

POSITIVE IMPACT RATING FOR BUSINESS SCHOOLS

2026 Edition

CLOSING THE IMPLEMENTATION GAP

*Proven ways of scaling positive
impact at business schools*

By Katrin Muff & Thomas Dyllick



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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

1. EXECUTIVE SUMMARY

RESULTS AND NEWS IN BRIEF

The 2026 edition of the Positive Impact Rating marks a further step in PIR's development from a **student-led rating into a transformation platform** for business schools. In its seventh edition, PIR collected more than **20'000 student responses** from 90 schools. Of these, **87 schools from 32 countries** were rated at Levels 3 to 5, based on 19'789 valid student responses. The average number of student responses per school increased from 199 in 2025 to 227 in 2026, well above the minimum threshold of 100 responses per school.

The overall PIR student score in 2026 is 8.0. It reflects the average score across all participating schools. This confirms **stable quality while participation expands** across geographies, school types, and levels of maturity. The rating includes 12 Level 5 Pioneering Schools, 58 Level 4 Transforming Schools, and 17 Level 3 Progressing Schools. **Returning schools continue to perform better than first-time participants:** newly participating schools score 7.2 on average, second- and third-time participants reach 8.0, and schools participating four times or more achieve 8.2. This suggests that PIR is increasingly used not only for assessment, but also for **institutional learning and continuous improvement**.

Geographic diversity strengthened again. Participation has grown from **21 countries in 2022 to 32 countries in 2026**. Europe remains the largest participating region, while Asia and North America each represent 18% of participating schools. Growth in Asia, Northern Europe, and Eastern Europe helped compensate for the anticipated reduction in the United States and a temporary drop in Western Europe.

WHAT STUDENTS WANT THEIR SCHOOLS TO DO

In their responses to open-ended STOP and START questions, students across all continents articulate a **coherent call to action**:



Students urge their schools to **STOP practices that undermine their sustainability and impact commitments**. They call for an end to single-use plastics, excessive paper use, disposable materials, and weak recycling systems. Outdated teaching models, including passive lectures, memorization, and theory disconnected from practice, are seen as **barriers to meaningful learning**. Students also 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.



What students want their schools to **START** doing 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, so that learning becomes more relevant, networked, and action-oriented. They want **greener campus operations**, with visible improvements in plastics, paper, food, energy, waste, and recycling. 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.





*After six years of evidence, the message from students is **remarkably consistent**: the challenge is no longer knowing what positive impact looks like but **embedding it into how business schools actually operate**.*

Prof. Katrin Muff, PIR Co-founder and President



ONE GLOBAL SIGNAL, MANY LOCAL PRIORITIES

Across regions, the core student message is shared, but **priorities differ**. Asia scores highest among regions with more than 10 participating schools, with an average PIR score of **8.3**, followed by Southern Europe at **8.2**, Northern Europe and North America at **7.8**, and Western Europe at **7.4**. These differences show how the same expectation for positive impact is shaped by **local realities**.

Asian students emphasize partnerships, practical learning, and greener campus operations. **Southern Europe and Latin America** foreground purpose, social impact, and concern about greenwashing. **Northern and Western Europe** focus strongly on operational coherence and ethical consistency. **North American students** highlight tuition, affordability, and outdated teaching. **Eastern Europe** stresses student agency and access to international opportunities. **MENA students** call for stronger career readiness and less exam-driven education, while Sub-Saharan African students emphasize real-world relevance and the need to address inequality, race, and culture more openly.

The pattern suggests that positive impact is becoming a global expectation, but not a standardized agenda. Across the Global South, students tend to connect impact with opportunity, social relevance, community engagement, and practical problem-solving. Across the Global North, the emphasis is more often on institutional credibility, operational consistency, affordability, and the gap between sustainability commitments and everyday practice.

THE 2026 EDITION RESULTS

The 2026 results confirm PIR's **growing reach and maturity**. The published PIR rating remains **solely student-based** and does not include the faculty perspective. This preserves PIR's identity as a student-led rating while allowing participating schools to use the faculty survey as an additional **development and reporting tool**.

Scores across the seven student-rated PIR dimensions remain **stable across the years**, confirming the robustness of the framework. Each rated school receives a personalized report showing how students assess its **impact across governance, culture, programs, learning methods, student support, institution as role model, and public engagement**.

The 2026 student sample shows **no meaningful gender gap** in the overall PIR score. Female and male students are almost equally represented, and the largest gender differences are very small. More relevant differences appear by study level and age. **MBA students rate their schools significantly higher than undergraduate and graduate students**, while older male students tend to rate schools more positively than their female peers.

The school profile also confirms strong alignment with international quality frameworks. Among rated schools, **80% are PRME signatories, 78% are AACSB accredited, and 53% are EQUIS accredited**. In total, 41% of rated schools combine AACSB and EQUIS accreditation with PRME signatory status.



*Positive impact becomes durable when it is **no longer added** to the institution, but part of **how** the institution **learns, decides, teaches, researches, partners, and acts.***

Prof. em. Thomas Dyllick, University of St.Gallen, PIR Co-founder
and member of the Supervisory Board



COMPLETING THE PIR FRAMEWORK WITH RESEARCH IMPACT

The 2026 report introduces **research impact as a new PIR dimension** within the fourth area of impact **Enabling**. With the faculty survey, PIR can now complete its multi-stakeholder framework by adding a perspective on how business schools impact their external environment through the services they provide. Research is used as the proxy for this enabling function because it is one of the central ways in which business schools help **business, public institutions, and civil society** understand and address societal challenges.

This dimension is assessed only by faculty. PIR measures research through three focused questions: whether research contributes to a better understanding of relevant societal challenges; whether faculty engage with stakeholders from the private, public, and third sectors; and whether research is assessed and rewarded for societal impact and relevance. These questions do not replace bibliometrics, case studies, policy evidence, partner feedback, or Theory of Change approaches. Their value is more specific: they provide **a scalable, comparable faculty perception measure** of the institutional conditions that make research impact more likely.

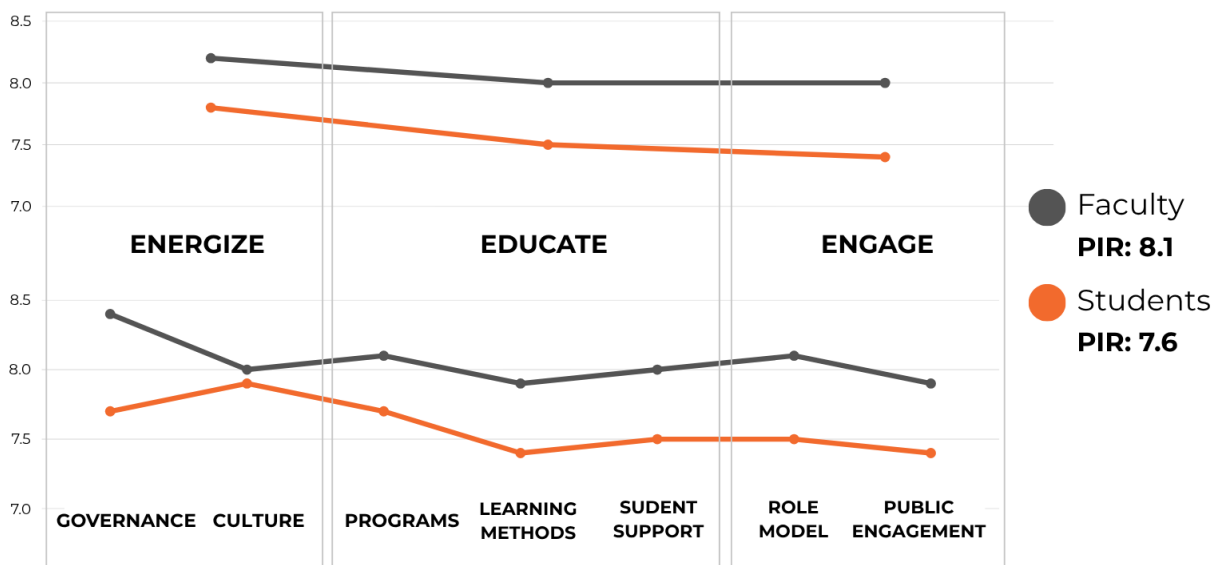
THE FACULTY SURVEY AS A DEVELOPMENT AND REPORTING ASSET

In 2026, 25 schools conducted both the student and faculty survey. The second edition of the faculty-student comparison confirms a clear pattern: **faculty rate their school's impact higher than students**, with an overall score of 8.1 compared to 7.6 among students. Culture is the dimension where faculty and students most closely agree, and it is also the dimension that students rate most highly.

The largest discrepancies appear in the **institution as role model, student support and learning methods**. These gaps suggest that either the faculty **overestimates how far transformation has progressed** or that that students expectations may be growing in the area they experience most directly. The comparison offers schools a productive diagnostic tool: it can reveal **blind spots, communication gaps, and priorities for action**.

Faculty responses also add a distinctive voice to the START and STOP analysis. Faculty most strongly ask schools to **strengthen external partnerships** and to **embed sustainability and ethics across programs, research, and operations**. Their strongest STOP message differs from the student data: faculty call on schools to **stop chasing rankings, Financial Times lists, and journal-only publication metrics** that distort what gets rewarded. They also ask schools to reduce bureaucracy, stop treating sustainability as an add-on, move away from theory disconnected from practice, and reduce siloed working across departments.

FACULTY VS. STUDENT SCORES ACROSS THE PIR AREAS & DIMENSIONS



Sample size: 6'982 students and 1'281 faculty responses.

WHAT SIX YEARS OF PIR REVEAL ABOUT THE IMPLEMENTATION GAP

Six years of PIR evidence show that **student expectations** have become **more precise, but not fundamentally different**. Students continue to call for sustainability and societal impact in the core of business education, more applied learning, stronger links with external stakeholders, a more meaningful role in decision-making, and **greater coherence between what schools teach and how they operate**. They also continue to challenge outdated teaching models, narrow profit-maximization paradigms, greenwashing, unsustainable campus practices, and partnerships that conflict with public impact commitments.

The repetition of these themes has become **evidence**. It shows that students are not asking for more sustainability language. They are pointing to places where **institutional practice has not yet caught up with institutional aspiration**. This is where the implementation gap becomes visible. Curriculum remains essential, but curriculum alone is not enough. The deeper differentiators are governance and culture: the conditions that determine whether impact enters decisions, resources, routines, incentives, and everyday behavior.



*What began as a student-led rating has matured into a **transformation platform**, where stakeholder feedback stops feeling like an audit and starts functioning as **a compass for institutional growth**.*

Ashish Shrivastava, PIR Global Outreach and Development Lead



The faculty survey opens the **next frontier**. Student feedback remains central because students experience the institution directly and often see gaps between public commitment and lived reality. Faculty evidence adds another layer by showing whether those expected to redesign teaching, research, assessment, and learning environments feel ownership of the impact agenda and have the conditions to act on it. Differences between student and faculty perspectives are therefore not a problem to be managed away. They are **implementation evidence**.

FROM EVIDENCE TO 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. Four mechanisms stand out.

1. PIR needs to be **anchored in governance routines**, so that findings are discussed, interpreted, prioritized, resourced, communicated, and reviewed.
2. Students need a **structural role in change**, moving from being surveyed to helping interpret evidence, shape responses, and communicate progress.
3. Schools need to **turn initiatives into operating systems**, translating commitments into indicators, roadmaps, budgets, responsibilities, stakeholder platforms, and review cycles.
4. Schools need to **measure impact and cultivate culture deliberately**, distinguishing activity evidence from impact evidence and treating culture as a set of repeated practices rather than a statement of values.

The central invitation of the PIR 2026 Report is to move from **evidence to alignment**. Six years of student data have shown the mandate. The faculty lens now helps examine whether the organization is ready to respond. Closing the implementation gap is not a matter of adding more activities. It is the work of translating repeated stakeholder evidence into **shared priorities, clearer responsibilities, better conditions for faculty and students, and more visible institutional learning**. Positive impact becomes durable when it is no longer added to the institution, but woven into how the institution **learns, decides, partners, teaches, researches, and acts**.

OVERVIEW OF THE REPORT

The PIR report outlines the latest quality assurance and emerging new themes that are being observed. It dedicates a separate chapter to ensure financial transparency, highlighting the income contributions and associated administrative costs. The report concludes with an overview of the PIR's mission and the key individuals and organizations behind its success.



*PIR fosters **collaboration rather than competition**.
Since it's a rating and not a ranking, PIR creates spaces
where schools are **interested in learning from one
another and growing together**.*

Beatrice Orsi, PIR Marketing and Engagement lead



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



2. RESEARCH IMPACT – A NEW PIR DIMENSION

2.1 *Measuring research impact remains a challenge*

Business schools are increasingly expected to demonstrate how they contribute to society. This expectation extends beyond curriculum, student experience, and campus operations. It also includes the way research helps business, public institutions, and civil society understand and address societal challenges. **Research impact has become a central concern, as it also remains difficult to define and measure.**

This challenge has been recognized for several years by the responsible research community. The Responsible Research in Business and Management initiative (**RRBM**) has encouraged scholars and schools to move beyond narrow academic performance indicators and to ask whether research is credible, useful, and oriented toward important problems in business and society. **This has shifted the discussion from research productivity to research responsibility.** The measurement question, however, remains open: how can schools assess whether research is not only rigorous, but also relevant, engaged, and able to contribute to positive change?

