

## PIR Rating 2026

## PIR Results

**Name of Business School**

**Country**

Survey participation:

- Student surveys: 197
- Faculty surveys: 53

**PIR Level:** 4

The PIR is not just a measuring and rating tool for positive impact in society. It offers a dual stakeholder lens on your business school's transformation journey. Here you can [learn](#) how to do an Impact vs. Feasibility Matrix, refer to [Case Studies](#) and how to use the PIR as a roadmap for implementing strategic change.

Your status with PIR: Existing school

The score is provided on a scale from 0-10: 0 = I don't know, 1 = I don't agree .... 10 = I completely agree

| PIR Results         | Participating schools |            | Your School |            |                   |
|---------------------|-----------------------|------------|-------------|------------|-------------------|
|                     | Students              | Faculty    | Students    | Faculty    | Diff. ((F-S)/(S)) |
| <b>Energize</b>     | <b>8.2</b>            | <b>8.2</b> | <b>7.7</b>  | <b>8.1</b> | <b>5%</b>         |
| · Governance        | 8.1                   | 8.4        | 7.9         | 8.7        | 10%               |
| · Culture           | 8.3                   | 8.0        | 7.5         | 7.6        | 1%                |
| <b>Educate</b>      | <b>7.9</b>            | <b>8.0</b> | <b>7.2</b>  | <b>7.6</b> | <b>6%</b>         |
| · Programs          | 8.1                   | 8.1        | 7.5         | 7.7        | 3%                |
| · Learning methods  | 7.7                   | 8.0        | 7.1         | 7.5        | 6%                |
| · Student support   | 7.8                   | 8.0        | 7.1         | 7.6        | 7%                |
| <b>Enable</b>       |                       | <b>8.1</b> |             | <b>8.2</b> | -                 |
| · Research          |                       | 8.1        |             | 8.2        | -                 |
| <b>Engage</b>       | <b>7.9</b>            | <b>7.9</b> | <b>7.2</b>  | <b>8.0</b> | <b>11%</b>        |
| · Role model        | 7.9                   | 8.0        | 7.2         | 8.1        | 12%               |
| · Public engagement | 7.8                   | 7.8        | 7.2         | 7.8        | 8%                |
| <b>PIR Score</b>    | <b>8.0</b>            | <b>8.1</b> | <b>7.4</b>  | <b>8.0</b> | <b>8%</b>         |

School- related demographic information of students and faculty:

|                      |                                     |     |
|----------------------|-------------------------------------|-----|
| <b>Study program</b> | Bachelor:                           | 141 |
|                      | Master:                             | 26  |
|                      | MBA:                                | 30  |
| <b>Faculty type</b>  | Junior faculty                      | 9   |
|                      | Senior faculty                      | 24  |
|                      | Teaching faculty (incl. part-time): | 15  |
|                      | Not specified:                      | 5   |

All further demographic data is available on a separate Excel Sheet.

It includes also the sample size of participating school students and faculty.

## PIR Rating 2026

## PRME Results

**Name of Business School**

**Country**

Survey participation:

- Student surveys: 197
- Faculty surveys: 53

You can use these data for PRME-reporting to demonstrate your school's engagement with the 7 Principles for Responsible Management Education. The PIR results reflect your school's impact in key areas such as purpose, values, teaching methods, research, partnerships, dialogue, and organizational practices – as perceived and assessed by your students, and by your faculty if you have also signed up for the faculty voice. You can use these data in preparation for your PRME Sharing Information on Progress (SIP) reports, by encouraging internal discussions between students and faculty on the convergence or divergence of their assessments. As a PRME member, your school can upload these results on the PRME Common Digital Platform. The PIR results thus provide valuable evidence and insight for both internal quality enhancement and external reporting under the PRME framework.

The score is provided on a scale from 0-10: 0 = I don't know, 1 = I don't agree .... 10 = I completely agree

| #                      | PRME Principles                                                                                                                                                  | Participating schools |            | Your School |            |                 |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------|-------------|------------|-----------------|
|                        |                                                                                                                                                                  | Students              | Faculty    | Students    | Faculty    | Diff<br>(F-S/S) |
| 1                      | <b>Purpose</b> We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.                                     | 8.3                   | 8.0        | 7.2         | 7.0        | -3%             |
| 2                      | <b>Value</b> We place organizational responsibility & accountability to society and the planet at the core of what we do.                                        | 8.3                   | 8.1        | 7.7         | 8.1        | 5%              |
| 3                      | <b>Teach</b> We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.               | 8.3                   | 8.3        | 7.8         | 8.0        | 3%              |
| 4                      | <b>Research</b> We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.               | 7.5                   | 7.9        | 6.7         | 7.2        | 7%              |
| 5                      | <b>Partner</b> We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice. | 7.6                   | 7.6        | 6.8         | 6.4        | -6%             |
| 6                      | <b>Practice</b> We adopt responsible and accountable management principles in our own governance and operations.                                                 | 8.3                   | 8.9        | 8.0         | 9.5        | 19%             |
| 7                      | <b>Share</b> We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.                  | 7.9                   | 7.9        | 7.0         | 7.4        | 6%              |
| <b>Average Results</b> |                                                                                                                                                                  | <b>8.0</b>            | <b>8.1</b> | <b>7.3</b>  | <b>7.7</b> | <b>5%</b>       |

