

MOVING WITH THE TIMES

INTEGRATED REPORT
2015 - 2016



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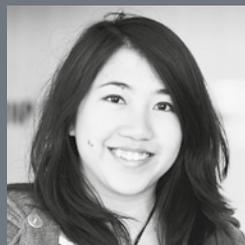
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OUR STUDENTS ARE ALL AGENTS OF CHANGE



THOMAS FROEHLICHER,
Dean and Director General

— People and organisations need support to change and thrive in the face of a global transformation of unprecedented speed and scale, generating ever-more complex interactions and uncertainties. KEDGE Business School trains the managers of tomorrow, professionals who will play an active part in the emergence of new business models with an acute awareness of societal issues. They will also be instrumental in transforming organisations in an environment where social fairness and meaningful progress have become key demands in a neo-industrial, digital and multipolar world.

— In this context, KEDGE aims to leverage its key fields of expertise, with a particular focus on its CSR Centre of Excellence. KEDGE contributes to the advancement of knowledge on corporate citizenship, with research projects aimed at studying CSR-related business practices, a strong commitment to environmental action, and innovation in tools designed to measure and improve CSR knowledge (Sulitest).

— These investments and commitments are part of a global strategy: the KEDGE organisation has developed over Europe, Africa and Asia, with a strong awareness of the CSR challenges faced by those three continents.



PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

As an active member of the UN Global Compact and PRME initiative for over a decade, KEDGE publishes a SIP Report (Sharing information on Progress) to offer its stakeholders an update on progress achieved in the implementation of its sustainable development strategy.



PRINCIPLE 1 PURPOSE

— We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



PRINCIPLE 2 VALUES

— We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



PRINCIPLE 3 METHOD

— We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



PRINCIPLE 4 RESEARCH

— We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



PRINCIPLE 5 PARTNERSHIPS

— We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



PRINCIPLE 6 DIALOGUE

— We will facilitate and support dialogue and debate among educators, students, businesses, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



“KEDGE TRANSFORMS PEOPLE, ORGANISATIONS & ENVIRONMENTS”

FRANÇOIS PIERSON,
President of the Board of Directors

How is KEDGE progressing in the deployment of its strategic plan?

It was important to us that the KEDGE strategic plan takes into account all our stakeholders: “KEDGE transforms people, organisations & environments”. This applies not only to the School, its staff and faculty, but also to all our students as well as academic and business partners. Our growth plan is ambitious yet realistic. In addition to strengthening our business model, we aim for an average annual self-financing capacity of 12 million Euros over five years, in order to support the investments planned in our roadmap: faculty development, digitalisation of education, campus

extension and renovation, internationalisation and general improvement of our student service offer.

What differentiates KEDGE from the competition today?

Our ambition is to leverage our key fields of expertise to produce new knowledge and transform the mindset of our learners (CREATE), thus enabling them to become innovative, ethically and socially responsible leaders, both locally and globally (SHARE). Our goal is to enable managers and decision-makers to develop new skills throughout their lives (CARE).



“In 2016-2017, KEDGE will pass the symbolic threshold of a 100-million-Euro budget. Our ambition is embodied by our 2016-2020 Strategic Plan, that will enable us to fulfil our mission as an academic business organisation.”



€ 133 M
budget by 2020

+10 %
operating income growth
(yearly average)

€ 444 K
in scholarships granted by the School

€ 12 M
of annual self-financing capacity
(yearly average over 5 years)

12,500
students (excl. academic exchanges),
a 40 % increase over 4 years

“5 STRATEGIC PILLARS”

1. **Be student focused**, through programmes that meet the expectations of both learners and businesses, with 3 key phases:

- Before studies. An admission process designed to help applicants make informed choices, with service-centric marketing and selection practices that cater for the new expectations of Millennials and Gen Z students.

- During studies. Streamlining the portfolio of programmes based on our key fields of expertise. Focus on learning through practice and collaboration, digitally-enabled pedagogy, and empowering students and learners in their choices of studying paths and projects.

- After studies. Leveraging one of the largest alumni networks amongst French academic institutions (54,000-strong worldwide) to enable lifelong learning, nurture open, creative and responsible mindsets, and help managers thrive in a complex, multicultural and demanding labour market.



JOSÉ MILANO,
Deputy Director General
Operations and Transformation

2. **Be impactful** through focusing on high value-added fields of expertise. KEDGE has developed 3 centres for strategic excellence (Marketing, Supply Chain and Corporate Social Responsibility) and 5 key fields of expertise: Wine & Spirits, Innovation & Entrepreneurship, Health Management, Finance Reconsidered and Creative Industries & Culture. By ensuring consistent linkage between first-class academic and applied research, teaching content -in both core programmes and Executive Education- and partnerships with businesses and other organisations, KEDGE is able to achieve a strong impact on managerial practices in these areas.

3. **Be global**. Already a key player on the European business school market, we are increasing the proportion of international students and the multicultural dimension of our teaching. The alignment of our partnerships and Summer Schools with our fields of expertise is a priority, as are the activities of our off-shore campuses in Dakar and Suzhou/Shanghai.

4. **Be networked**. We are strengthening our role as a key player in the economic and social development of our local territories, whilst asserting our influence within the global scientific and economic community for the benefit of our faculty, students, alumni and partners.

5. **Be sustainable**. We are consolidating our business model whilst reducing customer risk. Thanks to an above-market average growth in student enrolment, we can guarantee a stable pricing policy. Our good management practices enable us to relieve the pressure to meet ever-higher revenue expectations, and thus preserve our core mission: knowledge transmission. Finally, we strengthen the impact and visibility of our brand both in France and abroad, building on our strong academic reputation and the achievements of our students, alumni and partners.



Learning by doing, experiential courses and digital learning are at the very heart of our approach to education.

FIVE HIGHLIGHTS OF THE YEAR



BE STUDENT FOCUSED

KICK-START WEEKEND: INVOLVING OUR STUDENTS IN OUR STRATEGIC APPROACH

— The Kick-Start Weekend is the annual gathering between all student associations from the Bordeaux, Toulon and Marseille campuses. As part of the latest KSWE, the Learning by Doing department -which oversees student associations- hosted a series of focus groups, each comprising about twenty students or members of student associations/projects, on topics related to the KEDGE strategic plan, with a view to contribute to the ongoing work of strategic committees. The objective was to draw a diagnosis of the current state of affairs, based on the students' perceptions on these issues, and to come up with tangible proposals that were presented to the senior executive team at the end of the weekend.



BE IMPACTFUL

RESEARCH PUBLICATIONS: 429 CNRS STARS

— The KEDGE faculty members and researchers contribute to the improvement of our teaching programmes through the publication of top-flight academic research works. Our applied research output feeds into our teaching content and thus contributes to continued quality improvement. Our faculty members also play a key role in helping businesses innovate or rethink their business model, taking into account emerging technological, environmental or societal constraints. KEDGE is now at the top of the French business school rankings in terms of research output, with a 18% increase in the number of CNRS stars awarded to publications in the top management research journals for the year 2015-2016 alone.

3

BE GLOBAL

ACQUISITION: KEDGE INVESTS IN BEM DAKAR

— On 2 June 2016, KEDGE signed an agreement to acquire 50% of BEM Dakar. BEM Dakar provides Bachelor and Master-level programmes, including dual degrees -in partnership with KEDGE- and executive education programmes. 1,000 students and practising professionals are trained each year. France-based KEDGE students have the ability to spend full academic semesters on the Dakar campus, and thus discover a new local sociocultural and economic context. KEDGE's involvement in BEM Dakar is now stronger and longer term oriented, bringing the extra human and material resources required to strengthen its commitment to Africa and make the Senegalese campus a true continental and global hub.

1,000
STUDENTS AND PRACTISING PROFESSIONALS ON THE DAKAR CAMPUS



BE NETWORKED

EXECUTIVE EDUCATION: CMA CGM COMMITS TO A CSR STRATEGY

— Working in collaboration with CMA CGM, KEDGE designed an innovative training programme dedicated to maritime and intermodal transport. It aims to enable Africa-based professionals to strengthen their skill sets before taking on key positions within the company. Comprising eleven modules focused on a wide range of managerial, ethical and financial topics (including: leadership, new professions in supply chain management, values and ethics, risk management), the 27-day programme is spread over 12 months. A total of 24 employees participated in the first session. The programme includes Master Class workshops, individual and collective coaching sessions, as well as an ongoing case study for direct application of the teaching content.

