



**FROM BEING THE
BEST /IN THE WORLD
TO BEING THE BEST
FOR THE WORLD!**

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RETHINKING SOCIETAL IMPACT



**Launch of the 2025 PIR Edition
PRME Global Forum, June 10, 2025**

Overview

PIR 2025 Rating Results

PIR 2025 Innovations

Societal Impact across Regions

PIR for Measuring & Reporting: PRME, AACSB, and EQUIS – in a Dual Perspective

Governance - Missing Link for Business School Development

Capturing the voice of 17'167 students (+13%)

PIR Participation in 2025

86 schools rated (+12%)

from 28 countries (5 new countries) and
6 continents

199 student responses per school (+3%)
(min. required: 100)

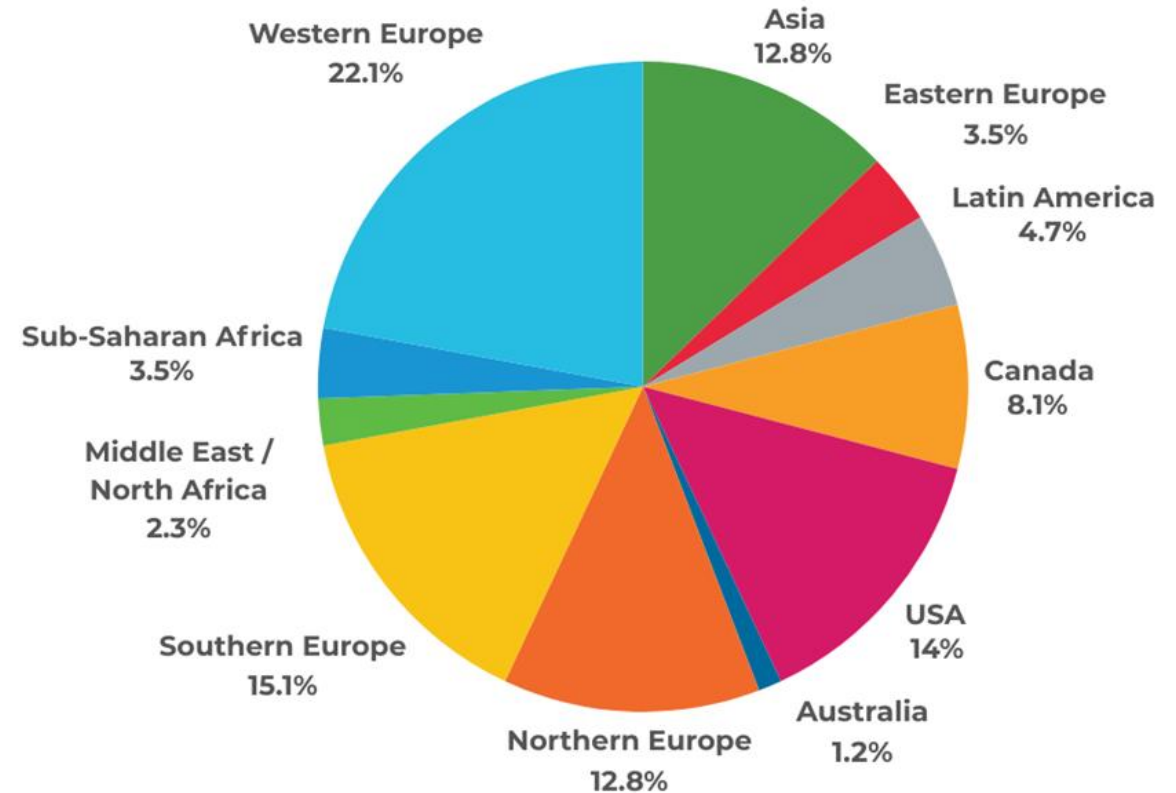
Signatories & Accreditations of rated
schools:

73% are AACSB accredited

64% are EQUIS accredited

64% are PRME Signatories

Participating Schools by Region



The Positive Impact Rating Model

3 areas, 7 dimensions, 20 questions, scale 1 to 10

Best (8.0), average (7.8) and below average (7.6) dimensions (small differences!)