The difficulty is not a lack of activity. Business schools publish research, collaborate with companies and public institutions, contribute to policy discussions, and engage with communities. The challenge is to show how research moves from knowledge creation to meaningful use. Publications, journal quality, rankings, and citations remain important indicators of academic quality. 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 same challenge is visible in accreditation and reporting. AACSB's 2026 impact report shows that societal impact has moved from aspiration to action, with schools increasingly embedding impact in mission, curriculum, scholarship, and stakeholder engagement. It also shows a shift from documenting activities toward demonstrating accountability, outcomes, and transformation. At the same time, **AACSB notes that measurement often remains fragmented, definitions vary, 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. AACSB's Theory of Change logic is useful because it distinguishes between activities, outputs, outcomes, impact, and transformation. It invites schools to clarify how an initiative is expected to create change, what evidence is available, and how progress can be reviewed over time. Yet research impact often develops through complex pathways, long time horizons, and multiple actors. It cannot always be traced back to a single publication, project, or metric.

PIR member of the Supervisory Board Dan LeClair, CEO of the GBSN, reflects on four years as a judge for the Financial Times Responsible Business Education Awards offering a practical view of what research impact can look like. His five lessons connect to the broader agenda advanced by RRBM. Dan argues that research impact requires attention to context and is often built from the bottom up. It helps illuminate tensions; multiplies when research intersects with learning; and is enabled through engagement with actors who are positioned to act. These lessons show that impactful research is not defined by method alone. **What matters is whether research creates insight that enters decisions, practices, policies, or capabilities.** The point is that business schools need a broader understanding of the pathways through which research contributes to the common good.



*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



2.2 Faculty perception of research impact as a data point

This is where the Positive Impact Rating adds a modest but useful data point. With the introduction of the faculty survey, PIR can complete 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 the services it provides. Within the PIR framework, research is used as the proxy for this enabling function. Research is one of the central ways in which business schools help external actors understand and respond to societal challenges. The Enabling dimension is assessed through the faculty survey, not the student survey. Senior faculty, junior faculty, and part-time teaching faculty, 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. This addresses relevance.
- The degree of faculty engagement with stakeholders from different sectors, including the private, public, and third sectors. This addresses connection.
- The degree to which research at the school is assessed and rewarded for its societal impact and relevance. This addresses institutionalization.

These questions do not measure the full societal impact of research. They do not replace case studies, policy evidence, partner feedback, learning outcomes, or Theory of Change approaches. Nor do they prove that a specific research project produced a specific societal outcome. Their value is more specific. The PIR data point measures faculty perceptions of the institutional conditions through which research impact becomes more likely: relevance to societal challenges, engagement with external stakeholders, and recognition in assessment and reward systems.

This distinction matters. **PIR is a perception-based instrument. Its strength lies in making visible how key stakeholder groups assess the school's impact.** The student survey shows how students perceive the school's contribution across governance, culture, education, support, and engagement. The faculty survey adds an internal perspective on education and research. Together, they help schools see where impact is experienced, where it may be overestimated, and where institutional systems may still need to change.

For research impact, this evidence is highly relevant. A school may publish strong research but provide limited support for translating it into practice. It may include societal impact in its strategy while promotion criteria still privilege traditional academic outputs. It may have individual researchers working with external partners, but no institutional system for recognizing, scaling, or learning from this work. Conversely, a school may already have strong impact-oriented research practices that are not yet visible to students, partners, or accreditors. **PIR helps surface these patterns.**

The contribution of PIR is therefore not to offer a final answer to research impact measurement. **PIR adds a scalable, comparable, faculty-based perception measure to an area where evidence remains incomplete.** This measure complements the direction taken by RRBM, AACSB, GBSN, and other actors in the field: from research productivity to research responsibility, from activities to outcomes, from isolated initiatives to institutional systems, and from declared intent to demonstrated contribution.



*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



3. THE 2026 PIR RESULTS

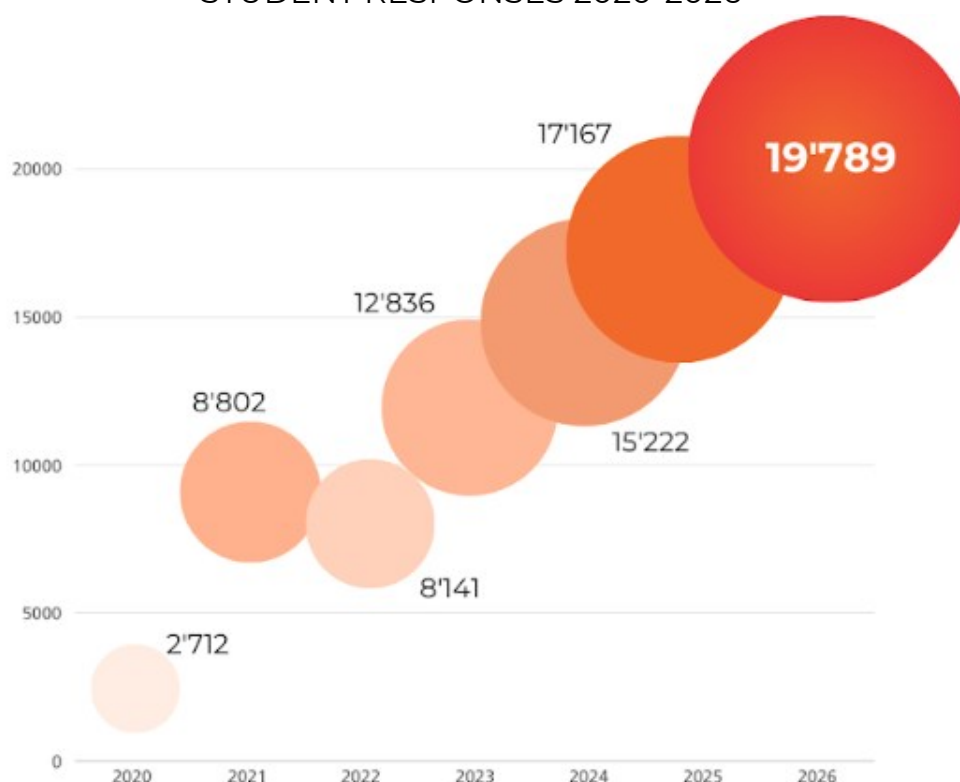
THE PUBLISHED PIR RESULTS ACROSS SCHOOLS REMAIN SOLELY STUDENT BASED AND DO NOT REFLECT THE NEWLY INTRODUCED DUAL STAKEHOLDER PERSPECTIVE.

3.1 A New Record in Student Participation

ACHIEVING 20'000 STUDENT RESPONSES

Finally, in 2026, we have managed to collect more than 20'000 complete student responses from 90 schools. Excluding the non-rated schools, the net number of student responses from rated schools reached 19'789, demonstrating a strong growth since the start. The PIR survey started after its pilot edition with 8'802 in 2021, 8'141 in 2022, 12'836 in 2023, 15'222 in 2024, 17'167 in 2025 and 19'789 valid responses in 2026. This represents a **15% increase in 2026** compared to 2025 or an overall increase of 2'622 students.

STUDENT RESPONSES 2020-2026



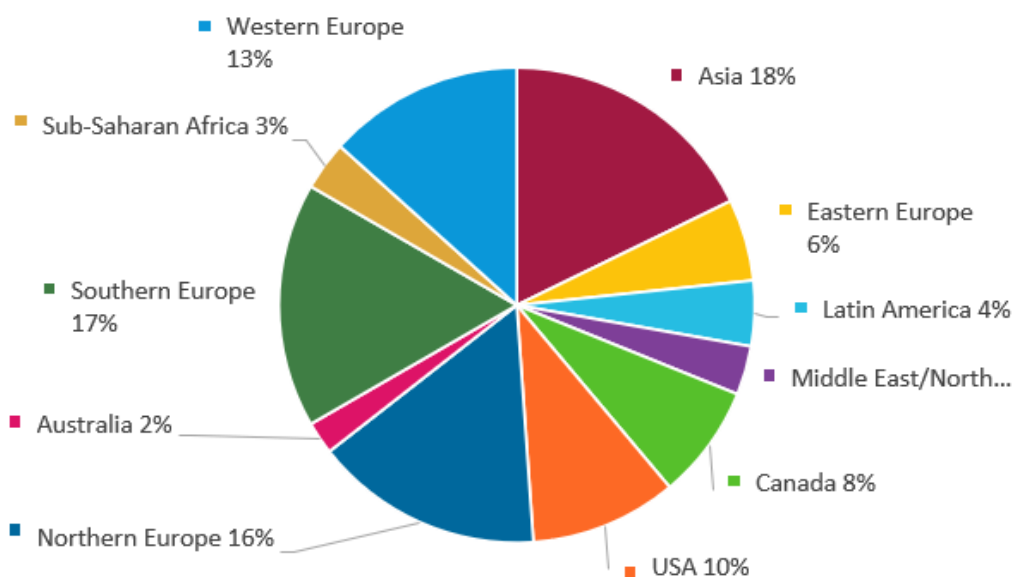
32 COUNTRIES PARTICIPATING

The global interest in the PIR continues to surge. Participation has grown from 21 countries in 2022 to 25 countries in 2024, to 28 countries in 2025 and now to **32 countries in 2026**. The regional distribution of schools spreads out across 9 different regions and five continents.

The anticipated reduction of participating schools in the United States and an anticipated momentary drop in Western Europe (in France due to a competing national survey) was thankfully compensated by a promising growth in **Asia** (+5 schools) and **Northern and Eastern Europe**.

In this seventh edition of the PIR, students from 90 schools participated in the PIR survey. 51% are located in Europe, 18% in North America and in Asia. Of those, 87 schools were rated Level 3 to 5, which results in them being included in the official rating. Level 1 and 2 schools are not featured.

2026 PARTICIPATING SCHOOLS BY REGION



MORE STUDENT RESPONSES PER SCHOOL (AV. 227 VS. 100 REQUIRED)

While the number of participating schools has remained relatively stable, the number of average participating students per school, further increased from 199 in responses in 2025 to **227 responses per school in 2026**. This trend of having more students participating per school is an important attribute of the survey as it strengthens its validity. The minimum number of respondents required for participation in the rating remained unchanged at 100 students per school.

3.2 The 2026 PIR Results

The overall PIR Score in 2026 is at 8.0. This score is based uniquely on the student survey results (excluding the faculty perspective). Given that the number of participating schools and students have more than doubled from 2022 to 2026, we see this as a sign of continuing stable quality of the PIR survey. While individual schools can increase their score across the years, the PIR quality standard remains stable and consistent.

DIFFERENT LEVELS OF IMPACT INNOVATION

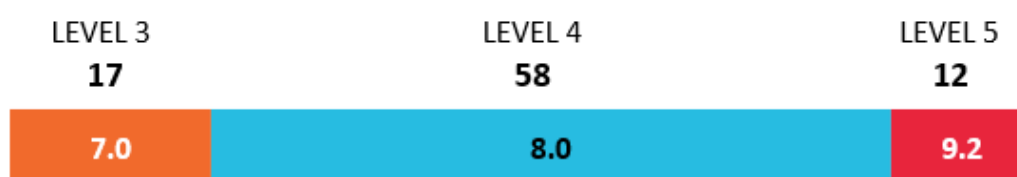
As always, the schools were rated based on their student survey and grouped into **five levels**:

- **LEVEL 5 - Pioneering school:** Unique, sustaining leadership in all impact dimensions (scoring 8.8 – 10)
- **LEVEL 4 – Transforming school:** A positive impact culture, governance, and systems, with visible results in many impact dimensions (scoring 7.4 – 8.7)
- **LEVEL 3 – Progressing school:** Evidence of results across several impact dimensions (scoring 5.9 – 7.3)
- **LEVEL 2 – Emerging school:** Starting to translate a stated commitment to positive action in one or more dimensions (scoring 4.3 -5.8)
- **LEVEL 1 – Beginning school:** Either getting started or considering getting started or having difficulties getting off the ground despite a stated commitment or vision (scoring 1.0 – 4.2)

To protect emerging and beginning schools from public scrutiny, our report only features schools that achieve levels 3 to 5. This, of course, pushes the PIR average score up, as the lower performing schools are not featured.

Within each level, schools are **listed alphabetically** to avoid a ranking. The rating aims to foster a collaborative spirit between the schools. Of the 87 schools rated in this seventh edition, 12 schools (as compared to 11 in 2025) are featured in the top Level 5. Level 4 includes 58 schools compared to 46 in 2025. Level 3 includes 17 schools compared to 29 in 2025. The average score at Level 3 is 7.0, 8.0 at level 4, and 9.2 at level 5.

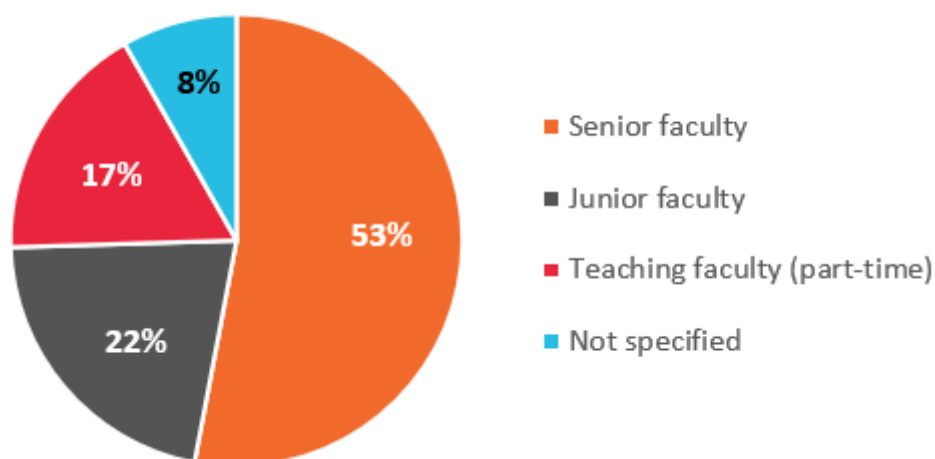
THE 2026 RATED PIR SCHOOLS (87) BY LEVEL (average score per level)



COMPLETING THE PIR FRAMEWORK WITH A NEW AREA

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. **Enabling** is the area in which a school impacts its external environment – mostly business and its stakeholders – with its services. We are measuring here the capacity of research to enable business to create a positive difference in society. This fourth dimension, with its proxy **research**, is only assessed by faculty, as it is deemed to be challenging for undergraduate, graduate and MBA students to assess this dimension. The faculty consists of junior faculty, senior faculty, as well as part-time teaching faculty. We also offer the faculty the option to not declare their affiliation. In 2026, a total 1'189 valid faculty responses were collected as compared to 268 valid responses in the pilot launch 2025 – more than four times more.

