

## The Business School Positive Impact Model for Student Assessment

The PIR assessment model includes three areas and seven dimensions. In each of the dimensions there are a number of questions that serve as proxies to assess how students perceive their school's current state to create a positive impact. These proxies may or may not be a good expression of a given dimension and may therefore be adapted over time to better reflect this dimension. Educating and engaging have been identified as critical roles for business schools in the 50+20 vision for business schools. Energizing is an area that has been added to the 50+20 model given its fundamental importance in orienting the school and its development. The first edition of the PIR has confirmed that this area is indeed a predictor for creating a positive impact.

Business School Positive Impact Model for Student Assessment		
Areas	Dimensions	No of questions
Energizing	Governance	2 questions
	Culture	4 questions
Educating	Programs	4 questions
	Learning Methods	3 questions
	Student Engagement	3 questions
Engaging	Institution as a Role Model	2 questions
	Public Engagement	2 questions

### Area 1 – Energizing

*Energizing measures how governance and culture move the school ahead as perceived by its students. It is a lead indicator for a business school to increase its positive impact.*

Governance dimension: Students assess to what degree the school's vision includes societal engagement and to what degree sustainability and societal engagements are perceived as a driving force for the school.

Culture dimension: Students assess the degree to which a school is aligned with its purpose and vision and if change & innovation are a natural part of a school's culture. They also assess to what degree people in the school are motivated beyond self-interest and if the school supports personal development.

## **Area 2 - Educating**

*Educating measures a fundamental role of a school by preparing students to become responsible leaders in business and society. It is an area of direct relevance to the students.*

Programs dimension: Students assess the degree to which ethics, responsibility & sustainability are integrated into study programs, and if societal stakeholders are typically a part of the student learning experience. They also assess if their study program develops skills to become a responsible leader and if program management and faculty listen to student suggestions for change.

Learning methods dimension: Students assess if they are trained to apply methods and tools to societal challenges, and the degree to which they learn to co-create solutions with societal stakeholders. They also assess the degree to which teaching methods at the school are innovative.

Student engagement dimension: Students assess the degree to which they actively engage with societal stakeholders like NGOs, media or engaged citizens. They also assess to what degree students at their school want to address societal challenges, and if the social and sustainable profile of a company plays a role when the students choose an employer.

## **Area 3 - Engaging**

*Engaging reflects the school's active engagement to earn the trust of students and society, but also its status as a respected public citizen.*

Role Model dimension: Students assess if their school reports comprehensively on its responsibility and sustainability performance, and the degree to which they perceive that their school's graduates are prepared to deal with sustainability challenges in their jobs.

Public Engagement dimension: Students assess the level of public engagement among the members of the school (faculty, staff and students themselves) in the field of responsibility and sustainability, but also how the school's engagement in the responsibility and sustainability field is recognized by the public.

Furthermore, there are three open ended questions asking students what their schools should start, stop, or continue doing in support of its commitment to providing management education that results in a positive impact for the world.