5



BE SUSTAINABLE

A SUCCESSFUL 2016 RECRUITING SESSION: MORE ATTRACTIVE, MORE SELECTIVE

— In September 2016, KEDGE welcomed over 5,000 new students on its campuses. Improved attractiveness enabled KEDGE to tighten the selectivity of its admission process, despite a challenging market context. This increase in selectivity for its core programmes (Grande Ecole programme, in particular) was combined with an increase in the numbers of international students and students enrolled in Specialised Master and Master of Science (MS/MSc) courses. Owing notably to a highly successful recruitment campaign, KEDGE passed the 100-million-Euro annual budget threshold for the year 2016-2017, with only a minimal increase in tuition fees.

GOVERNANCE

Four governance bodies have been set up to oversee the group strategy and ensure balanced allocation of responsibilities between Bordeaux and Marseille.

THE BUREAU	BOARD OF DIRECTORS	THE GENERAL ASSEMBLY
— 10 MEMBERS —	— 16 MEMBERS —	— 31 MEMBERS —
<ul style="list-style-type: none"> 8 members of the <i>Collège Consulaire</i>: 3 CCIMP/1 CCIV - 4 CCIB* 2 members from the <i>Collège</i> of business leaders 	<ul style="list-style-type: none"> 8 members of the <i>Collège Consulaire</i>: 3 CCIMP/1 CCIV - 4 CCIB 4 members from the <i>Collège</i> of business leaders 4 members from the <i>Collège</i> of qualified personalities 	<ul style="list-style-type: none"> 16 members of the <i>Collège Consulaire</i>: 6 CCIMP/2 CCIV - 8 CCIB 7 members from the <i>Collège</i> of business leaders 4 members from the <i>Collège</i> of qualified personalities 2 members from the <i>Collège</i> of local authorities 2 co-presidents of the KEDGE Alumni network
<p>Allocation of responsibilities: 2 — 8</p> <p>Its role: The Bureau monitors the overall orientation of the Association with regards to implementation of policies and decisions adopted by the Board of Directors and the General Assembly. It also assists the Board in the definition of the general policy.</p>	<p>Allocation of responsibilities: 5 — 11</p> <p>President: François Pierson Vice-president: Pierre Goguet (Pdt of CCIB) Secretary: Jacques Faurens Treasurer: Françoise Cocuelle Deputy Treasurer: Michel Gaussens</p> <p>Its role: The Board of Directors defines and proposes the general policy of the Association. It ensures proper application and implementation of policy. It establishes projected budgets for the Association, and monitors their proper implementation.</p>	<p>Allocation of responsibilities: 10 — 21</p> <p>Its role: The General Assembly validates accounts for the financial year, allocates profits and grants discharge to members of the Board.</p>

4 SPECIAL COMMITTEES

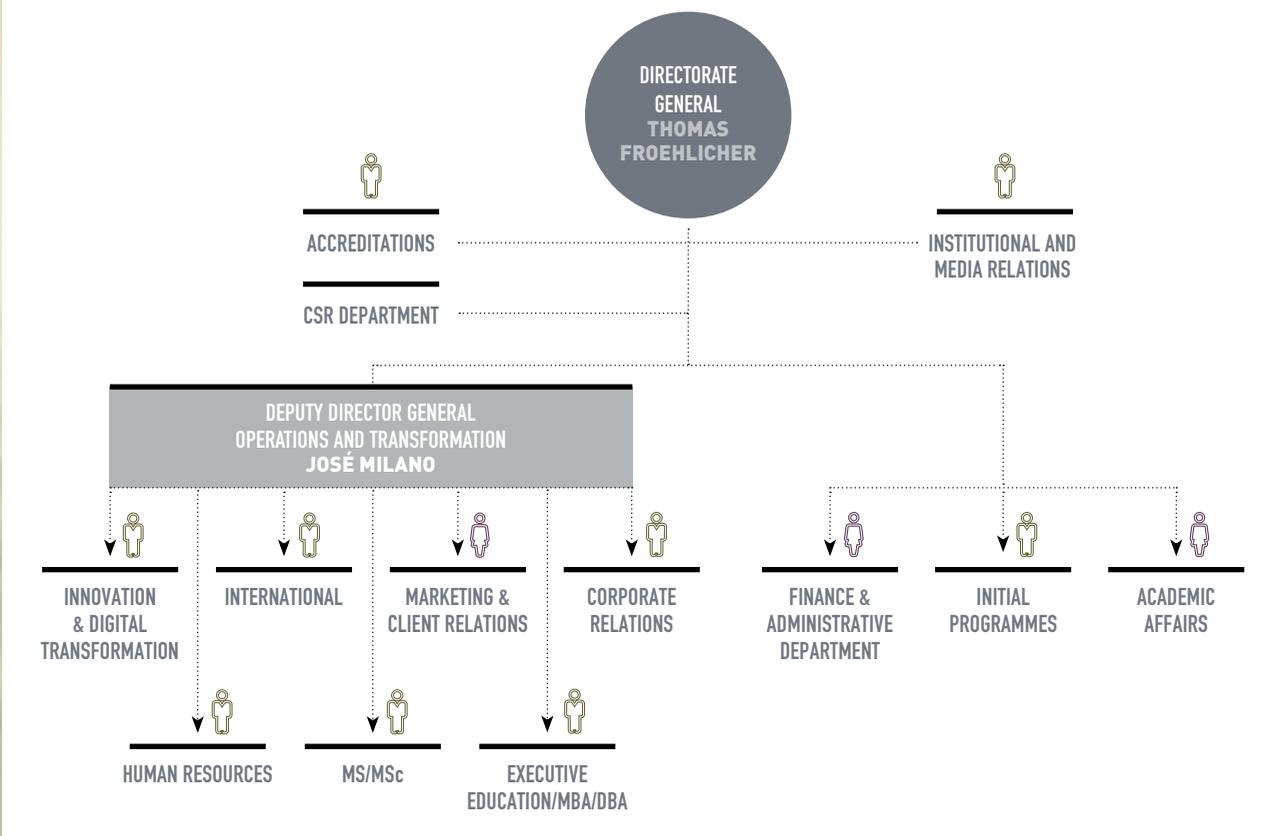
Audit Committee (CAU) - Nomination and Ethics Committee (CND) - Wages and Compensations Committee (CR) - Investment and Procurement Committee (CIA)

Allocation of responsibilities: 3 — 11

Responsibilities are shared equitably between the Chambers of Commerce of Marseille-Provence, Bordeaux and Var. KEDGE Business School is an independent non-profit organisation.

A MULTI-CAMPUS ORGANISATION

KEDGE BS teams are deployed over four main campuses in France: Bordeaux, Marseille, Paris and Toulon. Executive teams are distributed among these campuses and all activities are managed through a transversal, multi-site management approach. For certain operations -notably educational-, positions are duplicated on each site.



ALLOCATION OF VOTING RIGHTS WITHIN THE BOARD OF DIRECTORS

65%
COLLÈGE
CONSULAIRE

20%
COLLÈGE
OF BUSINESS
LEADERS

15%
COLLÈGE
OF QUALIFIED
PERSONALITIES

ADVISORY OPINION
COLLÈGE OF LOCAL AUTHORITIES
COLLÈGE OF PARTNER STRUCTURES (REPRESENTING
ALUMNI ASSOCIATIONS, STUDENTS
AND THE INTERNATIONAL ACADEMIC COUNCIL)



KEDGE
BS

OUR COMMUNITY



12,580*
STUDENTS

77% FRENCH — 23% INTERNATIONAL
GENDER: 47,2% WOMEN — 52,8% MEN

* Including 1,064 exchange students.



60
STUDENT
ASSOCIATIONS



521
PERMANENT
STAFF



49
RECRUITMENTS:
32 WOMEN
17 MEN

1,131

PRO-ACTS (STUDENT PROJECTS)

PERSONAL DEVELOPMENT:

— **65** COACHES — **20** STAFF MEMBERS ACTIVE IN WELLNESS SCHEME*

CAMPUSES

6 CAMPUSES: BORDEAUX, MARSEILLE, PARIS,
TOULON, SUZHOU, SHANGHAI

4 AFFILIATED CAMPUSES: BAYONNE, BASTIA,
AVIGNON, DAKAR

SOCIAL NETWORKS

- Over 50,000 fans
- Over 54,000 subscribers
- Over 8,100 followers
- Nearly 6,300 subscribers



EQUAL OPPORTUNITIES

KAP

38 students enrolled
in the scheme for 2015-2016:

19 BORDEAUX
17 MARSEILLE
1 TOULON
1 PARIS

€ 513,300

ENDORSED BY THE SCHOOL
(OUT OF € 1,026,000 BORROWED)

KEDGE BS SCHOLARSHIPS

Social scholarship:

156

BENEFICIARIES FOR A TOTAL OF €371,100

Merit-based scholarship:

80

BENEFICIARIES FOR A TOTAL OF €80,000

KEDGE
BS

OUR PROGRAMMES

NUMBER OF STUDENTS PER PROGRAMME 2015-2016

31

MANAGEMENT EDUCATION PROGRAMMES
FOR HIGH EMPLOYABILITY

2
BACHELOR LEVEL
↓
2,085
BACHELOR & IBBA

2
MASTER LEVEL
↓
6,366
EBP & ESC

1
DESIGN SCHOOL
↓
61

12
MS/MSc
↓
2,749

3
MBA/EMBA/DBA
↓
316

13
EXECUTIVE
EDUCATION
PROGRAMMES*



* Executive Education involves 3,500 participants - 45% women / 55% men -,
13 degree-based programmes and 250+ short modules.

