

2026 Edition

CLOSING THE IMPLEMENTATION GAP

Proven ways of scaling positive impact at business schools

By Katrin Muff & Thomas Dyllick

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Top News in Brief

- 1. Research Impact – Completing the PIR Framework:** The 2026 edition introduces Research Impact as a new fourth area of PIR – "Enabling" – assessed exclusively through the faculty survey. Measured through three focused questions on relevance, stakeholder engagement, and institutionalization, this dimension provides a scalable, comparable faculty perception measure of the conditions that make research impact more likely. A new data point in measuring impact.
- 2. The Dual Stakeholder Survey Scales Up:** In 2026, 25 schools conducted both the student and faculty survey (up from 7 in 2025), collecting 1'189 valid faculty responses – more than four times the pilot year. The second edition of the faculty-student comparison confirms a clear pattern: faculty rate their school's impact higher than students overall (8.1 vs. 7.6).
- 3. Four Concrete Mechanisms to Close the Implementation Gap:** The 2026 report moves from diagnosis to action by identifying four institutional mechanisms that make impact durable: (1) anchor PIR evidence in governance routines; (2) give students a structural role in change; (3) turn initiatives into operating systems; and (4) measure impact and cultivate culture deliberately. Student expectations have become more precise but not fundamentally different across seven PIR editions. The 15 Deep Change Case Studies illustrate what these mechanisms look like in practice.

The 2026 PIR Results

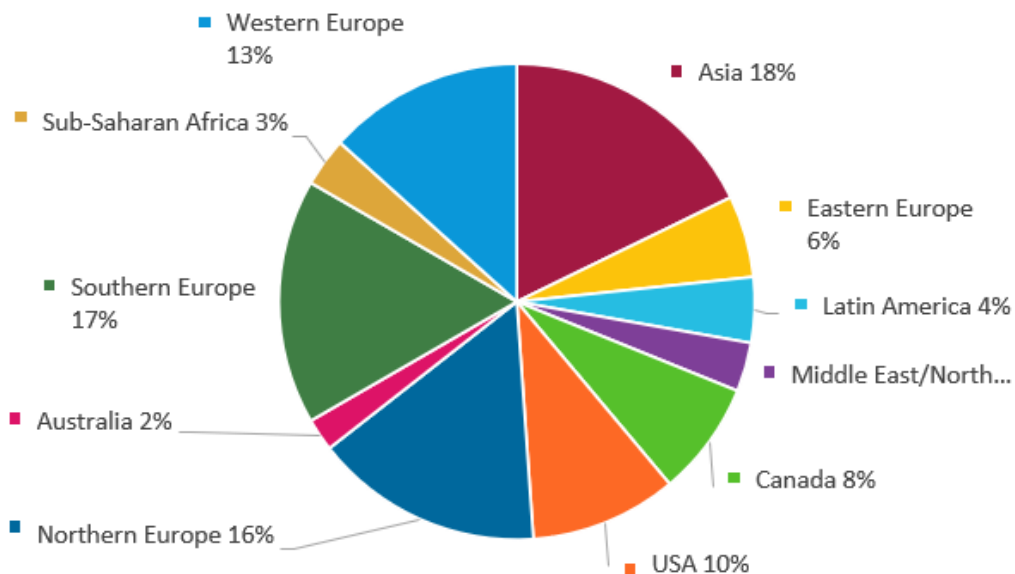
The seventh edition of the Positive Impact Rating rated 87 schools from 32 countries at Levels 3 to 5, based on 19'789 valid student responses and 1'189 faculty responses. The overall PIR student score is 8.0 representing an average score across participating schools. The published rating remains solely student-based. 25 schools additionally participated in the faculty survey.

PIR 2026 Results	Participating schools	
	Students	Faculty
Energize	8.2	8.2
· Governance	8.1	8.4
· Culture	8.3	8.0
Educate	7.9	8.0
· Programs	8.1	8.1
· Learning methods	7.7	8.0
· Student support	7.8	8.0
Enable		8.1
· Research		8.1
Engage	7.9	7.9
· Role model	7.9	8.0
· Public engagement	7.8	7.8
PIR Score	8.0	8.1

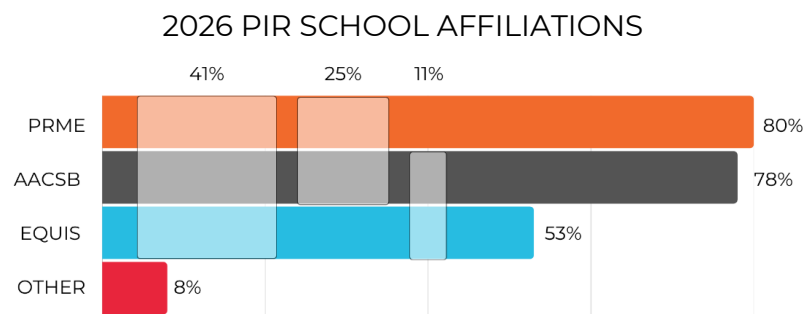
Participation Milestones: A record 19'789 valid student responses were collected from 87 rated schools – a 15% increase from 2025's 17'167, continuing a strong upward trend since the PIR launched in 2021 (8'802). The average number of responses per school rose from 199 to 227, well above the minimum of 100. Ninety schools participated in total; three did not reach the rating threshold.

Regional Performance Patterns: Among regions with 10 or more schools, Asia leads with an average PIR score of 8.3 (16 schools), followed by Southern Europe at 8.2 (15 schools), Northern Europe at 7.8 (14 schools), North America at 7.8 (19 schools), and Western Europe at 7.4 (12 schools). Geographic diversity strengthened further, with 32 countries represented compared to 28 in 2025.

