



SECOND PROGRESS
REPORT FOR THE
GLOBAL
COMPACT
2012-2015



Network France
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WORD FROM THE DEAN



Rennes School of Business is a meeting point for people from a great variety of nationalities, and the respect of diversity is one of the principle values of the School. 85% of the faculty and 50% of the students are international coming from 70 different nationalities on the campus.

Integrated in the values of the School are people that study and work together in an atmosphere of openness under the objective of the School, to become Global, Responsible, Pioneers. In this spirit, Rennes School of Business continues to work for the integration and diffusion of the Global Compact principles.

Rennes School of Business has expanded with a substantial increase in the amount of students. A third building is now part of the Campus which increases the consumption of resources, like energy and paper, and raises the importance to work with continuous energy, material, water, and waste reduction.

In this second report on progress to Global Compact, we focus on progress during the period 2012 to 2015 related to the Global Compact Principles structured under the three pillars supporting the Global Compact principles of Rennes School of Business; education, research and internally. These pillars are described on the next page.

Ph.D. Olivier Aptel,

Dean of Rennes School of Business



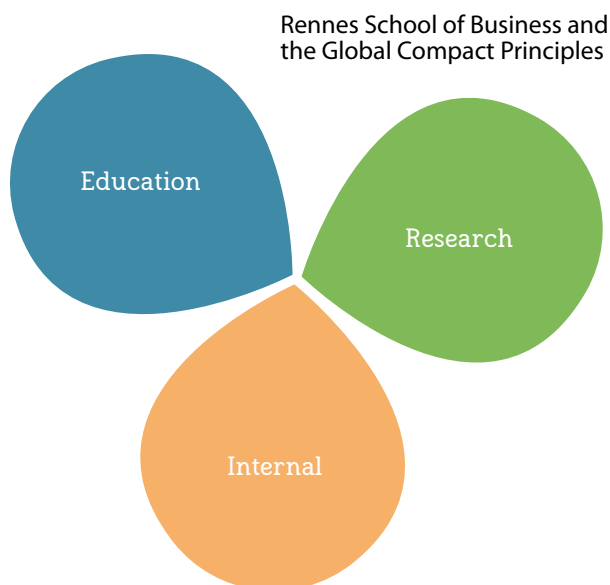
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Three pillars supporting the work with the Global Compact Principles

As indicated in the first Global Compact report by the Rennes School of Business, there are three main pillars that support The School's work with the Global Compact principles. One pillar consists of Education, where the Global Compact principles can be diffused to students enrolled in various programmes. Modules that relate to the Global Compact principles are for instance; "Sustainable Development", "Corporate Social Responsibility" and "Business Ethics". A second pillar is Research, where The School can contribute to increase knowledge about the integration of the Global Compact principles in business, as well as the diffusion of research in publication and education. The research Centre for Responsible Business - CRB, and the researchers connected to the centre contribute in this area. The third pillar is the internal work at The School with continuous improvements in the areas of the Global Compact principles. These three pillars, as indicated in the image below, will be used to structure this report on Communication of Progress. The first report encompassed the years before mid-2012, and this report thus encompass 2012 until 2015 (measures until 2014).

Figure 1: Pillars upholding the integration of the Global Compact Principles.



Global Compact Principles in Education

Rennes School of Business offers a complete portfolio of management programmes: Bachelor (IBPM), Master of management, Masters of Science, Master of art, Phd, DBA. Rennes School of Business offers also different programmes in Executive Education, from tailor-made and short programmes to executive masters.

The Global Compact principles and company issues related to the principles are transferred to students in Rennes School of Business, and also in the 25 student associations; On the Bachelor level (IBPM), students have a module in "Sustainable Development" in the second year, and a module in "Business Ethics" in the third year of the programme. The various masters (please see the full list of Master Programmes at the website: <https://www.esc-rennes.fr/index.php/en/programmes/msc-ma>), incorporate a module in Corporate Social Responsibility. The Executive Education programmes also integrate some aspects of corporate responsibility (<https://www.esc-rennes.fr/index.php/en/programmes/exec-mba>). Rennes School of Business offers a "Summer programme" at the Campus in Rennes, which is entirely dedicated to Corporate Social Responsibility.

HIGHLIGHTING PROGRESS AREAS IN EDUCATION

Professors at the School inform about the Global Compact and its principles in various modules, for instance in the modules "Sustainable Development", "Corporate Social Responsibility", and "Business Ethics". A reoccurring activity in the modules is, the "Transition Presentations", an obligatory group-presentation on selected topics, like the Energy challenge and responsible banking.

Rennes School of Business also continues to increase awareness of environmental considerations. For instance, all students of the Master in Management programme, have two days dedicated to "sustainable development", and at the admission to the programme, various forms of activities are related to environmental considerations, like carpooling.

The students also work on various humanitarian projects in the 25 student associations at Rennes School of Business.

THE GLOBAL COMPACT PRINCIPLES PROMOTED IN EDUCATION

In the modules "Sustainable Development", "Corporate Social Responsibility", and "Business Ethics" professors have the opportunity to relate to the Global Compact principles and their integration in business.

In the module "Sustainable Development" for the bachelor students enrolled in the second year of the International Business Programme in Management - IBPM, the Global Compact Principles 7, 8, and 9 are presented to the student, and the entire module is dedicated to how companies relate to sustainable development. The students also learn to respect and understand the stakes of environmental non-governmental organizations, and to understand the development of sustainable development, both as a discourse in society, and as a scientific issue showing the necessity to change present consumption- and production patterns.

In the module "Business Ethics", one of the student presentations is dedicated to the problems related to Corruption, which highlight Global Compact Principle 10.

