

PRESS RELEASE: EMBARGOED UNTIL JUNE 18, 2024

POSITIVE IMPACT RATING 2024
LAUNCH AT UN PRME GLOBAL FORUM, JUNE 18, 2024

EMPOWERING IMPACT EXCELLENCE

CULTIVATING THE TRANSFORMATION IN BUSINESS EDUCATION

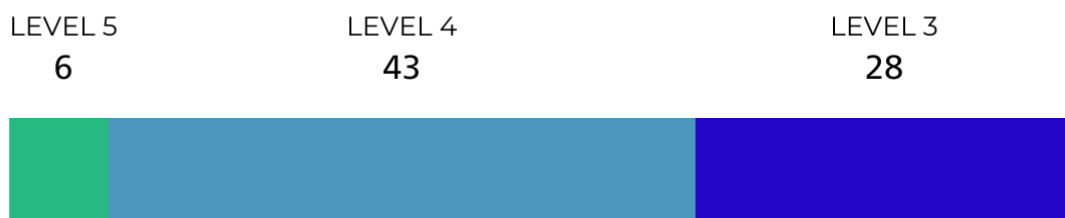
The [Positive Impact Rating 2024 Report](#) entitled "EMPOWERING IMPACT EXCELLENCE, Cultivating the transformation in business education" is launched today at the UN PRME Global Forum. The societal impact levels of 77 business schools from 30 countries were announced by Prof Thomas Dyllick of the Positive Impact Rating Association and Carolin Lemke, of oikos International.

OVERVIEW & SUMMARY

The demand for responsible business leaders has led to a strong interest in business schools demonstrating their societal impact. This is also visible at PIR, which now features a **total of 102 schools from 34 nations** that have been rated from 2021 to 2024 at levels 3 and above.

This growth reflects a **consistent rise in new participants**, with over 30 new schools joining in 2024, 22 of which were rated. The 2024 survey garnered 15,222 student responses, a 19% increase from 2023 indicating a broader and deeper engagement with students.

THE 2024 PIR SCORES BY LEVEL



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

PIR 2024 5th Edition: Overview of Rated Schools, by Level & in Alphabetical Order

Level 5 Pioneering Schools (6)		
	<ul style="list-style-type: none"> • CENTRUM PUCP Business School, Peru • IIM Bangalore, India • IIM Indore, India 	<ul style="list-style-type: none"> • INCAE Business School, Costa Rica • SP Jain Institute of Mgmt & Research, India • Woxsen University School of Business, India
Level 4 Transforming Schools (43)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ketner School of Bus. Catawba College, USA • Kozminski University, Poland • Lang School of Business & Economics University 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 Univ., 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 School of Management Case Western Reserve University, USA • Wits Business School, South Africa • XLRI Xavier School of Management, India
Level 3 Progressing Schools (28)	<ul style="list-style-type: none"> • BI Norwegian School of Management, Norway • CUNEF University, Spain • EDHEC Business School, France • ESADE Business School, Spain • FHNW School of Business, Switzerland • FHWien of WKW, Austria • HEC Montréal, Canada • HEC Paris, France • Iscte Business School, Portugal • ISEG Lisbon School of Economics & Management, Portugal • Ivey Business School, Western University, Canada • Jyväskylä University School of Business and Economics, Finland • KEDGE Business School, France • Kuehne Logistics University, Germany 	<ul style="list-style-type: none"> • KROK Business School, Ukraine • Lucerne School of Business, Switzerland • OBS Business School, Spain • Rome Business School, Italy • School of Business, Economics & Law University of Gothenburg, Sweden • School of Management Fribourg, Switzerland • Seidman College of Business GVSU, USA • Silberman College of Business FDU, USA • The British College, Nepal • University at Buffalo School of Management, USA • University of Economics and Human Sciences Warsaw, Poland • University of Namur, Belgium • Wroclaw University of Economics and Business, Poland • ZHAW School of Mgmt and Law, Switzerland

A STRENGTHENED STUDENT VOICE: THE 2024 START AND STOP LISTS

A unique aspect of the PIR is its emphasis on the student voice, highlighting their role as key stakeholders in shaping the future of business education. Students were asked what they want their schools to **START** and **STOP** doing to enhance their positive impact.



Key START requests include expanding practical learning, integrating sustainability throughout the curriculum, prioritizing campus-wide sustainability, fostering inclusivity and diversity, and enhancing transparency and student involvement in decision-making. A major demand from students addressed to their schools is to develop their curriculum for positive impact. And to do it seriously. Students want to address current and relevant practical problems to business and society as well as their solutions. Students expect to learn more about practical solutions and their implementation from experienced practitioners, requiring new and different learning methods.