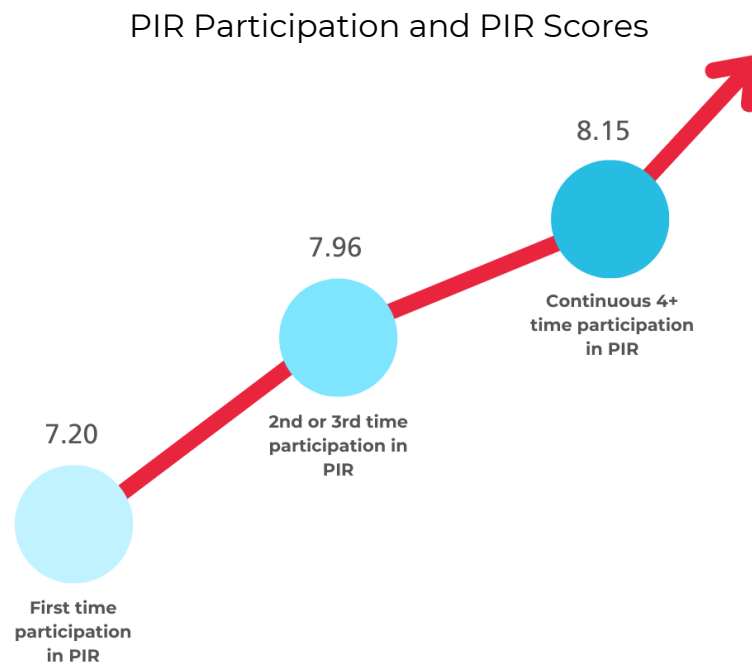
2026 PARTICIPATING SCHOOLS BY REGION



School Affiliation and Accreditation: Most schools are affiliated with international quality frameworks:



How continuous stakeholder engagement pays off: Schools that have been using the insights from their PIR survey repeatedly are reporting a stronger performance than their peers who participate for the first time. The average PIR score of all schools in 2026 is 8.0 due to a large number of returning schools. Newly participating schools (11) score 7.2, while second- and third-time participating schools (30) score at 8.0. Schools that have participated four times or more (46) clearly outperform the mean score and achieve an impressive 8.2 score.



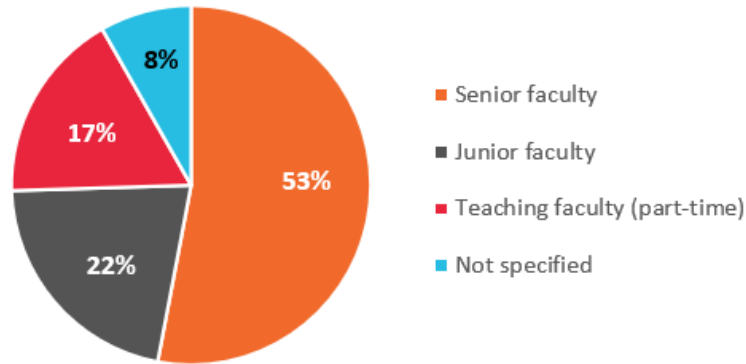
*Positive impact becomes durable when it is **embedded into everyday institutional routines.***

Hani Kamel, Qatar University College of Business and Economics and Coordinator
MENA Business Schools Alliance for Sustainability, Qatar

The Faculty vs. Student Survey Results

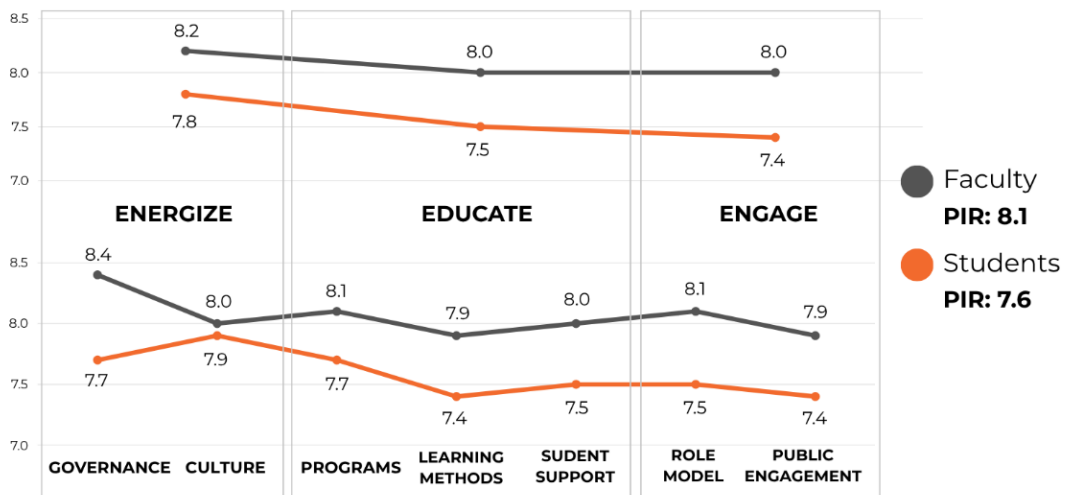
Understanding the New Faculty Survey: With the faculty now also assessing their business school, we are able to complete the PIR multi-stakeholder framework and add the fourth area: **Enabling**. It is the area in which a school impacts its external environment. PIR measures the capacity of research to enable business to create a positive difference in society.