Energizing



Governance



Culture



Educating



Programs



Learning Methods



Student support



Engaging



Institution as a role model



Public Engagement

Level 5: Pioneering Schools

11 schools – Ø Score 9.1 – listed in alphabetic order



CENTRUM PUCP Business School, Peru

HKUST Business School, China

IIM Bangalore, India

IIM Indore, India

INCAE Business School, Costa Rica

IPADE Business School, Mexico

POLIMI School of Management, Italy

S. P. Jain Institute of Management & Research, India

Universal AI Business School, India

Woxsen University School of Business, India

XLRI Xavier School of Management, India

2025 average score of all rated schools: Ø 7.8 (stable since 2022)

Level 4 Transforming Schools

46 schools – Ø Score 7.9 – listed in alphabetic order



Audencia Business School, France
Bologna Business School, Italy
BSB Burgundy School of Business, France
Colorado State University College of Business, USA
CUNEF University, Spain
Deusto Business School University of Deusto, Spain
Drake University Zimbleman College of Business, USA
EADA Business School, Spain
EAE Business School, Spain
ESADE Business School, Spain
Excelia Business School, France
Fordham University Gabelli School of Business, USA
Fortune Institute of International Business, India
GIBS Business School University of Pretoria, South Africa
HHL Leipzig Graduate School of Management, Germany
IESEG School of Management, France
IMC University of Applied Sciences Krems, Austria
Imperial College Business School, UK
Iscte Business School, Portugal
ISEG Lisbon School of Econom. & Management, Portugal
John Molson School of Bus. Concordia University, Canada
Jyväskylä University School of Bus. & Economics, Finland
Ketner School of Business Catawba College, USA

Kozminski University, Poland
Lang School of Business & Econ. University of Guelph, Canada
Leeds University Business School, UK
Maastricht University School of Business and Econ., Netherlands
Manchester Metropolitan University Business School, UK
MCI Management Center Innsbruck, Austria
Nottingham University Business School, UK
OBS Business School, Spain
Qatar University College of Business and Economics, Qatar
Rennes School of Business, France
Rome Business School, Italy
Sasin School of Management, Thailand
SGH Warsaw School of Economics, Poland
Sobey School of Business, Canada
Strathmore University Business School, Kenya
The Haub School of Business Saint Joseph's University, USA
The University of Sydney Business School, Australia
University of Buffalo School of Management, USA
University of Exeter Business School, UK
University of Porto School of Econ. & Management, Portugal
University of Vermont Grossman School of Business, USA
UPF Barcelona School of Management, Spain
Wits Business School, South Africa

