When Students Rate the Positive Impact of Business Schools…

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

Prof. em. Thomas Dyllick
PIR Founder & Member of the Supervisory Board

Carolin Lemke
Co-President oikos International / Member of the PIR Supervisory Board

Launch of the 2024 Edition
PRME Global Forum, June 18, 2024

EMPOWERING IMPACT EXCELLENCE
The Dual Value Proposition of the PIR

- Business School Rating
- Tool for Business School Development and Transformation
Capturing the voice of 15’222 students (+19%)

PIR Participation in 2024

- 88 schools participated (+24%)
  70% are from developed economies
  30% are from developing economies
- 77 schools rated (+12%)
  from 30 countries (+5) and 5 continents
- 193 student responses per school
  (min. required: 100)
- Memberships & accreditations of rated schools:
  91% are PRME Signatories
  79% are AACSB accredited
  47% of rated schools: EQUIS accredited

Participating Schools by Region:

- Western Europe: 24%
- Asia: 16.7%
- Central/South America: 6.3%
- Eastern Europe: 5.2%
- Middle East: 2.1%
- Northern Europe: 11.5%
- Southern Europe: 14.6%
- North America: 19.8%
The Positive Impact Rating Model

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

Best, average and lowest performing dimensions (small differences!)

Energizing
- Governance
- Culture

Educating
- Programs
- Learning Methods
- Student support

Engaging
- Institution as a role model
- Public Engagement
What do students want from their schools?

Stop Doing

- Stop using single-use plastics and excessive paper on campus
- Using outdated, rigid, lecture-based teaching methods
- Ignoring student feedback on teaching and administrative practices
- Putting profit-driven education before student and environmental well-being
- Partnering, investing in, and promoting unethical companies
- Focusing on theoretical knowledge
What do students want from their schools?

Expand practical learning with real-world projects and local partnerships

Broaden and deepen sustainability across the whole curriculum

Prioritize sustainability across all campus operations

Enhance transparency, responsiveness and student involvement in school decisions

Integrate experiential learning into the curriculum

Foster inclusivity and diversity among students and faculty

Start Doing
Level 5: Pioneering Schools
6 schools – Ø Score 9.1 – listed in alphabetic order

CENTRUM PUCP Business School, Peru
IIM Bangalore, India
IIM Indore, India
INCAE Business School, Costa Rica
S. P. Jain Institute of Management & Research, India
Woxsen University School of Business, India

2024 average Score of all rated schools: Ø 7.7 (stable since 2022)
Level 4 Transforming Schools
43 schools – Ø Score 7.8 – listed in alphabetic order

Antwerp Management School, Belgium
Audencia Business School, France
BSB Burgundy School of Business, France
Colorado State University College of Business, USA
Deusto Business School, Spain
Drake University Zimpleman College of Business, USA
Drexel University LeBow College of Business, USA
EADA Business School, Spain
EAE Business School, Spain
Excelia Business School, France
Fordham University Gabelli School of Business, USA
GIBS Business School, University of Pretoria, South Africa
Goa Institute of Management, India
HKUST Business School, China
IESEG School of Management, France
IMC Krems University of Applied Sciences, Austria
Imperial College Business School, UK
International Business School Suzhou at XJTLU, China
IPADE Business School, Mexico
John Molson School of Business, Concordia University, Canada
Ketner School of Business Catawba College, USA
Kozminski University, Poland
Lang School of Business & Economics Univ. of Guelph, Canada
Leeds University Business School, UK
Maastricht University School of Bus. & Econ., Netherlands
Montpellier Business School, France
Nova School of Business and Econ., Portugal
POLIMI School of Management, Italy
Rennes School of Business, France
Sasin School of Management, Thailand
Sobey School of Business Saint Mary's University, Canada
Sprott School of Bus. Carleton University, Canada
Strathmore University Business School, Kenya
The Haub School of Business Saint Joseph's University, USA
TUM School of Management, Germany
Universal AI Business School, India
University of Exeter Business School, UK
University of St Andrews, UK
University of Vermont Grossman School of Business, USA
UPF Barcelona School of Management, Spain
Weatherhead SoM Case Western Reserve University, USA
Wits Business School, South Africa
XLRI Xavier School of Management, India
| BI Norwegian School of Management, Norway | Kuehne Logistics University, Germany |
| CUNEF University, Spain | Lucerne School of Business, Switzerland |
| EDHEC Business School, France | OBS Business School, Spain |
| ESADE Business School, Spain | Rome Business School, Italy |
| FHNW School of Business, Switzerland | School of Business, Econ. & Law U. of Gothenburg, Sweden |
| FHWien of WKW, Austria | School of Management Fribourg, Switzerland |
| HEC Montréal, Canada | Seidman College of Business GVSU, USA |
| HEC Paris, France | Silberman College of Business FDU, USA |
| Iscte Business School, Portugal | The British College, Nepal |
| ISEG Lisbon School of Econ. & Management, Portugal | University at Buffalo School of Management, USA |
| Ivey Business School, Western University, Canada | University of Econ. and Human Sciences Warsaw, Poland |
| Jyväskylä University School of Bus. & Econ., Finland | University of Namur, Belgium |
| KEDGE Business School, France | Wroclaw University of Economics and Business, Poland |
| KROK Business School, Ukraine | ZHAW School of Management and Law, Switzerland |
Students from Africa and Asia are most likely to say sustainability is important to their academic experience.

68% say sustainability is important to their academic experience.

36% of them say a program without sustainability is a dealbreaker.

Source: GMAC Prospective Students Survey 2024
The PIR as a tool for measuring and developing societal impact

**Standard features**

- Personalized dashboards for each school, with year-by-year comparable results
- Two–page snapshot of school results
- School-specific data is available for deeper analysis

**Add-on options**

- 4 AACSB-compatible questions - measuring impact on School Focal Area (AACSB Standard 9)
- 4 School-specific questions – self defined questions
- **NEW** PRME SIP-Report Add-On – fulfilling new PRME Principles as perceived by own students
The seven PRME Principles
Assessing the school’s contribution from a student perspective

Overall performance of 70 PIR and PRME Signatory Schools

Assessment year 2024
Student responses: 10'067

1. PURPOSE
The school believes that responsible management education can create inclusive prosperity in a world of thriving ecosystems.

2. VALUES
The school places organizational responsibility and accountability to society and the planet at the core of what it does.

3. TEACH
The school transforms its learning environment by integrating responsible management concepts and practices into the curriculum and pedagogy.

4. RESEARCH
Research of the school includes studying employees, managers, organizations, institutions, and the state of the world to inspire responsible management and education practice.

5. PARTNER
The school engages people from business, government, civil society, and academia to advance responsible and accountable management education.

6. PRACTICE
The school adopts responsible and accountable management practices in its own operations.

7. SHARE
Members of the school are encouraged to share their successes and failures to enable collective learning and live the common values and purpose of the school.

AVERAGE RESULT 7.8
NEW YORK, 12 JUNE 2024 — The Principles for Responsible Management Education (PRME) and Positive Impact Rating (PIR) are thrilled to announce a new partnership aimed at advancing responsible management education worldwide. This collaboration formalizes years of close cooperation and mutual support between the two organizations.

Benefits for PRME Signatory schools
An annual 10% discount to the PIR base fee for PRME Signatories that sign-up for a 3-year commitment to the PIR Rating

Two new PIR Features for the 2025 edition:

- Adding the faculty perspective as an important second stakeholder to the survey
  In 2025 available as a test to interested schools

- Adding EQUIS-specific questions
  Currently in assessment phase