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POSITIVE IMPACT RATING 2025

LAUNCH AT UN PRME GLOBAL FORUM, JUNE 10, 2025

RETHINKING SOCIETAL IMPACT

A ROADMAP FOR BUSINESS SCHOOLS TO IMPLEMENT POSITIVE IMPACT

The Positive Impact Rating 2025 Report, entitled "RETHINKING SOCIETAL IMPACT, A roadmap for business schools to implement positive impact" is launched today at the UN PRME Global Forum in New York. The societal impact performance of 86 business schools from 30 countries was unveiled by Prof. Thomas Dyllick, of the Positive Impact Rating Association and Michael Winter, of oikos International.

OVERVIEW & HIGHLIGHTS

The demand for responsible business leaders continues to drive business schools to demonstrate their societal impact. The sixth edition of the Positive Impact Rating reflects this trend both in participation and depth. With a record 17.167 student responses—a 13% increase from 2024—and the inclusion of 26 first-time rated schools, the PIR 2025 reflects growing momentum among business schools to address societal needs.

A major innovation this year is the introduction of the **Faculty Survey**, providing a dual-stakeholder lens that reveals alignment and gaps between internal (faculty) and external (student) perceptions. This enhancement enables schools to better understand their institutional blind spots and fosters a culture of shared responsibility and co-creation.

A second innovation is the introduction of another supporting tool for schools undergoing **EQUIS accreditation**. It supports participating schools in assessing their impact regarding Ethics, Responsibility, and Sustainability (ERS) as required by EQUIS Standards, using their student as well as their faculty voice.

And a third innovation is a new **partnership arrangement with PRME**, offering a 10% discount for schools signing up for a 3-year commitment to PIR as well as the possibility to upload PIR's PRME report to the PRME Commons Platform.

PIR RESULTS 2025

The PIR categorizes schools into five levels of achievement. It publishes only the schools on the top three levels. The distribution of schools by level in 2025 is as follows:

THE 2025 PIR SCHOOLS BY LEVEL

LEVEL 5
11

LEVEL 4
46

LEVEL 3
29



An overview of all rated schools, featured by level and listed in alphabetical order is shown [ATTACHED](#).

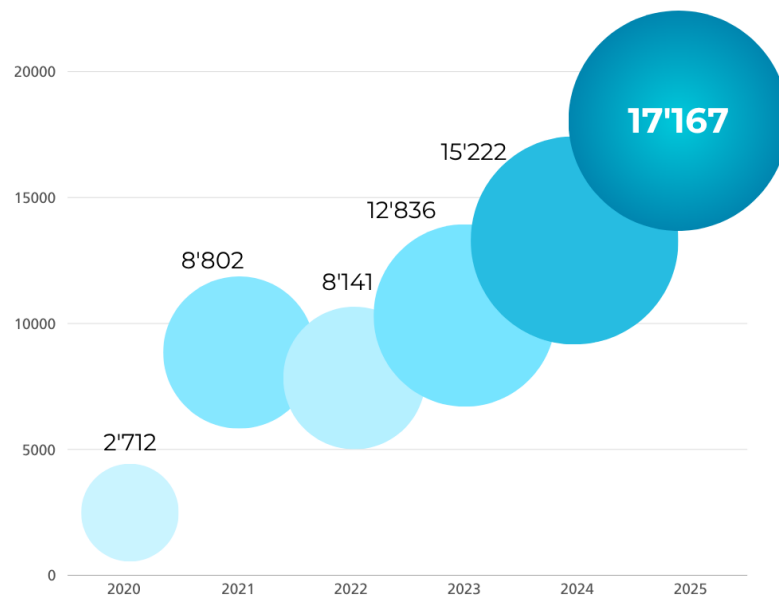
New Faculty Survey added: The sixth edition of the Positive Impact Rating includes **86 rated schools** located in 28 countries, a **12% increase** from 2024. The PIR score remains stable at 7.8. Schools are rated across three levels (3 to 5), with **11 schools reaching Level 5 (Pioneering)**, up from 6 in 2024. **Level 4 (Transforming)** includes 46 schools, and **Level 3 (Progressing)** 29 schools. In addition to this rating, we now offer a dual stakeholder assessment.

