

PIR Rating 2026

PIR Results

Wroclaw University of Economics and Business

Poland

Survey participation:

- Student surveys: 398
- Faculty surveys: 64

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: 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))
Energize	8.2	8.2	7.6	8.0	5%
· Governance	8.1	8.4	7.2	8.0	11%
· Culture	8.3	8.0	8.1	7.9	-2%
Educate	7.9	8.0	7.2	7.7	7%
· Programs	8.1	8.1	7.3	7.7	5%
· Learning methods	7.7	8.0	7.1	7.8	10%
· Student support	7.8	8.0	7.2	7.6	6%
Enable		8.1		8.1	-
· Research		8.1		8.1	-
Engage	7.9	7.9	7.1	7.7	8%
· Role model	7.9	8.0	7.0	8.0	14%
· Public engagement	7.8	7.8	7.2	7.4	3%
PIR Score	8.0	8.1	7.3	7.9	8%

School- related demographic information of students and faculty:

Study program	Bachelor:	319
	Master:	74
	MBA:	5
Faculty type	Junior faculty	11
	Senior faculty	42
	Teaching faculty (incl. part-time):	4
	Not specified:	7

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

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Poland

Survey participation:

- Student surveys: 398
- Faculty surveys: 64

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	7.7	4%
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	7.4	8.0	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	7.3	7.6	4%
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

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Poland

Survey participation:

- Student surveys: 398
- Faculty surveys: 64

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		8.8	-
Chapter 2: Programmes – ERS is integrated into all educational programs offered by the school.	8.3	8.1		7.8	-
Chapter 3: Students – The school facilitates the development of skills in their students to become responsible and creative citizens.	8.3	8.4		7.9	-
Chapter 5: Research – The school can demonstrate that ERS has a significant place in its research activities.		7.9		7.9	-
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		7.4	-
Chapter 9: ERS - Community Outreach and Public Service – The school has an active role in community outreach and public service.	7.9	8.0		8.0	-
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		7.6	-
Chapter 9: ERS – Education – The school integrates ERS into its extra-curricular and non-curricular educational activities.	7.9	8.0		8.0	-
Equis ERS Score	8.1	8.2		7.9	-
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		8.0	-
Extra-curricular ERS opportunities – The school offers attractive opportunities to participate in extra-curricular activities in the ERS field.	7.9	8.1		7.7	-
Student Report	7.9	8.1		7.9	-

PIR Rating 2026

PRME Results

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Poland

Survey participation:

- Student surveys: 398
- Faculty surveys: 64

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	8.0	8.0	0%
2	Value We place organizational responsibility & accountability to society and the planet at the core of what we do.	8.3	8.1	8.1	7.8	-4%
3	Teach We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.	8.3	8.3	7.6	8.0	5%
4	Research We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.	7.5	7.9	6.8	7.5	10%
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	6.9	7.2	4%
6	Practice We adopt responsible and accountable management principles in our own governance and operations.	8.3	8.9	7.8	8.8	13%
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	6.7	7.9	18%
Average Results		8.0	8.1	7.4	7.9	7%