— **54,000** ALUMNI AROUND THE WORLD (INCL. **1,200** MBAs)
— **937** STUDENTS IN WORK-STUDY (APPRENTICESHIP/PROFESSIONAL TRAINING CONTRACTS)

RANKINGS

GLOBAL EMBA

22rd worldwide
(Financial Times 2016).
Strongest progression,
up 62 places in 7 years

EBP INTERNATIONAL

4th international
post-secondary in
5 years (Challenges 2016)

KEDGE BACHELOR

1st Bachelor
programme in France
(Le Parisien 2016)

INTERNATIONAL BBA

1st on global openness
and excellence
(L'Étudiant 2016)

SPECIALISED MASTERS®

1st worldwide:
• International Sport
& Event Management,
• ISLI (Supply chain),
• ISMQ (Quality),
• IMPI (Wealth Management)
• MVS (Wines & Spirits
Management)
(SMBG 2016)

ESC/PROGRAMME GRANDE ÉCOLE

5th in France
(Challenges 2016)

7th in France
(Le Parisien 2016)



KEDGE
BS

FACULTY AND RESEARCH



429
CNRS STARS
IN 2015-2016
(+18% COMPARED
TO 2014-2015)



176
CNRS
ARTICLES



142
AUTHORS WITH AT
LEAST ONE ACADEMIC
CONTRIBUTION
IN 2015-2016



4
RESEARCH
CHAIRS DEDICATED
TO CSR

SUSTAINABLE DEVELOPMENT

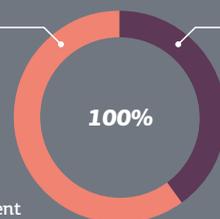
15%
academic output related
to sustainable development

26%
of Grande Ecole Programme
students find a job or
internship in the field of
sustainable development

RECRUITMENTS 2015-2016 5 FULL-TIME FACULTY MEMBERS

60%
international

40%
French



- 1 Entrepreneurship
- 1 International Management
- 1 Management
- 1 Supply Chain Management
- 1 Quantitative Methods

183
FULL-TIME
FACULTY MEMBERS,
INCL. 44% INTERNATIONAL

KEDGE
BS

BUDGET

SCHOOL BUDGET

Research: €0.7 M
CoC Contribution: €0.7 M
Other revenues: €0.8 M
Apprenticeship tax: €7.2 M
Tuition fees: €79 M

Research: €0.7 M
CoC Contribution: €0.9 M
Other revenues: €1.5 M
Apprenticeship tax: €5.6 M
Tuition fees: €85.9 M

Research: €0.7 M
CoC Contribution: €0.9 M
Other revenues: €2.3 M
Apprenticeship tax: €5.6 M
Tuition fees: €93.5 M

2014-2015
€88.4 M

2015-2016
€94.6 M

2016-2017
€103 M

UPGRADE OF EDUCATIONAL RESOURCES AND FACILITIES

16.1%
IT maintenance
multi-campus

1.5%
Toulon

67.8%
Marseille

14.5%
Bordeaux

0.1%
Paris

€6.36 M

BREAKDOWN OF TUITION FEES

€23 M
Post-secondary

€38.6 M
ESC & Masters level

€17.8 M
MS & MSc

€3.5 M
MBA & DBA

€4.4 M
Executive
education

€87.3 M

HOW DOES KEDGE BS USE ITS FUNDS?

7.62%
Lease

9.74%
Acquisitions

10.86%
Other operating
expenses

4.18%
Self-financing
capacity

5.05%
Travel
expenses

10.27%
Speakers and
guest-lecturers

52.28%
Payroll

100%

SUPPORTING OUR TRANSFORMATION

The essential purpose of KEDGE is to train the managers of tomorrow, to help them gain a global vision, an ability to listen and inspire confidence to maximise their employability, and to support businesses and society at large in transforming their environment. The 2016-2020 strategic plan was designed to support the transformation necessary to achieve these goals.

50
STAFF MEMBERS INVOLVED
IN THE STRATEGIC PLAN

72%
RATE OF RESPONSE TO
THE SOCIAL CLIMATE SURVEY

4
INTERNAL MEETINGS ANNUALLY

A COLLECTIVE MINDSET

— The milestone of the transformation initiative undertaken by KEDGE was the formalisation of the strategic plan. Since December 2015, cross-functional working groups have been contributing to the key topics tackled by our strategy. Progress was assessed during two seminars, held in March and May. The strategic plan was then presented to staff for validation, as well as to the Board of Directors, which gave its formal approval in June. Implementation started in September. In line with the work undertaken as part of the strategic plan, the executive team wanted to support KEDGE transformation with an internal communication plan, aimed at ensuring internal buy-in around the project. A range of activities have been conducted as part of this initiative. An ME WE internal platform now enables all staff to access shared information and centralises various

tools and materials: HR, communication, IT, procurement and accounting processes, etc. A bimonthly newsletter now provides comprehensive information on all campuses. Executives also had the opportunity to take a series of remote training courses to enhance their management skills. In addition to the internal communication and transformation support plan, an internal correspondent network is also about to go live. This will enable escalating malfunctions and blocking factors identified in each service to the Executive Committee for fast resolution. It will also make information flow more fluid. Finally, small-circle meetings are now being conducted regularly within each department or other internal entity, in order to involve all staff in decision-making. These meetings were formalised by the end of 2016.

MEASURING SOCIAL CLIMATE



— To the support this new strategic plan, KEDGE commissioned the Ifop market research agency to launch a social climate survey, with a view to maximising staff buy-in. Designed to facilitate internal feedback and support decision-making, this social barometer tool enables all employees to have an active input into the definition of the action plan. Ten key indicators were assessed: job satisfaction; working conditions; perceived level of recognition; perceived quality of industrial relations; internal organisation; awareness, understanding and acceptance of the strategic

plan; adherence to values and corporate culture; perceived effectiveness of information transmission; general assessment of the HR policy. The survey response rate exceeded 70%, a sure sign of success for this initiative. Conclusions and the resulting action plan will soon be presented to the staff as part of an internal general meeting. A series of proposals are currently under consideration to tackle the organisational issues identified thanks to staff feedback collected as part of the survey.

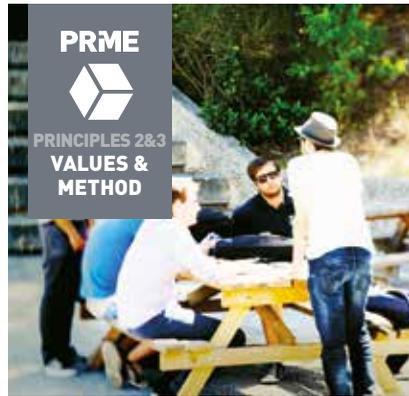


INTERNAL STAFF MEETINGS

— Designed to enable regular updates on the progress of the strategic plan, internal staff meetings involve all employees. They are an opportunity to identify issues on the ground and escalate them, as well as clarify strategic guidelines and their application.

