

PIR Rating 2026

PIR Results

School Name

Country

Survey participation:

- Student surveys: 229
- Faculty surveys: 52

PIR Level: 3

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: New 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)
Energize	8.2	8.2	7.3	8.2	12%
· Governance	8.1	8.4	7.2	8.3	15%
· Culture	8.3	8.0	7.5	8.0	7%
Educate	7.9	8.0	6.9	8.2	19%
· Programs	8.1	8.1	7.1	8.2	15%
· Learning methods	7.7	8.0	6.8	8.1	19%
· Student support	7.8	8.0	6.9	8.3	20%
Enable		8.1		7.7	-
· Research		8.1		7.7	-
Engage	7.9	7.9	6.8	7.7	13%
· Role model	7.9	8.0	6.8	7.6	12%
· Public engagement	7.8	7.8	6.8	7.8	15%
PIR Score	8.0	8.1	7.0	7.9	13%

School- related demographic information of students and faculty:

Study program	Bachelor:	168
	Master:	36
	MBA:	25
Faculty type	Junior faculty	10
	Senior faculty	25
	Teaching faculty (incl. part-time):	12
	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

AACSB Results

School Name

Country

Survey participation:

- Student surveys: 229
- Faculty surveys: 52

You can use these data for AACSB-reporting to demonstrate your school's effectiveness in achieving its impact mission, as perceived and assessed by your school's students during the PIR survey – as well as your faculty, in case you have also signed-up for the faculty voice. You can use these data also for preparations for your AACSB reporting, by using the different evaluations for discussions between your students and your faculty on convergence or divergence between both groups' evaluations. This will strengthen the quality and reliability of your measurements and reporting in accordance with Standard 9 and - in particular - Table 9.1 of the AACSB Business School Accreditation Standards.

Assessment of your school's impact mission:

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

AACSB-specific Questions (defined in close collaboration with AACSB)	Participating schools		Your School		
	Students	Faculty	Students	Faculty	Diff. (F-S/S)
To what extent has your School been effective in achieving its impact mission - through culture and governance structures ?	7.9	7.9	7.4	7.5	1%
To what extent has your School been effective in achieving its impact mission - by equipping students with relevant knowledge and skills ?	7.9	8.2	7.5	8.1	8%
To what extent has your School been effective in achieving its impact mission - through being a role model in its actions and its public engagement ?	7.7	7.9	6.9	7.8	13%
In reflecting about your school, what should it do to improve its impact in your school's impact mission?			*		

* The answers to this open-ended question are provided in a tab in the Excel Sheet provided separately. You can differentiate between student and faculty responses.

PIR Rating 2026

EQUIS Results

School Name

Country

Survey participation:

- Student surveys: 229
- Faculty surveys: 52

You can use the data for EQUIS reporting to demonstrate your school's alignment with the ERS (Ethics, Responsibility, Sustainability) requirements in the EQUIS Standards. While Chapter 9 focuses on ERS, relevant elements also appear in Chapters 1, 2, 3, and 5. The PIR also supports the required Student Report. While EQUIS only requires the student perspective, the PIR also provides the faculty perspective. The results reflect the average assessments by students and faculty. High values suggest confidence in your school's ERS alignment. Differences between student and faculty assessments serve as a valuable starting point for internal dialogue and will strengthen your school's approach to responsibility and sustainability.

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

Equis Chapters	Participating schools		Your School		
	Students	Faculty	Students	Faculty	Diff
Chapter 1: Context, Governance and Strategy – ERS is reflected in the school's mission, vision and strategy.	8.3	8.9	8.1	8.8	-
Chapter 2: Programmes – ERS is integrated into all educational programs offered by the school.	8.3	8.1	7.8	8.0	-
Chapter 3: Students – The school facilitates the development of skills in their students to become responsible and creative citizens.	8.3	8.4	8.1	8.8	-
Chapter 5: Research – The school can demonstrate that ERS has a significant place in its research activities.		7.9		7.5	-
Chapter 9: ERS - Overall Contribution to Communities – The school serves as a catalyst for fostering the responsible and sustainable development of business and society.	7.8	7.8	7.3	7.8	-
Chapter 9: ERS - Community Outreach and Public Service – The school has an active role in community outreach and public service.	7.9	8.0	7.1	7.6	-
Chapter 9: ERS - School Governance and Culture – The school is committed to advance ERS as part of their governance and culture.	8.1	8.2	7.8	8.2	-
Chapter 9: ERS – Education – The school integrates ERS into its extra-curricular and non-curricular educational activities.	7.9	8.0	7.7	8.2	-
Equis ERS Score	8.1	8.2	7.6	8.1	-
ERS values – The school communicates ERS values, shows concern for ERS relevant behavior on the part of their students, faculty, staff.	7.9	8.1	7.5	7.7	-
Extra-curricular ERS opportunities – The school offers attractive opportunities to participate in extra-curricular activities in the ERS field.	7.9	8.1	7.6	8.3	-
Student Report	7.9	8.1	7.6	8.0	-

PIR Rating 2026

PRME Results

School Name

Country

Survey participation:

- Student surveys: 229
- Faculty surveys: 52

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 (F-S/(S))
1	Purpose We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.	8.3	8.0	7.5	7.8	4%
2	Value We place organizational responsibility & accountability to society and the planet at the core of what we do.	8.3	8.1	7.5	8.0	7%
3	Teach We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.	8.3	8.3	7.3	8.4	15%
4	Research We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.	7.5	7.9	6.4	8.1	27%
5	Partner We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.	7.6	7.6	6.7	7.5	12%
6	Practice We adopt responsible and accountable management principles in our own governance and operations.	8.3	8.9	7.5	8.8	17%
7	Share 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	6.9	7.9	14%
Average Results		8.0	8.1	7.1	8.1	14%

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:
1. Stop treating sustainability as optional, siloed or greenwashing 2. Stop single-use plastics, paper & wasteful materials 3. Stop pure-theory / outdated lecture-heavy teaching; more practical 4. Stop ignoring students' voice, mental health & individual needs 5. Stop forcing irrelevant required courses & administrative bloat	1. Greener campus operations (reduce plastic, paper, food waste, energy & emissions) 2. More programs with positive social / sustainability impact 3. More real-world, hands-on & practical learning (cases, projects, internships) 4. Listen to & engage students; support student-led initiatives, voice & agency 5. More international perspectives, exchanges & global outlook

Global comparative data

What to stop:	What to start:
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.	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.

Regional comparative data: Western Europe

What to stop:	What to start:
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.	Greener campus ops lead (111), then practical hands-on learning (104), then partnerships with companies & 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.

FACULTY

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

What your faculty would like your school to STOP doing: 1. Stop chasing rankings, FT lists & journal-only publication metrics 2. Stop bureaucracy, paperwork & top-down management 3. Stop pure-theory teaching disconnected from practice 4. Stop wasteful campus operations (paper, plastic, travel, energy)	What your faculty would like your school to START doing: 1. Better communication, visibility & reporting of school impact 2. Embed sustainability, ethics & social impact across curriculum, research & operations 3. Stronger partnerships with industry, NGOs, community & public sector 4. Strengthen research, scholarship of teaching & researcher recognition
--	---

Global comparative data

What to stop: 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.	What to start: 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.
--	---

Regional comparative data: Western Europe

What to start: 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.	What to stop: 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.
---	--

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