things, the possibility of awarding degrees, the nature of the

university, the possibility of running doctoral schools and the autonomy in creating fields of study. In order to maintain these entitlements, it is necessary to have a category of at least B+ (on a scale of A+, A, B+, B, C).

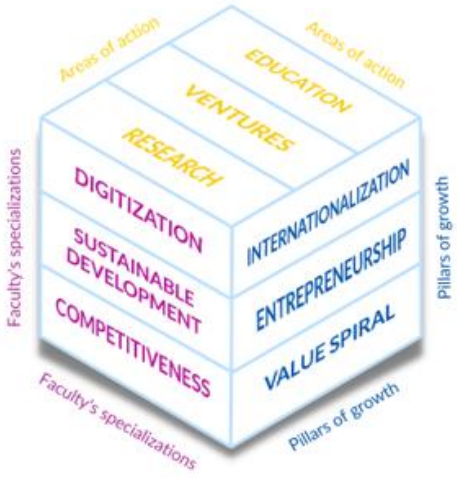
Ongoing global changes and emerging opportunities, the development of digitalization and new technologies, as well as climate change, have a huge impact on how business operates. We carried out an analysis of market trends, potential employers' expectations of our graduates and the market's demand for employee competences, and we also carried out a detailed analysis of each researcher's academic output. On the basis of the collected material, three key specializations were proposed around which FESM is to focus its activities. These are: 1) sustainable development, 2) digitalization and 3) competitiveness.

As we intend to specialize in our chosen areas, and it takes time to do so, the strategy has been prepared for a longer period, *i.e.*, from 2023 to 2030. Such a timeframe is also consistent with the 2030 Agenda for Sustainable Development containing the UN Sustainable Development Goals, as well as EU strategies and programs, including the strategy 'Shaping Europe's Digital Future' defined by 2030. Furthermore, the FESM Strategy for 2023-2030 has been outlined at a high level of generality, which will allow it to adapt efficiently and quickly to changing realities, which was also highlighted as a particular advantage by the Business Council giving its opinion on the draft.

The new FESM strategy clearly outlines not only the areas in which we want to specialize, but also the pillars of growth, which are: internationalization, entrepreneurship and the value spiral. These show the path we all identify with and intend to follow in education, research and additional ventures.

The stated specializations, growth pillars and areas of action are visualized using the cube below. In addition, the strategy contains one main strategic goal and three specific objectives. For each specific objective, two strategic indicators and four operational indicators have been established.

Fig. 2.1. The cube



Both students and businesses point to the growing need to combine theory and business practice through the development of apprenticeship programs, cooperation with local businesses, organization of workshops and conferences with practitioners, and development of research projects related to real economic problems, which is taken into account in the developed document. The FESM Strategy for 2023-2030 takes into account the needs and expectations of internal and external stakeholders, the latest trends and market challenges, and the implementation of the stated goals will benefit both the academic community and society.

The FESM Strategy for 2023-2030 – in short

Main strategic goal	**We will increase the impact of our academic community on the environment through research, education and ventures that stimulate sustainable development, digitization and competitiveness of organizations, regions and the economy. We will achieve this by basing the Faculty's development on three pillars: internationalization, entrepreneurship, and a value spiral in stakeholder relations**		
Develop the main goal into specific objectives	***SPECIFIC OBJECTIVE 1*** **We will increase the relevance and use of the results of ongoing research in the field of the Faculty's specializations (sustainable development, digitization and competitiveness of organizations, regions and economy)**	***SPECIFIC OBJECTIVE 2*** **We will strengthen the competitiveness of students by providing them with a high level of competence in the field of the Faculty's specializations (sustainable development, digitization and competitiveness of organizations, regions and economy)**	***SPECIFIC OBJECTIVE 3*** **We will strengthen cooperation with Partners in the field of the Faculty's specializations (actions for sustainable development, digitization and competitiveness of organizations, regions and economy)**
	Use of research	**Competitiveness of students**	**Partnerships**
Indicators for measuring impact (strategic indicators)	**R1. Number of publications with at least 10 citations in the field of the Faculty's specializations (increase with respect to the base period; citations according to Google Scholar)** **R2. Number of confirmed applications in practice of the results of our research in the field of the Faculty's specializations (evidence of impact)**	**E1. The share of theses graded with the very good grade in the field of the Faculty's specializations** **E2. The share of graduates indicating the usefulness of competencies obtained within the Faculty's specializations in their professional work**	**V1. Number of ventures carried out jointly with external stakeholders in the field of the Faculty's specializations** **V2. Number of participants in ventures (number of person-ventures) carried out with the participation of external stakeholders (active or passive participation) in the field of the Faculty's specializations**

SPECIFIC OBJECTIVE 1:

We will increase the relevance and use of the results of ongoing research in the field of the Faculty's specializations (sustainable development, digitization and competitiveness of organizations, regions and the economy)
Use of scientific research
Strategic indicators: **R1. Number of publications with at least 10 citations in the field of the Faculty's specializations (increase with respect to the base period; citations according to Google Scholar)** **R2. Number of confirmed applications in practice of the results of our research in the field of the Faculty's specializations (evidence of impact)**

This will be achieved by basing the Faculty's development on three pillars:		**Research** ***Operational indicators*:**
Internationalization	Increase the reach of our research in the field of the Faculty's specializations	R3. Participation of faculty members working in international research teams (projects, grants, publications), including in the field of the Faculty's specializations
Entrepreneurship	Inspire the Faculty community to take on new scientific challenges in field of the Faculty's specializations	R4. Participation of faculty members applying for grants (*i.e.*, manager and team), including from the Faculty's field of specializations