Below is the rating across all 86 schools (in blue), and on the right a sample of 7 schools comparing faculty vs. student scores:

PIR 2025 Results	All schools	Comparative sample of 7 schools		
	Students	Students	Faculty	Diff.
Energize	8.0	8.0	8.1	1%
• Governance	8.0	7.8	8.1	3%
• Culture	7.8	8.1	8.1	-1%
Educate	7.7	7.8	8.2	5%
• Programs	7.8	7.9	8.2	4%
• Learning methods	7.6	7.7	8.1	4%
• Student support	7.8	7.8	8.2	5%
Engage	7.6	7.6	7.8	3%
• Role model	7.6	7.7	7.9	3%
• Public engagement	7.6	7.6	7.8	2%
PIR 2025 Score	7.8	7.8	8.0	2%

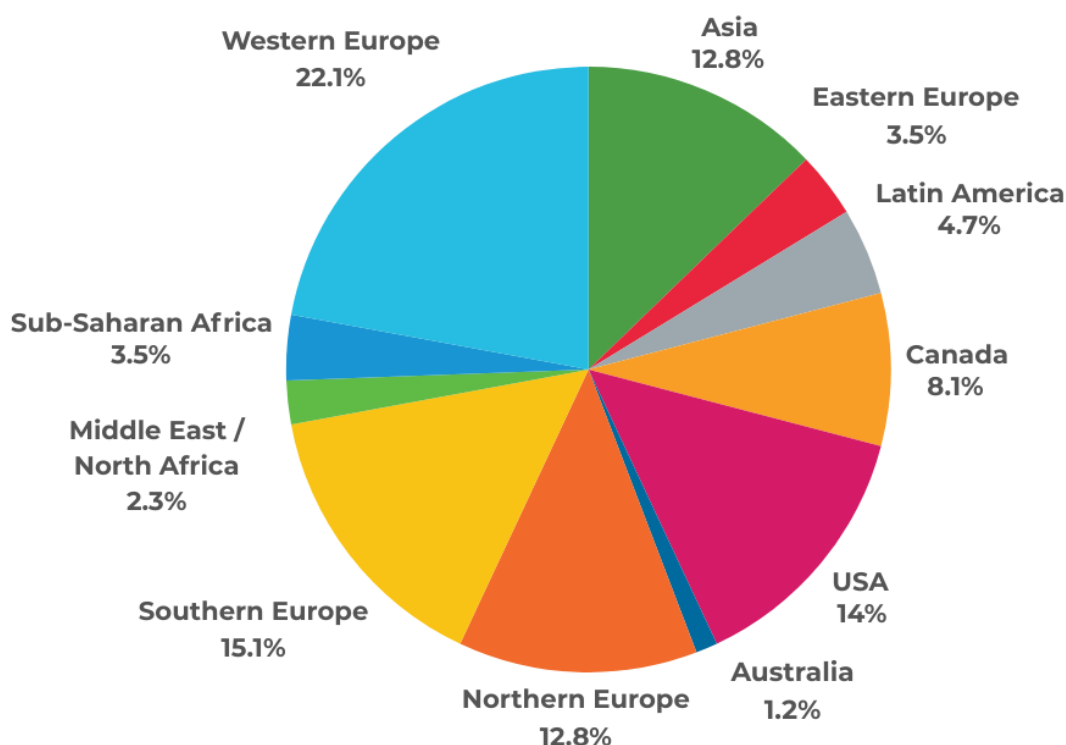
Dimensional Stability: Scores across the seven PIR dimensions (e.g., governance, learning methods, public engagement) remain stable year-on-year, affirming the reliability of the assessment structure. Each school receives a detailed report to identify areas of strength and opportunity. Its purpose is to encourage a deeper reflection and continuous improvement.

Participation Milestones: A record **17,167 student responses** were collected, marking a **13% increase** from the previous year and continuing a strong upward trend since 2021. The average number of responses per school rose slightly from 193 to **199 students**, confirming both quantitative growth and high engagement standards.