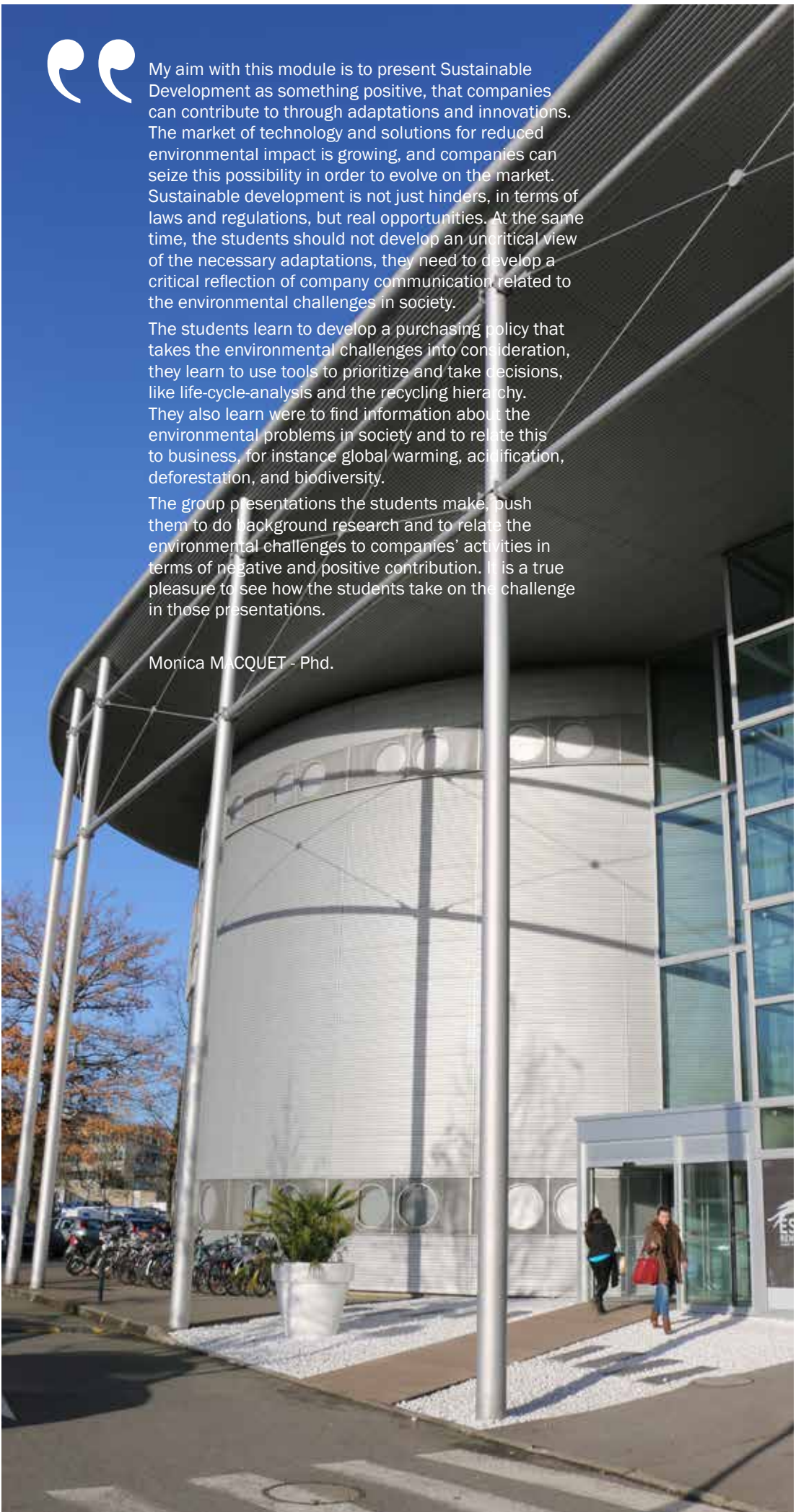


My aim with this module is to present Sustainable Development as something positive, that companies can contribute to through adaptations and innovations. The market of technology and solutions for reduced environmental impact is growing, and companies can seize this possibility in order to evolve on the market. Sustainable development is not just hinders, in terms of laws and regulations, but real opportunities. At the same time, the students should not develop an uncritical view of the necessary adaptations, they need to develop a critical reflection of company communication, related to the environmental challenges in society.

The students learn to develop a purchasing policy that takes the environmental challenges into consideration, they learn to use tools to prioritize and take decisions, like life-cycle-analysis and the recycling hierarchy. They also learn were to find information about the environmental problems in society and to relate this to business, for instance global warming, acidification, deforestation, and biodiversity.

The group presentations the students make, push them to do background research and to relate the environmental challenges to companies' activities in terms of negative and positive contribution. It is a true pleasure to see how the students take on the challenge in those presentations.

Monica MACQUET - Phd.



PARTNERSHIP WITH CIVIL-SOCIETY ORGANIZATIONS, IBPM VOLUNTEER EXPERIENCE

Each year, in the autumn intake, students enrolled in the International Business Programme in Management worked with different non-governmental organizations, in parallel with their studies.

In this way, the students increase their understanding of stakeholders in society, and find out how a non-governmental organization works. The students also develop a comprehension of the NGO's point-of-view, and discover the pleasure of contributing with time and competencies in those organizations.

Some associations that students worked with are the Red Cross France, APF - physical handicaps, Association Valentin Haüy - blind people, Banque Alimentaire - food bank, les Mains Ouvertes - children without parents in Vietnam, Centre Eugène Marquis - cancer patients, France Parrainage - mentoring of less-favored young children locally, Le Relais - collection of textiles supporting poor people and Secours Populaire - help adults with problems towards inclusion in society.

SUSTAINABLE MANAGEMENT AND ECO-INNOVATION MASTER

The Sustainable Management and Eco-Innovation Master was created in 2013 and is a unique cooperative agreement between Rennes School of Business and the School of Environmental Management and Engineering in Rennes (EME).