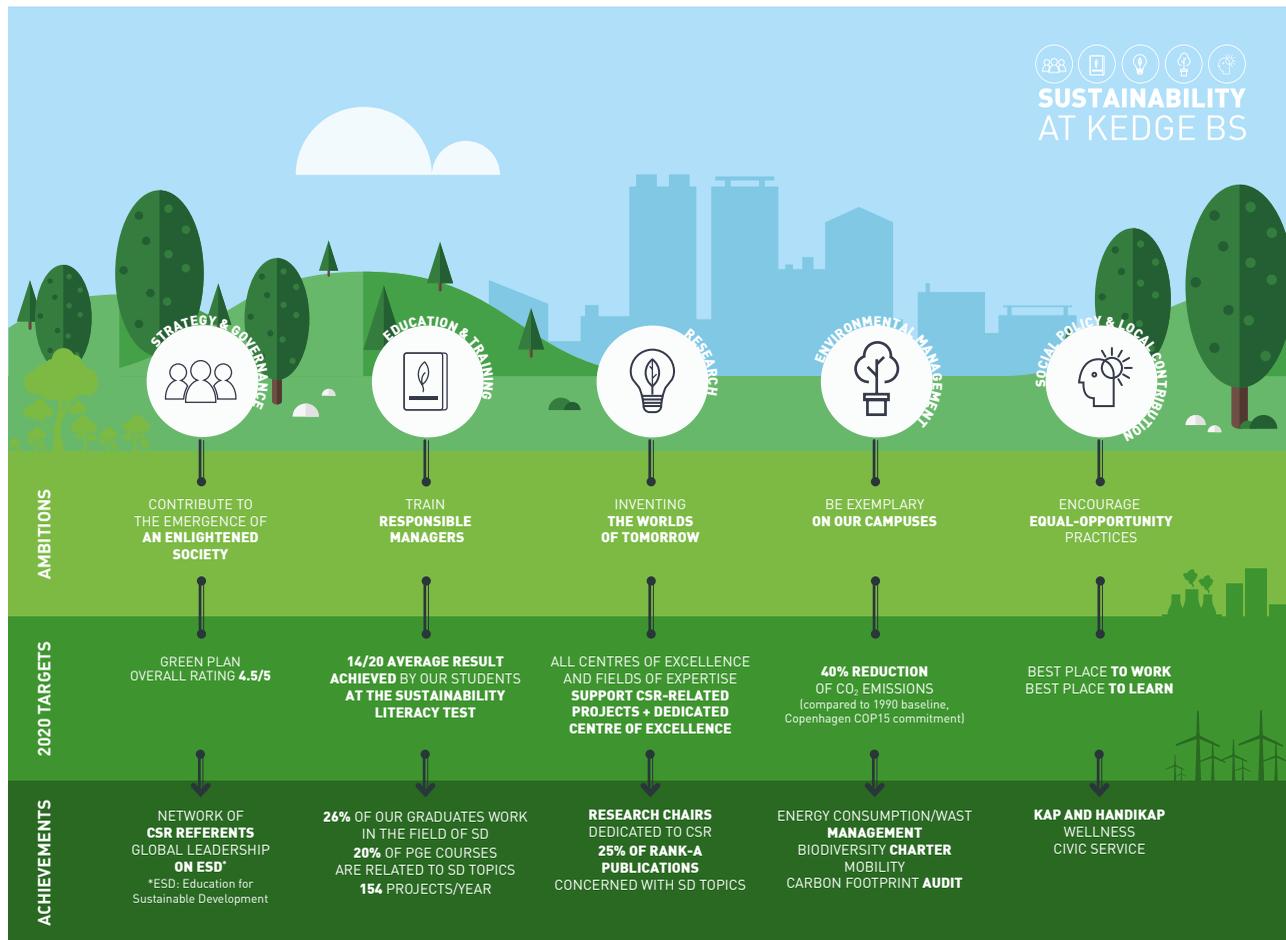
Designed to facilitate internal feedback and support decision-making, this social barometer tool enables all employees to have an active input into the definition of the action plan.

OUR RESPONSIBILITY AS A HIGHER EDUCATION INSTITUTION



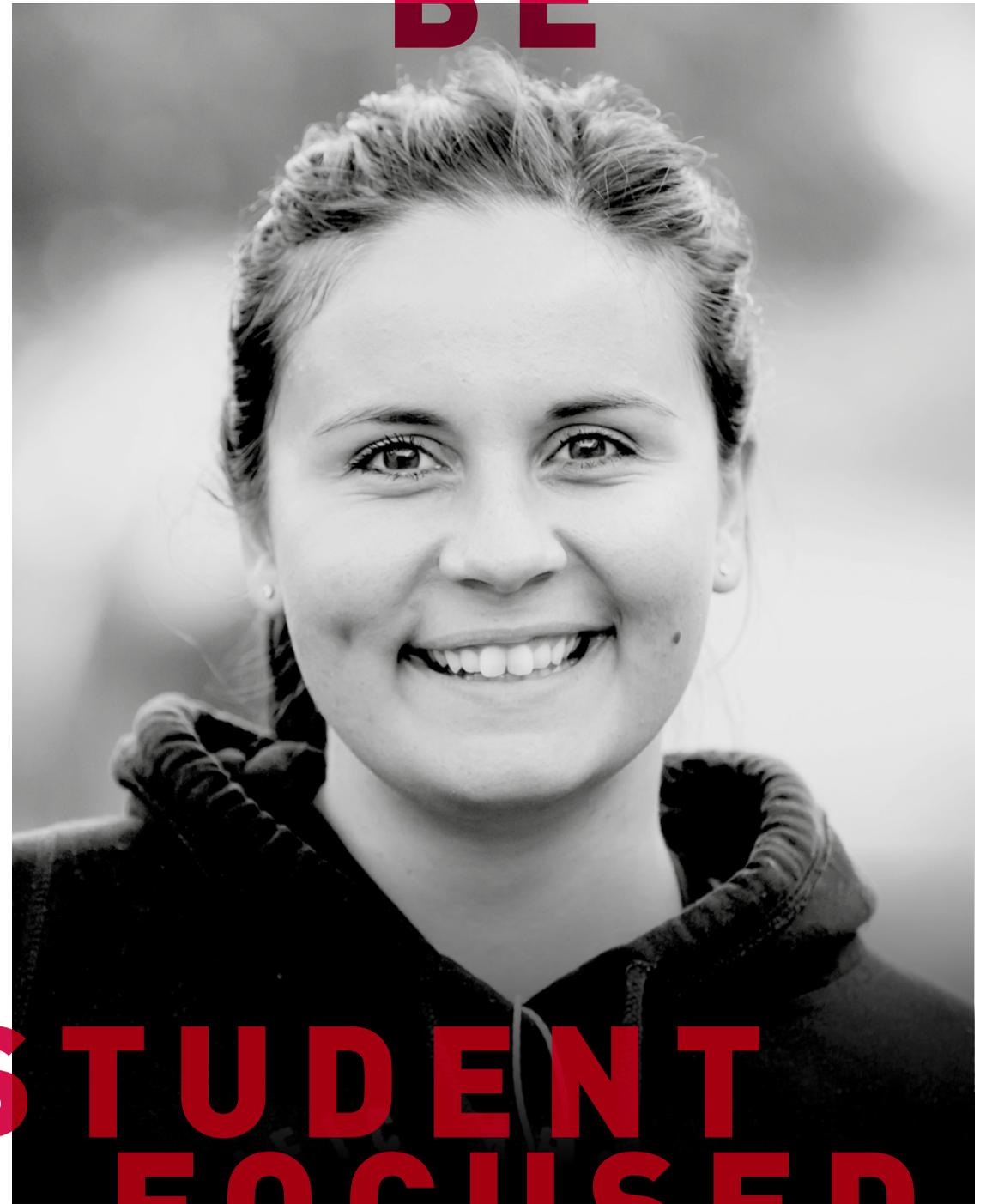
—A business school - just like any other organisation - has a direct and daily impact on its social, economic and physical environment. As a higher education institution, we also have an impact on the people we train as well as on our partners. It is therefore essential that we understand the full extent of our responsibilities since our action contributes to shaping the behaviour and decisions of future managers and business leaders. Merely focusing on the carbon footprint and social performance of our campuses is not enough: we should also act as a role-model and strive to raise the bar for others. With ever-increasing

global awareness of the social, environmental and economic stakes of development and performance, KEDGE Business School acknowledges its own responsibility as an organisation. By adopting a transversal and systemic approach, our School seeks to measure both the quality of its daily actions and the overall impact of its long-term objectives.



MOVING WITH THE TIMES

BE



STUDENT FOCUSED



A UNIQUE LIFE EXPERIENCE

Educational innovation, quality sports facilities, a wide choice of food options, psychological and social support... All these initiatives show one key concern: the welfare of Kedgers. A holistic approach to offer a unique life experience.

—Of course, student life is not just about lectures and exams. It is first and foremost a life experience: this is very important to KEDGE. A rewarding student life requires two things: a unique and innovative educational experience, and a vibrant environment. Built in exceptional surroundings, the Bordeaux and Marseille campuses were designed as genuine living spaces, much in the spirit of Anglo-Saxon campuses. Located in vibrant urban environments in some of the most beautiful French cities, KEDGE campuses constantly enhance and renew their service offer, ensuring students enjoy unique and fulfilling experiences, year after year.



AN EVER-RICHER CHOICE OF SERVICES TO OUR STUDENTS

Learning Management on MS/MSc programmes. A new process is in place for validating student on-boarding files, and the Alternance scheme offers a new student support service. This enables students to find prospective work-study employers more easily, with more responsiveness with regards to drafting internship agreements.

Student on-boarding. The redesign of the student on-boarding process simplifies and accelerates the registration process. Students can now complete all key formalities in no time and start enjoying their studies straight away.

Financial support. A medical expense reimbursement scheme is now in place for grant-receiving and work-study students. This allows for easier and faster reimbursements, with a clearly identified contact within the School.