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



ASSESSING THE PERFORMANCE ACROSS THE DIMENSIONS

Across the years, the performance in each of the seven dimensions of the PIR assessment have remained relatively stable as well. Each rated school receives its own personalized report of how students assess its impact across these dimensions. Let's have a look at such a report showing average scores of all rated schools in 2026. Of the participating 90 schools, 87 were rated levels 3 to 5 and hence featured in our analysis. Of these 87 schools, 25 opted to participate in the faculty report.

THE COMBINED PIR SCORES FOR 2026 BY DIMENSION (based on 87 schools for students and 25 for faculty – showing 2 digits)

Energizing	8.17
Governance	8.08
Culture	8.26
Educating	7.88
Programs	8.06
Learning Methods	7.74
Student Support	7.84
Engaging	7.85
Role Model	7.86
Public Engagement	7.84
Enabling	8.12
Research	8.12
Overall PIR Score	7.97

** Research score is provided by faculty*

NO GENDER GAP BUT AGE AND STUDY-LEVEL DIFFERENCES

Among the 87 rated schools located in 32 countries around the world, female students (49%) and male students (50%) are nearly evenly represented. The **student gender gap is essentially zero** with the largest deltas being tiny (max ± 0.08). The Female–Male gap among students varies by region and provides individuals schools a useful comparison for themselves.

Looking at the study levels highlights a different story. Overall, MBA students rate dramatically higher overall (MBA 8.7 vs UG 7.9, Grad 8.0). They're the most satisfied cohort by far, regardless of gender. Among undergraduates (58%) female students rate slightly higher, but among graduate students (21%) and MBA (21%) male students rate slightly higher.

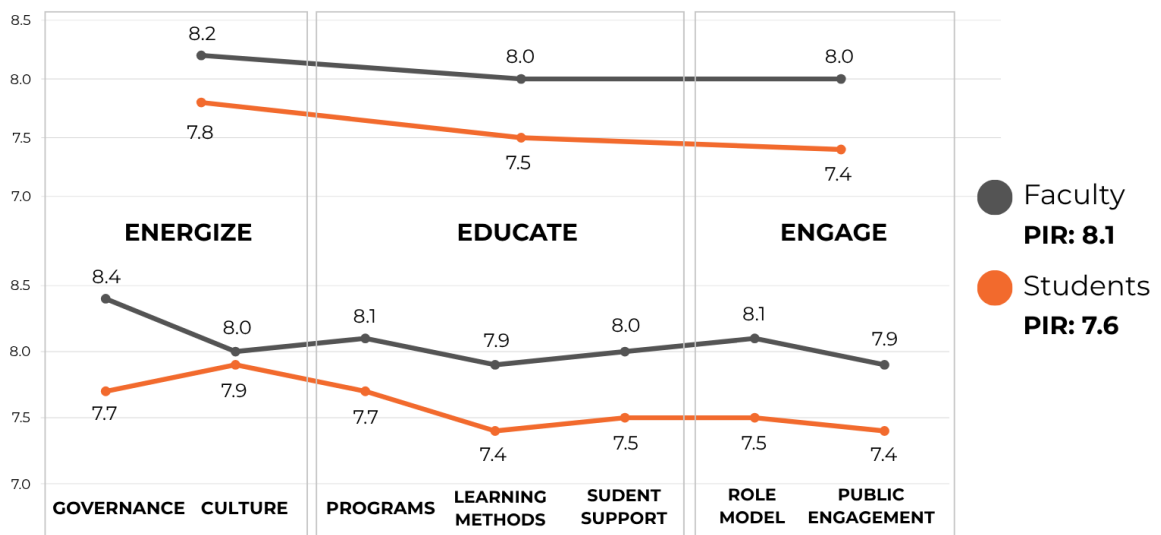
Among the youngest students (20 or younger), Females rate higher across all dimensions. In the largest cohort (21–25) however, gender differences are near zero. From 26+, the pattern inverts: male students rate every dimension higher. 30+ male students are a meaningfully more positive group than their female peers. The cross-level gender flip (female lead at undergraduate level, male lead at the graduate/MBA level) explains the quasi-inexistent student gender gap.

25 SCHOOLS CONDUCTED THE FACULTY AND STUDENT SURVEY

Schools from just about all regions of the world (Latin America excluded) conducted for the first or second time the dual PIR survey, inviting both their students and their faculty to assess the school's societal impact from their perspective.

This second edition of the faculty vs. student survey confirms that in general, faculty rate their school's impact higher than their students (8.1 vs. 7.6 on a 1-10 scale). Culture is the one dimensions where faculty and students most agree and which students across the board rate the highest. On the other hand, there are three dimensions in "engage" and "educate" which directly affects students shows the largest discrepancy: the school as a role model (8.1 vs. 7.5), student support (8.0 vs. 7.5) and learning methods (7.9 vs. 7.4). Here, the faculty may overestimate how far the transformation process towards societal impact has already progressed. The student perception can help the school to identify low hanging fruits and further strategic steps. There is nothing more productive than inviting students to an institutional meeting and listening to their interpretation of the results. The sample includes 6798 students and 1189 faculty.

FACULTY VS. STUDENT SCORES ACROSS THE PIR AREAS & DIMENSIONS



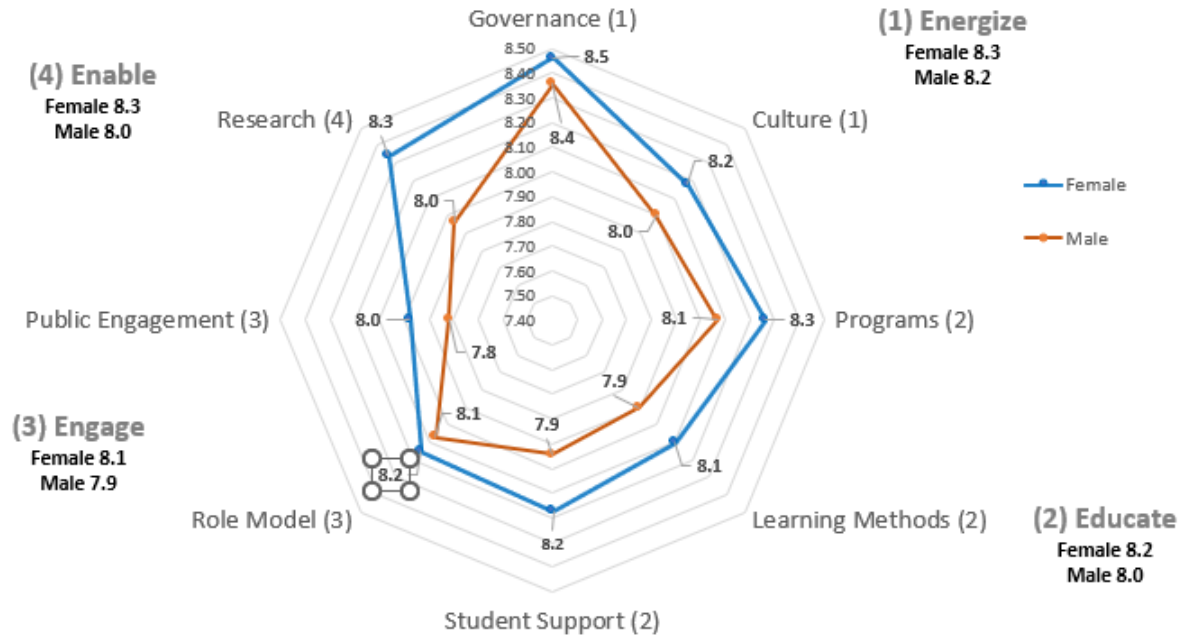
FEMALE FACULTY RATES HIGHER THAN THEIR MALE PEERS

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).

Interestingly, **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 male faculty, which skews older, is markedly more concentrated in senior roles (58% vs 49% for female), while the female faculty is proportionally higher in junior positions (25% vs 20%). 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.

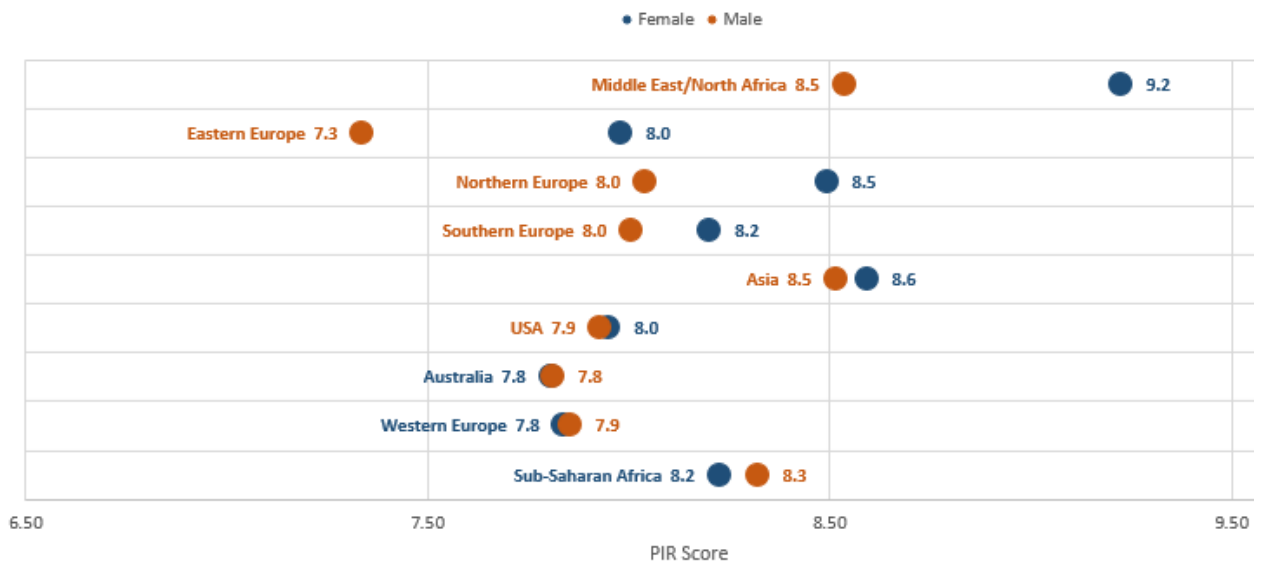
Female faculty rate consistently higher than male faculty in every dimensions. The widest gap is in research. The shape suggests Female faculty are more positive about how schools educate and enable, while perceptions of governance and role-modeling are broadly shared.

FACULTY PIR SCORE — FEMALE VS MALE ACROSS ALL DIMENSIONS



The Female–Male PIR gap varies significantly by region. It widens to 0.7 in the MENA region (which also posts the highest overall PIR at 8.8), 0.6 in Eastern Europe, and 0.5 in Northern Europe. In all three regions, female faculty drive the bulk of the score. Southern Europe shows a moderate 0.2 gap, while Asia, USA, Australia, and Western Europe sit near zero. Sub-Saharan Africa is the only region where Male faculty rate higher (0.1). The pattern suggests two distinct clusters: regions where gender perceptions diverge sharply, and Anglo-Western markets where they’ve converged.

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

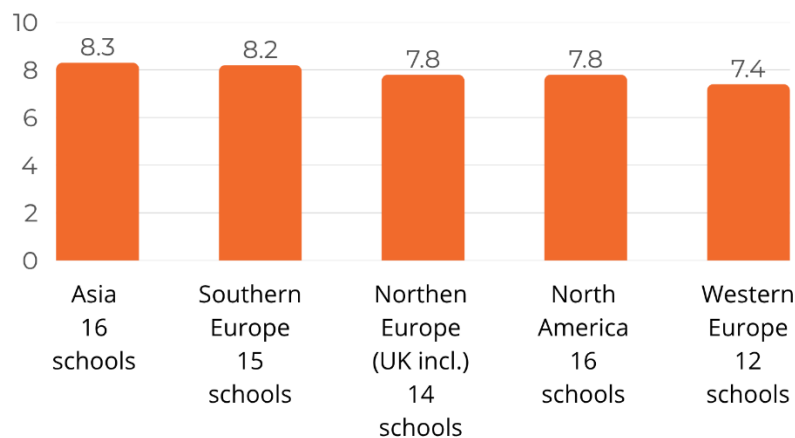


3.3 Learning from PIR Schools

REGIONAL INSIGHTS

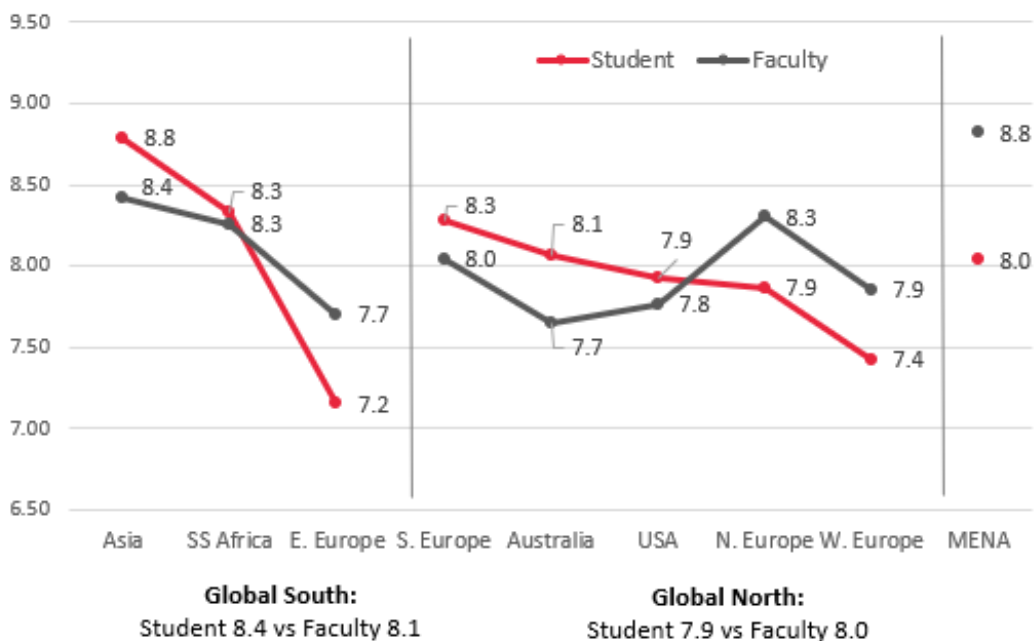
There are significant differences between the geographic regions. Focusing on regions with more than 10 schools, Asia (16 schools) scores the highest with an average score of 8.3, followed by Southern Europe (15 schools) with 8.2, Northern Europe (14 schools covering Scandinavia and the UK) with 7.8, North America (19 schools) with 7.8 and Western Europe (12 schools) with a score of 7.4. PIR is offering its schools a regional comparison across all data points, seeking to add value.