This will be achieved by basing the Faculty's development on three pillars:		Research *Operational indicators*:
		R5. Participation of publications with IF and monographs, including in the field of the Faculty's specializations
Value spiral	Engage internal and external stakeholders in enhancing the Faculty's research potential in the field of its specializations	R6. Participation of employees carrying out implementation grants and assignments for the benefit of the socio-economic environment, including in the field of the Faculty's specializations

SPECIFIC OBJECTIVE 2:

We will strengthen the competitiveness of students by providing them with a high level of competence in the field of the Faculty's specializations (sustainable development, digitization and competitiveness of organizations, regions and economy)
Competitiveness of students
Strategic indicators: **E1. The share of theses graded with the very good grade in the field of the Faculty's specializations** **E2. The share of graduates indicating the usefulness of competencies obtained within the field of the Faculty's specializations in their professional work**

This will be achieved by basing the Faculty's development on three pillars:		Education *Operational indicators:*
Internationalization	Increase the reach of our education in the field of the Faculty's specializations	E3. Share of foreign students (including Erasmus; among full-time students in the academic year ended in the year of measurement)
Entrepreneurship	Inspire the faculty community to take on new educational challenges in the field of the Faculty's specializations	E4. The proportion of subjects in each field of study related to the topics of sustainable development, digitization and competitiveness of organizations, regions and the economy E5. The number of internships completed and the number of participants in teaching initiatives (number of person-initiatives) outside the study program related to the topics of sustainable development, digitization and competitiveness of organizations, regions and the economy
Value spiral	Engage internal and external stakeholders to increase the Faculty's teaching capacity in the field of its specializations	E6. The share of subjects taught in each field of study with the participation of practitioners, including those related to the topics of sustainable development, digitization and competitiveness of organizations, regions and the economy

SPECIFIC OBJECTIVE 3:

We will strengthen cooperation with Partners in the field of the Faculty's specializations (actions for sustainable development, digitization and competitiveness of organizations, regions and economy)
Partnership
Strategic indicators: **V1. Number of projects carried out jointly with external stakeholders in the field of the Faculty's specializations** **V2. Number of participants in ventures (number of person-ventures) carried out with external stakeholders (active or passive participation) in the field of the Faculty's specializations**

This will be achieved by basing the Faculty's development on three pillars:		Ventures *Operational Indicators:*
Internationalization	Increase the reach of our ventures in the field of the Faculty's specializations	V3. Number of active foreign stakeholders collaborating in the field of the Faculty's specializations (at least one activity per year)
Entrepreneurship	Inspire the Faculty community to take on new organizational challenges in the field of the Faculty's specializations	V4. Number of faculty members participating in mobility initiatives (number of person-initiatives) at home and abroad including in the field of the Faculty's specializations and number of students participating in mobility initiatives (number of person-initiatives) at home and abroad (all trips with active participation, including Erasmus (in the academic year ended in the year of measurement), national and international conferences)
Value spiral	Engage internal and external stakeholders to increase the Faculty's organizational capacity in the field of its specializations	V5. Number of external stakeholders involved in the organization of ventures/events including in the field of the Faculty's specializations V6. Participation of faculty members and participation of students involved in the organization of ventures/events with external stakeholders (active or passive) in the field of the Faculty's specializations

Funding

Nicolaus Copernicus University in Toruń is a public research university and as such an entity is publicly funded. As of 1 January 2019, changes have been made to the funding of higher education in Poland. In the case of public academic higher education institutions such as the Nicolaus Copernicus University, funding for the maintenance and development of teaching potential and for the maintenance and development of research potential is provided by a single subsidy, which replaced the subject subsidy for teaching activities and the subject subsidy for the maintenance of the unit's research potential. The financing of the higher education and science system is regulated in the Act of 20 July 2018. Law on Higher Education and Science (Journal of Laws 2023, item 742, as amended).

Accordingly, the primary source of revenue for FESM is public funds raised in the form of subsidies for teaching and research activities. The share of this subsidy in total revenue ranged from 76% in 2019 and 2020 to 79% in 2022. The second dominant source of revenue was *Other teaching activity revenues*, the share of which ranged from approximately 15-18% of total revenue in 2019 - 2022. The largest share of this group of revenue was from paid educational services (part-time studies, postgraduate studies, repetitions), which accounted for 13% of total revenue in 2022. Revenues from paid educational services and conferences, as well as sales of services, can be considered as sources directly influenced by FESM. In turn, the share of *Other research activity revenues* (NCN grants, NCBiR grants, Minister's projects, DUN projects (DUN = Dissemination of Science Activity), EU and PM projects (PM = International Programs), IZZ (IZZ = Other Sources of Financing)) accounted for 6% of total revenues in 2019 and 4% in 2021-2022. In summary, the primary source of activity funding for FESM as a public academic university is public funds.

In terms of costs, teaching, basic research activities, and the operation of the ZAG (ZAG = Administrative and Economic Team) account for the largest share of total costs in the period under review. They accounted for 78% of total costs in 2019-2020 and 79% of total costs in 2021-2022. The second group of costs that accounted for a large share of total costs are general university costs. Their share of total costs in 2020-2022 was 17%. In 2021 and 2022, an increase in total costs of 3% and 8%, respectively, can be observed compared to 2020. The observed increase in costs is mainly due to changes in the Polish economy, including a large increase in energy costs, salary costs for unpaid educational services and administrative staff salaries, as well as an increase in fees for access to databases.