2026 PIR FACULTY RESPONSES BY FACULTY TYPE
(based on 1189 total responses)



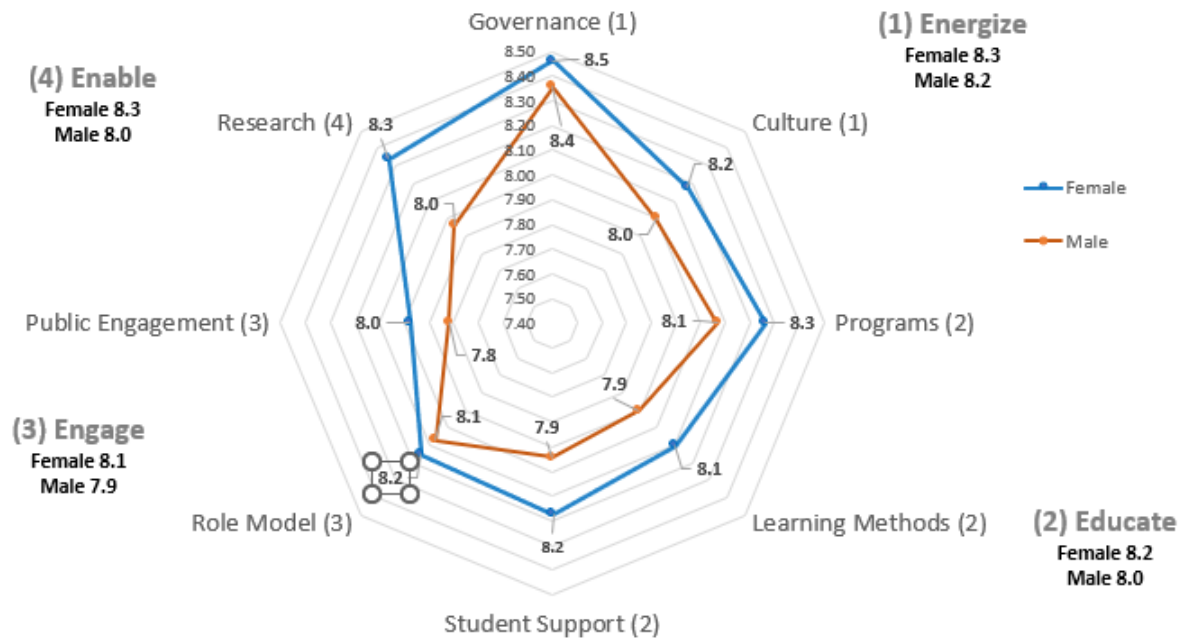
25 business schools conducted the faculty and student survey: This second edition of the faculty vs. student survey confirms that faculty rate their school’s impact higher than their students (8.1 vs. 7.6). Culture is the one dimensions where faculty and students most agree. In the areas “engage” and “educate” the faculty may overestimate how far the transformation process towards societal impact has already progressed. The sample includes 6798 students and 1189 faculty.

FACULTY VS. STUDENT SCORES ACROSS THE PIR AREAS & DIMENSIONS



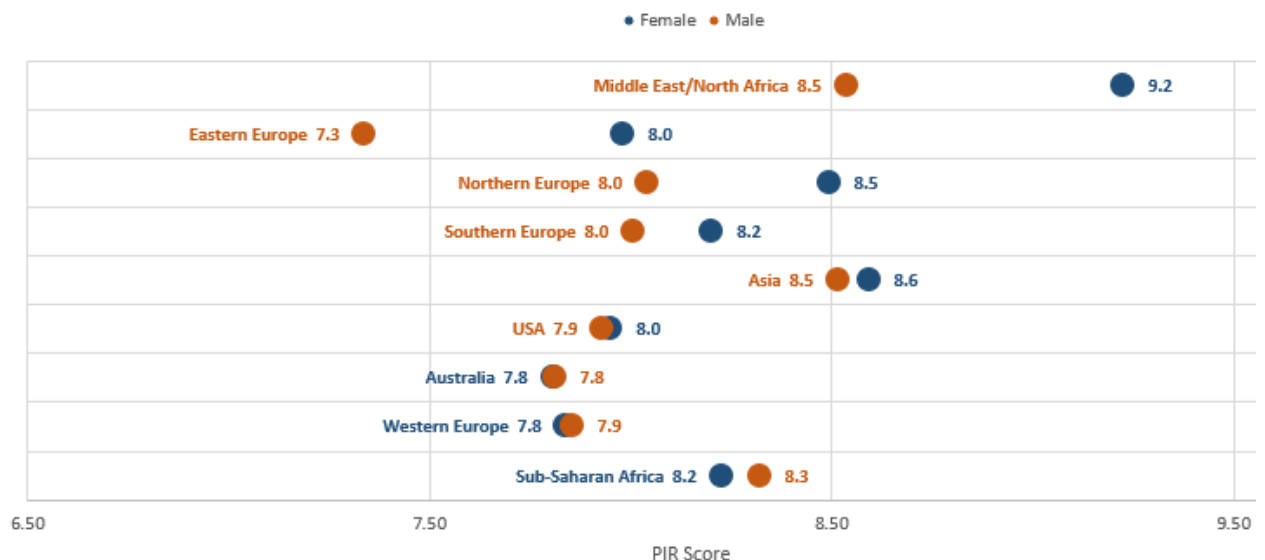
Female faculty rates higher than their male peers: Across the global 1189 participant faculty sample, female faculty (47%) and Male faculty (49%) are almost evenly represented. There is a gap between the Female PIR Score (8.2) versus the Male PIR Score (8.0). Across all four areas of PIR, the female faculty out-rate their male peers in nearly every age group. The Female–Male PIR gap is widest at the extremes of age. The pattern suggests early-career female faculty and senior male faculty hold the most divergent views. The Female–Male PIR gap is largest among the senior faculty, which is also the biggest single cohort. This suggests that the gap is driven by the most experienced respondents, not by a gender mix effect.