Level 3 Progressing Schools

29 schools – Ø Score 6.9 – listed in alphabetic order



Adam Smith Business School University of Glasgow, UK

Berlin School of Business and Innovation, Germany

Bern University of App. Sciences Bus. School, Switzerland

BI Norwegian Business School, Norway

EDHEC Business School, France

EM Lyon Business School, France

FHNW School of Business, Switzerland

HEC Montréal, Canada

I.H. Asper School of Bus. University of Manitoba, Canada

ICHEC Brussels Management School, Belgium

IIM Visakhapatnam, India

K J Somaiya Institute of Management, India

KEDGE Business School, France

**King Abdulaziz University Faculty of Economics and
Administration, Saudi Arabia**

Loughborough Business School, UK

Miller College of Business Ball State University, USA

Montpellier Business School, France

Odette School of Business University of Windsor, Canada

Robert Morris University Rockwell School of Business, USA

School of Bus. Econ. & Law University of Gothenburg, Sweden

Silberman College of Business, FDU, USA

Sprott School of Business Carleton University, Canada

Universidad de San Andrés, Argentina

University of Economics and Human Sciences Warsaw, Poland

University of Namur, Belgium

University of Rhode Island College of Business, USA

University of Salford Business School, UK

University of San Francisco School of Management, USA

ZHAW School of Management and Law, Switzerland

PIR 2025 Innovations

Partnership with PRME

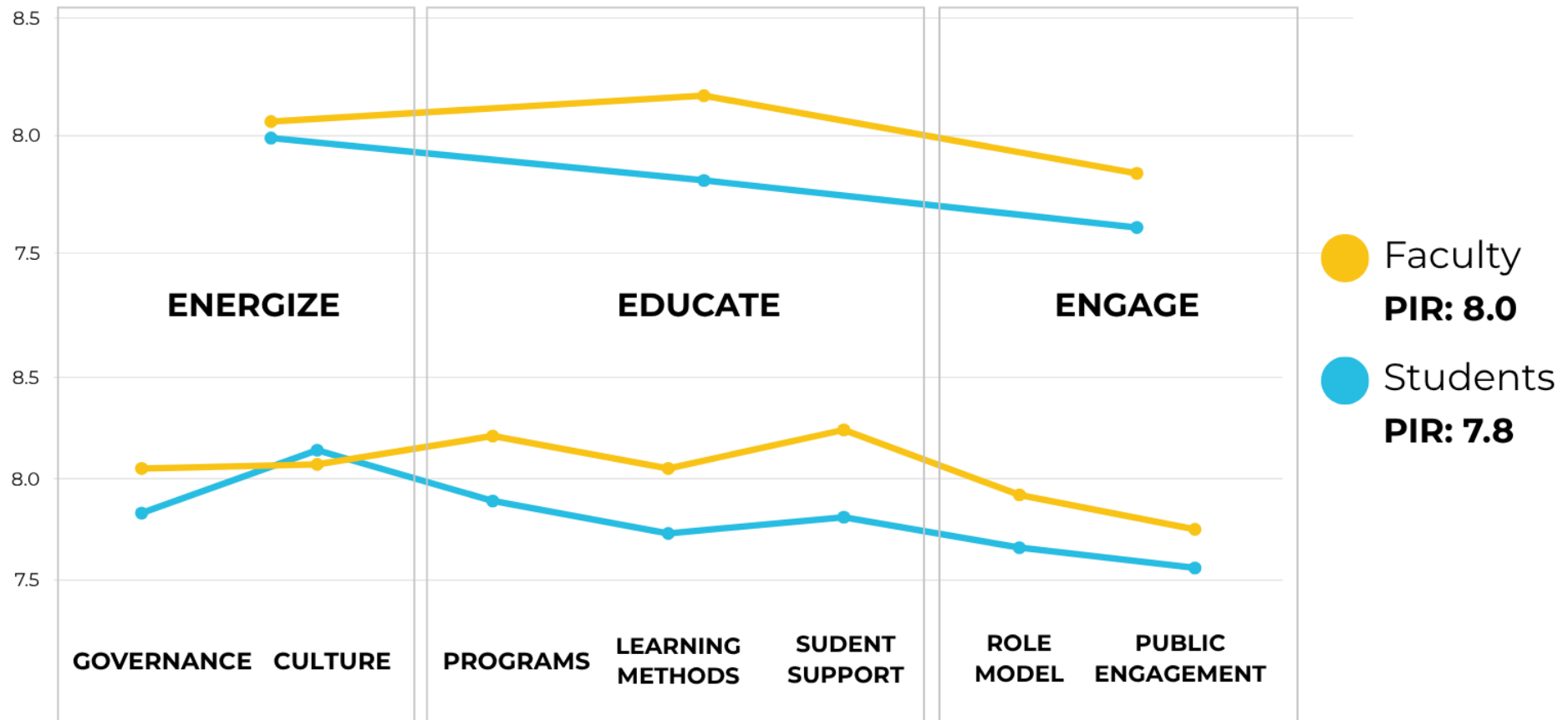
**EQUIS Add-On - in support of
EQUIS Accreditation**

**New Faculty Survey – Dual
Stakeholder Lens**



Faculty Survey for a Dual Stakeholder Comparison

FACULTY VS. STUDENT SCORES ACROSS THE PIR AREAS & DIMENSIONS



What do students want their schools STOP doing to improve its positive impact?

Stop Treating Student
Feedback and Well-Being
as Afterthoughts

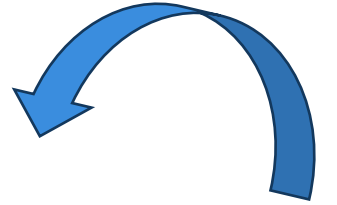
Stop Using Single-Use
Plastics and Wasting
Resources