Table 2.1. Financial results obtained in the years 2019-2022

No.	Specification	Financial results (in USD)			
		2019	2020	2021	2022
1	2	3	4	5	6
I	**Total income, of which:**	**7 708 522.79**	**7 518 767.25**	**7 924 619.20**	**8 069 439.15**
1	**Subsidy for teaching and research activities**	**5 885 003.78**	**5 722 704.53**	**6 137 912.92**	**6 379 895.96**
2	**Other teaching activity revenues**	**1 280 806.11**	**1 214 561.20**	**1 424 345.41**	**1 199 114.34**
-	pro-quality subsidy - scholarships for the top 30% of doctoral students	37 044.38	27 284.90	19 861.15	19 266.06
-	pro-quality subsidy - secondary school graduates	0.00	0.00	204.44	0.00
-	funds from the local government	0.00	0.00	0.00	0.00
-	paid educational services (part-time studies, postgraduate studies, repetitions)	846 993.51	932 839.46	1 031 971.81	1 033 029.02
-	conferences	15 195.88	2 251.43	3 265.56	28 365.98
-	other teaching activity income (recruitment, doctoral and post-doctoral dissertations - foreign, educational services, EU and PM projects, IZZ)	328 420.99	243 372.29	353 341.37	105 112.43
-	sales of services (advertising outside the University's Voice, rental of premises, other services)	53 151.33	8 813.12	15 701.09	13 340.86
3	**Other research activity revenues**	**433 151.68**	**370 034.88**	**295 727.31**	**316 587.98**
-	other research activity revenues (NCN grants, NCBiR grants, Minister's projects, DUN projects, EU and PM projects, IZZ)	433 151.68	370 034.88	295 727.31	316 587.98
4	**Other operating and financial income**	**109 561.22**	**211 466.64**	**66 633.56**	**173 840.87**
II	**Total costs, of which:**	**7 385 907.20**	**7 379 663.92**	**7 611 793.98**	**7 999 222.11**
1	**Costs of teaching, basic research activities, operation of ZAG, of which:**	**5 738 611.53**	**5 780 439.08**	**6 002 057.82**	**6 337 668.79**
-	salaries and overheads related to paid educational services	372 119.29	334 843.42	370 121.28	358 366.45
-	costs of inter-faculty units	340 442.90	342 565.42	493 291.46	580 060.78
-	costs of the faculty library	82 565.10	84 073.28	69 022.12	94 900.58
-	costs of Doctoral Schools	8 442.88	14 877.26	30 126.46	47 979.17
2	**Direct costs of other research activities**	**375 373.54**	**291 326.44**	**276 548.74**	**285 124.85**
3	**General university costs**	**1 193 953.07**	**1 226 173.70**	**1 325 789.19**	**1 366 456.83**
4	**Other operating and financial costs**	**77 969.06**	**81 724.69**	**7 398.23**	**9 971.63**
III	**Result on the school's activity [I – II.1 – II.2]**	**1 594 537.72**	**1 447 001.73**	**1 646 012.64**	**1 446 645.50**
IV	**Operating result [I - II]**	**322 615.59**	**139 103.33**	**312 825.22**	**70 217.04**

The exchange mid-rate of USD to PLN provided by the National Bank of Poland on 22 June 2023 amounted to 4.0330 PLN for one USD dollar. For the purpose of comparison, the same exchange rate (*i.e.*, 4.0330 PLN for one USD dollar) was used for all the years shown.

Expectations for enrollment

We assume a stabilization of the number of candidates and student enrollment limits for first degree programs. We plan to slightly reduce the number of students enrolled in Economics to 120 in the context of launching a new major - Digital Economy with a limit of 60 places. We are observing reduced interest in Level 2 studies, especially in Economics. We plan to keep the number of applicants for part-time studies constant. In connection with promotional activities, we assume an increase in the number of students in English-language programs from 2024/2025.

Table 2.2. Number of students admitted - projected

Programs	Number of students admitted - projected							
	2023/2024				2024/2025			
	Undergraduate studies		Graduate studies		Undergraduate studies		Graduate studies	
	Full-time studies	Part-time studies	Full-time studies	Part-time studies	Full-time studies	Part-time studies	Full-time studies	Part-time studies
Economics (PL)	120	-	40	-	120	-	30	-
Mathematics and economics	30	-	-	-	60	-	-	-
Economics (ENG)	-	-	10	-	-	-	10	-
Finance and accounting (PL)	150	60	100	50	150	90	100	50
Finance and Accounting (ENG)	-	-	10	-	-	-	20	-
Business communication and psychology	60	60	-	-	60	60	-	-
Logistics	60	60	-	-	60	60	-	-
Management (PL)	150	60	120	50	150	90	120	50
Management (ENG)	-	-	30	-	15	-	60	-
Digital economy (PL)	60	-	-	-	60	-	-	-
Digital economy (ENG)	-	-	-	-	15	-	-	-

Table 2.3. Total number of students

Academic year	Total number of students		
	Undergraduate studies	Graduate studies	Both UG and GR studies
2021/2022	1767	824	2591
2022/2023	1742	773	2515
2023/2024	1700	750	2450
2024/2025	1700	750	2450

3. The Continuous Improvement Review is a holistic review centered around the themes of the 2020 accreditation standards (Engagement, Innovation, Impact) rather than a standard-by-standard review. Summarize some of the school's initiatives in these areas.