FACULTY PIR SCORE — FEMALE VS MALE ACROSS ALL DIMENSIONS



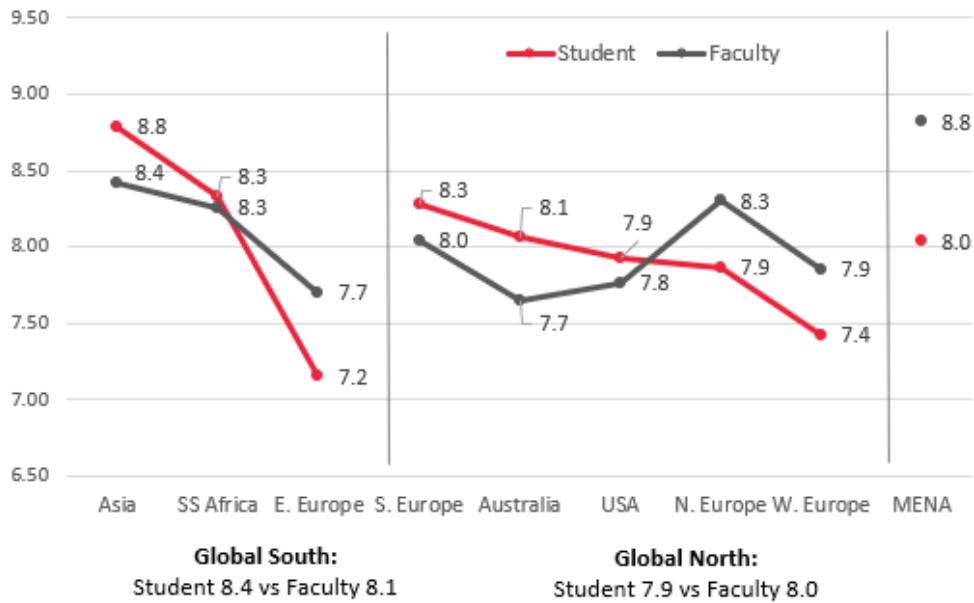
The Female–Male PIR gap varies significantly by region: It is widest in the MENA region, in Eastern Europe, and in Northern Europe, where female faculty drive the bulk of the score. Southern Europe shows a moderate gap, while Asia, USA, Australia, and Western Europe sit near zero. Sub-Saharan Africa is the only region, where Male faculty rate higher. The pattern suggests regions where gender perceptions diverge sharply, and Anglo-Western markets where they’ve converged.

FACULTY GENDER DIFFERENCES ACROSS REGIONS (PIR SCORE FEMALE VS MALE)



Across regions, students and faculty broadly agree: The Global South (Asia, Latin America, Sub-Saharan Africa, Eastern Europe) consistently scores higher than the Global North (Australia, Canada, USA, Northern/Southern/Western Europe), with weighted averages of 8.4 vs 7.9 for students and 8.1 vs 8.0 for faculty. The MENA region is shown separately and excluded from the aggregate, as its small sample with a mixed development profile.

2026 STUDENT VS. FACULTY PIR SCORES BY REGION



What Students and Faculty Want their Schools to Do

In their responses to open-ended STOP and START questions, students and faculty across the globe articulate well differentiated requests to their schools. Observe how the faculty call is different from students:

We want our school to STOP doing:

STUDENTS

Students urge their schools to **stop practices that undermine sustainability and impact commitments**: single-use plastics, excessive paper use, disposable materials, weak recycling, and **stop outdated teaching models** (passive lectures, memorization, theory disconnected from practice). They **challenge greenwashing**, lip service, and sustainability treated as an optional add-on. They express **concern when schools prioritize profit, grades, rankings, prestige, or tuition income over learning, access, well-being, and societal contribution**.

FACULTY

Faculty's loudest grievance is uniquely theirs and rarely surfaces in the student data: **stop chasing rankings, FT lists and journal-only publication metrics that distort what gets rewarded**. It is followed by **stop bureaucracy, paperwork and top-down management**, stop treating sustainability and ethics as add-ons or marketing exercises, **stop pure-theory teaching disconnected from practice**, and stop siloed working across departments.

We want our school to START doing:

STUDENTS

What students want their schools to start is equally clear: **make learning more hands-on, applied, and connected to real-world** business and societal challenges. They call for **stronger partnerships** with companies, NGOs, communities, alumni, and public-sector actors. They want **greener campus operations** – stronger action on plastics, paper, waste, recycling, food, energy use, and everyday campus practices. They also ask schools to **embed social impact, purpose, ethics, and responsibility more deeply into programs**, while strengthening academic, financial, career, mental-health, and inclusion-related support.

FACULTY

Two themes dominate and they show up in every single regional top 5: **strengthen external partnerships** with industry, NGOs, government and the surrounding community and **embed sustainability and ethics across all programs, research and operations** rather than treating them as stand-alone topics. **Better communication and visibility** of the work the school already does, **more applied and experiential learning**, and embracing innovation, AI and society-facing models round out the global Start consensus.



*Impactful research is **not defined by method alone**.
What matters is whether research **creates insight that enters decisions, practices, policies, or capabilities**.*

Dan LeClair, CEO GBSN and member of the PIR Supervisory Board



Research Impact – A New PIR Dimension

Measuring Research Impact Remains a Challenge: Business schools are increasingly expected to demonstrate how they contribute to society through research – helping business, public institutions, and civil society understand and address societal challenges. Research impact has become a central concern, yet it remains difficult to define and measure. Publications, journal quality, rankings, and citations remain important indicators of academic quality, but they say less about whether research has helped leaders understand a societal challenge, improved decisions, influenced practice, supported policy, or enabled collaboration across sectors.