2026 PIR SCORE BY REGION
(regions with more than 10 schools)



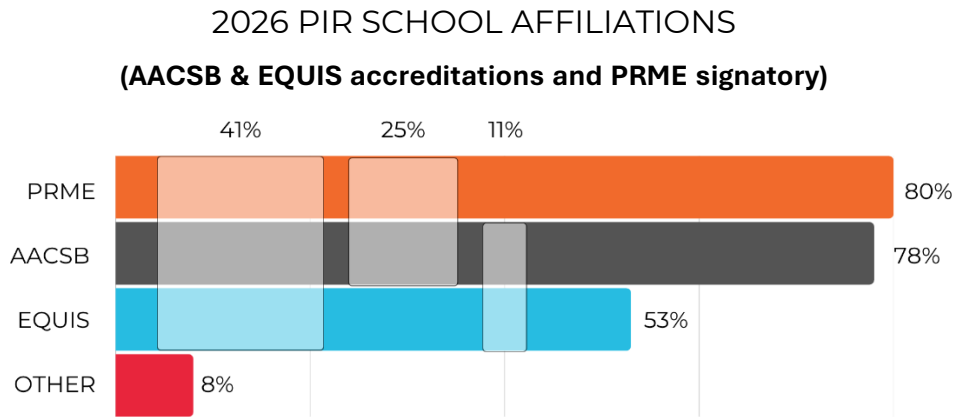
Across regions, students and faculty broadly agree on their school's PIR performance. **The Global South** (Asia, Latin America, Sub-Saharan Africa, Eastern Europe) **consistently scores higher than the Global North** (Australia, Canada, USA, Northern/Southern/Western Europe), with weighted averages of 8.42 vs 7.89 for students and 8.12 vs 7.95 for faculty. The MENA region (3 schools: Lebanon, Qatar, Saudi Arabia) is shown separately and excluded from the aggregate, as its small sample with a mixed development profile. The sample includes 6798 students and 1189 faculty.

2026 STUDENT VS. FACULTY PIR SCORES BY REGION



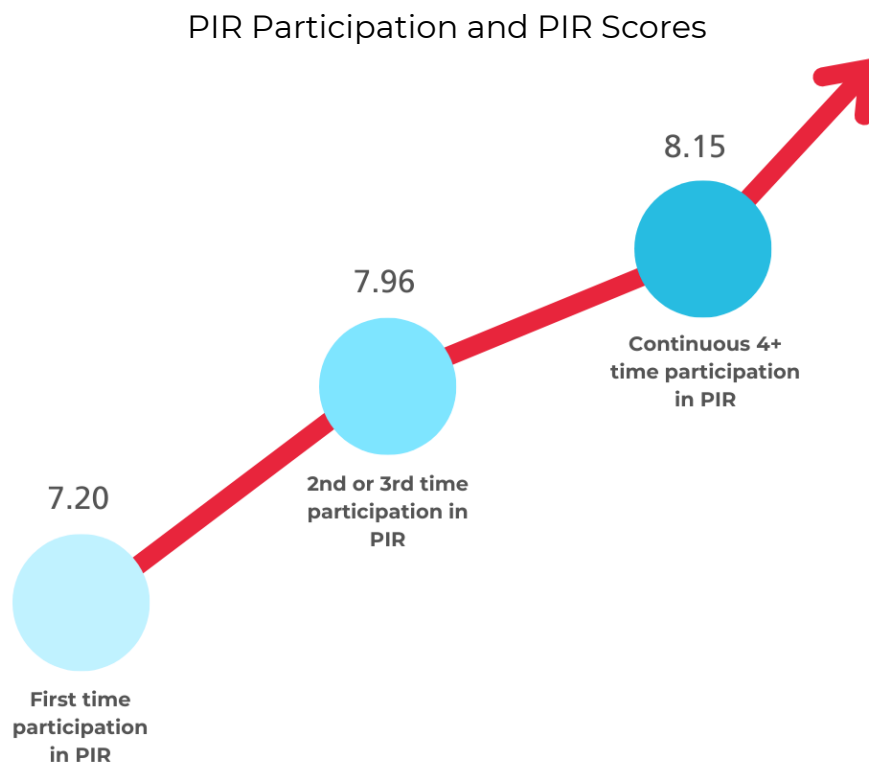
PIR SCHOOL AFFILIATION

80% of all rated schools are **PRME signatories** (70 of 87). **78%** (68 schools) are **AACSB accredited**. And **53%** (46 schools) are **EQUIS accredited**. 41% (36 schools) of the rated schools are accredited by both AACSB and EQUIS and are as well PRME signatories. An additional 11% are either AACSB or EQUIS accredited (10 schools), and 25% (22 schools) are accredited by AACSB and PRME signatories. An additional 8% (7 schools) bring national qualifications.



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. Our case studies reflect the impressive continuous improvement of many PIR schools.



WHAT STUDENTS WANT THEIR SCHOOLS TO START AND STOP DOING...

Students' open-ended START and STOP responses reveal a **consistent global mandate**. They want business schools to make learning more practical, real-world, and partnership-based; to embed sustainability and positive impact more deeply into programs and campus life; and to give students stronger support and a more visible role in institutional change.

The strongest START theme globally is **hands-on learning through projects, cases, internships, and real-world engagement**. The **strongest STOP theme is operational inconsistency**: students want schools to end single-use plastics, excessive paper use, and other wasteful practices that contradict sustainability commitments. They also **call for an end to outdated lecture-based teaching, greenwashing, narrow profit and rankings logic**, and rising affordability barriers.

Global Top 5 START Items

1. **Make learning more real-world, hands-on, and practical** (12.4% of valid answers).
The strongest request is for more applied learning through projects, cases, internships, simulations, fieldwork, and direct engagement with real business and societal challenges.
2. **Build stronger partnerships beyond the school** (7%)
Students want their schools to work more closely with companies, NGOs, communities, alumni, and public-sector actors. They see such partnerships as essential for making learning more relevant, networked, and action-oriented.
3. **Improve greener campus operations** (6%)
Students expect schools to model the sustainability they teach. They ask for stronger action on plastics, paper, waste, recycling, food, energy use, and everyday campus practices.
4. **Embed social impact and purpose more deeply into programs** (5%)
Students want sustainability, responsibility, ethics, and positive impact to be integrated into core courses and learning experiences, not treated as electives, add-ons, or communication themes.
5. **Strengthen access, inclusion, and student support** (4%)
Students call for stronger academic, financial, career, mental-health, and inclusion-related support. They want schools to create the conditions that allow more students to participate, succeed, and turn learning into meaningful action.

Global Top 5 STOP Items

1. **Stop single-use plastics, paper waste, and disposable materials** (7% of valid answers)
Students' strongest STOP signal is operational. They want schools to end visible wasteful practices that contradict sustainability commitments, especially single-use plastics, excessive paper use, disposable materials, and weak recycling systems.
2. **Stop pure-theory, outdated, lecture-heavy teaching** (6%)
Students call for an end to passive learning, memorization, and traditional lecture formats that feel disconnected from practice. They want schools to move away from teaching models that do not prepare them for complex real-world challenges.
3. **Stop treating sustainability as optional or cosmetic** (3%)
Students are critical of sustainability that appears as lip service, greenwashing, or a public-relations exercise. They expect societal impact to shape decisions, curriculum, operations, and partnerships.
4. **Stop prioritizing profit, grades, rankings, and prestige over purpose** (3%)
Students challenge schools that place financial performance, academic competition, rankings, grades, and institutional reputation ahead of learning, well-being, access, and societal contribution.
5. **Stop allowing tuition and cost barriers to limit access** (2%)
Students ask schools to confront the affordability of business education. Rising fees and cost barriers are seen as incompatible with social responsibility, especially when they exclude students from opportunities the school claims to promote.

Across regions, the core message is shared, but priorities differ. **Asian students** emphasize partnerships, practical learning, and greener operations. **Southern Europe and Latin America** foreground purpose, social impact, and concern about greenwashing. **Northern and Western Europe** focus strongly on operational coherence and ethical consistency. **North American** students highlight tuition, affordability, and outdated teaching. **Eastern Europe** stresses student agency and access to international opportunities. **MENA** students call for stronger career readiness and less exam-driven education, while **Sub-Saharan African students** emphasize real-world relevance and the need to address inequality, race, and culture more openly.

Across the **Global South**, students tend to connect positive impact with opportunity, social relevance, community engagement, and practical problem-solving. Across the **Global North**, the emphasis is more often on institutional credibility, operational consistency, affordability, and the gap between sustainability commitments and everyday practice.

The regional pattern suggests that the same global student mandate takes different forms: in some contexts, students ask schools to expand access and societal relevance; in others, they ask schools to correct contradictions and make stated commitments more credible. Together, these responses show that students are not asking for more sustainability language. **Students are asking schools to make positive impact visible in how they teach, operate, partner, decide, and listen.**

... AND WHAT THE FACULTY PRIORITIZES AS START AND STOP ITEMS

The sample size of faculty surveys allows a first-ever view of what faculty around the world has to say on these most insightful open-ended questions. Of 1'189 faculty respondents across 87 schools, 632 gave a usable "Start" answer (53% of the base) and 406 gave a usable "Stop" answer (34%).

START DOING: Two themes dominate and they show up in every single regional top 5: **strengthen external partnerships with industry, NGOs, government and the surrounding community** (25% of valid answers) and **embed sustainability and ethics across all programs, research and operations** rather than treating them as stand-alone topics (19%). Better communication and visibility of the work the school already does (10%), more applied and experiential learning (6%), and embracing innovation, AI and society-facing models (4%) round out the global Start consensus.

STOP DOING: 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** (8%). It is followed by **stop bureaucracy, paperwork and top-down management** (5%), stop treating sustainability and ethics as add-ons or marketing exercises (3%), stop pure-theory teaching disconnected from practice (2%), and stop siloed working across departments (2%).

The headline: **faculty want their schools to look outward** and integrate real partnerships and embedded curriculum — **and to stop letting rankings, bureaucracy and tokenism distort what they actually reward.**

PIR RATING 2026

An overview of all rated schools based on their student survey, featured by level and listed in alphabetical order is shown in the next table:

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

Level 5 Pioneering Schools (12)		
Level 4 Transforming Schools (58)	<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
	<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

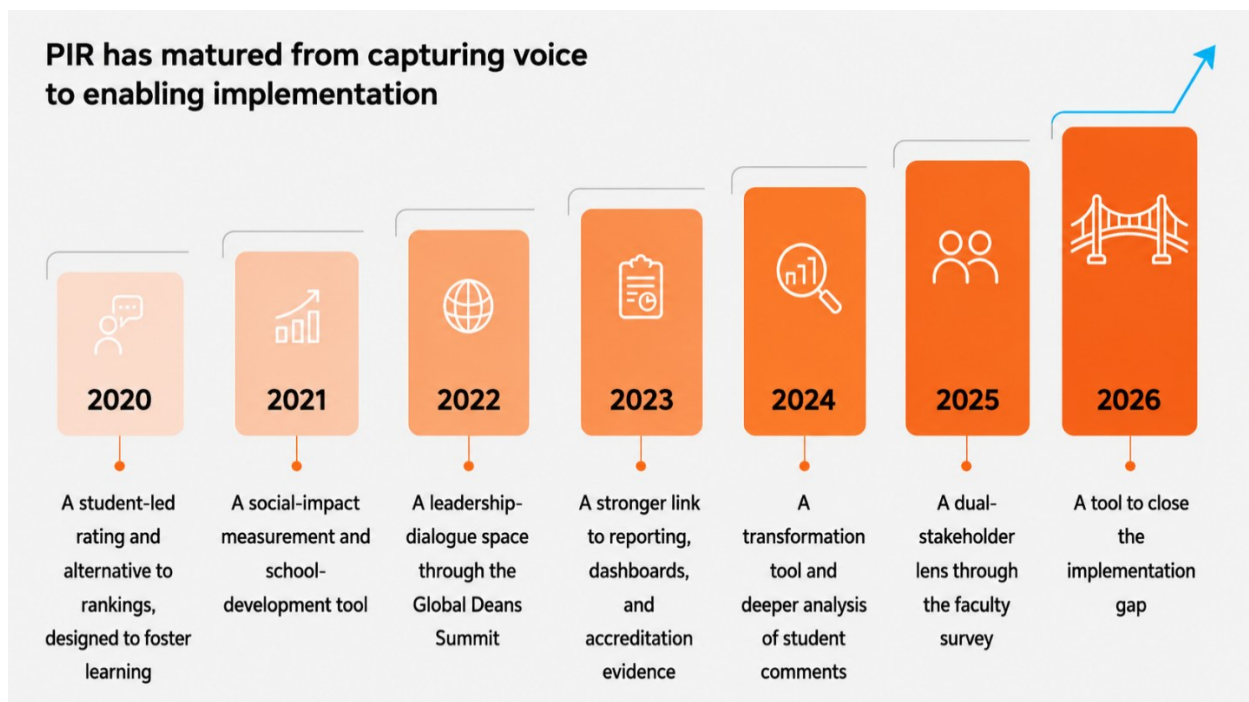
PIR 2026 - The 7th Edition: Overview of Rated Schools, by Level & in Alphabetical Order

<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

4. WHAT SEVEN YEARS OF PIR REVEAL ABOUT THE IMPLEMENTATION GAP

4.1 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.**



This shift changes what PIR can actually offer. 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.** The student voice hasn't been diluted in this process; if anything, it's become more consequential. Voice carries real weight when it has a route into decision-making.