Table 3.1. Engagement, Innovation, Impact – examples of the school's initiatives

Engagement	Innovation	Impact
Prof. Piotr Fiszeder: Implementation of two NCN-funded research projects: 1/ Multidimensional volatility models - use of minimum and maximum prices,	Developing new methods for modelling financial time series.	The results of the research are cited in the world literature by eminent specialists, including Professor Robert Engle, a Nobel Prize winner.

Engagement	Innovation	Impact
2/ Resilient methods for price range models - Risk and concurrency analysis in the cryptocurrency market.		Prof Fiszeder's invitation to contribute to a prestigious review co-authored publication on forecasting methods and their use in practice (Petropoulos F., *et al*., Forecasting: Theory and Practice, International Journal of Forecasting, 38, 3, 2022, 705-871), in which the professor provided an overview of volatility models constructed from minimum, maximum and opening prices and their applications in practice. This article is among the most cited papers in 2022-23 at NCU (more than 220 citations in Google Scholar).
Dr habilitated Małgorzata Jaworek, Dr habilitated Włodzimierz Karaszewski, Dr habilitated Magdalena Kuczmarska, Dr habilitated Marcin Kuzel: Realization of the research project "Foreign direct investments of Polish enterprises in Kazakhstan" and publication of its results in the book entitled "Foreign direct investments of Polish enterprises in the Republic of Kazakhstan. "Foreign direct investment in the Republic of Kazakhstan (on the example of investment activity of Polish enterprises)".	The first, unique research project, which included the study of both Polish enterprises - direct investors in Kazakhstan and entities directly investing them in the country (companies with Polish capital).	The Ministry of Foreign Affairs of Kazakhstan was involved in the project, with the intention of using the research results in practice. The book received very positive reviews, which raised not only its theoretical value in terms of knowledge about the motives and conditions of internationalization of enterprises, but also its practical value - showing the ways of building international competitiveness of Polish enterprises.
PhD Aranka Ignasiak-Szulc, PhD Ewa Makowska, PhD Barbara Józefowicz: Participation in the MOTION project (FroM Overtourism To Innovating Sustainable sOlutioNs in the EU), 1.09.2020-21.08.2023. The aim of the project is, among other things, to develop sustainable and innovative solutions for the development of the tourism industry. MOTION is implemented by Nicolaus Copernicus University in Toruń and Laurea University of Applied Sciences (Finland), Kiel University of Applied Sciences (Germany), University of Granada and the Municipality of Monachil (Spain), Klaipėda University (Lithuania) together with social partners.	NCU students, in cooperation with students from four other partner countries, using newly learnt methods (e.g., design thinking, future thinking, the persona method, ethnographic research) and working as part of international teams, worked on case studies prepared by lecturers based on real economic data obtained from enterprises.	Student teams developed 25 dedicated innovative sustainability solutions for tourism businesses from Andalusia (Spain), Lapland (Finland), Curonian Spit (Lithuania), Schleswig-Holstein (Germany) and kujawsko-pomorskie (Poland).
A team of FESM faculty members has developed a curriculum for a new course of study (Digital Economy) tailored to the needs of today's digital services market.	Introduction of a new first degree course to the FESM offer: Digital Economy.	From 1.10.2023, a group of 60 students will have the opportunity to acquire knowledge, skills and competences in very topical issues in the field of pro-development economic areas.
Preparation of an English-language version of the Finance and Accounting second degree course.	Introduction to the FESM offer of second-cycle studies conducted in English: Finance and Accounting. Reorganization of the existing course of study in Polish.	From 1.09.2022, a group of 30 students has the opportunity to study in English, preparing them to enter the international labor market. International students also have the opportunity to study.

Engagement	Innovation	Impact
Staff in the Department of Economics conduct a study motivation and satisfaction survey for 3rd year undergraduates and 1st and 2nd year postgraduates.	Identifying the level of teaching quality through a new measurement instrument.	The results of the survey will be used to improve the effectiveness of the learning process.
In May 2023, a Business Hub was established at the Faculty, offering comprehensive support and advice to business representatives, students and faculty members at NCU.	The first unit to provide this type of service at the University.	Equipping students with the practical skills needed in business (*e.g.*, through SAP Analytics Cloud workshops where participants create models and dashboards). Providing businesses with management expertise.
In 2022, FESM students took part in an innovative proprietary DigitalLab training and mentoring program in digital marketing conducted by academics MA Mariusz Lewandowski and Ph.D. Andrzej Geise together with partners Companies of Tomorrow - the Google and PFR program and 'Marketer+' (a specialist industry magazine). The whole program was enriched by a series of webinars with external experts.	During the 12 weeks of training, 20 students gained competencies in the use of innovative e-tools, data analysis and visualization, creative processes and psychology, in response to the growing expectations of the labor market.	Meetings with external practitioners helped to expand the network of contacts and resulted in career proposals for its participants. In addition to hard competences, participants also developed their soft competences related to communication, self-presentation, leadership, teamwork and creativity.
Many faculty members show a high level of commitment to improving the quality of education by enabling students to acquire specialized competences desirable on the labor market. Ph.D. Magdalena Kuczmarska serves an example of such commitment who in 2021 completed the 'MS Project - a cross-cutting course', conducted by Comarch SA, and then used the skills she acquired to teach the subjects Investment Project Management and Investment Execution Management using MS Project software. In addition, she organized a series of investment workshops for students, led by APRO Construction and APRO Investment management staff.	The investment workshops, organized for the first time, covered three thematic blocks: 1. project management in a development company, 2. legal aspects in the implementation of investment and construction processes, 3. marketing activities of developers.	Students' participation in the workshop was confirmed by a certificate issued by APRO. The great interest on the part of the students led to the decision to organize the workshop periodically with a frequency of once a year.
Due to the underperformance of some students in mathematics, Prof. Joanna Górka, and Ph.D. Mateusz Jankiewicz have published an original script entitled 'Mathematics in Economics', which is a collection of tasks in line with the curriculum of the subject of the same name in the first year of most economic studies. It is also helpful in teaching mathematics in finance and accounting, management or logistics.		The script facilitates students' self-study, ongoing preparation for classes, and thus contributes to the effectiveness of mathematics teaching.
In May 2023, the Faculty, in cooperation with Cereal Partners Poland Toruń - Pacific sp. z o.o., organized the ninth edition of the Yes4Yeti educational program.		Equip students with the practical skills needed in business (workshops related to business context, finance and IT, marketing and sales, supply chains, recruitment, continuous improvement and quality).
Dr habilitated Sylwester Bejger was the supervisor of the students who took part in the regional ERPsim DACH + Central Europe Competition in 2022.	It was the first time that a team from our Faculty participated in this competition.	The students placed 3rd in the regional competition and advanced to the final of the 14th ERPsim International Competition.