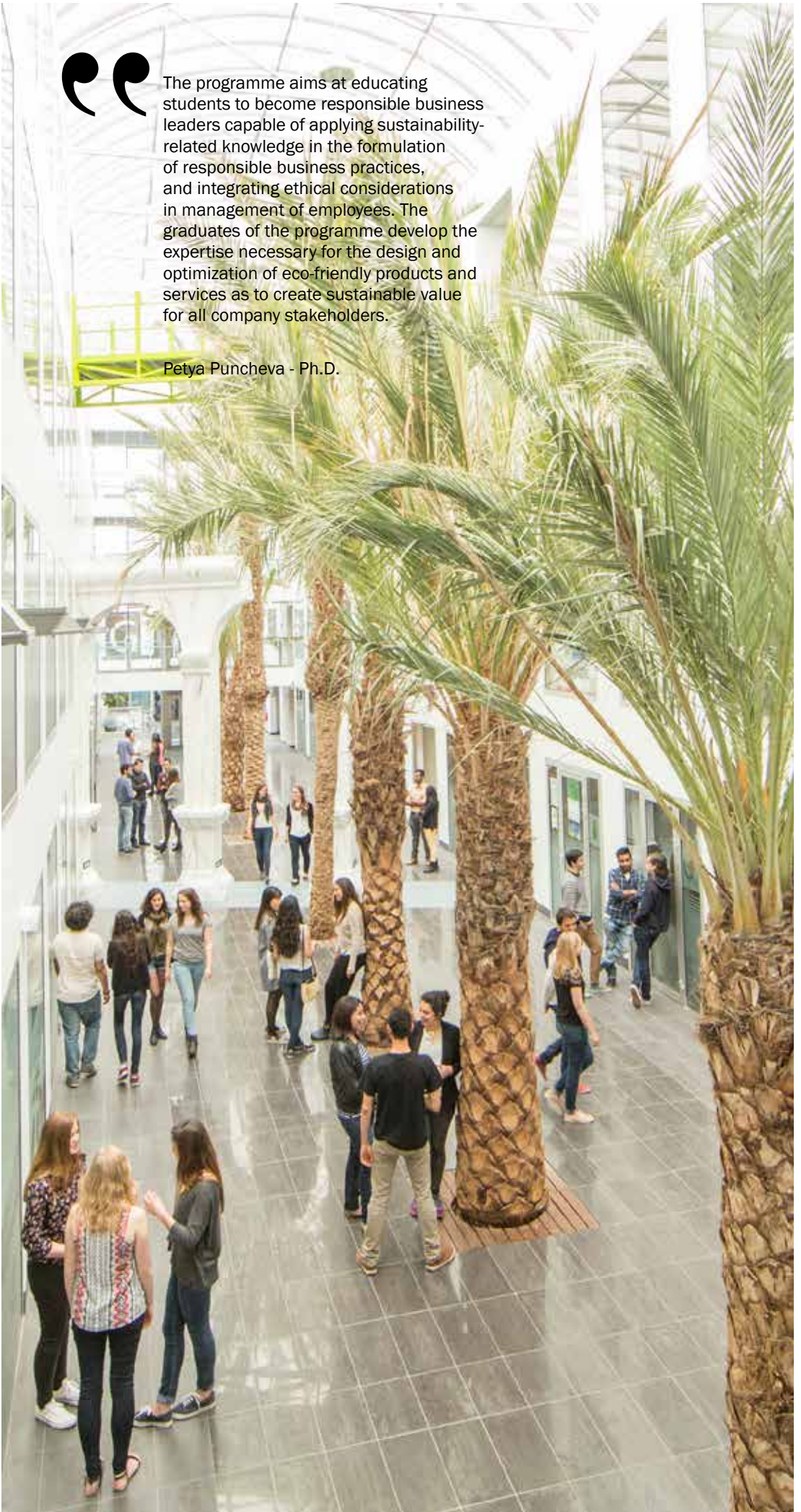
To achieve this aim, the programme incorporates interdisciplinary modules from multiple business fields (such as human resource management, operations management, information systems, marketing and finance) and environmental engineering (such as eco-design and environmental impact assessment). In addition, students from various educational backgrounds, such as engineering, environmental sciences and business, are able to exchange knowledge and come up with creative ideas in sustainability-related team assignments.

As part of the module "Global Quality Management and Sustainability" in the programme, the students develop competitive proposals with the objective to offer new simple solutions towards more sustainable living. The best projects enter in the "Crisalide challenge" – a programme matching original eco-innovative proposals with business sponsors. Apart from the learning advantages for the Master students, this initiative gives the opportunity to the Rennes School of Business to contribute to the development of eco-innovation practices within the local business community.



The programme aims at educating students to become responsible business leaders capable of applying sustainability-related knowledge in the formulation of responsible business practices, and integrating ethical considerations in management of employees. The graduates of the programme develop the expertise necessary for the design and optimization of eco-friendly products and services as to create sustainable value for all company stakeholders.

Petya Puncheva - Ph.D.



GLOBAL RESPONSIBLE PIONEERS (GRP) STUDENT ASSOCIATIONS

The students enrolled in the Master in Management programme at the School are part of one of the Global Responsible Pioneers student associations (GRP Associations). Many associations are focused on humanitarian and societal activities, and those associations are described briefly below.

SUP DE COEUR

Sup de Coeur is a humanitarian GRP Association. It offers personal, logistics and financial help in various humanitarian projects. The GRP Association organizes the event “Prends le Relais”, and works with fundraising for Sidaction and a food bank. The association also organizes charity events to provide financial support for a vaccination campaign in Mexico, a schooling campaign for children in Niger, and the association “Espoir Chiapas” (<http://assos-escrennes.fr/bdh/>, in French)

ENACTUS

Enactus is a non-governmental organization created in the US in 1975, with the mission to promote social progress through entrepreneurial action. For instance, the association created last year by students of Rennes School of Business, works towards the integration of young unemployed people on the job market, and housing of families of hospitalized children; la Maison des Ajoncs. (<http://assos-escrennes.fr/enactus/>, in French)

OPERA

The mission of the association “Opera” is to promote access to education through mentorship of high school students. Opera helps students with “high academic potential” from modest back-grounds to integrate higher education, and provides

scholarships for this purpose. Opera also arranges sport and cultural activities for the high school students enrolled in the programme. (<http://assos-escrennes.fr/opera/>)

TER'N'CO

Ter'n'Co is the environmental association of the Rennes School of Business, and the aim of the association is to raise awareness of sustainable development. It organizes various activities on this theme, and also takes part in the work on the “Green School project” (École verte).

At student events, the association provides “eco-cups”. It organizes the “Sustainable Development Day”, promotes carpooling, and supplies a basket of organic vegetables to employees and students. (<http://www.ternco.fr>)

WELLCOME

WellCome is an association that welcomes the international students every year, and provides them advice and support. Events are organized during the year in order to make these students feel then “at home”. (http://wellcomeasso.free.fr/WellCome_website/Welcome.html)

OTHER STUDENT ASSOCIATIONS

Other student associations at the Rennes School of Business focus on cultural or sports events, and some of them are related to various humanitarian projects.

One of them is the 4L Trophy organized with the company Désertours. During this event medication and school materials are transported by students to villages in Morocco. (<http://www.4ltrophy.com/cat/lorganisation?gotosite=1>)

For further information about the student associations, please visit the website: <https://www.esc-rennes.fr/index.php/en/school/grp-associations>.



Global Compact Principles in Research

Professors at the Rennes School of Business contribute with research about companies' integration of issues related to the Global Compact Principles, and spread this knowledge through various publications, as well as in teaching. The research centre "Centre for Responsible Business – CRB" is an arena for various Corporate Social Responsibility (CSR) activities. Professors who are part of the Center work on research projects in CSR.

HIGHLIGHTING PROGRESS AREAS IN RESEARCH

The research Centre for Responsible Business organizes a series of research lunches where working papers are discussed and developed in the area of Corporate Social Responsibility.