The Responsible Research in Business and Management initiative (RRBM) has encouraged scholars and schools to move beyond narrow academic performance indicators. AACSB's 2026 impact report notes that measurement often remains fragmented and schools still provide stronger evidence of activities and outputs than of outcomes or longer-term impact. Research impact cannot be captured by one indicator and often develops through complex pathways, long time horizons, and multiple actors.

Faculty Perception of Research Impact as a Data Point: With the introduction of the faculty survey, PIR completes its multi-stakeholder framework by adding a fourth area of impact: "Enabling." This area captures how a business school impacts its external environment – especially business and its stakeholders – through its services. Research is used as the proxy for this enabling function. The dimension is assessed exclusively by faculty, as they have a direct view of how research is produced, valued, and connected to societal needs.

PIR measures research through three focused questions, assessing:

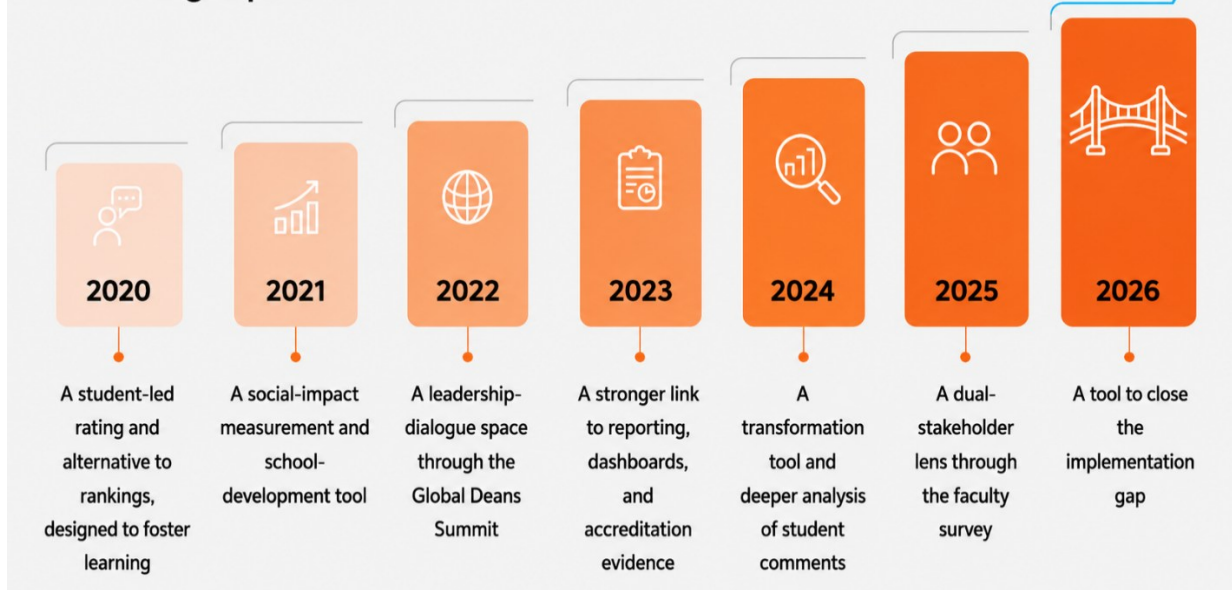
- The degree to which a school's research contributes to a better understanding of relevant societal challenges (Relevance).
- The degree of faculty engagement with stakeholders from different sectors, including the private, public, and third sectors (Connection).
- The degree to which research is assessed and rewarded for its societal impact and relevance (Institutionalization).

What Seven Years of PIR Reveal

PIR's Evolution: From Rating to Transformation Platform: PIR's development reflects how the field's needs have changed over time. What started as a student-led rating has gradually grown into something broader – a platform for evidence, dialogue, reporting, and implementation work. Its value no longer rests solely on surfacing what students think; it now helps schools connect stakeholder evidence with institutional learning, faculty engagement, accreditation demands, and transformation efforts.

For schools, the relevant question is one of maturity. A first-time participant might use PIR mainly as a mirror: where do students see strengths, contradictions, and gaps? Schools with several years of participation have a different opportunity – they can connect PIR findings to strategy, curriculum renewal, faculty conversations, campus operations, stakeholder engagement, PRME reporting, and accreditation evidence. Schools participating four or more times score on average 8.2 – clear evidence of this learning dynamic.

PIR has matured from capturing voice to enabling implementation



Student Feedback – from listening to learning: Seven editions of PIR point to something striking: student expectations have grown more precise, but not fundamentally different. Across the reports, students keep calling for sustainability and societal impact in the core of business education, for more applied learning, stronger external partnerships, a more meaningful role in institutional decision-making, and greater coherence between what schools teach and how they operate. They also continue to challenge outdated teaching models, narrow profit-maximization frames, greenwashing, unsustainable campus practices, and partnerships that conflict with public impact commitments.

This turns PIR from a listening exercise into a learning discipline. The most useful comparison isn't just horizontal, between schools, but longitudinal, within the same school over time. Which student expectations keep coming back? Which have grown more specific? Which are mirrored by faculty, and which aren't? Those answers give leadership a clearer view of institutional follow-through.

The Conditions that Make Change Possible: The evidence point consistently beyond curriculum. Curriculum matters – students are right to expect sustainability, responsibility, ethics, systems thinking, and societal impact in core learning. **But the deeper differentiators are governance and culture.**

Governance gives impact a route to decisions: who receives PIR findings, who interprets them, how priorities are set, where resources go, and how progress is reviewed. **Culture** shapes the informal conditions that determine whether people feel invited, responsible, and equipped to act. Students notice inconsistencies quickly: credibility is built less through the language of purpose than through coherence in everyday decisions.