Engagement	Innovation	Impact
PhD Maria Kola-Bezka in 2020 participated in an international Horizon 2020 funded project entitled 'Energy-SHIFTS. Energy-SHIFTS 'Energy Social Sciences & Humanities Innovation Forum Targeting the SET-Plan' coordinated by Anglia Ruskin University, UK, as a member of the Working Group on Smart Consumption.	The project conducted the first horizon scanning study in the EU on the relevance of including social sciences and humanities output in energy transition research.	The conclusions of the study are presented in a report prepared for the European Commission: Robison, R., Skjølsvold, T. M., Lehne, J., Judson, E., Pechancová, V., Foulds, C., Bilous, L., Büscher, C., Carrus, G., Darby, S., Demirbag-Kaplan, M., Douzou, S., Drevenšek, M., Frantál, B., Guimarães Pereira, Â., Hargreaves, T., Karvonen, A., Katzeff, C., Kola-Bezka, M., Laakso, S., Lettmayer, G., March, H., Parag, Y., Renstroem, S., Sáfián, F., Swora, M., Tjørring, L., van der Werff, E., van Vliet, B., Wallenborn, G., Wolsink, M. and Wyckmans (2020). 100 Social Sciences and Humanities priority research questions for smart consumption in Horizon Europe Energy-SHIFTS, https://energy-shifts.eu/wp-content/uploads/2020/12/D2.3_WG2_smart-consumption.pdf The expected outcome of the project is a broader inclusion of social sciences and humanities in EU-funded research programs than before.
Ph.D. Maria Kola-Bezka has been a member of the Team for Monitoring, Evaluation and Updating the City of Toruń's Climate Change Adaptation Plan to 2030 since 2020. People involved in the work of the team: Deputy Mayor of Toruń, employees of the City of Toruń Office (Department of Ecology and Environment, Department of Architecture and Construction, Department of Municipal Economy, Department of Social Communication and Information, Department of Population Protection, Department of Health and Social Policy, City Urban Planning Studio), councilors of the City Council of Toruń, representatives of NGOs (Stabilo Foundation, Tilia Association, Sustainable Development Workshop Foundation), representatives of residents.	The team is the first ever advisory body to the Mayor of the City of Toruń on adapting the city to climate change and, in particular, increasing the city's resilience to extreme climate events and increasing the effectiveness of measures to minimize their effects.	The team influences the actions taken by the city authorities to adapt the city to climate change. In particular: monitors the implementation of adaptation actions; evaluates and corrects the implementation of these actions; identifies risks arising from climate change, makes recommendations for adaptation measures; updates the Adaptation Plan; presents the Mayor of Toruń with a report on the implementation of the Adaptation Plan.
Justyna Łapińska, Ph.D., and Agata Sudolska, Ph.D., were members of the team that carried out a project for the Future Industry Platform Foundation in 2021 entitled. "Competencies of the future in industrial enterprises operating in clusters - state and prospects of development in the context of increasing the innovativeness of enterprises".	The project concerns the development of cluster policy in Poland.	As a result of the project, competences and professions of the future were identified in industrial enterprises operating in Key National Clusters, thus providing the knowledge necessary to build the competitiveness of these clusters.

4. Provide a brief overview of the school's internal and external initiatives that demonstrate positive societal impact.

An overview of the FESM initiatives that demonstrate positive societal impact is presented earlier in the application (see Table I2.2). In this part we provide the selected exemplars of scholarship that have had a positive societal impact as a component of thought leadership.

1) Increasing use of contactless cards and NFC mobile payments in Europe

Description of the project:

The project consisted of two main stages of interdisciplinary research on contactless technology that eventually led to a groundbreaking impact on European society and economy, resulting in the development of the offer of fast and convenient contactless payments and changing consumers' payment habits. The impact has been global, but it is in Europe where the positive effects are most visible due to the mass application.