Guests are invited to contribute to the awareness of CSR, and to discuss collaborations on research projects. For example, in February 2014, the head of Investor Engagements at the United Nations Principles for Responsible Investments - PRI, discussed about how Socially Responsible Investors can collaborate in order to influence companies' behavior. In 2015, the Head of EDF's Sustainability Department (Energy supplier in France), talked to students and Faculty members about the company's Social Responsibility strategy, and also discussed with members of the research centre about the last developments in the area of corporate social responsibility and research activities in the area.

The members of the centre make various contributions to the academic community. One area of contribution is participating in research conferences, including reviewing papers before the conference,

and organizing workshops. Another area of contribution is serving as editors and reviewers of academic journals, such as the Journal of Business Ethics.

Members of the research centre also contribute to teaching innovations in Corporate Social Responsibility and Business Ethics. In 2015, during the integration week for students of the Master on Management programme, one activity was dedicated to the creation of a responsible business strategy for a local company in the food sector.

An example of an ongoing research project at Rennes School of Business is the "Professional Trophy Hunting Industry Project", highlighting important issues in a controversial industry in developing countries. The research project encompasses researchers from different, but complementary backgrounds, like Corporate Social Responsibility - CSR and Ethics, Marketing, and Operations Management.

The research project includes environmental, economic and social implications of trophy hunting in developing countries. Research questions circle around "Responsible Marketing" of a contested service/product, and the impact of regulation and government intervention on the trophy hunting industry in Namibia.

Through a research project spanning different research departments, the CSR considerations are spread to other researchers outside of the Centre of Responsible Business. This highlights the importance and advantage to have a centre focused on CSR, as it allows for an integrated and global CSR approach at Rennes School of Business.



Publications Related to the Global Compact Principles, 2013-2015

A selection of publications from the Rennes School of Business related to the Global Compact Principles can be found below. The publications presented in this report are from the time span 2013 to 2015. Earlier publications can be found in Rennes School of Business first report on progress sent in to Global Compact.

JOURNAL PUBLICATIONS RELATED TO THE GLOBAL COMPACT PRINCIPLES

Mirzapour Al-e-hashem, S.M.J. Rekik, Y. (2014), Multi-product, multi period inventory routing problem with a transshipment option: a green approach, International Journal of Production Economics, Vol. 157, pp. 80- 88.

Nouira I., Frein Y. and Hedj-Alouane A.B. (2014), Optimization of manufacturing systems under environmental considerations for a greenness- dependent demand, International Journal of Production Economics, Vol. 150, pp. 188-198.

Roth S. (2014), The eye-patch of the beholder: introduction

to entrepreneurship and piracy, International Journal of Entrepreneurship and Small Business, Vol. 22, N°4, pp. 399-407.

Sazvar Z., Mirzapour Al-e-hashem, S.M.J. Baboli, A. and Akbari Jokar, M.R. (2014), A bi-objective stochastic programming model for a centralized green supply chain with deteriorating products, International Journal of Production Economics, Vol. 150, pp. 140- 154.

Blumrodt J., Kitchen P.J. (2015), The Tour de France: Corporate sponsorships and doping accusations, Journal of Business Strategy, Vol. 36, Iss: 2, pp.41 - 48.

Hammami R., Nouira I., Frein Y. (2015), Carbon emissions in a multi-echelon production- inventory model with lead time constraints, International Journal of Production Economics, Volume 164, pp. 292–307.

Nishant R., Oh M. and Kitchen P.J. (in press), Sustainability and differentiation: Understanding materiality from the context of Indian firms, Journal of Business Research.

BOOKS AND BOOK CHAPTERS RELATED TO THE GLOBAL COMPACT PRINCIPLES

Descubes I., McNamara T. (2013), Chapter 5 - Closing Case: If you knew where that new sweater came from you might not wear it. Working conditions in Bangladesh's factories, in: *International Business – Global Edition*, 10th ed., by Hill, C., McGraw – Hill Publishers.

McNamara T. (2013), Chapter 10 - Strategy Spotlight 10.5: National Geographic: Saving the planet is its strategy, in: *Strategic Management - Global Edition*, 7th ed., by Dess, G. et al, McGraw – Hill Publishers.

McNamara T. (2013), Chapter 11 - Issues for Debate: Ethically made clothing. You wear it but how do you really know it's been made ethically?, *Strategic Management - Global Edition*, 7th ed., by Dess, G. et al, McGraw – Hill Publishers.

McNamara T. (2013), Chapter 11 - Reducing Pollution Through Green Logistics, in: *Sustainability in Supply Chain Management CaseBook – Applications in SCM*.

Roloff J. (2013), Sector-specific Corporate Responsibility in France, in: *Corporate Responsibility in Europe*, Verlag Bertelsmann Stiftung.

Rosé J.-J., Lepineux F. (2013), From the Financial

Crisis to Wise Management: The Relevance of the 'Return to Aristotle', in: Thomson, M.J. Bevan, D. (eds.) *Wise Management in Organizational Complexity*.

McNamara T. (2013), Chapter 11 - Strategy Spotlight 11.8: The fracking industry: Is it really clean energy?, in: Dess, G. et al., *Strategic Management - Global Edition*, 7th ed.

Descubes I. (2014), The IKEA way or the IWAY, in: Dess, G. et al., *Strategic Management: Text and Cases - Global Edition*, 7th ed.

Descubes I., McNamara T. (2014), National Geographic: Saving the planet is its strategy, in: Dess, G. et al., *Strategic Management: Text and Cases - Global Edition*, 7th ed.

Descubes I. (2014), Ethically made clothing. You wear it but how do you really know it's been made ethically?, in: Dess, G. et al., *Strategic Management: Text and Cases - Global Edition*, 7th ed.

Descubes I. (2014), IKEA and Service - Will people in India be happy assembling their own furniture?, in: Jobber, D. Ellis-Chadwick, F., *Principles and practice of marketing*, 8th ed.

Johnsen T., Howard M. and Miemczyk J. (2014), *Purchasing & Supply Chain Management: a Sustainability Perspective*.

Palmer A. (2014), Promoting an 'ethical bank', in: Palmer, A. *Principles of Services Marketing*, 7th Edition.

Visser W., Descubes I. (2015), Responsible business and social entrepreneurship in the Czech Republic., in: Visser, W. Tolhurst, N. (eds.) *The World Guide to Sustainable Enterprise: A country-by-country analysis of responsible business and social entrepreneurship*.