PREVENTIVE SUPPORT

A wide range of well-being support initiatives are offered to students on all KEDGE campuses: healthy eating, general health, sleep, sexuality, etc. Since 2015-2016, students can also access a dual support scheme, offering both psychological support and well-being coaching (advice on sports and nutrition).

SPORTS COACHING

All students, be they in core programmes or in Executive Education, can access all sports facilities on KEDGE campuses. Dedicated spaces and professional coaches enable students to practice their sport of choice and discover new activities. These sports venues were designed as places for social interaction between students of all programmes, as well as between students and members of staff. Since 2015-2016, the Bordeaux, Marseille and Toulon campuses offer students a sports coaching scheme.

KEDGE ACCELERATOR

Set up in 2016 in Marseille, the KEDGE Accelerator-Daniel Carasso scheme supports entrepreneurship, innovation and creativity. Dedicated to sourcing and development, it aims to support 100 projects per year. The creation of the KEDGE Accelerator-Daniel Carasso

scheme was made possible by the Fondation Daniel and Nina Carasso (Daniel Carasso is the founder of the Danone group and a KEDGE graduate - class of 1927).

The scheme offers three services:

- Business Nursery: incubator
- Business Pulse: accelerator
- I-Lab: innovation lab

In a second phase, the KEDGE Accelerator-Daniel Carasso scheme will digitalise its service offer, to make it available on all KEDGE campuses.

CATERING: A LARGER CHOICE FOR ALL NEEDS

The KEDGE catering offer is consistent with the approach of our Wellness scheme. The objective is to enable each student to access a wide choice of meal options and enjoy a balanced diet at reasonable prices. Thus, the Marseille campus revised its catering offer in 2016, providing for all types of meal: quick lunches, proper midday breaks, coffee time snacks.

- Corner Columbus Café.
- *Café des sports* for convenient takeaway snacks.
- Self-service canteen
- A food truck.

In 2017, the Bordeaux campus will develop a range of food services following the same philosophy as that of Marseille.



OUR 3 FLAGSHIP CAMPUSES

BORDEAUX: ONE OF THE MOST BEAUTIFUL CAMPUSES IN EUROPE

The 37,000-sqm Bordeaux campus features modern architecture and design that make it one of the most beautiful campuses in Europe.

- 49 classrooms, language labs, IT labs, 20 lecture halls.
- A trading room, co-run by KEDGE professors and the Transaction student association.
- La Ruche: a documentation centre containing over 20,000 documents, offering an exceptional environment with its 2,000-sqm dedicated space.
- Co-working spaces, perfect for group projects and collaborative work.
- Comfortable and welcoming catering spaces (including a Starbucks).
- Sports facilities...

THE MARSEILLE CAMPUS: RIGHT IN THE HEART OF THE CALANQUES NATIONAL PARK

The Marseille campus spreads over 15,000 sqm right in the heart of the Calanques National Park. Designed to convey a variety of ambiances, this atypical campus features a modern architecture. Dedicated to Executing Education, the La Joliette campus is based in the Marseille city centre.

- The Marseille campus offers state-of-the-art teaching methods and facilities:
- HUB.2: this 100% digital documentation centre is a unique workspace, specifically designed for creation and collaboration.
- KEDGE Accelerator: a new 500-sqm space dedicated to entrepreneurship. It already provides internal and external support services, and will soon be operating an online sharing platform.
- Lecture halls of various capacities and Brain Bubbles units for collaborative work.
- Fitness spaces: changing rooms, dance/yoga room, cardio, strength training...
- A wide choice of catering options.
- Student social space.
- Student residences (over 160 living units).

TOULON: AT THE HEART OF CREATIVITY

In September 2019, the Toulon campus will move to new premises right in the heart of the city, just a few meters from the train station and the port, in the new district of Chalucet. This project is part of a local development approach focused on innovation and digital transformation. Initiated by local authorities, this 15,000-sqm district will be dedicated to creativity and knowledge. It will host a number of higher education institutions, including KEDGE, the TPM School of Art and Design, TVT and its digital business incubators, various innovation-centric organisations, a public library and a range of student life services.



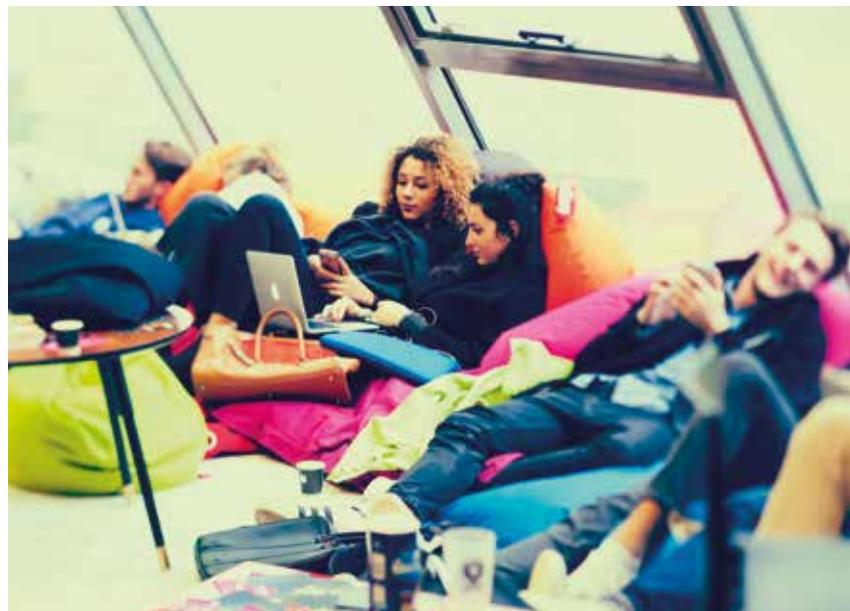
STUDENT SATISFACTION SURVEY

KEDGE commissions a student satisfaction survey every year, to measure the impact of its educational offer, identify successful services and areas for improvement, and suggest possible innovations. This initiative aims to support the continuous increase in student satisfaction, year after year.

—Every year, KEDGE organises a survey for all students based on the Marseille, Bordeaux and Toulon campuses, in order to assess their views on a wide range of criteria (general assessment of the School, choice of programme, personal development, support and coaching services, facilities and resources available). Held at the end of the academic year, the survey featured a total of 46 questions, submitted on an individual and anonymous basis to all students enrolled in initial programmes. Now for the good news: satisfaction was improved on all accounts in 2016. The survey not only shows a 4-point average increase on all criteria, but it also points out to continuous progress in the sense of community belonging. 9 out of 10 students are satisfied with the evolution of KEDGE, and 87% of them would recommend their School.

Also, 3 of 4 students declare themselves satisfied with their study programme. This satisfaction survey also reveals areas for improvement: catering services, administrative processes, communication with administration departments, trackability of project/thesis papers... KEDGE has made student satisfaction one of its key strategic objectives.

“The level of expectation is correlated with the level of the education programme: the more advanced the curriculum, the higher the expectations. This observation also applies to international students.”



STRENGTHS

Infrastructures

- Premises and information resources: 94% satisfied

Personal development

- Team-work and leadership: 93% satisfied
- Management skills: 90%
- Developing an inquisitive and critical mind: 87%

Student life, in-school events

- Lectures, events, conferences, etc.: 92% satisfied
- Student associations: 89%

School evolution

- Evolution of KEDGE (project, brand image, programmes...): 91% satisfied

Support and coaching services

- Easy of access to useful information: 82% satisfied
- Career Centre: 81%

Programme

- Flexibility of curriculum (gap years, apprenticeship...): 84% satisfied



AREAS FOR IMPROVEMENT

The following were considered the least satisfactory by respondents: selected resources (catering services, cafeteria, Wi-Fi not powerful enough), need for educational methods to be better adapted to new expectations and practices, and general support (notably concerning contacts with prospective employers). Duly noted!

BE



IMPACTFUL



IMPACT OF RESEARCH ON THE KEDGE ECOSYSTEM

KEDGE is a multi-specialist business school. Its key strength is its ability to offer high value-added expertise to a wide range of stakeholders. At the heart of its model is a strong belief in the power and virtue of research.

— This is fundamental: KEDGE is committed to massive investment in top-level research because we know that it is from research that all momentum is initiated. Both students and businesses benefit from this ambitious output, as do all our other stakeholders since we make sure our work is made accessible, meaningful and, above all, actionable. That is why deep reflection about the impact of research and its ability to bring about real change is central to KEDGE's approach. In line with this commitment, KEDGE has been operating 3 Centres of Excellence and 5 key Fields of Expertise since 2016.