The first stage involved the development by Ph.D. habilitated M. Polasik's own method to determine the speed of the contactless technology for cards and terminals and the creation of a unique 'video chronometric' research infrastructure, combining video recordings with dedicated measurement software. The chronometric study produced spectacular results. It showed that contactless payments - both cards and NFC mobile payments - are the first mass payment method to match the speed of cash. Moreover, for contactless payments without PIN authorization, transaction times were significantly shorter than for cash. This pioneering study has therefore proven that a major technological breakthrough is possible and that the mass use of contactless technology will be a 'milestone' for the way consumers pay for everyday purchases.

The second part of the interdisciplinary research consisted of a world-first study of factors accelerating the adoption of contactless cards by consumers. It was based on the theoretical TAM model by F. Davis. This study unequivocally confirmed consumers' perception of both the high utility and ease of use of contactless cards.

The NCU research team demonstrated the rationale for implementing contactless technology, as it met two key criteria: (1) high speed, especially without PIN authorization (the technical criterion) and (2) high potential for adoption of the new technology by consumers and chances for its the mass usage (the market criterion). Subsequent research performed by the team involving market experts and consumers demonstrated the strategic rationale for the introduction of contactless cards by banks and the high potential for the large-scale use of innovative contactless wearables payments among consumers. These results provided an important recommendation for the financial sector.

All above research findings have been presented at international scientific and industry conferences, used in expert reports and distributed to Mastercard and Visa decision makers, the banking sector and FinTechs in Europe.

Characteristics of the impact of the project:

The results of the research carried out at Nicolaus Copernicus University by the team under the guidance of Ph.D. habilitated M. Polasik had a groundbreaking impact on European society by allowing: (1) the dynamic development of cashless contactless payments in Europe during the COVID-19 pandemic, increasing the epidemiological safety of shopping; (2) multi-million dollar cost reductions for entrepreneurs due to shorter handling times; (3) the implementation of innovative contactless payment solutions - convenient for consumers NFC mobile card wallets and wearables (watches, bracelets).

The introduction of contactless technology was costly as it required the replacement of all payment cards and EFT-POS terminals in Europe. These were only the results of the NCU chronometric and adoption potential research that determined Mastercard's decision to implement contactless cards on a mass scale. A nationwide implementation was carried out in the Polish market and its huge success encouraged the Mastercard organization, Visa and banks in Europe to mass migrate cards and terminals to contactless technology from 2017.

The rapid development in 2018-2021 has already resulted in approx. 600 million contactless cards (including 240 million Mastercard) and 10 million compatible terminals. This proved salutary when the COVID-19 pandemic broke out, prompting people's fears, amplified by media and WHO messages, about transmission of the virus via cash. However, contactless payments - by not having to touch the terminal (up to an amount that does not require a PIN - the CVM limit), reducing payment times and queues in shops - increased the epidemiological safety of customers and merchants. The results of the ON1 study also had a significant impact on policy makers, who in 2020 doubled the CVM limit - in Poland to PLN 100 and in other EU countries usually to EUR 50 - making contactless payments more attractive. The popularization of this technology is evidenced by the jump in the share of contactless transactions in the EU between 2018 and 2021 from 45% to 80% of all card payments.

The increase in the use of contactless cards and their mobile version - NFC payments - during the pandemic would not have been possible without the existence of an extensive network of terminals in Europe and the widespread issuance of such cards. The rapid development of the contactless infrastructure took place due to the earlier long-term research of the team of M. Polasik on the time efficiency and adoption process of this payment technology.

The research also has significant economic implications. The time efficiency test was used by the National Bank of Poland in a research project on payment costs. It provided a basis for estimating the costs incurred by the economy, including entrepreneurs, when handling individual payment methods. The NBP report indicated savings on the part of retail businesses. The duration of payments is an important component of the total cost of the payment system. Therefore, the time reduction achieved by the increased use of contactless payments without a PIN generates multimillion-dollar savings for businesses. NBP used the above results in the work of ECB working groups. The NBP reports, using measurements of payment times by the NCU, were submitted as benchmarks to central banks in other countries, influencing the European methodology for the study of payment costs. The NBP used M. Polasik's research in the process of amending the Payment Services Act in the Polish Parliament, which will affect consumers and businesses for many years to come.

The efficiency advantage of contactless technology, demonstrated in studies, over cash settlements and traditional cards, was a motivation for the financial industry to develop payment innovations convenient for consumers. The research on the adoption of this technology and its deployment strategy has allowed Mastercard Europe and FinTech companies to bring new contactless solutions to the international market. For example, Verestro S.A. used the results of research to develop the functionalities needed by consumers and implement mobile card wallets and contactless payments in wearables, *e.g.*, smart watches or contactless wristbands. These have been offered by Verestro S.A. in 22 countries on 5 continents, including the USA, UK, Russia, France, Brazil, Belgium, Poland, Hungary, Bulgaria, Serbia, Thailand, Colombia. SBC Technology has expanded its NFC mobile card wallet business with an increase in employment and 20 implementations in financial institutions in Russia, Poland, Kazakhstan, Ukraine, and Switzerland. Due to the use of NCU research by these companies, millions of consumers and businesses around the world have been able to enjoy the benefits of NFC mobile contactless technology.

2) Promotion and strengthening of corporate community involvement through the development of employee volunteering programs

Description of the project:

Achieving the Sustainable Development Goals requires the active involvement of business. In this respect, an increasingly important role is played by employee volunteering, where enterprises encourage and support their employees to undertake projects addressing various social and environmental problems. Research carried out by a team led by A. Glińska-Neweś contributed to the dissemination and development of this form of corporate community involvement. The results of the research, published in national and international journals, have met with great interest among enterprises and non-profit organizations. They were used, *inter alia,* to create a volunteering program from scratch, to improve the rules of existing programs, and to change the more general approach of firms to their community involvement. This research provides a business case for volunteering proving its financial and non-financial effects, contributing to increased involvement of companies and their employees in volunteering.