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. **The focus shifts from reading scores to institutional development.**

The challenge, then, is to use PIR at the level of ambition a school actually claims for itself. Where impact is peripheral, PIR remains a survey. **Where it's strategic, PIR becomes a source of governance intelligence** by showing not just what students value, but whether the institution is organized to respond. This distinction matters in 2026. With cumulative evidence behind it, PIR can now ask a more mature question: not whether the field recognizes societal impact, but **how deeply that recognition has entered the systems through which business schools make choices.**



Through embedding **responsible management** across the school our work has fostered a **shared sense of purpose**, inspired **deeper engagement** and strengthened our **culture of responsibility**.

Professor Carla Wilkin, Monash Business School, Australia Monash Business School, Australia



4.2 Student Feedback - when Repetition becomes Evidence

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 sit uneasily with public impact commitments.

Repetition here isn't noise, it is evidence. The persistence of these themes shows that students aren't simply asking for more sustainability language. **They are pointing to places where institutional practice hasn't caught up with institutional aspiration.** Earlier editions often focused on the visibility of sustainability in courses or campus life. Later editions sharpen this into something **more systemic**: impact should be recognizable in core courses, faculty practice, leadership decisions, governance routines, operations, partnerships, and the overall student experience.

For participating schools, reading recurring demands as **an accountability signal** is genuinely useful. It can help identify which issues keep returning, where progress is visible, and where action has been uneven. **The 2025 addition of faculty evidence strengthens this.** For the first time, **schools can examine whether students and faculty see the same gaps**: whether faculty are already working on changes that remain invisible to students, or whether faculty support the impact agenda but lack the time, incentives, resources, or governance support to advance it.



We nurture sustainability values by **consistently engaging our community** in sustainability messaging and engaging.

Minelle Silva, Director of Sustainability, Asper Business School, Canada



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.** They also guard against superficial progress narratives, the new initiative presented as a response while the underlying concern goes unresolved. Used well, PIR becomes a way of seeing whether the organization is actually learning from its own evidence and whether that learning is visible to the people who contributed to it. **That makes repetition productive rather than frustrating, and turns persistence into a source of direction.**

4.3 The Conditions that Make Change Possible

Seven years of evidence point consistently beyond curriculum. **Curriculum matters.** Students are right to expect sustainability, responsibility, ethics, systems thinking, and societal impact in core learning, not tucked away in electives or special initiatives. **But the deeper differentiators are governance and culture.** These are the conditions that determine whether curriculum reform becomes real institutional change or remains a visible but partial response.

Governance gives impact a route to decisions. It determines who receives PIR findings, who interprets them, how priorities get 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.** For example, whether faculty collaborate across boundaries, whether students are taken seriously, whether contradictions can be named, and whether experimentation is encouraged.

This is where the implementation gap becomes tangible. A school might map courses to the SDGs while leaving budget priorities unchanged. It might publish an impact commitment while partnership criteria, faculty incentives, or leadership routines continue to follow older logics. It might invite student feedback without giving that feedback any real role in governance. Students notice these inconsistencies quickly, and **credibility is built less through the language of purpose than through coherence in everyday decisions.**

The strategic implication isn't to diminish curriculum work, it's to connect it to the conditions that make it stick. PIR evidence becomes more useful when it enters leadership agendas, faculty development conversations, budget discussions, student representation structures, and internal communication. **Culture also becomes more actionable when it's treated as a set of repeated practices rather than a values statement.** How are new faculty and students introduced to the school's impact ambition? Where is cross-boundary work genuinely rewarded? How are tensions between financial, academic, and societal goals actually discussed? Which routines make student voice normal rather than occasional?



*The ethics, responsibility and sustainability enthusiasts are already here. But we cannot stop there. To make progress, we need to **understand what the non-enthusiasts think and feel.***

Professor Stewart Robinson, Dean, Newcastle University Business School, UK



Governance and culture aren't abstract background conditions. They're the architecture of implementation. They determine whether a school's impact ambition can survive leadership changes, competing priorities, and the everyday pressures of academic life. **PIR's contribution is to make these conditions visible.** PIR seeks to help schools see where the impact agenda is genuinely embedded and where it still depends on individual champions.

CURRICULUM

remains essential.

Students expect sustainability, responsibility, ethics, systems thinking, and societal impact in core learning.

CULTURE

shapes the informal conditions that decide whether people feel invited, responsible, and equipped to act.

It affects whether faculty collaborate across boundaries, students are taken seriously, contradictions can be named, and experimentation is encouraged.

EVIDENCE

of societal impact is increasingly relevant to PRME, AACSB, and EQUIS.

The faculty-student lens can help schools produce more credible external evidence precisely because it strengthens internal understanding. It shows where impact is experienced, where it is contested, and where it is not yet institutionally supported.

GOVERNANCE

gives impact a route to decisions.

It determines who receives, interprets PIR stakeholder data. Are students involved in deciding priorities, how trade-offs are handled, where resources are allocated, and how progress is reviewed?

EVIDENCE

opens new pathways for schools.

It reveals whether those expected to redesign teaching, research, assessment, projects, and learning environments feel ownership of the impact agenda and have the conditions to act on it.

GOVERNANCE AND CULTURE

are the architecture of implementation.

They determine whether a school's impact ambition can survive leadership changes, competing priorities, and the everyday pressures of academic life. PIR makes this visible. It helps schools see where the impact agenda is embedded and where it still depends on individual champions.

4.4 Faculty-Student Alignment as the Next Frontier

The addition of faculty evidence opens a new phase in PIR's development. Student feedback remains central: 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.**

Alignment doesn't mean agreement on everything. **Differences between student and faculty perspectives can be highly productive.** Students may see gaps that faculty underestimate. Faculty may be advancing work that students haven't yet recognized. Leadership may believe impact is embedded while both students and faculty experience it as fragmented. **These differences aren't reputational risks to be managed—they're implementation evidence.**



*Jointly developing a structured approach to manage our societal impact has **strengthened our alignment** between **students** and **faculty**.*

Prof. Anne-Laure Brochet, CSR Manager, BSB Burgundy, France



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.

This also changes what accreditation and reporting can look like. **PIR has become increasingly relevant to PRME, AACSB, and EQUIS because it offers stakeholder-based evidence of societal impact.** But its value is strongest when reporting follows learning—not when learning is reduced to reporting. **The faculty–student lens can help schools produce more credible external evidence precisely because it strengthens internal understanding.** It shows where impact is experienced, where it's contested, and where it isn't yet institutionally supported.

The central opportunity the PIR 2026 Report offers is moving from evidence to alignment. Seven years of student data have established the mandate. The faculty lens helps examine whether the organization is ready to respond. **Closing the Impact Implementation Gap isn't a matter of adding more activities. It's the work of translating repeated stakeholder evidence into shared priorities, clearer responsibilities, better conditions for faculty and students, and more visible institutional learning.** The case studies show what this can look like when schools begin turning evidence into mechanisms.

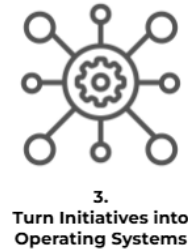
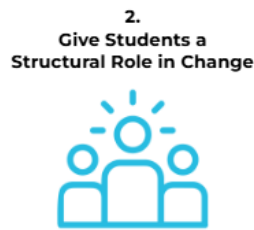


*Co-creating a **sustainability textbook** fundamentally changed how we discuss sustainability across disciplines and **strengthened our shared approach** to management education.*

Prof. Ingrid Kissling-Näf, Dean, Bern University of Applied Sciences Business School, Switzerland



5. CONCRETE MECHANISMS TO CLOSE THE GAP



5.1 Anchor PIR's impact measures in Governance Routines

Section 3 argued that PIR's six-year evidence has shifted the central question from diagnosis to implementation. **The case studies show how this shift becomes practical.** They reveal that transformation is rarely produced by a single visible initiative. It emerges when **evidence is connected to routines: interpretation, prioritization, decision-making, communication, and review.**

Drake University's business school (United States) adds the missing dimension of visibility. Students had reported that they did not clearly see what happened with PIR outcomes. The response included town halls and a more deliberate communication process. The mechanism here is feedback-loop transparency. Listening becomes credible when the institution shows what it heard, what it changed, what it cannot yet change, and why.

The University of Pretoria's Gordon Institute of Business Science (South Africa) offers one of the clearest examples. Its PIR practice includes class presentations, data analysis, student representatives, and a continuous improvement loop. The mechanism is not the presentation format itself. It is the conversion of PIR from feedback collection into a recurring governance and learning process. Student evidence has a route through which it can be discussed, interpreted, and translated into action.

BI Norwegian Business School (Norway) illustrates a complementary mechanism. By connecting PIR to EQUIS and PRME reporting while also using it for curriculum and operational changes, BI links external accountability with internal development. The important lesson is that reporting and transformation do not need to be separate tracks. The same stakeholder evidence that strengthens accreditation or PRME reporting can also inform decisions about curriculum, operations, and institutional priorities.

These cases suggest a practical governance routine. Once PIR findings are available, the follow-up process needs clear responsibility: 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. The tone is important. **This is not a compliance ritual. It is a discipline of institutional learning.** PIR becomes powerful when it is not parked in a report, but carried into the places where the school makes decisions.



Our aim is to **promote sustainability**, strengthen **student engagement** and **create opportunities** for students to contribute to a more responsible and inclusive School community.

Student Responsibility Committee, Loughborough Business School, UK



5.2 Give Students a Structural Role in Change

The case studies also show that 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 difference is not symbolic. It changes the institution's capacity to act.

The Gordon Institute of Business Science (South Africa) demonstrates this through student representatives and peer-led continuity across cohorts. This matters because student involvement is vulnerable to turnover. A new cohort arrives; an engaged group graduates; institutional memory can disappear. Representative structures create continuity and give student voice a more stable place in the school's improvement work.

The Gordon S. Lang School of Business and Economics, University of Guelph (Canada), illustrates another form of student agency through co-created curriculum elements, including ethical dilemma and Equity, Diversity and Inclusion (EDI) case competitions. The mechanism is co-design. Students are not only evaluating learning after the fact; they help shape how learning is designed and experienced. **Goa Institute of Management (India)** adds a governance dimension through its student advisory council and regular leadership-student interaction. These forms differ, but they share the same logic: student insight becomes part of institutional work rather than remaining outside it.

The opportunity is not to transfer every decision to students. Co-ownership works when roles are clear. **Students may advise in some areas, co-design in others, participate in prioritization, and help communicate outcomes to peers.** Faculty expertise and leadership accountability remain essential. What changes is the quality of dialogue and the degree of shared responsibility.



Working alongside Salford City Council, local entrepreneurs and fellow students showed me **how powerful co-creation can be**. It made clear that business skills can **directly support communities and inclusive economic growth**.

Undergraduate Student, Salford Business School, UK



A mature feedback loop therefore has both structure and voice. It invites students into the interpretation of PIR results, involves them in designing responses, and gives them a role in communicating progress. It also protects against the familiar frustration of consultation without consequence. **“We listened” is not enough. “Here is how your evidence shaped the next step” is the stronger message.** This is how student voice becomes part of the school’s transformation capacity.



5.3 Turn Initiatives into Operating Systems

Many schools can point to sustainability courses, SDG-labelled projects, student clubs, centers, competitions, partnerships, or events. These activities are often valuable. They create energy, experimentation, and visibility. **The case evidence, however, shows that the strongest schools go further. They build operating systems that make impact part of ordinary institutional work.**

IESEG School of Management (France) illustrates this shift through its Transition 2026 work, including KPIs, dashboards, departmental roadmaps, a climate plan, and annual impact reporting. The mechanism is an impact operating system. Commitments are translated into indicators, responsibilities, plans, and review structures. Impact no longer depends only on central rhetoric or individual initiatives; it enters departmental work.

Colorado State University College of Business (United States) demonstrates a resource-alignment mechanism. By aligning budgeting with strategic impact goals and developing strategy through stakeholder co-creation, the school connects purpose with resource decisions. Budgets are one of the most honest tests of institutional commitment. When impact priorities influence resources, they become harder to ignore and easier to sustain.

CENTRUM PUCP Business School (Peru) illustrates ecosystem orchestration. Through the Sustainability Club, Impact Nights, and stronger links between SDGs, governance, and observatory work, the school creates structured spaces where students, faculty, and external stakeholders can engage around societal challenges. The mechanism is not outreach in the traditional sense. It is convening: the school acts as a connector and co-creator in a wider impact ecosystem.