ACADEMIC RESEARCH EXCELLENCE

KEDGE is the top French higher education institution* for business and management research, with 103 articles published in journals recognised by CNRS/FNEGE in 2015. This performance is testament to our School's academic excellence. For example, the research carried by the Centre for Excellence in Marketing focuses not only on businesses and markets, but also on consumers and modes of consumption. It oversees three research chairs:

- Business as unusual. Working in collaboration with both businesses and universities, this chair explores the circular economy and consumer culture theory.
- Responsible purchasing. Members of this chair (including SNCF, French Rail, L'Occitane and WWF) conduct research on organisational issues related to responsible purchasing.
- Business in a Connected World. Researchers in Consumer Culture Theory have partnered with leading retailers (Auchan, High-Co, Cultura) to help students better understand how IT and communication technologies are disrupting consumption and distribution modes.

IMPACT OF RESEARCH ON TEACHING AND BUSINESS PRACTICES

To enhance the value of its academic output, KEDGE ensures that all new knowledge brings about real, actionable benefits. For example, the Centre for Excellence in Supply Chain works closely with the various education programmes so they can all benefit from new knowledge and practices. Both students and businesses benefit from this collaborative research output. Students learn through applied research assignments and can take advantage of newly opened courses. This cross-pollination between the Centre of Excellence and teaching content led to the creation of two leading programmes: ISLI-Global Supply Chain Management (world #1**) and Maritime Commercial & Logistics Optimisation MSc (world #4**). This Centre of Excellence also developed a specialised Supply Chain course for the Grande Ecole programme. New for 2016, this initiative proved very popular with our students.

The Centre of excellence for Supply Chain also designs bespoke programmes for KEDGE partner companies. In 2016, new initiatives included a staff training programme developed with CMA CGM, aimed at enabling Africa-based employees to strengthen their skills in maritime logistics and supply chain management.

COMMUNICATING OUR RESEARCH TO A BROADER AUDIENCE

Increasing in number of publications in peer-reviewed journals, accumulating research stars... whilst such achievements certainly are testament to research excellence, they are not the ultimate goal for KEDGE. Our real commitment lies in enhancing and sharing the value of our research output. Disseminating knowledge towards less specialised audiences is essen-



tial. Highlight a key concept from a research publication, explore how it could inspire a student, a business or an institution... these are the challenges taken on by KEDGE. In 2016, the School improved the visibility of its reference publications and experts, thanks a dedicated space on its new website: KEDGE Insights. Videos, articles rewritten in plain language, long/short-version reports... Various formats are now offered to maximise knowledge transmission.

*L'Étudiant 2017 rankings for research in business and management.

**Eduniversal 2016 rankings.



8
research centres

429
CNRS stars in 2015-2016

44%
international researchers

ACADEMIC EXCELLENCE

With the creation, in 2016, of 3 Centres of Excellence and 5 Fields of Expertise, KEDGE aims to strengthen the recognition of its academic know-how on a range of key issues in Business Management. This is a turning point in the transversal valorisation of all our fields of expertise.

3 CENTRES OF EXCELLENCE



MARKETING

B2B focuses on procurement and market studies. B2C is concerned with branding, consumer culture theory, customer relationship, digital marketing, entertainment and service innovation.



SUPPLY CHAIN

This team works on developing new methods, techniques and concepts for organisation and decision-making in supply chain management (SCM), as well as operations and transportation management.



CSR

Researchers and practitioners often struggle to integrate the three dimensions of sustainable development. In particular, one of the challenges is to agree on objective criteria to measure the sustainable value of a given economic activity.

5 CENTRES OF EXPERTISE

WINE & SPIRITS

Contributing at the very heart of the many instances within the wine-making industry, the KEDGE Wine & Spirits Academy trains top-flight managers for this very specialised sector. It also works on a series of change-enabling initiatives within the industry.

INNOVATION & ENTREPRENEURSHIP

Members of this research unit contribute to research in entrepreneurship, with a view to support faculty members in their 3 key areas of responsibility: research, teaching and professional practice.

HEALTH MANAGEMENT

This research unit focuses on governance, innovation and people management in health systems and organisations. Three key concerns here: well-being, quality, performance.

FINANCE RECONSIDERED

This unit focuses on issues related to alternative financing and the solidarity economy, working notably from the perspective of cooperative organisations, social entrepreneurship and the

new development models which are currently experiencing high demand in emerging markets.

CREATIVE INDUSTRIES & CULTURE

This unit is concerned with producing and sharing knowledge about management practices for the creative and cultural industries. More specifically, it explores how creative stakeholders can be better integrated in the production processes and markets.



SELECTION OF PUBLICATIONS AND CONFERENCES

SELECTION OF ARTICLES AUTHORED BY KEDGE RESEARCHERS

Nikolopoulos K.I., Babai M.Z., Bozos B. (2016) Forecasting Supply Chain sporadic demand with Nearest Neighbor approaches, *International Journal of Production Economics*, vol. 177, p. 139-148

Podinovski V.V., Bouzdine-Chameeva T. (2016) On single-stage DEA models with weight restrictions, *European Journal of Operational Research*, vol. 248, n°3, p. 1044-1050

Szmigin I.T., Canning L.E. (2015) Sociological Ambivalence and Funeral Consumption, *Sociology*, vol. 49, n°4, p. 748-763

Cova B., Pace S., Skalen P. (2015) Marketing with working consumers: The case of a carmaker and its brand community, *Organization*, vol. 22, n°5, p. 682-701

Farooq O., Rupp D., Farooq M. (2016) The Multiple Pathways through which Internal and External Corporate Social Responsibility Influence Organizational Identification and Multifoci Outcomes: The Moderating Role of Cultural and Social Orientations, *Academy of Management Journal*. DOI: 10.5465/amj.2014.084

Comyns B., Franklin-Johnson E. (2016) Corporate Reputation and Collective Crises: A Theoretical Development using the case of Rana Plaza, *Journal of Business Ethics*. DOI: 10.1007/s10551-016-3160-4

Block E., Glavas A., Mannor M., Erskine L. (2016) Business for good? An investigation into the strategies firms use to maximize the impact of financial corporate philanthropy on employee attitudes, *Journal of Business Ethics*. doi: 10.1007/s10551-01

Hahn T., Pinkse J., Preuss L., Figge F. (2016) Ambidexterity for Corporate Social Performance, *Organization Studies*, vol. 37, n°2, p. 213-235

Menezes M.B., Ruiz-Hernandez D., Guimaraes R. (2016) The Component Commonality Problem in a Real Multidimensional Space: an Algorithmic Approach, *European Journal of Operational Research*, n°249, p. 105-116

Russo M., Buonocore F., Carmeli A., Guo L. (2016) When family supportive supervisors meet employees' need for caring: Implications for work-family enrichment and thriving, *Journal of Management*, DOI: 10.1177/0149206315618013

Chebbi H., Yahiaoui D., Vrontis D., Thrassou A. (2015) Building Multiunit Ambidextrous Organizations - A Transformative Framework, *Human Resource Management*, vol. 54, n°1, p. 155-177

SEMINARS & CONFERENCES

Andriani P., Siedlok F. & Kaminska R. (2015), Creative Destruction or Destructive Creation? The Post-Collapse Evolution of Socio-Technical Systems: the Case of the Emergence of the Subsea Technology Cluster in the NorEast of England. 2015 Annual Meeting of the AOM, Vancouver, Canada August 7-11

Bel R. (2015), Formal and Real Boundaries in Entrepreneurial Ventures: An Incentive Perspective, 80th International Atlantic Economic Conference, Boston (MA), USA, 8-11 October

Dessart L., Veloutsou C. (2016) The central and sufficient role of identification in brand communities, The Academy of Marketing Science Annual Conference, Orlando (FL, USA), May 18-21

Fedi L., Cariou P. (2015), Shipping sulphur reduction policy in Europe: An analysis of the 2015 implementation, IAME 2015 Conference, Kuala Lumpur, Malaysia, August 23-26

Hollandts X., Valiorgue B. (2016) Mediation without mediators; how to govern specific human capital in flattened firms? A legal and economic perspective on internal governance, EURAM, Paris, June 1-3

Jimenez A., Benito-Osorio D., Puck J., Klopff P. (2016), The multi-faceted role of experience dealing with policy risk: The impact of intensity and diversity, Academy of International Business 2016 Annual Meeting, New Orleans (USA), June 27-30

Paris T., Lang G., Massé D. (2015) Designing an alternative business model in the service of creativity Insights from the perfume industry, The 31st EGOS Colloquium, Athens (Greece), July 2-4

Norheim-Hansen A., Meschi P.-X. (2015) Advocacy or adversary response strategy to an alliance partner's reputational crisis? Testing the escalation of commitment argument. Strategic Management Society (SMS) 35th Annual International Conference, Denver, USA.

MOVING
WITH THE
TIMES

BE



GLOBAL

GLOBAL REACH

International development is one of the five pillars of the KEDGE Strategic Plan. Priorities include: strengthen KEDGE visibility and attractiveness outside of France, multiply strategic alliances with high-level academic partners, build a strong international culture in a multi-campus ecosystem, provide an exceptional living experience for all our French and international students.