Characteristics of the impact of the project:

The research led by A. Glińska-Neweś attracted the attention of many companies and NGOs, including the Academy for the Development of Philanthropy, the Leaders Pro Bono Coalitio, and CSR.Expert. The organizations refer to this research, and A. Glińska-Neweś has become an expert in the 'High-quality employee volunteering' certificate and a regular participant in the conference of the Academy for the Development of Philanthropy (*evidence 1*). **These interactions contributed** to the promotion of volunteering and the use of research in enterprises to develop their community involvement practices.

The impact was in significant progress being made in practice in the following areas and entities:

1. Dissemination of the practice of employee volunteering:

a) creation of a volunteering program in Nowa Era (recommendations for building a volunteering program were used, regulations and a procedure for applying for volunteer grants were created; based on the research, a broad empowerment of employees was applied and volunteering activities were embedded in the employees' local community of origin; the publications used were: Glińska-Neweś *et al*. 2019; Józefowicz *et al*. 2020 - *evidence 2*)

b) improving the rules and regulations of volunteering in International Personal Finance, which, *inter alia*, contributed to the success of the program edition in 2021, despite the pandemic (recommendations for volunteering in the local community, creating diverse work teams, strengthening the autonomy of volunteers and exploiting diverse skills were used; results published in all the above-mentioned publications were used - *evidence 3*)

2. A change in the approach to community involvement, resulting in strengthening of positive changes in the enterprises themselves:

a) a three-fold increase in employee engagement in COFACE within 2 years (recommendations for building a volunteering program were used, including the publications: *evidence 4*)

b) sales increase by 20% in P.W. Mat-Bud (*evidence 5*)

Subsequent companies have started implementing the recommendations from the research discussed (including ERBUD, Ernst & Young, Cereal Partners Poland, and others).

Research on employee volunteering has an **impact on the economy**, and in particular enterprises (the research domain of the management and quality studies) in terms of their social responsibility. Through employee volunteering, companies **combine economic goals with social and environmental goals**. Research carried out at FESM provided recommendations on the relationship between the characteristics of employee volunteering programs in enterprises and the achievement of specific effects on employee behaviors', constituting a premise for shaping specific solutions, practices and rules for running employee volunteering in an entity.

The presented evidences of the impact show that enterprises' use of research recommendations enhanced the effects of their community involvement; this, in turn, justifies even greater involvement in addressing social and environmental problems. Business engagement in these problems is considered a condition for achieving the sustainable development goals.

Thus, **the beneficiaries of the impact** of this research should be regarded broadly:

1. Enterprises: volunteering contributes to the fulfilment of obligations towards stakeholders and shapes the image, attitudes and behavior of employees

2. Employees: volunteering significantly affects employees' well-being

3. Beneficiaries of voluntary work (diverse social groups and the natural environment): employee volunteering to address important social and environmental problems (*e.g.*, educational activities for children from dysfunctional families, establishing honey-bearing meadows, planting woods, revitalizing post-industrial spaces, *etc*.) makes society as a whole the beneficiary

4. Cooperating non-governmental organizations (NGOs): volunteering often means working with NGOs that look after the beneficiaries of volunteering; this cooperation strengthens the achievement of their social mission.

The geographic scope of the impact goes beyond Poland. The research results are used not only in Polish organizations (evidence 1,2,4), but also in the international corporate group IPF (*evidence 3*) and in the global financial company Coface (Compagnie Française d'Assurance pour le Commerce Extérieur), where volunteering is carried out in all national branches of the company (*evidence 4*).

Evidence 1. Employment of research results in NGOs' promotion of employee volunteering

The evidence includes copies of publications of representatives of nationwide non-profit organizations (Academy for the Development of Philanthropy; CSR.Expert; Pro Bono Leaders Coalition) involved in employee volunteering. The publications present results of research conducted by A. Glińska-Neweś and her team, emphasize their practical usefulness, and actual use by companies cooperating with the aforementioned organizations. As a result of the organizers' interest in the results of A. Glińska-Neweś' research is also the invitation and participation of her as an expert in conferences of the Pro Bono Leaders Coalition. The Coalition brings together presidents of companies and foundations such as Santander Bank, BNP Paribas, Orange Polska and others; approx. 200 people each time participate in the Coalition's conferences.

Evidence 2. Utilization of research results by the Nowa Era Publishing House

The impact was created in October 2021 at the Nowa Era Publishing House. The proof of impact is a fragment of the correspondence with Olga Domańska (Manager of Internal Communication) containing a request for consultations in connection with the use of research recommendations by the Publisher in the created employee volunteering program, in particular in the regulations and procedures related to this program.

Evidence 3. Utilization of research results in International Personal Finance

The impact was made in 2020–21. The international group IPF implements recommendations regarding involvement through volunteering in local community matters, developing competences and building intra-organizational relations, and disseminates them among its subsidiaries (incl. Mexico, Romania, the Czech Republic, Finland, Latvia). Proofs of the impact include a letter from Małgorzata Domaszewicz (IPF Group Sustainability Manager) on the use of research results in the IPF, information on it from the IPF website, regulations of the 'Yes! I help' program modified based on the research results, an interview with Małgorzata Domaszewicz for the CSR. Expert portal, in which she talks about the use of the research results of A. Glińska-Neweś and her team, and an interview with Agnieszka Krajnik (volunteering coordinator) for the Association 'Volunteering Centre', in which she also refers to the use of these results.