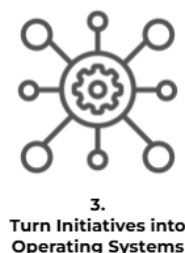
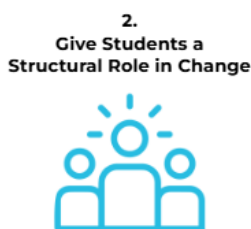
Faculty-Student Alignment as the Next Frontier: The addition of faculty evidence opens a new phase in PIR's development. Students experience the institution directly and often identify gaps between public commitment and lived reality. Faculty evidence adds something different: it reveals whether those expected to redesign teaching, research, assessment, and learning environments actually feel ownership of the impact agenda and have the conditions to act on it.

Differences between student and faculty perspectives are not reputational risks to be managed – they are implementation evidence. A student demand that faculty strongly share points to genuine readiness for action. One that faculty find important but difficult points to a capacity gap. A concern that faculty don't recognize may need deeper dialogue before any response can be credible.

The most powerful use of the faculty–student comparison is diagnostic. It helps locate where the institution is aligned, where there are blind spots, and where ambition is blocked by missing resources, incentives, structures, or communication. It also sharpens the quality of recommendations. A student demand that faculty strongly share points to genuine readiness for action. One that faculty find important but difficult points to a capacity gap. A concern that faculty don't recognize may need deeper dialogue before any response can be credible.

Closing the Gap: Four Concrete Mechanisms

The 2026 report argues that closing the implementation gap requires more than additional activities. Schools need mechanisms that connect evidence to decision-making, learning, and follow-through.



1

Anchor PIR's Impact Measures in Governance Routines

PIR findings need clear responsibility for follow-up: who convenes the discussion, who interprets the evidence with students and faculty, who selects priorities, who allocates resources, who communicates the response, and who reviews progress before the next cycle. PIR becomes powerful when it is not parked in a report, but carried into the places where the school makes decisions. Drake University (USA), Gordon Institute of Business Science (South Africa), and BI Norwegian Business School (Norway) exemplify this through town halls, student representation, and linking PIR to EQUIS and PRME reporting.

2

Give Students a Structural Role in Change

Student voice becomes more powerful when it moves from expression to participation. At a basic level, students are surveyed or invited to comment. At a stronger level, they participate in advisory structures. At a more advanced level, they help shape programs, governance processes, and learning environments. The Gordon Institute of Business Science demonstrates this through student representatives and peer-led continuity; the Lang School (University of Guelph) through co-created curriculum elements including EDI case competitions; and Goa Institute of Management through a student advisory council with regular leadership interaction.

3

Turn Initiatives into Operating Systems

Many schools can point to sustainability courses, SDG projects, student clubs, or partnerships. The strongest schools go further – they build operating systems that make impact part of ordinary institutional work. IESEG School of Management (France) illustrates this through its Transition 2026 work including KPIs, dashboards, departmental roadmaps, a climate plan, and annual impact reporting. Colorado State University College of Business (USA) aligns budgeting with strategic impact goals. CENTRUM PUCP (Peru) illustrates ecosystem orchestration, acting as a connector and co-creator in a wider impact ecosystem.

4

Measure Impact and Cultivate Culture Deliberately

Impact measurement is the clearest gap. Many schools report courses, projects, events, and partnerships – useful activity indicators, but not yet showing what changes because of the activity. The productive next step is to distinguish activity evidence from impact evidence. Culture is equally powerful: treat it as a set of repeated practices rather than a values statement, asking how the school's impact ambition is transmitted to new students and faculty, which rituals reinforce it, and how institutional memory survives leadership changes. INCAE Business School (Costa Rica), IESEG (France), and BI Norwegian Business School (Norway) offer developing examples of more outcome-oriented approaches.

Attachments

THE SEVENTH EDITION PIR 2026 RATING RESULTS

PIR 2026 - The 7 th Edition: Overview of Rated Schools, by Level & in Alphabetical Order		
Level 5 Pioneering Schools (12)	<ul style="list-style-type: none"> • CENTRUM PUCP Business School, Peru • Fortune Institute of International Business, India • HKUST Business School, Hong Kong • IIM Bangalore, India • INCAE Business School, Costa Rica • Nottingham University Business School, UK 	<ul style="list-style-type: none"> • OBS Business School, Spain • POLIMI School of Management, Italy • S P Jain Institute of Management & Research, India • Wits Business School, South Africa • Woxsen University School of Business, India • XLRI Xavier School of Management, India
Level 4 Transforming Schools (58)	<ul style="list-style-type: none"> • Audencia Business School, France • Berlin School of Business and Innovation (BSBI), Germany • Bern University of Applied Sciences Business School, Switzerland • BI Norwegian Business School, Norway • Bologna Business School, Italy • BSB Burgundy School of Business, France • Colorado State University College of Business, USA • CUNEF University Business School, Spain • Deusto Business School, Spain • Drake University Zimpleman College of Business, USA • EADA Business School, Spain • EAE Business School, Spain • ESADE Business School, Spain • FHNW School of Business, Switzerland • Fordham University Gabelli School of Business, USA • GIBS Business School University of Pretoria, South Africa • Goa Institute of Management, India • I.H. Asper School of Business University of Manitoba, Canada • IESEG School of Management, France • IIM Indore, India 	<ul style="list-style-type: none"> • IMC University of Applied Sciences Krems, Austria • Imperial College Business School, UK • IPADE Business School, Mexico • Iscte Business School, Portugal • ISEG Lisbon School of Economics & Management, Portugal • John Molson School of Business Concordia University, Canada • Jyväskylä University School of Business and Economics, Finland • K J Somaiya Institute of Management, India • Ketner School of Business Catawba College, USA • King Abdulaziz University Faculty of Economics and Administration, Saudi Arabia • Kozminski University, Poland • Lang School of Business & Economics University of Guelph, Canada • Leeds University Business School, UK • Loughborough Business School, UK • Maastricht University School of Business and Economics (SBE), Netherlands • Manchester Metropolitan University Business School, UK • Monash Business School, Australia • Newcastle University Business School, UK • Nova School of Business and Economics, Portugal • Odette School of Business University of Windsor, Canada