— Internationally, the School intends to strengthen its global reach through improving its brand visibility, and meet the specific needs of its international students and partners. The goal is to increase KEDGE revenue thanks to the quality of its programmes and research output, and thanks to the attractiveness of its campuses both in France and abroad. To achieve this, our School has committed to a number of challenges:

- Maintain the ability of faculty members to conduct high-quality and high-impact research, thanks to 3 Centres of Excellence

and 5 fields of expertise.

- Increase the proportion of international lecturers.
- Strengthen brand awareness through programmes identified as the most attractive to international students:
 - for undergraduate students: International BBA;
 - for Master-level students, our 3 MSc programmes that have achieved the best rankings and are most emblematic of our fields of expertise: MAI (International Purchasing and innovation), ISLI (Global Supply Chain) and Wines &

- Spirits Management;
- for experienced managers: MBA International;
- for decision-makers: Euro-Asia DBA and Art DBA.
- Offer a unique multicultural experience on French campuses, with more interaction between French and international -including Chinese students, and nurture an international state of mind amongst staff.
- Increase satisfaction levels of international students by enhancing their experience before (application process), during (quality of education and services) and after their studies (employability, alumni network).
- Maintain our competitive edge in academic exchanges, through our partnership-centric strategy.
- Increase the share of directly recruited international students.
- Enable local students from our foreign campuses to enjoy the same KEDGE experience as on our French campuses.

QUALITY AND ACCREDITATION

Accreditations are not mere formalities: they are genuine recognitions. In 2015, KEDGE renewed its AACSB accreditation for 5 years. The renewal of EQUIS and AMBA is scheduled for 2017. KEDGE also stands out in international rankings. Our institution has been consistently ranked amongst the top 60 European business schools since 2007. In December 2016, it was ranked 33rd in the Financial Times table of best European business schools. Another major recognition: the KEDGE MBA is now ranked 22nd in the global rankings.

FURTHER INTERNATIONALISATION OF PROGRAMMES

The internationalisation of programmes has always been of strategic importance to support the employability of our graduates both in France and abroad. Thus, our undergraduate programmes focus on foreign language proficiency, awareness of geostrategic issues, active learning abroad, and improving self-knowledge through opening up to other cultures. An increasing number of programmes are delivered in English, including KEDGE Bachelor, International BBA and the Grande École

- Programme. KEDGE seeks to:
- Train managers who will be performance-ready in an international context, in line with the expectations of multinational companies;
 - Offer programmes that appeal to foreign students;
 - Offer a large educational portfolio to professionals based outside of France;
 - Ensure the integration of CSR issues into managerial practice.

ENCOURAGE STUDENT MOBILITY

The KEDGE Office of Student Mobility manages all administrative matters related to studying abroad. A series of measures were implemented in 2016 to support the international mobility of students and improve their experience:

- Harmonisation of selection procedures on all campuses, with centralised application processes for the Grande École programme (Bordeaux and Marseille campuses) and the KEDGE Bachelor programme (7 campuses), using a proprietary software and video conferencing systems.
- Facilitating the integration of foreign students through international student exchanges (Interact and Melting Potes student associations). The goal is to help them settle in, make their campus life easier, help them discover France, and promote their own cultures.
- Implementation of the BE GLOBAL scheme, to support the integration of students, faculty and staff.

FROM SHANGHAI TO DAKAR



PERMANENT CAMPUS IN SHANGHAI

The University of Shanghai Jiao Tong (SJTU) is a renowned international institution. It welcomes students from over 70 countries each year. The main campus is located in the Xuhui district and hosts several higher education institutions.

The Jiao Tong University (SJTU) is a world-renowned higher education institution which depends directly on the Ministry of Education of the People's Republic of China. Established 120 years ago, SJTU has become an international hub for academic research. The campus is located in the former French Concession of Shanghai and spreads over more than 233,000 sqm. The KEDGE campus is located right in the heart of the SJTU campus.

PERMANENT CAMPUS IN SUZHOU

The opening of the Suzhou campus, in 2010, was part of the KEDGE development strategy for China, initiated in 2003. The Sino-French Institute, which was created in partnership with the Renmin University of China, ranks among the best universities in the country. Its campus hosts 24 higher education and research institutions, including many branches of prestigious foreign universities. This district has been in constant development since 1994, covering higher education (75,000 students), research (5,000 lecturers-researchers), innovation and business.

What are the benefits of studying in Suzhou?

- For new entrants at the People's University:
 - A 5-year Licence-Master programme, sanctioned by a dual degree (French and Chinese licence -two-year degree- and a LMD Master).
- For Grande École students:
 - "International Brand Management and Chinese Culture" track (one semester).
 - The opportunity to learn Chinese and interact with Chinese students in a wide range of activities.
 - Proximity to Shanghai, the economic capital of China.



PARTNER DAKAR CAMPUS

With its partner campus in Dakar, KEDGE has been deploying its pedagogy innovations and expertise on the African continent since 2008. 2 initial training programmes are delivered: KEDGE Bachelor and Master in Management, as well as Executive Education programmes. Located just 15 minutes from the city centre, the site offers a dynamic environment in a booming and student-friendly neighbourhood. Our ambition is to strengthen our relationship and our presence in Western Africa.



275 PARTNER UNIVERSITIES IN 59 COUNTRIES, ON 5 CONTINENTS

EUROPE

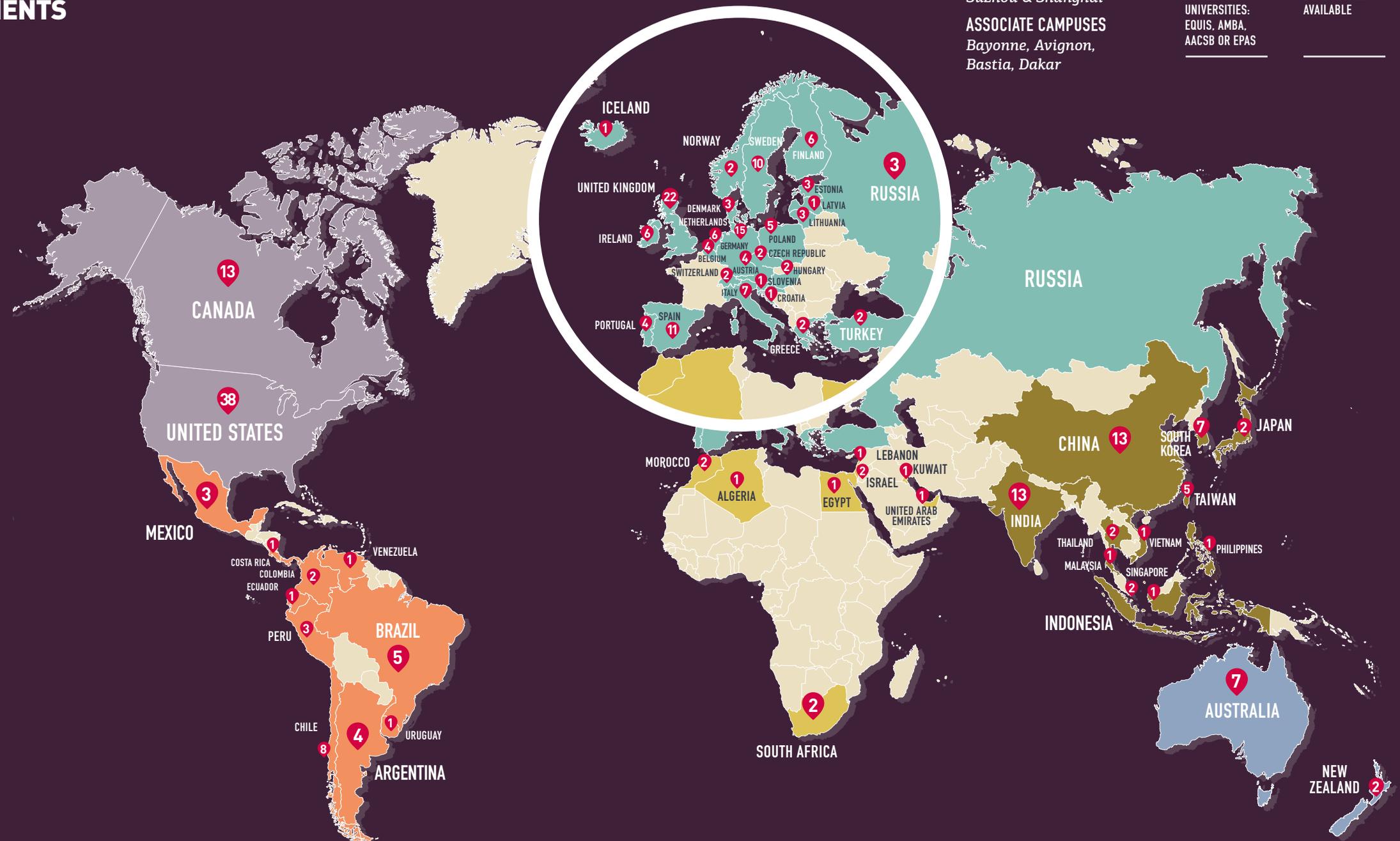
- AUSTRIA** Graz - Innsbruck * - Wien * (2 universities)
- BELGIUM** Brussels * (2 universities) - Louvain-la-Neuve *
- CROATIA** Zagreb * +
- CZECH REPUBLIC** Prague * (2 universities)
- DENMARK** Aalborg - Copenhagen * - Odense/Sodnborg
- ESTONIA** Tallinn (3 universities)
- FINLAND** Helsinki * (2 universities) - Jyväskylä - Lahti - Tampere - Vaasa * +
- GERMANY** Bremen + - Dortmund - Frankfurt * - Göttingen + - Hamburg - Koblenz * - Köln * - Konstanz - Innsbruck - Leipzig * - Magdebourg - Mannheim * - Munich * - Oestrich-Winkel * + - Pforzheim * + - Saarbrücken
- GREECE** Athens * (2 universities)
- HUNGARY** Budapest * + - Pécs
- ICELAND** Reykjavik *
- IRELAND** Dublin * (3 universities) - Galway * - Limerick * - Sligo
- ITALY** Firenze - Genoa - Milano * (2 universities) - Parma - Torino - Trieste
- LATVIA** Riga +
- LITHUANIA** Vilnius + (3 universities)
- NETHERLANDS** Amsterdam - Groningen * + - Heelen + - Nijmegen - Tilburg * (2 universities)
- NORWAY** Bodo - Oslo *
- POLAND** Cracow - Lodz - Warsaw * + (3 universities)
- PORTUGAL** Lisbon * + (3 universities) - Porto +
- RUSSIA** Moscow * (2 universities) - Saint-Petersburg *
- SLOVENIA** Ljubljana * +
- SPAIN** Alicante - Barcelona - Madrid * + (3 universities) - Malaga - Pamplona - Salamanca - San Sebastian - Valencia + - Valladolid
- SWEDEN** Gothenburg * - Jönköping * + - Karlstad - Linköping - Lund * - Orebro - Stockholm * (2 universities) - Umea + - Uppsala
- SWITZERLAND** Saint-Gallen * - Winterthur *
- TURKEY** Ankara * - Istanbul *
- UNITED KINGDOM** Aberdeen * - Birmingham * + (2 universities) - Bradford * - Cardiff * - Coleraine - Durham * - Edinburgh * - Exeter * - Glasgow * (2 universities) - Hatfield * + - Hull * + - Loughborough * - Liverpool * - London - Newcastle * + (2 universities) - Nottingham * + (2 universities) - Paisley - Sheffield *