These cases invite a sharper institutional question: what makes impact unavoidable? Dashboards, roadmaps, budgets, departmental responsibilities, stakeholder platforms, and review cycles all help answer that question. They move positive impact from the margin to the operating core. The same logic also applies to the SDGs. Across the cases, SDGs are widely used, but often as labels or framing devices. Their stronger use appears when they inform governance, indicators, partnerships, and strategic priorities. **The issue is not whether a school references the SDGs. It is whether the SDGs influence choices.**



Responsibility is not a subject students study.
It **is a mindset** they develop from the moment they enter FIIB.

Dr Radhika Shrivastava, President & CEO, Fortune Institute of International Business, India



The move from initiative to system does not make experimentation less important. It gives experimentation a path to scale. A project can test an idea; an operating system can sustain it. A center can create momentum; governance can integrate it. A dashboard can make progress visible; a budget can make commitment real. This is where the implementation gap begins to close.

5.4 Measure Impact and Cultivate Culture Deliberately

The case studies also reveal two capabilities that remain underdeveloped: **impact measurement and culture**. Both are difficult. Both are often discussed in broad terms. Both are essential if positive impact is to become more than a collection of activities.

Impact measurement is the clearest gap. Many schools report courses, projects, events, partnerships, student participation, and SDG references. These are useful indicators of activity, but they do not yet show what changes because of the activity.

INCAE Business School (Costa Rica/Nicaragua) is important because it explicitly recognizes the need to legitimize impact and develops Social Progress Index-based impact controlling. The mechanism is outcome-oriented impact control: a move beyond counting initiatives toward a more credible account of contribution.

IÉSEG School of Management (France) offers a related, though still developing, approach through dashboards and annual impact reporting.

BI Norwegian Business School (Norway) shows how PIR evidence can support PRME and accreditation reporting, provided that reporting remains connected to internal change.

None of these cases solves the measurement challenge fully. That is precisely the point. **The field is still learning how to trace the pathway from education to competencies, from competencies to behavior, from behavior to organizational practice, and from practice to societal contribution.**

The productive next step is to distinguish activity evidence from impact evidence. **Activity evidence asks what a school offers. Impact evidence asks what changes.** Both matter, but they should not be confused. Courses, projects, and partnerships create the conditions for impact; they are not automatically impact themselves. A more mature measurement practice would examine student learning, behavioral shifts, institutional decisions, stakeholder relationships, and visible contributions to societal challenges.

Culture is equally powerful and often less explicit. Some cases show how culture can support transformation when it creates belonging, responsibility, and continuity. **IPADE Business School (Mexico)** points to multi-generational mentorship as a cultural mechanism. **HHL Leipzig Graduate School of Management (Germany)** emphasizes the identity of a “personal business school.” These examples suggest that culture can make impact work feel shared rather than imposed. Yet culture becomes fragile when it remains only a story the school tells about itself.

A more deliberate approach treats culture as practice. How is the school’s impact ambition transmitted to new students and faculty? Which rituals, routines, and conversations reinforce it? How do leaders model it? How are conflicts handled? How is student voice welcomed? How does institutional memory survive changes in leadership or cohort turnover? **Culture becomes a transformation capability when it shapes everyday behavior.**

The broader lesson from the cases is encouraging. **Closing the implementation gap** does not require every school to copy the same model. It **requires each school to build mechanisms that fit its context and make impact actionable.** PIR can enter governance routines. Students can become co-owners of change. Initiatives can become operating systems. Measurement can move beyond proxies. Culture can become a source of continuity. **Positive impact becomes durable when it is no longer added to the institution, but woven into how the institution learns, decides, and acts.**



*Our defined graduate competencies ensure that all graduates **demonstrate ethical judgement and sustainability awareness** regardless of program.*

Prof. Jones Odei Mensah, Academic Director, Wits Business School, South Africa

6. DEEP CHANGE CASE STUDIES

Six of the 2026 case studies provide first relevant insights into how the dual faculty and student survey results help schools in their impact journey. Of the 15 case studies, we are excited to share six case studies that share concrete insights in how faculty and students can successfully work together to create change. The remaining nice case studies focus on our impact dimensions: one focuses on the governance dimension, two in the dimensions of culture, three in programs and four in the dimension of learning methods.

The PIR model was developed as part of the 50+20 vision. The PIR assesses whether schools are preparing responsible leaders, aligning culture and governance with societal purpose, and acting as credible, engaged institutions. The PIR is structured across four areas Energizing, Educating, Engaging and Enabling, and eight dimensions Governance, Culture, Programs, Learning Methods, Student Support, Institution as a role model, Public Engagement and Research.

PIR captures what is often visible first to students or faculty: the difference between stated ambition and lived experience. This makes it a valuable early signal of institutional change. It shows where sustainability and societal engagement are beginning to shape everyday learning, decisions, and culture — and where they still sit at the edge of the school.

All case studies can be found online: www.positiveimpactrating.org/case-studies

6.1 Faculty and Students

Bern University of Applied Sciences Business School, Switzerland

Co-Creating a Sustainability Textbook to Strengthen Interdisciplinary Management Education

As part of the Business School's strategic commitment to sustainability, a key challenge was strengthening the integration of sustainability across teaching and curricula. While sustainability had been introduced in selected modules, it often remained confined to specialized courses rather than embedded throughout business education. Faculty members from disciplines such as accounting, marketing, strategy, finance, and human resources approached sustainability from different perspectives and with varying levels of engagement. Yet meaningful sustainability education requires these perspectives to complement one another and contribute to a shared understanding across disciplines.

To address this challenge, the Business School launched a participatory co-creation process to develop an interdisciplinary sustainability textbook for management education. Over a two-year period, around 20 faculty members from all institutes engaged in interdisciplinary workshops, peer-review processes, and iterative feedback loops. Together, they developed 20 interdisciplinary chapters integrating sustainability perspectives across business subjects while building a shared understanding of sustainability within the School.

The initiative resulted in an open-access sustainability textbook and strengthened interdisciplinary dialogue and collaboration among faculty members. Participants developed a deeper appreciation of how disciplinary perspectives can contribute to a more holistic framework for management education and sustainability integration. The project also increased the visibility of sustainability within curriculum discussions and created a stronger foundation for embedding sustainability across programs. To broaden institutional impact, the School is now planning "Deep Dive" courses to extend interdisciplinary sustainability capabilities across the wider faculty.

"Co-creating a sustainability textbook fundamentally changed how we discuss sustainability across disciplines and strengthened our shared approach to management education." Ingrid Kissling-Näf, Dean, Bern University of Applied Sciences Business School

BSB: Burgundy School of Business, France

Institutional commitment as a lever to engage students and faculty alike

BSB faced a clear engagement challenge: although students increasingly expressed interest in social impact and the faculty was developing related content, these efforts remained fragmented and insufficiently integrated into core academic life. A governance-level response was therefore needed to align initiatives and move beyond isolated actions.

Since 2018, BSB has structured its societal impact through the DD&RS labelling process, the main national framework assessing the social and environmental performance of higher education institutions in France, through five key areas: governance, teaching, research, environment, and social policy.

This structured approach has led to tangible outputs, including the participation of students in the CSR steering committee alongside faculty and administrative staff; the signing of the French Higher Education LGBT+ Commitment Charter; the launch of three annual awareness weeks on sustainable food, disabilities, and equality; and the development of a new eco-campus.

Outcomes demonstrate measurable progress. In programmes, the number of course modules integrating sustainability issues has risen from 30% in 2018 to 49% in 2025, and 86% of students are satisfied with this integration in 2025. In research, 44% of projects were related to at least one SDG in 2025. Regarding inclusion, there was a +21% increase of disabled students supported by the school over the last few years. These efforts culminated in the awarding of the DD&RS label in 2024.

“Jointly developing a structured approach to manage our societal impact has strengthened our alignment between students and faculty.” Anne-Laure Brochet, CSR Manager

Monash Business School, Australia

Embedding Responsible Management Through Structural and Cultural Change

The Monash Business School has many strong examples of positive impact, within the School and beyond. However, these often existed as isolated islands – effective instances of partnered impact, but not yet part of an embedded, systematic approach. To address this, the School began integrating ethics, sustainability, and societal impact into its strategy, reporting, accreditation processes, and recognition frameworks. While this supported formal embedding, it also highlighted the need to strengthen a shared culture of positive impact.

Over the past three years, the School has focused on coordinated structural and cultural initiatives. This began with the appointment of School-wide sustainability ambassadors who led a 2024 workshop involving executive representatives from every department. This built shared understanding and strengthened capabilities to identify, document, and showcase impact. A governance model was established with departmental representatives and a student advisory panel, enabling ongoing cross-departmental communication and embedding impact into everyday operations rather than a stand-alone initiative.

To reinforce this shift, departments developed and shared examples of impact across teaching, research, and engagement through internal reports, e-posters, and online profiles, increasing visibility and recognition. In 2025, the School extended its influence externally by hosting a forum for Australian and New Zealand business schools, promoting broader adoption of embedded impact practices.

Together, these actions reflect a comprehensive cultural transformation—linking governance, recognition, and external engagement—to embed responsible management across the School.

“Through embedding responsible management across the school our work has fostered a shared sense of purpose, inspired deeper engagement and strengthened our culture of responsibility.” Professor Carla Wilkin, Monash Business School

Newcastle University Business School, UK

Building Culture Through Dialogue and Shared Ownership

NUBS has a long-standing foundation in responsible management education, having been a PRME Signatory since 2010 and now PRME Champion (2026–2027). The School's challenge has been to move ethics, responsibility and sustainability (ERS) beyond pockets of excellence and individual champions, while recognizing that cultural change cannot be assumed or imposed. As Professor Stewart Robinson, Dean, notes: "The enthusiasts are already here. But we cannot stop there. To make progress, we need to understand what the non-enthusiasts think and feel."

The newly established Associate Dean ERS works closely with Associate Deans for Education, Research, Global, and Engagement and Place, Professional Services leaders, and EDI Directors. This alignment helps synchronize initiatives, embed ERS in strategy, governance and across Professional Services teams.

In practice, this has included establishing a School-level shared interest group with 55+ members, creating an ERS factsheet now used in new staff onboarding, and providing regular updates in faculty meetings and newsletters. The most recent initiative was a two-day Responsible Futures Skills Lab, which brought together colleagues from other business schools, PRME and academic associations, journal editors, but also scholars from climate science and modelling to broaden the conversation.

NUBS culture is grounded in dialogue, patience, academic freedom, and respect for differences. Continuity is supported through strategic recruitment that strengthens the work and carries it forward. Students benefit from this culture within the curriculum and through staff-supported co- and extracurricular opportunities.

"I see myself as the glue, a facilitator and an amplifier helping colleagues, students and partners turn shared values into coordinated action." Professor Noemi Sinkovics, Associate Dean ERS

Qatar University College of Business and Economics, Qatar

Transforming Sustainability Education Through Case-Based Learning and Regional Collaboration

Qatar University College of Business and Economics (CBE) recognized the need to move sustainability from isolated activities toward a more embedded and experiential learning culture that develops responsible leadership and societal impact competencies among students.

To address this challenge, CBE established a Sustainability Advancement Committee reporting directly to the Dean and implemented a coordinated sustainability agenda across teaching, engagement, and outreach activities. Sustainability concepts and pedagogical case studies were integrated into multiple business courses, sustainability was introduced as a formal program learning outcome, and sustainability related electives were developed and offered. Faculty members were encouraged to adopt experiential and case-based learning approaches that connect students with real societal and business challenges.

In parallel, CBE expanded student and stakeholder engagement through sustainability competitions, public workshops, awareness campaigns, and collaborations with external organizations. A major milestone was the leadership of the MENA Business Schools Alliance for Sustainability (MEBAS), which currently connects 31 universities across 12 countries to advance responsible management education in the region. Through this platform, CBE organized regional webinars, sustainability case teaching workshops, and collaborative learning initiatives that strengthened both faculty capabilities and student engagement.

These efforts contributed to strong PIR 2026 results from both students and faculty. CBE achieved Level 4 with an overall PIR score of 7.88 based on 1,166 student responses and 8.28 based on

faculty responses. Particularly strong results were achieved in Programs, Public Engagement, Institution as a Role Model, and Research, reflecting the college's growing integration of sustainability into learning experiences, institutional culture, and external engagement.

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

Hani Kamel, QBE and Coordinator MENA Business Schools Alliance for Sustainability

Rome Business School, Italy

Strengthening Responsible Management Education Through Applied Learning

Following feedback collected through the Positive Impact Rating, Rome Business School strengthened the integration of sustainability, ethics and responsible management across its master programs by reinforcing the connection between faculty members, external stakeholders and applied learning activities.

A key mechanism was the enhancement of the Corporate Advisory Board workshops, a cycle of seven annual sessions involving managers, NGOs, entrepreneurs, faculty members and young professionals from different sectors. Working in moderated groups, participants discuss sustainability priorities, organizational challenges and future managerial competencies, contributing directly to the evolution of program contents and learning methodologies. Dedicated Not for Profit and Future Makers working groups further expanded discussions around social impact and responsible leadership.

Faculty members translated these inputs into more practice-oriented learning experiences across programs, including Business Practice Labs, collaborative projects and applied company challenges connected to real organizational scenarios. Through these activities, students work on business situations involving stakeholder expectations, operational improvement and responsible decision-making together with managers and corporate stakeholders.

As a result, sustainability and ethics became more embedded across the student learning journey rather than remaining isolated theoretical topics, exposing students more consistently to real managerial contexts where business performance and societal impact must be considered together.