Descubes I., McNamara T. (2015), Case Study 3 - Citibank and CDOs, in: Allhoff, F. Sager, A. and Vaidya, A. (eds.), *Business in Ethical Focus: An Anthology*, 2nd Ed., Broadview Press.

McNamara T. (2015), Case Study 7 - Deepwater Horizon oil spill, in: Allhoff, F. Sager, A. and Vaidya, A. (eds.), *Business in Ethical Focus: An Anthology*, 2nd Ed., Broadview Press.

Virmandi A., Lepineux F. (2015), Spiritual-Based Entrepreneurship for an Alternative Food Culture: The Transformational Power of Navdanya, in: Zsolnai, L. (ed.), *The Spiritual Dimension in Business Ethics and Sustainability Management*, Springer.

CONFERENCE PROCEEDINGS RELATED TO THE GLOBAL COMPACT PRINCIPLES

Nishant R., Thompson T. and Goh M. (2013), Understanding the Environmental Impact of Sustainable IT: An Empirical Examination, Pacific Asia Conference on Information Systems.

MacGilchrist R., Descubes I. and Lépineux F. (2013), Knowledge Representation of Risk and Opportunities Arising from Environmental, Social and Governance issues: a Bayesian Network Approach, International Days of Statistics and Economics at VŠE. Prague.

Roloff J., Claasen C. and Archeampong G. (2013), The challenge of measuring the social licence to operate: comparing narrations and scales collected from African mining stakeholders, Impact Assessment: The Next Generation, 33rd Annual Conference of the International Association for Impact Assessment, Calgary, Alberta, Canada.

Claasen C., Roloff J. (2013), Public-Private Partnerships in the African extractive industry: Venues for empowerment or embezzlement?, 29th EGOS Colloquium.

Kitchen P., Toueky M. and Shaalan A. (2013), The Effect of Organisation

Size On Corporate Identity and Corporate Social Responsibility Relationship, 18th International Conference on Corporate and Marketing Communications.

Kitchen P., Davis I. (2013), Do Environmental Management Systems Matter in Relation to Corporate Reputation?, 18th International Conference on Corporate and Marketing Communications.

Kitchen P., Davis I. (2013), Corporate Social Responsibility and Marketing: Natural Allies or Uneasy Bedfellows?, 18th International Conference on Corporate and Marketing Communications.

Koenig-Lewis N., Palmer A., Dermody J. and Urbye A. (2013), The effects of positive and negative emotions evoked by ecological packaging on behavioral intention, Academy of Marketing Conference.

Claasen C. (2013), The Link between Cognitive Legitimacy and the Social Licence to Operate, Impact Assessment: The Next Generation, 33rd Annual Conference of the International Association for Impact Assessment, Calgary,

Alberta, Canada.

Claasen C. (2013), Measuring the social licence to operate: Exploring validity and reliability by triangulating qualitative and qualitative data, EBEN France.

MacGilchrist R., Descubes I. and Lépineux F. (2013), Knowledge representation of risk and opportunities arising from environmental, social and governance issues: a Bayesian network approach, 7th Annual Conference of International Days of Statistics and Economics, Prague, Republic Czech.

Nishant R., Goh M. (2014), Sustainability and India's Supply Chain: Some Insights, Academy of Management Annual Meeting.

Descubes I., McNamara T. (2014), Eco-citizen Social Enterprise Governance by Emotional Management: The Case of Feuille d'Erable, International Days of Statistics and Economics at VSE. Prague,CZ.

Johnsen T. (2014), Underlying Theories of Sustainable Purchasing and Supply Research: IMP and the Sustainability

Agenda – a Missing Link?,
30th Industrial Marketing
& Purchasing - IMP
conference.

**Johnsen T., Miemczyk J.
and Howard M.** (2014),
Spreading Sustainability
Initiatives across Supply
Networks: a Case Study of
the Bio-Chemical Industry,
30th Industrial Marketing
& Purchasing - IMP
conference.

**Megdadi O., Johnsen T.
and Johnsen R.** (2014),
Strategies for Spreading
Sustainability in Supply
Networks: Initial Case Study
Findings, 21st IPSERA
Conference.

Mazloomi H., Nasiriyar M.
(2014), Beyond Symbolism:
Do Symbolic Environmental
Actions Improve
Organizational Reputation?,
Academy of Management
Annual Meeting.

**Meqdadi O., Johnsen T.
and Johnsen R.** (2014),
Spreading sustainability
initiatives across supply
networks: a case study
of the bio-chemical
industry, 30th Annual
IMP Conference, KEDGE,
Bordeaux.

**Tourky M. E., Kitchen P.
and Melewar T.C.** (2015),
Implementing Corporate
Social Responsibility:
A CI Perspective,
International Conference on
Corporate and Marketing

Communications.

Nishant R. (2015), Caught
Between two Stools: Using
Paradox Lens to Understand
Green Supply Chain,
EUROMA.

**Nishant R., Goh M.
and Kitchen P.J.**
(2015), Sustainability
and Differentiation
Understanding Materiality
from the Context of Indian
Firms, 2015 GIKA-Europe
Annual Conference.

**Descubes I., McNamara
T.** (2015), Comportement
Entrepreneurial
Responsable : Cas de
la Feuille d'Erable, 9e
Congrès de l'Académie
de l'Entrepreneuriat et de
l'Innovation, Entrepreneuriat
Responsable: Pratiques et
Enjeux Théoriques.

**Meqdadi O., Johnsen T.
and Johnsen R.** (2015),
Spreading sustainability in
supply networks through
monitoring and mentoring
strategies: exploiting power
or building trust?, 24th
Annual IPSERA Conference,
University of Amsterdam.

Global Compact Principles Internally

The progress made internally from 2012 to 2015 is described below. For the progress made before 2012, we refer to the first progress report from Rennes School of Business to Global Compact. Progress has been made in terms of waste reduction and responsible procurement in the canteen at the School, promotion of COP21, supporting Earth Hour, distributing reusable aluminum cups, integration of the “green school” concept, a new brochure and distribution of this information to employees on how to reduce the environmental impact.

Highlighting Progress Areas Internally

Waste reduction and responsible procurement in Canteen

A new partner was selected to serve meals in the canteen at the School. The name of the restaurant providing this service is Ansamble which is a company with roots in the Brittany region. Ansamble gives priority to local production, adapts the menus with seasonal ingredients, and introduces organic and fair trade products in the meals.

Employees in the previous structure were integrated in Ansamble in order to give them continuous employment.