Evidence 4. Use of research results in Coface (Compagnie Française d'Assurance pour le Commerce Extérieur)

The impact was made in 2019–20. The improvements in volunteering activities implemented at that time based on research recommendations by A. Glińska-Neweś and her team (including greater autonomy of volunteers and work for the benefit of the local community) resulted in an almost three-fold increase in employee engagement (employee satisfaction survey in 2020 compared to 2018) and the improvement in the company's image. Proof of the impact is a letter from Country Manager in Poland informing about these effects.

5. Use of research results in Przedsiębiorstwo Wielobranżowe Mat-Bud

The impact was made in 2019–21. Since 2019, the company has been using recommendations from research of A. Glińska-Neweś and her team (including recommendations regarding shaping social capital) to shape its philanthropic activities. The result is repeatedly rewarding the company and its president with prizes and awards of socially responsible business, as well as business results in the form of a 20% increase in sales in 2019–21 and an increase in employee satisfaction and loyalty to the company. The proof of impact is an article on this topic published on OtoToruń.pl.

PART III – Scope of Accreditation

Degree Programs in Business to be Included in the Accreditation Review

Refer to the **Scope Tab** on your school's myAccreditation dashboard. The scope tab lists the degree programs that will be included in your school's review. Unless approved for exclusion, all business degree programs offered through the business school and other academic units within your school should be included in the scope of accreditation.

Between now and the time of your visit, additional programs may be added to the scope of review. These programs can be added to the most recently completed BSQ. Please contact your AACSB staff liaison if the BSQ is closed and cannot be accessed.

☐ By checking this box, I confirm the programs listed on my school's Scope tab as included in scope in myAccreditation are current.

☒ By checking this box, I confirm the programs listed on my school's Scope tab in myAccreditation is NOT current.

The Scope tab lists the degree programs reported in 2021-22 BSQ Programs_Module (not in 2022-23 BSQ Programs_Module).

Previous Degree Programs Excluded from the Accreditation Review

Confirm **all** degree programs in business previously excluded from review are listed in myAccreditation.

☒ By checking this box, I confirm the programs excluded from scope listed in myAccreditation are correct.

No program has been excluded from the Accreditation Review.

☒ By checking this box, I confirm there are no new exclusions for scope of accreditation currently.

New Degree Programs to be Excluded from the Accreditation Review

In Table A.1, list new degree programs, not previously reported, for which you intend to seek exclusion from the accreditation review. Schools must provide a Program Exclusion Request Form for each new degree program exclusion. Complete items a through d of the form. All request forms are to be included with this application.

The Program Exclusion Request Form is in Appendix A. More in-depth information on the basis for exclusion are in the 2020 Guiding Principles and Standards for AACSB Business Accreditation, which can be found at https://www.aacsb.edu/accreditation/standards/business.

Table A.1 New Degree Programs to be Excluded from Review:

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the programs listed below. ***Do not*** *list previously excluded programs.*

**Insert additional rows as needed* [3]

Degree Title[1]	Major Emphasis[1]	Sub Emphasis[1]	Department/ Division/ Administrative Unit Conferring Degree[2]

[3] Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).

PART IV – Review Schedule Request and Review of Comparison Groups

Review Schedule Request
We request a peer review team visit in:

Visit year (July 1 – June 30)	Rank (in order of preference)
July 1 – December 1	3
January 15 – March 31	2
April 1 – June 30	1

Specific visit dates along with team member nominations will be requested after the first of the year.

Comparison Groups

Confirm all comparison groups listed in myAccreditation are correct**.** Please contact your AACSB staff liaison if there is a need to make any updates between now and the time of your visit.

☒ By checking this box, I confirm the Comparison Groups listed in myAccreditation is correct.

☐ The Comparison Groups listed in myAccreditation is NOT correct. Please list below what information needs correcting. An AACSB staff member will advise when the update has been made. Please note, only AACSB accredited schools will appear.

Appendix A
Program Exclusion Request

Complete every section of the form and submit a separate copy of this form for each degree program for which exclusion from the AACSB accreditation review is requested.

* **Name of School**:

* **Name and Title of Person Completing Form**:

* **Full Title and Descriptive Information for Program for which Exclusion is being requested**:

Bases for exclusion:

Provide a brief, clear description of how the program satisfies the exclusion requirements, and include supporting evidence, such as the program's curriculum online or in a catalog and other promotional collateral. The school should:

a) summarize the business content included in the degree curricula;

b) provide a calculation of the percentage of business content within the degree program;[4]

c) describe how the degree is marketed and promoted as compared to the other business programs at the school and include supporting evidence (e.g. the program website, program description in catalog, or other promotional collateral);

d) explain the degree to which the business unit controls the operations of the program (e.g. program design, faculty hiring, learner selection and support, curriculum design, etc.).

[4] The percentage of business content is calculated by dividing the maximum total number of business credits that can be taken in a degree (including electives) by the total number of credits required to earn the degree. For example, a 120-hour bachelor's degree with 30 or more hours of business credits (25%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee. Additionally, a 36-hour master's degree with 18 or more hours of business credits (50%) would normally be included in scope unless an exclusion request is granted by the appropriate AACSB committee.