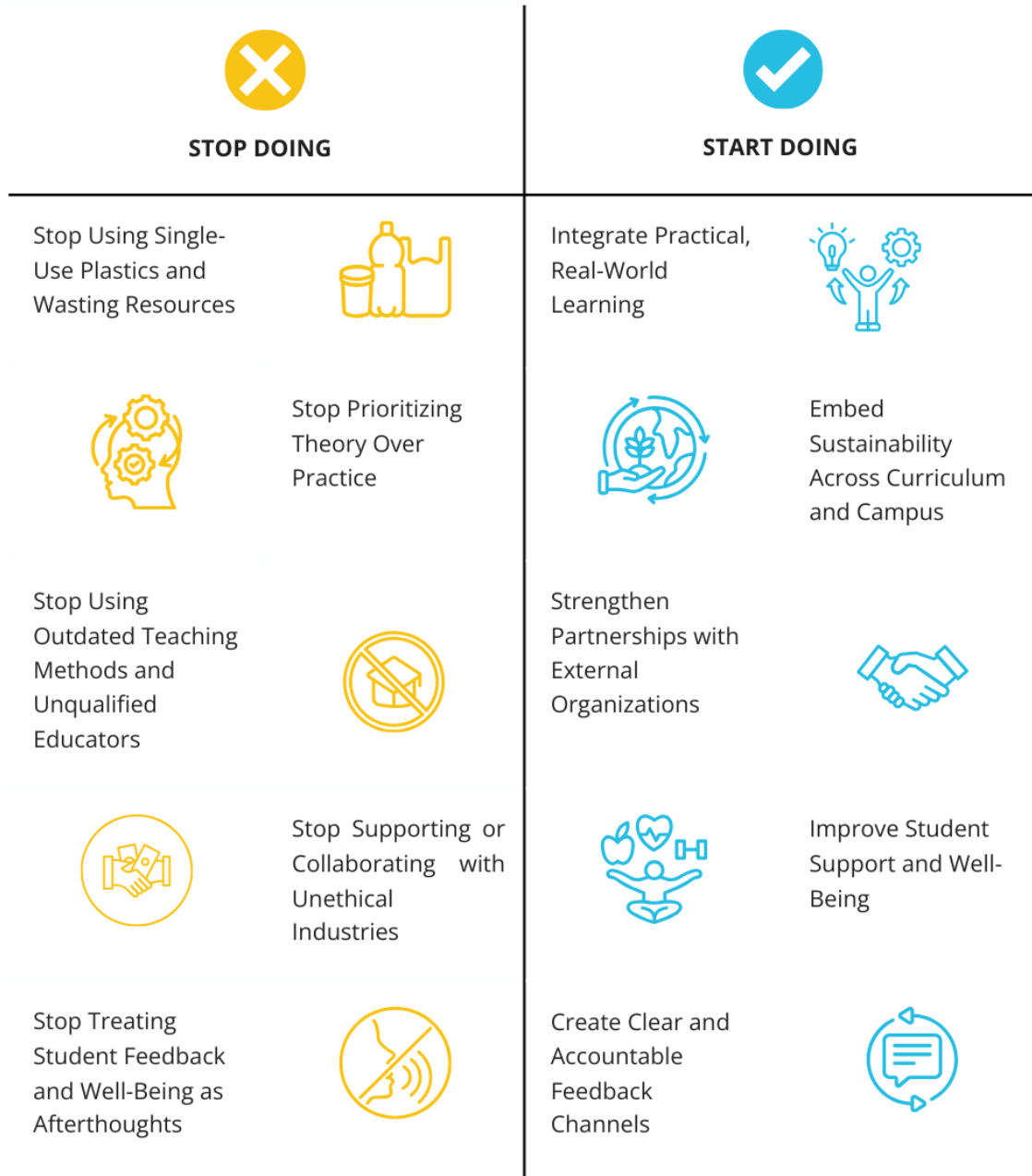
SOCIETAL IMPACT: GLOBALLY AND ACROSS THE REGIONS

The overall average PIR score remains stable at **7.8** on a 10-point scale—affirming the robustness of the framework. Regionally, Asia again leads with an average score of 9.0, followed by Southern Europe (8.0), Northern Europe (7.6), North America (7.4), and Western Europe 7.3).



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 **STOP** and **START** doing to enhance their positive impact. They were very clear in their expectations towards their schools.

THE GLOBAL STOP - START RESULTS



Across the globe, students agree on one overarching message: business schools must move from talking about sustainability to structurally embedding it. The top requests across continents included making sustainability and social impact a core element of all curricula, operations, and decision-making—not as a siloed course, but as a default mindset. Paired with this is an equally consistent plea for more real-world, hands-on learning: internships, live projects, fieldwork, and partnerships with NGOs, startups, and communities. These are not cosmetic tweaks. Students are calling for systemic shifts—ways to learn and ways to act that reflect the world they will inherit, not the legacy models that produced today’s crises. While the global demands are broadly aligned, regional perspectives provide crucial context. Students are not all starting from the same baseline. Their calls reflect both a desire for global transformation and the lived reality of local shortcomings.