With some adaptations of the facilities, the previous forks, knives and spoons for single use, has now been replaced with washable cutlery. This has substantially reduced the waste generation in the restaurant. Another area of progress is switching the plastic cups to paper cups for coffee in the coffee bar.

The canteen serves some dishes containing organic ingredients, and plans to increase the amount of organic and locally sourced food in the future. The dishes/menus will also be adapted to the cultural tastes of the various nationalities of the students.

PROMOTING COP21

The adherents of Global Compact were invited to promote Cop21, the event to negotiate new targets for reductions in greenhouse gas emissions, held in Paris during 30 November-11 December, 2015.

Rennes School of Business worked together with local partners to promote the event.

Rennes School of Business joined forces with engineering schools and universities (Agrocampus Ouest, EME, EHESP, Ensai,

ENS Rennes, Rennes 1 University and Rennes 2 University). Various events were organized in co-operation during 23–25 November 2015 to highlight Cop21.

On Monday 23, November the film “Nomade des mers” (Nomadic people from the ocean), was projected at the School. Other events, roundtables, a students’ challenge together with companies, and an evening event with sustainable development activities were also organized.



Image 1: From Rennes School of Business website on the event to promote Cop21.

INTEGRATING THE “GREEN SCHOOL” CONCEPT - ÉCOLE VERTE

A working group was initiated in 2009 to reflect on the school ambitions of a “Green School” (École verte) in order to facilitate the joined actions by employees, professors and students.

The School has now developed objectives in accordance with the “Green Plan” (Plan Vert) which refers to the French governmental work to make improvements for a sustainable development, “la loi Grenelle” (French regulation), and for this purpose The School used the web based self-evaluation tool, Evaddes.

This work leads to progress in various areas, like reduction in the use of energy, paper, and water. The group has regular meetings on a quarterly basis with the Director of Communication representing the School management, a person representing the Faculty members, two students from the School environmental student organization, and the General Secretary.

In 2014, solar films were installed on the south side of the building of Campus 1, which reduced the usage of air-conditioning during the summer season.

In 2015, Rennes School of Business started to use the web based tool Moodle as a pedagogic support, and promote the possibility to post handouts and pedagogic material on the website of each module instead of printing support on paper. This reduces the amount of paper consumed, and energy used during printing, as well as the consumption of ink.

During various events, the School privilege purchasing of fair trade, local and organic products.

Suppliers should be engaged in an eco-responsible approach and respect environmental labels and norms. Any use of paint in the School building must be natural and not containing led.

NEW DOCUMENT - GUIDE ON GOOD PRACTICES FOR SUSTAINABLE DEVELOPMENT AND SOCIAL RESPONSIBILITY

In 2015, a new Guide was published on Good Practice for Sustainable Development and Social Responsibility. The Guide was distributed by the Dean of the School, by mail to all employees and students on 27 November 2015.

The Guide refers to the Charter developed by Rennes School of Business in 2011 (please see ESC Rennes first Global Compact report), including a section on how to increase awareness of eco-responsibility, waste management and recycling, economizing energy, and eco-responsible purchasing.

The guide informs administrative employees, Faculty members and students on best practices to save resources. For instance, the guide encourages reduced printing, printing in black-and-white as

much as possible instead of color, to recycle used paper, to reuse printed papers as scrap-paper, to recycle batteries in a proper manner, and how to reduce energy.

REUSABLE CUPS AND SUPPORTING EARTH HOUR

In order to reduce the usage of disposable cups, 2.365 reusable aluminum cups were distributed in 2014 to students and employees.

In 2012 the School started to support “Earth Hour” which is a global initiative by WWF. The support is expressed by turning all the lights off for one hour, and for Rennes School of Business this is done by turning the lights off in the Campus buildings. In 2016, the Earth Hour will be organized by the environmental student organization “Ter’n’co” at The School. This was one of the objectives expressed in the first progress report to Global Compact by Rennes School of Business.



Image 2: Sustainability brochure.

MEASURES

The buildings used by Rennes School of Business are provided and owned by the local Chamber of Commerce, and as indicated in the first progress report this limits the possibilities to influence the adaptation of buildings and technologies for enhanced energy conservation. The Chamber of Commerce is in charge of the buildings, and Rennes School of Business is in charge of the maintenance.

The measures provided include the consumption of water, energy and paper on the Campus in Rennes which consist of three buildings.

WATER CONSUMPTION

Rennes School of Business supplies drink dispensers with water, where students and employees can fill their cups and bottles with fresh drinking water. Water is also used for the toilets, hand-washing, the showers (in the sports room on the ground floor) and in the kitchen at the cafeteria.

In the table below, the consumption of water in cubic meters is presented, as well as the water consumption divided by the amount of students and employees. The consumption include the consumption from 2011 to 2014. For the consumption before 2011, please consult the previous progress report form of the Rennes School of Business. The year 2011 is included in both reports in order to serve as a point of reference.

The development of the water consumption shows a slight decrease in consumption divided by the number of employees and students. In other words, consumption per person present on Campus has decreased. At the same time, the total consumption of water has increased from the first measures in 2008 (3012), but it is necessary to remember that the Campus in Rennes consisted of one building in 2008 with 1492 students, and now encompasses three buildings and 2863 students (for a total of 4048 students in 2015, but not permanently on the Campus all year long).

Water consumption/m3	4 222	3 970	3 853	4 162
Year	2011	2012	2013	2014
Number of students	2 431	2 524	2 721	2 863
Number of employees	117	130	140	162
Water consumption in m3 / students & employees	1,66	1,50	1,35	1,38