Conversely, **students urged their schools to STOP** using single-use plastics, outdated teaching methods, and ignoring student feedback. They also called for an end to partnerships with unethical companies and profit-driven educational models that neglect student and environmental well-being.



MEASURING THE SOCIETAL IMPACT OF BUSINESS SCHOOLS

Areas	Dimensions of impact
Energizing	Governance
	Culture
Educating	Programs
	Learning Methods
	Student Support
Engaging	Institution as a role model
	Public Engagement

The rating survey asks students 20 questions in seven relevant impact dimensions: governance and culture of the school; study programs, learning methods, and student support; the institution as a role model and its public engagement.

The resulting PIR score of the business school is used to position the schools across five levels. The different levels refer to the levels of achievement in developing the school's societal impact. Business schools are provided with a defined social impact model and a tool that they

can use for measuring and benchmarking their impact.

HOW THE PARTICIPATING SCHOOLS PERFORMED

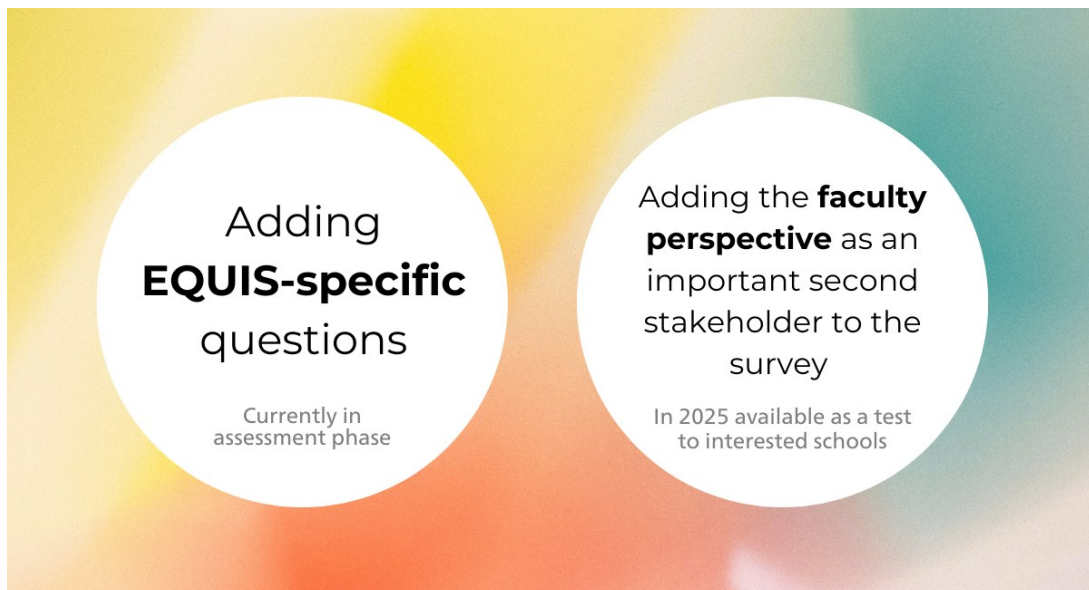
In this PIR 2024 edition, students from 88 business schools located in all five continents and 30 countries participated in the survey. The number of student responses collected increased significantly from 8'802 in 2021, to 8'141 in 2022, to 12'836 in 2023, and to 15'222 responses in 2024. This represents a **19% increase in 2024** compared to 2023 or an overall increase of 2'386 students. This increase in the absolute number of participating students reflects both the increase in participating schools, plus 5 schools, as well the average number of participating students per school, which went up from 181 to 193 responses per school. The minimum number of respondents required for participation in the rating remained unchanged at 100 students per school.

The average PIR score of all rated schools in 2024 is at 7.7 on a 10-point scale. It has remained stable over the past three years, demonstrating consistent quality despite a nearly doubled number of participating schools and students from 2022 to 2024. Notably, Asia achieved the highest average score among regions, with an average of 8.4, followed by North America and Southern Europe at 7.5, and Western Europe at 7.2.

Case studies of best practice schools are available here:

<https://www.positiveimpactrating.org/case-studies>

NEW INITIATIVES FOR 2025



QUOTES FROM BOARD MEMBERS, STUDENTS & PARTNER SCHOOLS

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At IESEG, **sustainability is a core value**. We believe a strong foundation in sustainability is essential for everyone on campus, from our support staff to our leadership. The Positive Impact Rating (PIR) provided a **valuable framework** to help us develop a **comprehensive program** that empowers every member of our IESEG community with the same foundational knowledge for a **unified approach to sustainability**.