PIR 2026 - The 7th Edition: Overview of Rated Schools, by Level & in Alphabetical Order

<p>Level 4 (cont.)</p>	<ul style="list-style-type: none"> • Qatar University College of Business and Economics, Qatar • Rome Business School, Italy • Sabancı University Business School, Turkey • Salford Business School, UK • Sasin School of Management, Thailand • Silberman College of Business FDU, USA • Sobey School of Business, Canada • Sprott School of Business Carleton University, Canada • Strathmore University Business School, Kenya 	<ul style="list-style-type: none"> • The University of Sydney Business School, Australia • Universal AI Business School, India • Universidad de San Andrés, Argentina • University of Bath School of Management, UK • University of Buffalo School of Management, USA • University of Exeter Business School, UK • University of Porto School of Economics and Management, Portugal • University of Vermont Grossman School of Business, USA • UPF Barcelona School of Management, Spain
<p>Level 3 Progressing Schools (17)</p>	<ul style="list-style-type: none"> • Adam Smith Business School University of Glasgow, UK • Corvinus University of Budapest, Hungary • Daniels College of Business University of Denver, USA • Excelia Business School, France • Hasselt University Faculty of Business Economics, Belgium • HEC Montréal, Canada • Hult International Business School, UK • IIM Visakhapatnam, India • Adnan Kassar School of Business Lebanese American University, Lebanon 	<ul style="list-style-type: none"> • School of Business Economics and Law University of Gothenburg, Sweden • The Hang Seng University of Hong Kong School of Business, Hong Kong • Seidman College of Business GVSU, USA • SGH Warsaw School of Economics, Poland • University of Macau Faculty of Business Administration, Macau • University of Minho School of Economics and Management, Portugal • Wroclaw University of Economics and Business, Poland • ZHAW School of Management and Law, Switzerland

5-YEAR OVERVIEW OF THE PIR RATED BUSINESS SCHOOLS (2022-2026)



5-Year Overview of all Rated Business Schools (2022-2026)

Representing 131 schools from 37 countries across all continents - listed in alphabetical order

#	Name of Business School	Country	Latest year rated	# of years
1	Aalto University School of Business	Finland	2023	3
2	Abu Dhabi School of Management	U.A.E.	2022	1
3	Adam Smith Business School University of Glasgow	UK	2026	4
4	Adnan Kassar School of Business, Lebanese American University	Lebanon	2026	1
5	Amsterdam Univ. Appl. Sc. Int. Business School	Netherlands	2023	3
6	Antwerp Management School	Belgium	2024	4
7	Audencia Business School	France	2026	6
8	Berlin School of Business and Innovation (BSBI)	Germany	2026	2
9	Bern University of Applied Sciences, Business School	Switzerland	2026	2
10	BI Norwegian School of Management	Norway	2026	4
11	Bologna Business School	Italy	2026	2
12	The British College	Nepal	2024	1
13	BSB Burgundy School of Business	France	2026	4
14	CENTRUM PUCP Business School	Peru	2026	6
15	Colorado State University College of Business	USA	2026	5
16	Corvinus University of Budapest	Hungary	2026	1
17	CUNEF University	Spain	2026	3
18	Daniels College of Business, University of Denver	USA	2026	1
19	Deakin Business School	Australia	2022	1
20	Deusto Business School	Spain	2026	3
21	Drake University Zimpleman College of Business	USA	2026	4
22	Drexel University LeBow College of Business	USA	2024	2
23	EADA Business School	Spain	2026	6
24	EAE Business School	Spain	2026	6
25	Ecole Hôtelière de Lausanne	Switzerland	2023	3
26	EDHEC Business School	France	2025	5
27	EM Lyon Business School	France	2025	1
28	ESADE Business School	Spain	2026	6
29	Excelia Business School	France	2026	4
30	FHNW School of Business	Switzerland	2026	3
31	FHWien of WKW	Austria	2024	1
32	Fordham University Gabelli School of Business	USA	2026	6
33	Fortune Institute of International Business	India	2026	2
34	GIBS Business School, University of Pretoria	South Africa	2026	4
35	Glasgow Caledonian University School for Bus. & Society	UK	2023	2
36	Goa Institute of Management	India	2026	4
37	Graduate School of Management St. Petersburg University	Russia	2022	2
38	Grenoble Ecole de Management	France	2023	3
39	The Hang Seng University of Hong Kong School of Business	Hong Kong	2026	1
40	Hasselt University Faculty of Business Economics	Belgium	2026	1

Continued (2/3)