Table 1: Water consumption

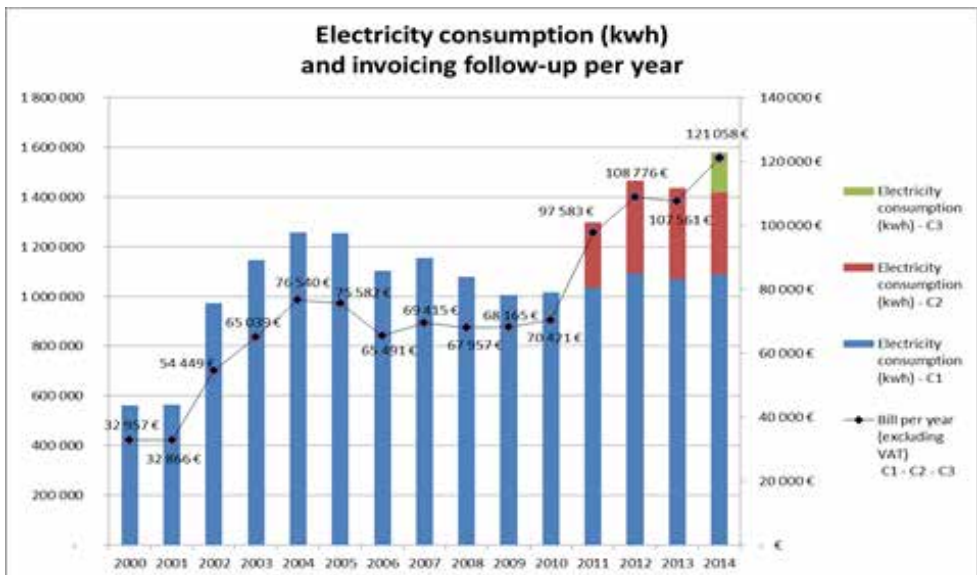
ENERGY CONSUMPTION

The energy consumption consists of electricity and gas, supplied by EDF and GDF. The energy consumption is related to the outdoor temperature, and increases during cold winters.

ELECTRICITY CONSUMPTION

The consumption of electricity and its development can be seen in the graph below.

As can be seen from the graph, the electricity consumption for Campus 1 (C1) increased in 2002, and has been circling around 1.000.000 kWh after that. During 2014 solar films were installed on the south side of the building in Campus 1 in order to reduce energy for air-conditioning. The consumption at Campus 2 (C2) is also fairly stable. The electricity consumed at Campus 3 (C3) can only be specified since 2014.

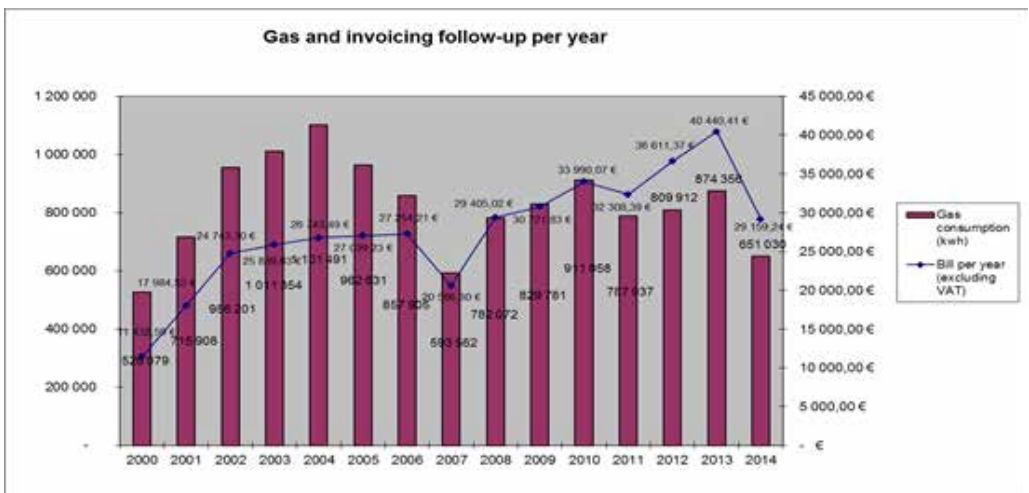


Graph 1: Electricity Consumption.

GAS CONSUMPTION

Gas is only used for heating, and the consumption of gas can be seen in the graph below.

The consumption of gas varies over the years. In 2014, the consumption dropped. The gas consumption is hard to influence, and varies with the outdoor temperature.



Graph 2: Gas consumption.

PAPER CONSUMPTION

The paper consumption is mainly related to the printing done by employees, professors and students. Paper is printed for administrative purpose, student handouts, students' reports, tests etc. The paper purchased for this purpose is certified according to the ecological standard PEFC (www.pefc.org). As indicated in previous report, policies have been implemented at The School to reduce this amount.

PRINTING FOR ADMINISTRATIVE PURPOSE

The amount of paper printed by administrative staff, as well as the amount printed divided by the number of employees can be found in the table below.

The amount of paper printed by administrative staff has slightly increased, but if the prints are divided by the number of employees, it has rather decreased.

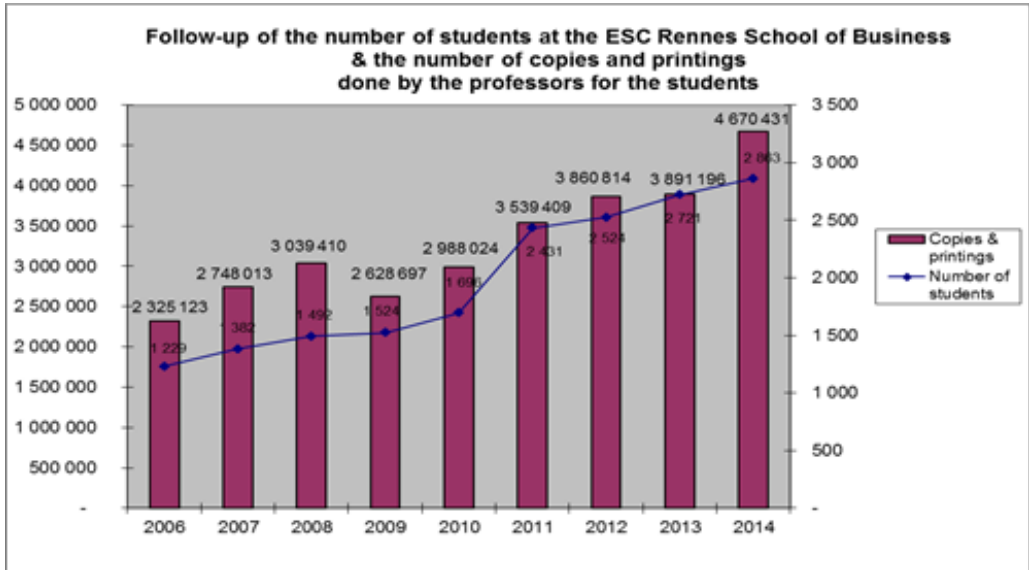
PRINTS BY PROFESSORS

The amount of paper printed by professors at the School related to the amount of students, can be seen in the graph below.

The prints made by professors have increased over the years. During this time the amount of professors, as well as the amount of students, has increased, even if this can only partially explain the phenomenon. Rennes School of Business has changed the pedagogical support, and now uses Moodle, where professors can make handouts and other pedagogic supports available. In the new "Good Practice Guide", the professors are recommended to use Moodle to transfer handouts and other pedagogic supports to students. As this information mainly has been spread to administrative staff and faculty during 2015 it will hopefully have an impact in the future and reduce the amount of paper printed.