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Maria Castillo, Social and Environmental Impact Director, IESEG School of Management, France

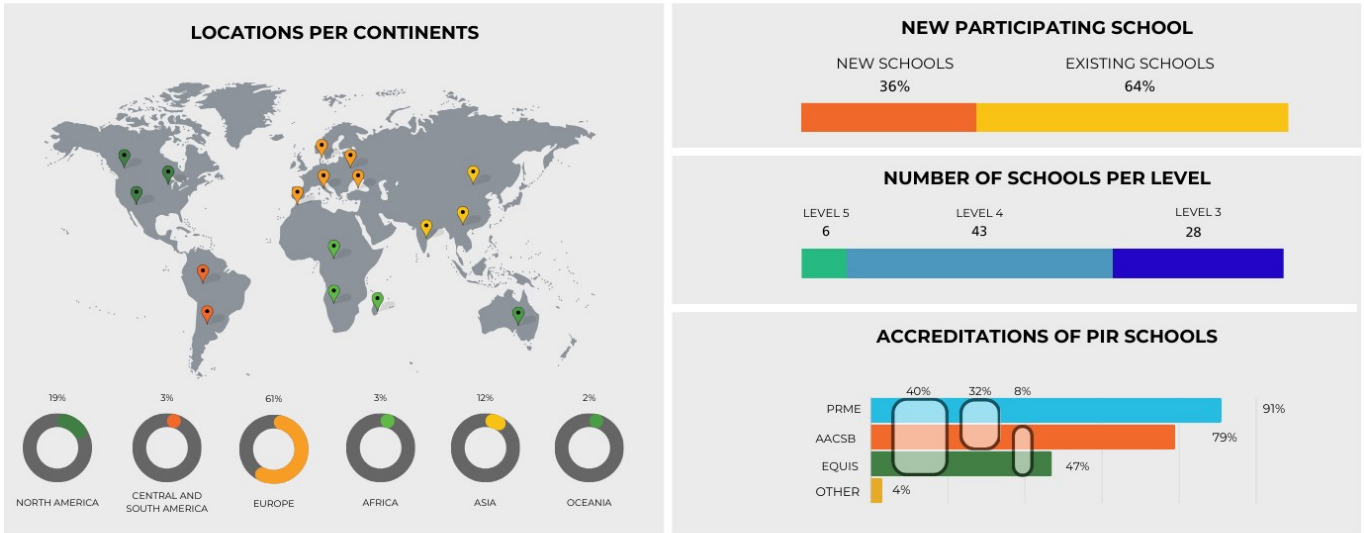
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We don't just measure impact at the Positive Impact Rating, we **empower schools** to achieve **impact excellence**. The PIR helps business schools become leaders in positive change, graduating leaders who can **build a better tomorrow**.

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Katrin Muff, President,
The Positive Impact Rating Association

OVERVIEW PIR 2024



PIR SCHOOLS RATED FROM 2021 TO 2024



WHAT 15'222 STUDENTS ACROSS THE WORLD WANT THEIR SCHOOL TO START & STOP DOING

Expand practical learning with **real-world projects** and local partnerships

Broaden and **deepen sustainability** across the whole curriculum

Prioritize **sustainability** across all campus operations

Stop using **single-use plastics** and excessive paper on campus

Stop focusing on **theoretical knowledge**

Stop **ignoring student feedback** on teaching and administrative practices

START DOING

Integrate **experiential learning** into the curriculum

Enhance **transparency, responsiveness, and student involvement** in school decisions

Foster **inclusivity and diversity** among students and faculty

Stop using **outdated, rigid, or lecture-based teaching methods**

STOP DOING

Stop putting **profit-driven education** before student and environmental well-being

Stop **partnering, investing in, and promoting unethical companies**

“

Surveys can often feel like a relic of the past, right? But our recent endeavour, the Positive Impact Rating for Business Schools Survey, has reshaped my view entirely, and I'm thrilled to share some key insights from this enlightening journey. What is the Positive Impact Rating (PIR)? It's a **transformative tool** that evaluates business schools' societal impact and commitment to continuous improvement.

Unlike traditional rankings, PIR is **deeply aligned with the United Nations Sustainable Development Goals**, promoting education that's not just about business acumen but about shaping responsible leaders dedicated to making a real difference in the world. By participating, schools don't just gain a badge of honour; they **stand out as beacons of sustainability** and societal impact, attracting students and partners who are equally driven by purpose.

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Sankar Venkataraman Murali, Student at
Imperial College Business School, London

MORE INFORMATION:

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