"Responsible management cannot remain confined to theoretical discussions. Our objective was to make sustainability and ethics part of the way students analyze problems, collaborate with organizations and approach managerial decision-making in practice." Antonio Ragusa, Dean, Rome Business School

6.2 Governance

This dimension captures whether the school's leadership is visibly and credibly committed to a societal purpose. Students assess to what extent the school's vision goes beyond academic excellence to include societal engagement and sustainability. But it is not just about having a vision; students pick up on whether that vision actually drives decision-making and strategic priorities. As such, governance here is a lead indicator of institutional alignment with broader societal responsibilities, rather than a retrospective compliance check.

Loughborough Business School, UK

Governance-Driven Transformation: Embedding Responsibility in Programmes and Student Voice

Loughborough Business School's *Progress with Purpose* strategy and Responsibility Plan, led by the Dean, place responsible management at the center of institutional governance, embedding sustainability and societal impact across decision-making and operations. Several related projects and clear aims, KPIs and accountability mechanisms have been introduced, ensuring that insights from the PIR and wider student input directly inform strategic change.

A key outcome of this strategic direction has been a School-wide program refresh (2025/26), currently being implemented across all programs. This has been driven by the strong collective effort of faculty and professional services colleagues and has embedded responsible management and SDG-related content throughout the curriculum, ensuring that students engage progressively with sustainability, ethics and societal impact across their learning journey.

Complementing this, the School established a Student Responsibility Committee (2025/26) to formalize student participation in governance. The Committee supports the PIR process, acts as an intermediary channel for student feedback, raises sustainability priorities and contributes to School-level decision-making through representation on relevant committees, while promoting student engagement and dialogue on sustainability and social impact across the School community.

Together, these initiatives demonstrate how governance structures translate strategy into action and have contributed to the School's progression from PIR Level 3 to Level 4. Looking ahead, we are excited to build on this momentum by continuing to work closely with the Student Responsibility Committee and completing the rollout of the program refresh, further deepening student engagement and strengthening our impact.

"Our aim is to promote sustainability, strengthen student engagement and create opportunities for students to contribute to a more responsible and inclusive School community" Student Responsibility Committee

6.3 Culture

Culture reflects how deeply the school lives its stated values. Students are attuned to whether innovation and change are encouraged, whether people within the school are motivated beyond narrow self-interest, and whether personal growth is actively supported. They interpret culture through lived experience, not stated intent. A school with a strong culture of purpose cultivates an environment where integrity, experimentation, and development are natural parts of daily life. When that's missing, even the best strategies fall flat.

Asper School of Business, Canada

Sparking sustainability collaborations with community & conversations

In 2025, the Asper School of Business unveiled a new five-year strategic plan. "Nurturing Sustainability Values" was outlined as one of three main cultural pillars. In the first academic year under this strategy, Asper made it a priority to consistently engage our community in sustainability messaging.

To kick things off, Asper's Director of Sustainability, Minelle Silva, coined October "Asper Sustainability Month," and together with a staff-run Green Team, raised awareness through guest speakers and a book exchange open to the whole community.

In December 2025, Silva hosted a lunch for Asper student leadership. They gathered to collaborate on ideas of how they can create excitement about SDGs and the PIR survey.

As part of this effort, Asper co-op student Tiya Garg created an interactive awareness trivia campaign. Across a series of Instagram posts, there was an average of 608 impressions per post. In total the series earned 695 meaningful engagements.

Another initiative was a pop-up PIR survey lounge, where the Green Team and student volunteers gave out cookies with different SDG values printed on them. This sparked meaningful conversations when students were encouraged to take a cookie printed with the SDG they were passionate about.

“We nurture sustainability values by consistently engaging our community in sustainability messaging and engaging.” Minelle Silva, Director of Sustainability, Asper Business School

Universidad de San Andrés, Argentina

From Institutional Initiative to Shared Culture on Sustainability at Universidad de San Andrés: Our culture makes the difference

At Universidad de San Andrés (UdeSA), the central challenge was not to create a sustainability policy, but to make sustainability genuinely owned — a living culture shaped by the people who study, teach, and work here, rather than a mandate handed down from the institution.

The Sustainability Team pursued a dual strategy. On one hand, it provided institutional support for community-initiated ideas: student group GAIA designed and installed cigarette butt collection bins across campus, while a group of graduates built PUL, a carpooling app now actively promoted university-wide. On the other hand, the team launched annual Sustainability Breakfasts — participatory sessions with students, staff, faculty, and alumni to co-design initiatives and close the feedback loop for continuous improvement.

The resulting actions in 2025 included a dedicated [Sustainability Website](#) - two e-waste (RAES) collection campaigns, a Zero Plastic initiative, waste management training, UdeSA's first battery collection drive, and the continuation of a native tree-planting programme that has seen over 150 trees planted on Campus over a 5-year period.

The outcomes speak to genuine cultural shift. In 2025 alone, 4,259 kg of e-waste and 3,263 kg of recyclables were collected (increases of 21% and 34% respectively from 2024) 10,000 disposable cups were eliminated monthly, and carbon emissions were reduced by 5.09 metric-tons. Across programmes sustainability has become embedded in how UdeSA teaches, researches, and operates — deepening the cultural shift already underway.

“Sustainability at Universidad de San Andrés is no longer an institutional project handed down from above: it is a shared practice driven by our community.” Daniel Serrot, MBA Director and International Accreditations Director

6.4 Learning Methods

The focus here is on how students are taught, not just what they are taught. Students assess whether they are equipped with tools to tackle complex societal challenges and whether learning is interactive, practice-based, and co-created with both business and community actors. They also notice whether innovative approaches to teaching are present or missing. This dimension is a barometer of whether the school encourages experimentation and real-world relevance or relies on outdated, one-directional models of instruction.

Fortune Institute of International Business (FIIB), India

Responsible Management as a Learning Journey

At many business schools, responsible management remains confined to specialized courses or isolated initiatives. FIIB sought instead to make it the foundation of the student learning journey from the moment students enter the institution.

Guided by its Societal Impact Statement “We foster inclusive leadership to empower diverse voices that drive social change” FIIB redesigned both academics and student life to embed responsible management across the entire educational experience. Responsible management principles were integrated into the Orientation and Foundation Course, ensuring early exposure to societal impact thinking. FIIB also introduced ESG Bootcamps, launched a standalone elective on Diversity, Equity and Inclusion (DEI), and expanded SDG integration to more than 70 courses by 2025–26.

Beyond the classroom, the Centre for Responsible Management curated experiential sensitization initiatives, including a Disability Sensitisation Workshop with the American India Foundation, sessions with Paralympic gold medalist Shri Murlikant Petkar and the Commissioner for Persons with Disabilities, the FIIB/IDEA Walkathon for Accessibility and Inclusion, involving more than 400 participants. The FIIB Girl Up Club also organizes annual LGBTQIA+ inclusion events in collaboration with Girl Up India and the Naz Foundation.

These social initiatives increasingly shape students’ professional trajectories. FIIB alumni now contribute to sustainability, renewable energy, and social sector organizations. In 2025, FIIB graduate Ms. Mansi Kaushik was appointed PRME Regional Leader for South and Central Asia and represented FIIB at the UN High-Level Week 2025.

“ Responsibility is not a subject students study. It is a mindset they develop from the moment they enter FIIB.” Dr Radhika Shrivastava, President & CEO, FIIB

OBS Business School, Spain

Embedding sustainability and responsible leadership through curriculum review and applied projects

In response to a growing need for professionals capable of addressing complex social and environmental challenges the Office of Academic Affairs at OBS School developed a systematic curriculum review process to embed ESG and SDG perspectives into program design and course content.

The review process included the implementation of a sustainability assessment matrix to evaluate modules, learning outcomes, and teaching activities. As a result, sustainability, ethics, and responsible leadership perspectives were systematically integrated across 12 master programs. In total, 14 modules directly addressed topics such as sustainability, ESG, corporate responsibility, green logistics, sustainable innovation, and resilient operations.

Also, faculty members included the Sustainable Development Goals (SDGs) in their guidelines, helping students understand both direct and indirect societal impacts. One example was the module of “Liderazgo del cambio y la transformación”, within the Global MBA program.

The initiative also generated applied student outcomes through master projects addressing real sustainability challenges. Examples of those projects are: Conexión Circular, Cinesa Circular, ECOMunidad Sostenible, and projects focused on ESG implementation, circular economy strategies, and ISO 14001 integration in SMEs. Through this initiative, OBS Business School impacted 1093 students during 2025, strengthening responsible leadership competencies and sustainability literacy while aligning academic programs with societal impact objectives.

“In a world shaped by the uncertainty and complexity, the ability to lead change through sustainability, ethics, and responsible decision-making is no longer a competitive advantage, but an essential condition for collective progress and long-term societal impact.” Mercè Serrabassa, Professor of Leadership and Transformation, OBS Business School.

Wits Business School (WBS), South Africa

Embedding ESG through regular program review and defined graduate competencies

Business school graduates are expected to respond credibly to environmental, social and governance (ESG) challenges. At WBS, the challenge was to ensure that ESG capabilities were developed and assessed consistently across all programs. WBS embedded ESG within its formal program review and competency framework. Through program reviews, a foundational course on ethics, sustainability and governance was introduced, beginning with the MBA and extending to other academic and executive programs. In parallel, the School defined mission-driven, school-wide graduate competencies, explicitly incorporating ethical leadership, sustainability, responsible decision-making and societal impact. These competencies are mandatory for all master's programs and are embedded into curriculum mapping, learning outcomes and assessment design.

Key outputs have included the requirement for a mandatory ESG foundational course across all programs; clearly articulated ESG-aligned graduate competencies; revised curricula and assessments mapped to those competencies; and completed cyclical testing of ESG-related learning outcomes.

Graduate competencies now serve as the primary mechanism through which ESG is embedded, taught and assessed. Data on achievement of competencies is used to refine learning outcomes and curricula and to close the loop on continuous improvement. This competency-led approach ensures that all graduates demonstrate ethical judgement and sustainability awareness, regardless of program. For example, in 2025, 89% of students demonstrated competency in managing sustainability trade-offs, and 91% reported that their studies prepared them to leverage business to address societal needs.

“Our defined graduate competencies ensure that all graduates demonstrate ethical judgement and sustainability awareness regardless of program.” Prof Jones Odei-Mensah, Academic Director, Wits Business School

6.5 Student Support

Student support speaks to the scaffolding that enables students to act on what they learn. It captures whether the school creates space and encouragement for students to engage with societal challenges, whether they are supported in working with external actors, and whether they are guided to consider the social footprint of potential employers. This dimension reflects the degree to which the institution actively helps students translate awareness into action; moving from values to impact.

Excelia Business School, France

Climacité© and Blue Education Experience: Developing Adaptive Skills for Climate and Water Challenges

Excelia Business School has long embedded responsible management education in its pedagogical identity. The challenge is to ensure that students not only understand sustainability issues, but also identify vulnerabilities, reason behind uncertainty, engage stakeholders and contribute to transition and adaptation responses to climate and water-related risks.

Climacité© addresses this challenge through experiential learning connected to the Blue Education Experience. Students work on real climate, water and territorial vulnerability issues with local authorities, NGOs, companies and public actors involved in ecological transition and adaptation. They conduct analytical and hands-on missions, from vulnerability assessments and blue carbon estimation to waste sorting, awareness activities and recommendations for partner organizations.

Aligned with Excelia's pedagogical model, Climacité© links transition teaching with real world action, enabling students to move from understanding phenomena to assessing impacts, acting in concrete contexts and designing managerial responses.

Outputs include diagnostics, indicators, field actions, awareness activities and recommendations. To date, Climacité© has generated more than 5,030 projects with over 425 host organizations across civil society, business and public-sector ecosystems. In 2024–2025, it involved approximately 1,630 students and generated 143,052 hours of engagement.

Measured outcomes include an 18% perceived increase in student autonomy, over 20% improvement in analyzing vulnerabilities, engaging stakeholders and reasoning under uncertainty, over 80% reporting progress in understanding climate and water-related risks, and 90% of assignments having direct impact for partners.

“Climacité© helped me move from awareness to action and changed how I see my responsibilities as a future professional.” (Hugo Boqcait, Student participant, Climacité© / Blue Education Experience)

Manchester Metropolitan University Business School, UK

Event Live: Responsible Management in Action

At Manchester Metropolitan University Business School, Event Management programmes exemplify the School's purpose of *transforming lives, businesses and communities* through responsible management education. With the aim of developing graduates who can deliver events with positive social and environmental impact, the curriculum prepares students to address challenges such as sustainability, social inclusion and community wellbeing.

The Event Live module operationalises this purpose. Over 20 years, around 1,600 students (approximately 80 annually, including 2024/25) have worked with local charities to design and deliver fundraising and awareness events based on real briefs. These organisations operate across key action domains including health, social inclusion, community engagement and public safety, exposing students to diverse societal challenges.

Academic staff facilitate this experiential learning through structured project design, stakeholder engagement and authentic assessment. Students apply theory in practice, developing skills in project management, marketing and financial planning while embedding sustainable practices. They build ethical decision-making, strategic thinking and problem-solving capabilities for responsible event leadership.

This approach delivers measurable impact. Over £250,000 has been raised for charities, including £15,000 in the past year. Events engage 50–300 participants and generate visibility and new supporters. This case demonstrates how programme-embedded experiential learning enables students to apply responsible management in practice, creating community value while preparing graduates to lead responsible, impactful careers.

“Partnering with Manchester Met students helps us reach communities we would never otherwise engage.” (Prevent Breast Cancer Charity)

“Event Live sparked my passion for fundraising and now I lead major charity events across Greater Manchester.” (Lucy Summerton, Student at Manchester Metropolitan University)

Nottingham University Business School, UK

Embedding student leadership within the culture

Nottingham University Business School has a strategy of developing the next generation of responsible business leaders and changemakers. Outside of the taught curriculum, we engage qualifying students through sustainability and societal impact clubs, societies and fellowships. Two examples are the SSI Fellowship in the UK and the ESG Professional League on our China campus.