Year	Prints/year	Number of employees	Print/employee
2011	1 748 040	117	14 941
2012	1 787 809	130	13 752
2013	1 730 571	147	11 773
2014	1 808 195	162	11 162

Table 2: Prints for administrative purpose.



Graph 3: Prints by professors.

PRINTS BY STUDENTS

The students have the possibility to print documents at The School, and the number of these prints can be seen in the table below.

The total number of prints done by the students has decreased over the years, as well as the amount of paper printed per student in average. This could be due to that students are used to electronic documents, which reduces the necessity to print. Another explanation is that they have access to printers at home, and use them instead.

Year	Number of prints done by students	Number of students	Print/student
2011	58 687	2 431	24
2012	48 131	2 524	19
2013	54 504	2 721	20
2014	51 994	2 863	18

Table 3: prints by students.

TOTAL PAPER CONSUMPTION

The total paper consumption by administrative staff, professors, and students, as well as the consumption divided by the amount of employees (including professors) and students can be seen in the table below.

As can be seen in the table above, the amount of paper printed in total divided by the amount of employees and students has both decreased and increased over the time period, and varies around 2000 prints divided by employees and students. Before 2011 the amount was around 3000. Even if the amount of paper on average has decreased, the total amount of paper printed has increased.

Year	Total paper consumption	Employees & students	Print per employee & student
2011	5 346 136	2 548	2 098
2012	5 696 754	2 654	2 146
2013	5 676 271	2 868	1 979
2014	6 530 620	3 025	2 159

Table 4: Total paper consumption for printing.

MEASURES FOR RENNES SCHOOL OF BUSINESS FOR THE PERIOD 2011 TO 2014

In the table below, an overview of the measures presented in the text can be found.

COMMENTS TO MEASURES

In Rennes School of Business programmes, in 2015, 880 hours have been dedicated to Corporate Social Responsibility (CSR). The number of students enrolled has increased, and there are obligatory modules in CSR in the Master and Bachelor programmes, as well as various programmes focused on Social Responsibility and Sustainable Development.

When it comes to employees, there were 84 professors in the end of 2015, of which 58 men, and 26 women. For the administrative staff, there were 21 men and 79 women, hence 100 in total.

	2011	2012	2013	2014
Water consumption (m3)	4 222	3 970	3 853	4 162
Electricity consumption (kWh)	1 297 543	1 464 946	1 434 910	1 579 951
Gas consumption (kWh)	787 937	809 912	874 356	651 030
Prints by administrative employees	1 748 040	1 787 809	1 730 571	1 808 195
Prints by professors for students	3 539 409	3 860 814	3 891 196	4 670 431
Prints by students	58 687	48 131	54 504	51 994
Prints in total; paper consumption in total	5 346 136	5 696 754	5 676 271	6 530 620
Students enrolled in programmes	2 431	2 524	2 721	2 863
Employees	117	130	147	162
Water consumption (m3) per student and employee	1,66	1,50	1,34	1,38
Electricity consumption (kWh) per student and employee	509	552	500	522
Print per student and employee	2 098	2 146	1 979	2 159

Table 5: Overview of measures.

Progress and the Global Compact principles

In this section, the progress areas described in the report will be summarized under the Global Compact principles.

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and

Principle 2: make sure that they are not complicit in human rights abuses.

Principle one and two are integrated in French laws and regulations, and the way that Rennes School of Business can contribute to improvements is mainly through education in order to transfer this knowledge to countries where human rights are not followed. The modules in CSR and Business Ethics integrate considerations about Principle one and two. The principles are also considered in research, such as the case on working conditions in Bangladesh's factories, and publications on the mining industry in Africa.

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.

This third principle is also integrated through the French laws and regulation. The employees are represented through the, so called Employee Committee (CE). There is also a bulletin board in the staff-room where information is posted.

As with principle one and two, this principle can also be transferred through education as well as research.

Principle 4: Businesses should uphold the elimination of all forms of forced and compulsory labour;

Principle 5: the effective abolition of child labour.

Principle four and five are also strictly regulated in France, and any kind of forced, compulsory and child labour should not be possible to find in the School. The

principles of purchasing environmentally certified products, and local sourcing also reduces the existence of such occurrence in the supply chain. As with principle one, two and three, this principle can also be transferred through education as well as through research. This is highly important, as students come from many parts of the world where there are still problems with these issues, for instance in China. Students can learn to address issues of forced, compulsory and child labour, and spread knowledge about this in their home countries. For instance, students regularly write on CSR related issues in their Graduating Projects. As an example, a graduating project on "Company Inspections in China" highlights principle four and five.

Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.

Even if principle six is integrated in French regulation, discrimination still occurs in France, both when it comes to gender issues, foreign backgrounds and social groups.

The student association OPERA at the School works to promote young college students from unprivileged backgrounds to continue with higher education. The School provides scholarships, in order to make it possible for students without access to funding to integrate Rennes School of Business.

Rennes School of Business is an international school, with 85% of the professors coming from another country than France. In this way, various national backgrounds are seen as a positive aspect, and in this way Rennes School of Business provides room for employment of people with foreign background in the community.

The School respects diversity, equal opportunities, and fights against discrimination.

Principle 7: Businesses should support a precautionary approach to environmental challenges

Principle 8: and undertake initiatives to promote greater environmental responsibility

Rennes School of Business has worked with Principle 8 through its promotion of Cop21 in 2015, and the transfer of ecoresponsibility at the start of the academic year to students, as well as the documentation transferred to all employees.

The incorporation of CSR in modules and the CSR-“Summer school” also contribute to promote greater environmental responsibility, and environmental considerations are in focus in the “Sustainable Development” module in the International Bachelor Programme in Management and the “Sustainable Management and eco-innovation” Master.

Principle 9: and encourage the development and diffusion of environmentally friendly technologies.

When the Rennes School of Business purchases new equipment, it is of low energy-consumption. The paper products have an eco-label, enabling the School to encourage the development and transmission of environmentally friendly technologies.

Another way that Rennes School of Business works with this principle is to promote the sharing of documents on the pedagogic platform Moodle instead of printing handouts to students.

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

The integration of this principle internally at Rennes School of Business is to follow the rules and regulations of the French government.

As students come from various countries with different cultural approaches towards corruption, and what sometimes is called “facilitators”, an important aspect is to integrate knowledge and considerations about how to work against corruption in education. This aspect was integrated in the Module “Business Ethics” in 2015.

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