REGIONAL PRIORITIES IN HOW STUDENTS PERCEIVE IMPACT



THE DUAL STAKEHOLDER PERSPECTIVE - STUDENTS AND FACULTY

For the first time schools could select a faculty survey in addition to the student survey. It was chosen by 7 schools in this initial year. Comparing faculty and student responses provides a dual stakeholder perspective on how the positive impact of the schools are assessed. Surprisingly faculty rated their schools higher than students in 5 out of 7 cases, regarding Learning Programs and Methods, as well as Student Support. Students rated their schools higher in 2 out of 7 cases, regarding Culture and Public Engagement. Benefits from such differences allow joint learning and improvements when both stakeholders are brought together to reflect about these differences.

PIR MEASUREMENT AND REPORTING TO PRME, AACSB AND EQUIS

As global reporting and accreditation frameworks like PRME, AACSB and EQUIS have in recent years increasingly integrated sustainability and societal impact into their standards, making them mandatory. The PIR has developed and offered specific add-ons to support business schools in demonstrating their positive societal impact in accordance with these frameworks. The PIR is offering the following add-ons:

- **PRME:** Since 2024 PIR schools can select a PRME add-on to use PIR results for a focused PRME reporting. The resulting PRME report delivered to participating PIR schools is based on seven PIR questions which are used as proxies to measure how students - and since this edition also faculty - assess their schools along the seven PRME principles for SIP reporting to PRME. More detailed results can be found in the 2025 PIR Report.

- **AACSB:** Since 2023 the PIR offers schools the option to use their focal topic as defined for their AACSB reporting and to add 4 additional questions to their PIR survey. This provides the opportunity to have their students and faculty assess the perceived impact of their school on their chosen focal topic. The results show that students frequently perceive stronger real-world impacts than faculty. These results help schools gather authentic evidence for their reporting on AACSB's Standard 9 (Engagement and Societal Impact) and promote reflection on stakeholder perceptions and evaluations.
- **EQUIS:** For the first time in 2025, the PIR offers a specific add-on for schools undergoing the EQUIS accreditation process. To fulfill the requirements of the relevant EQUIS chapters - in particular Chapter 9 on Ethics, Responsibility and Sustainability (ERS) - PIR uses relevant survey questions to demonstrate school impact. And it offers valuable data for stakeholder and peer discussions.

Across these frameworks, PIR emerges as a useful tool for demonstrating societal impact based on stakeholder input—critical at a time when accreditors demand more than stated intent. They expect real-world impact to be measured and presented.

THE PIR AS A PLATFORM FOR CHANGE

Now in its sixth year, the PIR is increasingly used not just for benchmarking but for **organizational development**. This year's featured case studies from PIR Working Groups show how schools convert PIR insights into governance innovations, sustainability strategies, and inclusive learning formats. These stories illustrate that **positive impact is not a static measure but a journey**—one best navigated through structured dialogue, stakeholder inclusion, and open reflection.

Case studies of best practice schools: <https://www.positiveimpactrating.org/case-studies> **8**

By offering credible insights, regionally grounded student expectations, and dual-stakeholder data tailored to global reporting frameworks, the PIR provides a clear path forward for business schools. It invites them not only to measure what matters, but to act on it, together with those they exist to serve.

MORE INFORMATION:

[The PIR 2025 Report](#)

[The PIR 2025 Snapshot Report](#)

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PIR 2025 - The 6th Edition: Overview of Rated Schools, by Level & in Alphabetical Order

Level 5 Pioneering Schools (11)	• 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
Level 4 Transforming Schools (46)	• 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 Intrn. 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 Economics & Management, Portugal • John Molson School of Business Concordia University, Canada • Jyväskylä University School of Business and Economics, Finland • Ketner School of Business Catawba College, USA • Kozminski University, Poland • Lang School of Business & Economics University of Guelph, Canada • Leeds University Business School, UK • Maastricht University School of Business and Economics (SBE), 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 Bus. School, Australia • 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 • Wits Business School, South Africa

PIR 2025 - The 6th Edition: Overview of Rated Schools, by Level & in Alphabetical Order

Level 3 Progressing Schools (29)	• Adam Smith Business School University of Glasgow, UK • Berlin School of Business and Innovation (BSBI), Germany • Bern University of Applied Sciences, Business 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 Business, 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 Business Economics and 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
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