Sustainability and Societal Impact Fellowship launched in 2024/25 involving 15 students (undergraduate, MSc, MBA and PhD) - contributing to the school's sustainability and societal impact goals through 5 impactful student-led projects. Next year it will grow to 100 UK students committing a minimum of 3 hours per week with 10 impact projects. Link [here](#).

On our China campus, the ESG (Environmental, Social, and Governance) Professional League (founded in 2025) is one of the SDG student clubs engaging 100 students translating ESG principles into professional practice through over 30 workshops, real-world corporate simulations, with specialized training programs, bridging the gap between ESG theory and practical application.

“What I'm taking from SSI is not just practical skills, it's a shift in how I think. This fellowship has a way of making sustainability feel less like a cause and more like a lens or something you start applying to how you consume, how you plan, how you make decisions. That's not something a taught module or a workshop tends to do. It comes from being around people who are genuinely working through these questions together and being given the space to do the same.” SSI Student Fellows 2025-26.

Salford Business School, UK

Co-Creating Solutions to Societal and Civic Challenges Through Applied, Responsible Learning

Preparing students to tackle complex societal, technological, and economic challenges requires learning beyond traditional classroom approaches and engagement with real-world complexity. At the same time, SMEs, micro-businesses and civic organisations often lack the capacity to explore innovation, digital transformation, and sustainable practices independently.

Salford Business School expanded applied, co-created learning across programmes, enabling students to work with SMEs and micro-businesses on live briefs, internships and real-world challenges aligned to organisational priorities. Intensive formats, including AI Bootcamps, developed skills in data storytelling, prompt engineering and AI risk awareness, alongside structured reflection on ethical and responsible implementation.

Environmental responsibility was embedded through Carbon Literacy training across postgraduate provision, linking knowledge to behavioural and organisational change. During Global Entrepreneurship Week, a co-creative hackathon with Salford City Council brought together students, public-sector partners, entrepreneurs and community stakeholders to collaboratively address place-based challenges across Greater Manchester.

These approaches generated co-designed solutions and applied recommendations, with students engaging directly and iteratively with businesses, policy teams, and community organisations.

Students developed confidence, ethical awareness and capability in applying business, digital and sustainability skills in complex, real-world contexts. Learning shifted from problem analysis to responsible action.

Partners benefited from fresh perspectives, additional capacity and actionable insights, strengthening local economic resilience, digital capability, and social value creation across the regional ecosystem.

“Working alongside Salford City Council, local entrepreneurs and fellow students showed me how powerful co-creation can be. It made clear that business skills can directly support communities and inclusive economic growth.” UG Accounting and Finance Student, Salford Business School

7. QUALITY CONTROL AND TRANSPARENCY

7.1 Quality Assurance

CREDIBILITY ASSESSMENT OF THE PIR SURVEY RESULTS

First-time participating schools undergo a screening process to ensure that the PIR survey results reflect the high-quality standards applied by the PIR. If a first-time participant is flagged, its performance will also be closely assessed in the second year of participation.

Once a school has met the minimal requirements with regards to student participation, a new school is assessed regarding the degree of sustainability integration as can be perceived from the outside:

- Sustainability in programs, centers and where available in published school policies and reports
- Relevant active international memberships, accreditations, ratings/rankings, and certifications
- A cross-school comparison of the occurrence and attribution of student comments in two pertinent open questions of the PIR survey.

Depending on the results, a school's rating level may be adapted in its first year, or in a worst case, a school may be excluded from the rating.

A software change has enabled us to obtain additional information about individual responses. We have used 2026 as a base year to collect additional information about responses with a focus on two issues:

- **Speeding responses:** referring to surveys that are completed in a potentially unreasonably short time. Responses with a completion time of less than 1 minute have been removed, we are carefully monitoring and may exclude responses with a completion time of less than 2 minutes in future.
- **Cultural bias:** we are observing in great details the responses across the regions to verify after our initial review in 2021-2023, if our conclusion of that time still holds and that differences in responses are not subject to a cultural bias. No changes were made this year, we have, however, started a data observation.

7.2 Financial Transparency

The 2026 edition of the PIR survey resulted in nearly matching contributions against our administrative expenses. Participating schools pay an administrative base fee of €1800 or a discounted fee in case of a developing or emerging economy. Schools can also opt for one or several add-on options to tailor-make their survey for their own reporting needs. For the 2026 edition, a total of 90 schools have signed-up for the PIR. The annualized cost for administering the survey, engaging with the students and the schools, hosting working groups and events, as well as compiling the survey data and generating the individual school data and the PIR 2026 report exceeded the school contributions, resulting in a first-time small projected positive result for the 7th edition.

Since its foundation the PIR Association has been supported by the Institute for Business Sustainability (the IBS). The IBS is a Swiss Foundation that provides financial and accounting services including a dedicated ring-fenced bank account to PIR at no cost. The IBS has provided the PIR Association with an interest-free credit line to bridge losses or cash flow shortages. The Foundation also ensures the double audit required by the Swiss Law on Foundations. The PIR Association is striving to achieve a balanced budget as of 2026.

OVERVIEW OF INCOME AND EXPENSES OF THE PIR ASSOCIATION

This anticipated first-time ever positive result shall allow the PIR Association to pay back a first part of the open credit line of currently CHF 38'000 to the Institute of Business Sustainability.

A) INCOME - Administrative contribution from participating PIR schools

Fee	# Schools	Fee	Amount
PIR Basic	62	€ 1'800	€ 111'600
Reduced base fee due to economic region*	3	€900	€ 2'700
PIR Core	19	€ 2'800	€ 53'200
PIR Ultimate	6	€3'300	€19'800
Additional reporting options			€8'760
Bank, credit card and foreign exchange charges			- €3'000
Total contributions	90	€ 2'148	€ 193'060
10% Discount related to 3-year PRME commitment**	17	- € 180	- € 3'060
Total net contributions	90	€ 2'114	€190'000
Total income	(@0.92 CHF/€) 90	CHF 1'944	CHF 175'000

B) EXPENSES - Annual 2025-26 budget for PIR service administration

People expenses	CHF 118'000
PIR survey analysis & report	CHF 25'000
Software and data management	CHF 13'000
PIR events (PIR summit, working groups)	CHF 1'000
Outreach & marketing expenses	CHF 10'000
Other admin expenses (incl. audit, currency loss)	
Total expenses	CHF 167'000

Anticipated result for PIR edition 2026 ***	CHF 8'000
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* Provided to schools in developing and emerging economies in need

** PRME member school that commit to PIR for 3 consecutive years, receive a 10% discount on the base fee, this list covers 3 new schools, plus 14 schools in year 2.

*** Results in a reduction of the credit line provided by the Institute for Business Sustainability to CHF 30'000

7.3 The PIR in Brief

WHO IS BEHIND THE POSITIVE IMPACT RATING?

The Positive Impact Rating was initiated with the intention to support fundamental change in the business school landscape regarding the schools' societal responsibility and impact. It offers students a tool to select an education that prepares them as responsible citizens and change-makers in the 21st-century, and it seeks to contribute as a lever of change to the transformation of the business school landscape.

CO-CREATORS OF THE PIR CONCEPT

Like in all co-creative processes, there have been many different contributors to the development of the PIR concept in different phases of the project. We are grateful for all their contributions.

Rating development:

Jean-Christophe Carteron, President Sulitest, France; Denisa Ciderova, University of Economics Bratislava, Slovakia; Rumina Dhalla, University of Guelph, Canada; Thomas Dyllick, The Institute for Business Sustainability, Switzerland; Mathias Falkenstein; Carlo Giardinetti, Franklin College, Switzerland; Léo Gilliard, WWF Switzerland; Jonas Haertle, UNITAR, Geneva ; Antonio Hautle, UN Global Compact Switzerland & Liechtenstein; Urs Jäger, Viva Idea, Costa Rica; Sanchi Maheshwari, Hanken Business School, Finland; Peter McKiernan, University of Strathclyde, UK; Ruth Mhlanga, Oxfam, GB; Katrin Muff, The Institute for Business Sustainability, Switzerland; Kathleen Ng, Mc Gill University, Canada; Luis Quevado, CENTRUM Business School, Peru; Clementine Robert, oikos International; Sandro Alberto Sanchez Paredes, CENTRUM Business School, Peru; Anders Sandoff, University of Gothenburg, Sweden; Alfons Sauquet Rovira, Esade Business School; David Scicluna, AIESEC Switzerland; Kaori Shigiya, Oxfam, GB; Meredith Storey, PRME New York; Alison Stowell, WBCSD, UK; Mattias Sundemo, University of Gothenburg, Sweden; Jim Westerman, Appalachian State University, USA.

THE POSITIVE IMPACT RATING ASSOCIATION

The PIR is formally organized as an independent, not-for-profit Association under Swiss law, with funds ring-fenced through the Institute for Business Sustainability Foundation. The Association is located on Alpenquai 22, 6005 Lucerne, Switzerland.

As a matter of policy PIR representatives associated with a particular business school participating in the PIR abstain from decisions relating to this school. Possible conflicts of interest are published on the [PIR webpage](#).

Current members of the PIR Association:

Jean-Christophe Carteron, Sulitest, France; Julia Christensen Hughes, Yorkville University, Canada; Thomas Dyllick, Prof. emeritus, The Institute for Business Sustainability, Lucerne, Switzerland; Carlo Giardinetti, Deloitte Switzerland; Léo Gilliard, WWF Switzerland; Jonas Haertle, United Nations Institute for Training and Research (UNITAR), Geneva; Antonio Hautle, UN Global Compact Network Switzerland & Liechtenstein, Zürich; Urs Jäger, Prof. INCAE Business School, VIVA Idea, Costa Rica; Dan LeClair, Global Business School Network (GBSN); Patricija Zizyte, oikos International; Albertine de Lange, Oxfam NL; Katrin Muff, Prof. LUISS Business School, The Institute for Business Sustainability, Lucerne, Switzerland; Clémentine Robert, University of St.Gallen; Robin Schimmelpfennig, Max Planck Institute for Human Development, and Nikolay Ivanov, Giuliana Longworth and John Watt as past PIR management members.

The General Assembly has elected the President and the Supervisory Board, which has subsequently appointed the Advisory Board:

The Positive Impact Rating Association

<p>President</p> <p>Katrin Muff Director, The Institute for Business Sustainability; Prof. LUISS Business School</p>	
<p>Supervisory Board</p> <p><i>Representing student organizations:</i></p> <p>Patricija Zizyte Co-President, oikos International, Switzerland</p> <p><i>Representing endorsers:</i></p> <p>Léo Gilliard Policy Advisor, WWF Switzerland</p> <p>Albertine de Lange Head of Private Sector Engagem. Team, Oxfam, the Netherlands</p> <p><i>Representing founders:</i></p> <p>Julia Christensen Hughes President and Vice Chancellor, Yorkville University, Canada</p> <p>Thomas Dyllick Prof. em, Director, The Inst. for Bus. Sustainability, Switzerland</p> <p>Carlo Giardinetti Sustainability Lead, Deloitte Cons., Switzerland</p> <p>Dan LeClair CEO, Global Business School Network (GBSN), USA</p>	<p>Advisory Board</p> <p>Jean-Christophe Carteron Pdt Sulitest (NGO) & Co-founder Sulitest Impact, France</p> <p>Jonas Haertle Office of the Executive Director, United Nations Institute for Training and Research (UNITAR), Geneva, Switzerland</p> <p>Antonio Hautle Executive Director, UN Global Compact Network Switzerland & Liechtenstein</p> <p>Urs Jaeger, Ph.D., Prof. Prof. INCAE Business School; Executive Director, VIVA Idea, Costa Rica</p> <p>Clémentine Robert Project Manager, Curriculum Development, University of St.Gallen, Switzerland</p> <p>Robin Schimmelpfennig Max Planck Institute for Human Development, Germany</p>
<p>Management Team</p> <p>Ashish Srivastava Global Lead - Outreach</p> <p>Beatrice Orsi Marketing & Engagement Lead</p>	

PIR INSTITUTIONAL DEVELOPMENT ACROSS THE YEARS

2020

- Launched Positive Impact Rating at World Economic Forum, Davos
- 1st "By Students, For Students" survey: "From Being the Best to Being the Best in the World"
- Started with 30 PIR partner schools

2021

- Grew to 47 schools across 21 countries
- Held 2nd PIR edition at PRME Global Forum, New York
- Theme: "A Tool for Managing Social Impact"
- Added 2 new open questions: "What should my school START and STOP doing?"

2022

- 45 schools joined despite 2nd year of COVID
- Theme: "The Role of Business Schools in Times of Crises"
- Finding: Global South business schools lead the way

2023

- Rebounded post-COVID with 71 schools
- Released annual report at PRME Global Forum, New York
- Hosted 1st Global Deans Summit on Positive Impact, New York
- Launched AACSB-compatible, school-specific add-ons

2024

- Reached 100+ partner schools from 34 countries
- Hosted PIR Summit at World Economic Forum, Davos, with Deans, Faculty, Business, and Student leaders
- Held virtual PRME Global Summit with 70+ Deans and Directors
- Launched new PIR add-on for PRME SIP reporting

2025

- Added 26 new schools
- Expanding PIR network to 124 business schools
- Gathered 17,000+ responses
- Launched PIR Faculty Survey and EQUIS add-on
- Partnership arrangement with PRME

2026

- Responses cross 20,000, **PIR's largest feedback dataset** yet
- **Faculty Survey** participation grew **from 10 schools to 27**
- PIR expands into **10 new countries** expanding its global footprint
- Active presence at **ICAM**, PRME Regional Events, and **AABS** establishes PIR as a fixture in global business education.

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.

www.PositiveImpactRating.org | @RatingImpact | #RatingImpact

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