Stop Supporting or
Collaborating with
Unethical Industries

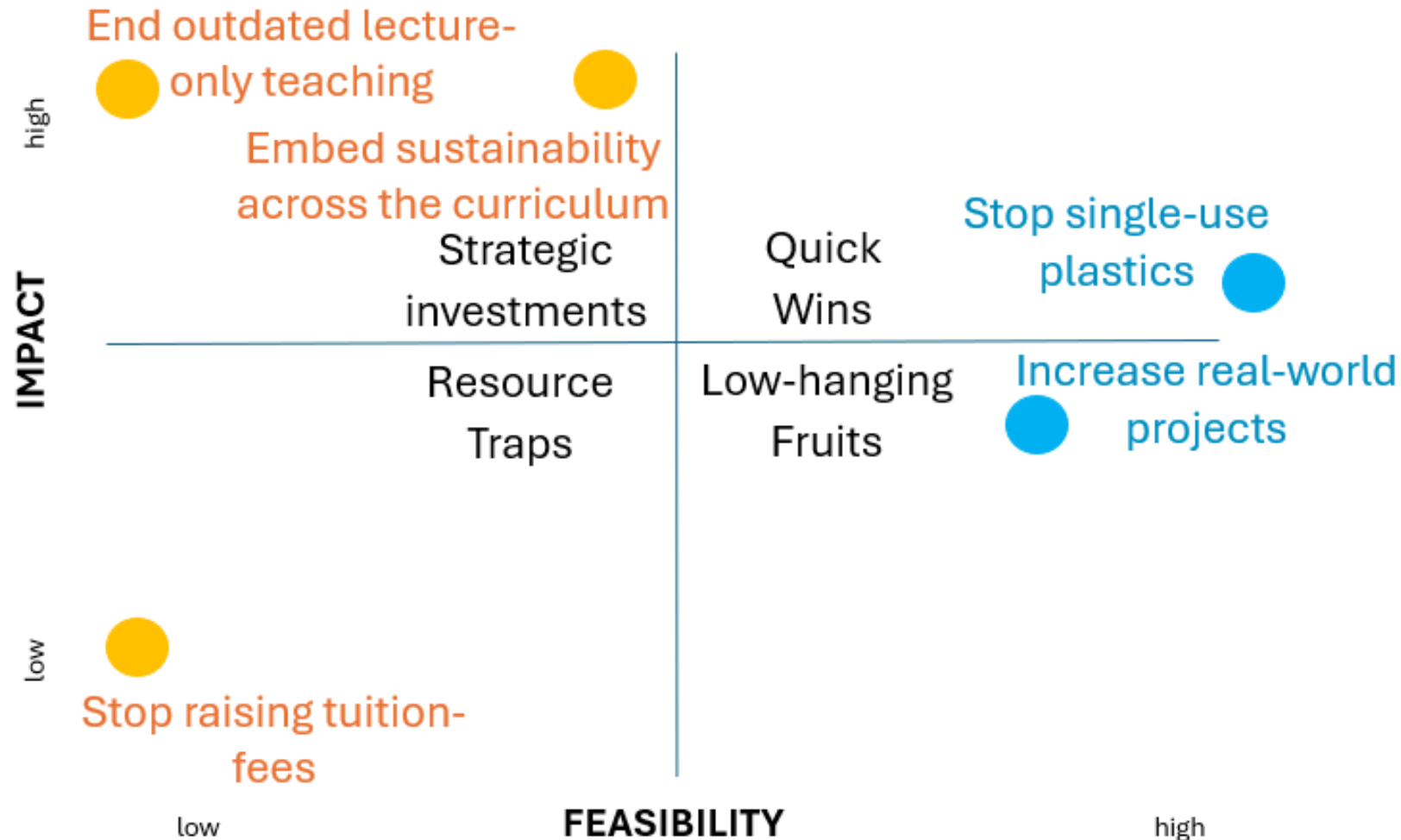
Stop Doing

Stop Prioritizing Theory over
Practice

Stop Using Outdated
Teaching Methods and
Unqualified Educators



Translating Student Feedback into Strategy



Regional Differences in how Students Perceive Impact



PIR for PRME Measuring & Reporting – in a Dual Perspective

#	PRME Principle	Faculty	Students	Diff (F-S/S)
1	Purpose We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.	8.93	8.20	9%
2	Value We place organizational responsibility & accountability to society and the planet at the core of what we do.	8.59	7.93	8%
3	Teach We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.	8.49	8.37	1%
4	Research We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.	8.32	7.79	7%
5	Partner We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.	7.61	7.47	2%
6	Practice We adopt responsible and accountable management principles in our own governance and operations.	8.08	8.09	0%
7	Share We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.	7.86	8.15	-3%
Average Results		8.27	8.00	3%

Governance - Missing Link for Business School Development

From Discontent to Co-Design

The End of Theory-Only

One Generation, Many Realities – One Shared Call



*The Colorado State University College of Business's approach to governance **ensures that sustainability and social impact are not peripheral**, but embedded in financial, curricular, and operational decision-making.*

Grace Wright, Director of Sustainability,
Colorado State University College of Business, USA



*Manchester Metropolitan University has been delighted to **use PIR to better understand our students' priorities** and assessment of our aim of transforming lives, businesses and communities.*

Jennie Shorley, Professor, Director of Accreditations,
Manchester Metropolitan University, UK