## Name of Business School & Country

### START / STOP OPEN-ENDED ANSWERS

#### STUDENTS

Total responses: 197  
Valid START answers: 77  
Valid STOP answers: 45

| What your students would like your school to STOP doing:                                                                                                                                                                                                                                                                                                                                                                                  | What your students would like your school to START doing:                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Stop treating sustainability as optional, siloed or greenwashing</li> <li>2. Stop single-use plastics, paper &amp; wasteful materials</li> <li>3. Stop pure-theory / outdated lecture-heavy teaching; more practical</li> <li>4. Stop ignoring students' voice, mental health &amp; individual needs</li> <li>5. Stop forcing irrelevant required courses &amp; administrative bloat</li> </ol> | <ol style="list-style-type: none"> <li>1. Greener campus operations (reduce plastic, paper, food waste, energy &amp; emissions)</li> <li>2. More programs with positive social / sustainability impact</li> <li>3. More real-world, hands-on &amp; practical learning (cases, projects, internships)</li> <li>4. Listen to &amp; engage students; support student-led initiatives, voice &amp; agency</li> <li>5. More international perspectives, exchanges &amp; global outlook</li> </ol> |

#### Global comparative data

| What to stop:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What to start:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The strongest stop signal is operational: end single-use plastics, paper waste and disposables (435 mentions) — students see schools failing to walk the talk on campus. Second is pedagogical: stop the pure-theory, lecture-heavy teaching (372). The remaining stops are structural — stop treating sustainability as optional or as PR (158), stop the narrow focus on profit, grades and rankings (154), and stop letting tuition price students out (111). Together: students want less hypocrisy, less rote teaching, less performative sustainability.</p> | <p>Students globally want schools to bridge the classroom-to-world gap. The dominant ask is more real-world, hands-on learning — projects, internships, case studies (1,134 mentions, top theme in 8 of 11 regions). They also want stronger external partnerships with companies, NGOs and communities (608 mentions), greener campus operations (535), more programs with social/positive impact (473), and better access and support for students (364). The thread tying these together: take sustainability out of the lecture hall and put it into action with real partners on real problems.</p> |

#### Regional comparative data: Western Europe

| What to stop:                                                                                                                                                                                                                               | What to start:                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pedagogical reform leads: stop pure-theory teaching (33). Operations come second: end single-use plastics and paper (31). Distinctive theme: stop overloading students with admin and busywork (18) — reduce stress and bureaucracy.</p> | <p>Greener campus ops lead (111), then practical hands-on learning (104), then partnerships with companies &amp; NGOs (87). Student voice (65) and international perspectives (54) are present but secondary. Pattern is similar to Northern Europe but with operations slightly more prominent.</p> |

## FACULTY

Total responses: 53  
Valid START answers: 21  
Valid STOP answers: 10

|                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What your faculty would like your school to STOP doing:</b> <ol style="list-style-type: none"> <li>1. Stop chasing rankings, FT lists &amp; journal-only publication metrics</li> <li>2. Stop bureaucracy, paperwork &amp; top-down management</li> <li>3. Stop pure-theory teaching disconnected from practice</li> <li>4. Stop wasteful campus operations (paper, plastic, travel, energy)</li> </ol> | <b>What your faculty would like your school to START doing:</b> <ol style="list-style-type: none"> <li>1. Better communication, visibility &amp; reporting of school impact</li> <li>2. Embed sustainability, ethics &amp; social impact across curriculum, research &amp; operations</li> <li>3. Stronger partnerships with industry, NGOs, community &amp; public sector</li> <li>4. Strengthen research, scholarship of teaching &amp; researcher recognition</li> </ol> |
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## Global comparative data

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What to stop:</b><br>Faculty's loudest Stop is uniquely theirs: stop chasing rankings, FT lists and journal-only publication metrics that distort what gets rewarded (34 mentions). Then stop bureaucracy, paperwork and top-down management (21) — a critique of how schools operate internally. The next three echo students but with sharper language: stop treating sustainability/ethics as add-ons or marketing (12), stop pure-theory teaching (10), and stop siloed working across departments (8). Faculty Stop volumes are much smaller than students' (406 valid vs 6,148) but the asks are more strategic and structural — they target the institution's incentive system rather than its plumbing. | <b>What to start:</b><br>Faculty want their schools to look outward and integrate. The dominant Start ask globally is stronger external partnerships with industry, NGOs and the surrounding community (158 mentions across regional buckets) — faculty see real-world relevance flowing through these ties. Close behind: embed sustainability and ethics across all programs, research and operations rather than as standalone topics (119). Then better communication and visibility of the work the school already does (65), more applied/experiential learning and projects (40), and embracing innovation, AI and society-facing models (26). Compared to students, faculty frame the same big themes but through the institutional lens — they're talking about curriculum design, research portfolios and reward systems, not classroom experience. |
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## Regional comparative data: Western Europe

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What to start:</b><br>Partnerships with industry, region and institutional/associative bodies leads (16), then a three-way tie at 10: embed sustainability, more applied learning, and better communication. Faculty wellbeing & autonomy is present (3) but smaller — surfaces strongly in French QVT language. | <b>What to stop:</b><br>Stop chasing rankings, publications & FT lists (5) tops the list. Then a tie at 3: stop top-down reforms & flex-office moves, stop superficial CSR/greenwashing, stop cutting admin & teaching support. The French language responses are notably sharp on imposed re-organizations and undervaluing teaching. |
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This document was generated using a trained Claude AI model in excel by following a series of steps. First, the data was translated into English and all invalid answers (such as nil, I don't know, etc.) were removed. The answers from the school analyzed and grouped for common themes. Finally, the most often cited themes were compiled in a list of priorities.

Source: The PIR 2026 Rating