#	Name of Business School	Country	Latest year rated	# of years
41	The Haub School of Business, Saint Joseph's University	USA	2025	3
42	HEC Montréal	Canada	2026	3
43	HEC Paris	France	2024	2
44	HHL Leipzig Graduate School of Management	Germany	2025	3
45	HKUST Business School	China	2026	6
46	Hult International Business School	UK	2026	1
47	I.H. Asper School of Business, University of Manitoba	Canada	2026	2
48	ICHEC Brussels Management School	Belgium	2025	3
49	IESEG School of Management	France	2026	6
50	IIM Bangalore	India	2026	5
51	IIM Indore	India	2026	4
52	IIM Visakhapatnam	India	2026	2
53	IMC Krems University of Applied Sciences	Austria	2026	5
54	Imperial College Business School	UK	2026	4
55	INCAE Business School	Costa Rica	2026	6
56	International Business School Suzhou at XJTLU	China	2024	2
57	IPADE Business School	Mexico	2026	4
58	Iscte Business School	Portugal	2026	6
59	ISEG Lisbon School of Economics & Management	Portugal	2026	4
60	Ivey Business School, Western University	Canada	2024	1
61	John Molson School of Business, Concordia University	Canada	2026	6
62	Jyväskylä University School of Business and Economics	Finland	2026	6
63	Jönköping International Business School	Sweden	2022	2
64	K J Somaiya Institute of Management	India	2026	2
65	KEDGE Business School	France	2025	5
66	Ketner School of Business Catawba College	USA	2026	3
67	King Abdulaziz University Faculty of Economics and Administration	Saudi Arabia	2026	2
68	Kozminski University	Poland	2026	6
69	KROK Business School	Ukraine	2024	1
70	Kuehne Logistics University	Germany	2024	1
71	Lang School of Bus. & Econ., University of Guelph	Canada	2026	4
72	Leeds School of Business University of Colorado Boulder	USA	2023	3
73	Leeds University Business School	UK	2026	3
74	Loughborough Business School	UK	2026	2
75	Lucerne School of Business	Switzerland	2024	2
76	Luiss Business School	Italy	2023	3
77	Maastricht University School of Business and Economics	Netherlands	2026	6
78	Manchester Metropolitan University Business School	UK	2026	2
79	MCI - Management Center Innsbruck	Austria	2025	1
80	Miller College of Business, Ball State University	USA	2025	1
81	Monash Business School	Australia	2026	2
82	Montpellier Business School	France	2025	3
83	Newcastle Business School	UK	2023	1
84	Newcastle University Business School	UK	2026	1
85	Nottingham University Business School	UK	2026	2
86	Nova School of Business and Economics	Portugal	2026	4

Continued (3/3)

#	Name of Business School	Country	Latest year rated	# of years
87	OBS Business School	Spain	2026	3
88	Odette School of Business, University of Windsor	Canada	2026	2
89	POLIMI School of Management	Italy	2026	3
90	Qatar University College of Business and Economics	Qatar	2026	2
91	Rennes School of Business	France	2025	5
92	Robert Morris University Rockwell Schol of Business	USA	2025	1
93	Rome Business School	Italy	2026	3
94	Rowe School of Business	Canada	2023	1
95	S P Jain Institute of Management & Research	India	2026	6
96	Sabancı University Business School	Turkey	2026	1
97	Sasin School of Management	Thailand	2026	4
98	School of Bus., Econ. & Law, University of Gothenburg	Sweden	2026	6
99	School of Management Fribourg	Switzerland	2024	1
100	Seidman College of Business - GVSU	USA	2026	2
101	SGH Warsaw School of Economics	Poland	2026	3
102	Silberman College of Business / FDU	USA	2026	5
103	Sobey School of Business - Saint Mary's University	Canada	2026	4
104	Sprott School of Business, Carleton	Canada	2026	6
105	Strathclyde Business School	UK	2022	1
106	Strathmore University Business School	Kenya	2026	6
107	TUM School of Managment	Germany	2024	2
108	Universal AI Business School	India	2026	5
109	Universidad de San Andrés	Argentina	2026	2
110	University of Bath School of Management	UK	2026	1
111	University of Buffalo School of Management	USA	2026	3
112	University of Economics and Human Sciences Warsaw	Poland	2025	3
113	University of Exeter Business School	UK	2026	4
114	University of Macau Faculty of Business Administration	Macau	2026	1
115	University of Minho School of Economics and Management	Portugal	2026	1
116	University of Namur	Belgium	2025	3
117	University of Porto School of Economics and Management	Portugal	2026	2
118	University of Rhode Island College of Business	USA	2025	1
119	University of Salford Business School	UK	2026	2
120	University of San Francisco School of Management	USA	2025	1
121	University of St Andrews	UK	2024	2
122	The University of Sydney Business School	Australia	2026	2
123	University of Turku School of Economics	Finland	2023	1
124	University of Vermont Grossman School of Business	USA	2026	6
125	UPF Barcelona School of Management	Spain	2026	6
126	Weatherhead SOM, Case Western Reserve University	USA	2024	1
127	Wits Business School	South Africa	2026	4
128	Woxsen University School of Business	India	2026	5
129	Wroclaw University of Economics and Business	Poland	2026	4
130	XLRI Xavier School of Management	India	2026	6
131	ZHAW School of Management and Law	Switzerland	2026	5

INTERNATIONAL STUDENT ORGANIZATIONS:

oikos International

AIESEC

Net Impact

SOS UK

Studenten voor Morgen



SUPPORTERS AND ENDORSERS:

Representing environmental concerns:

WWF, Switzerland



Representing social concerns:

OXFAM, Great Britain



Representing economic concerns:

United Nations Global Compact Network Switzerland



Global Compact Network Switzerland & Liechtenstein

PARTNERS:

Funding partners:



The Institute for Business Sustainability

Data Management:



CATALYSTS AND COLLABORATORS:



PRME Principles for Responsible Management Education
an initiative of the United Nations Global Compact



About the Positive Impact Rating:

The PIR is the leading global student-based business school rating. The 2026 edition features 19'789 student and 1'189 faculty voices from 32 countries across 5 continents. These students and faculty have assessed their schools for their capacity to create a positive impact in the world. The purpose of the PIR is to measure how business schools create societal impact by energizing the school and its culture, by educating responsible leaders, by participating in the public debate and by enabling business to create positive impact. The PIR is a not-for-profit Swiss association.

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