NORTH AMERICA

- CANADA** Calgary * - Edmonton * - Montreal * (2 universities) - Hamilton * - Kingston * - Quebec City * + - St Catharines * - Ottawa * + - Vancouver * - Victoria * - Winnipeg * - Waterloo *
- UNITED STATES** Auburn - Akron * - Ann Arbor * - Bellingham * - Bozeman * - Boston * - Chico * - Cincinnati * - Columbia * - Fairfax * - Geneseo * - Green Bay - Hempstead * - Jacksonville * + - Knoxville * - Indianapolis * - Jonesboro * - Laredo - Louisville * - Malibu * + - Minneapolis * - Nashville * - Newark * - Ogden * - Oxford * - Pittsburgh * - Portland * - Potsdam * - Salem * - San Diego * (2 universities) - Sonoma - Troy * - Tuscaloosa * - Washington DC * (2 universities) - Wilmington * + - Winter Park *

LATIN AMERICA

- ARGENTINA** Buenos Aires * (4 universities)
- BRAZIL** Porto Alegre - Ribeirão Preto - Rio de Janeiro * (2 universities) - Sao Paulo +
- CHILE** Santiago * + (6 universities) - Valparaiso - Viña de Mar
- COLOMBIA** Bogota * (2 universities)
- COSTA RICA** Alajuela *
- ECUADOR** Guayaquil
- MEXICO** Mexico City * (3 universities)
- PERU** Lima * (3 universities)
- URUGUAY** Montevideo
- VENEZUELA** Caracas *



PERMANENT CAMPUSES
Bordeaux, Marseille
Provence, Paris, Toulon,
Suzhou & Shanghai

ASSOCIATE CAMPUSES
Bayonne, Avignon,
Bastia, Dakar



ACCREDITED
UNIVERSITIES:
EQUIS, AMBA,
AACSB OR EPAS



DUAL DEGREE
AVAILABLE

1,238 INCOMING*
1,768 OUTGOING**

*International students coming to KEDGE BS as part of a university exchange.
** KEDGE BS Students going abroad to study with a partner university.

AFRICA & MIDDLE-EAST

- ALGERIA** Algiers
- EGYPT** Cairo, New Cairo *
- ISRAEL** Haifa - Tel Aviv *
- KUWAIT** Koweit City *
- LEBANON** Jounieh
- MOROCCO** Casablanca - Settat
- SOUTH AFRICA** Cape Town * - Johannesburg
- UNITED ARAB EMIRATES** Al-Ain *

ASIA

- CHINA** Canton * + - Hong Kong * (3 universities) - Beijing * (2 universities) - Shanghai * + (3 universities) - Suzhou - Wuhan * + (2 universities)
- INDIA** Bangalore * (2 universities) - Bombay * (2 universities) - Calcutta * - Ghaziabad - Indore - Jamshedpur * - Kozhikode * - Luknow * - Madras - New Delhi * (2 universities)
- INDONESIA** Jakarta
- JAPAN** Kobe - Nagoya *
- MALAYSIA** Bandar Sunway
- PHILIPPINES** Manila
- SINGAPORE** Singapore * - Nanyang *
- SOUTH KOREA** Incheon * - Seoul * (6 universities)
- TAIWAN** Hsinchu * - Kaoshiung * - Taipei * (3 universities)
- THAILAND** Bangkok (2 universities)
- VIETNAM** Hanoi, Ho Chi Minh City * +

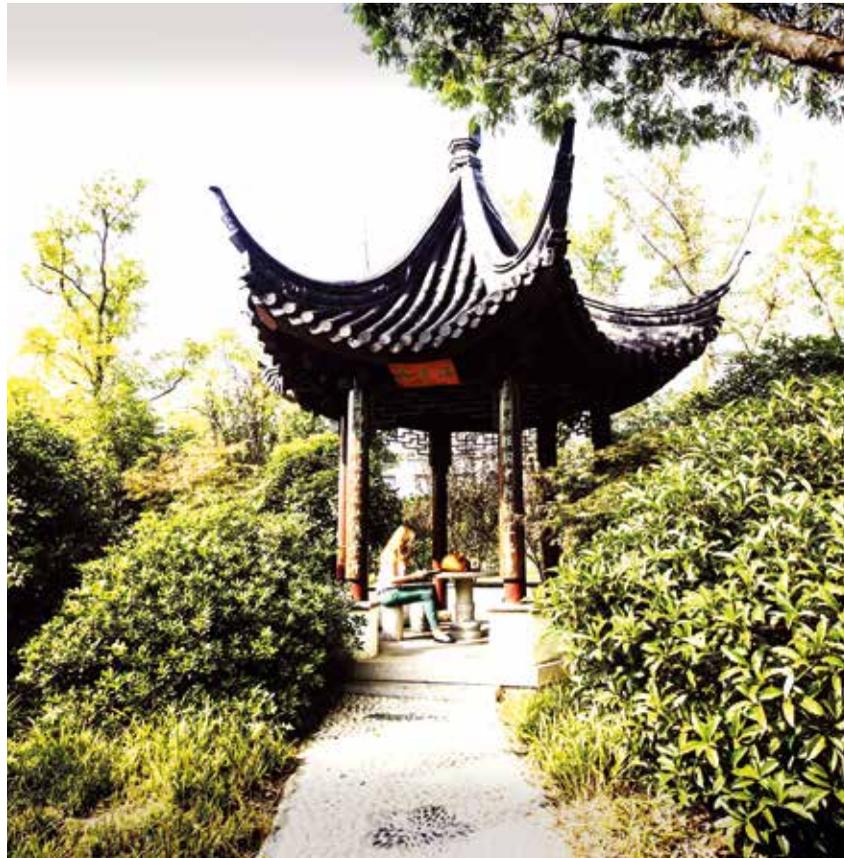
OCEANIA

- AUSTRALIA** Adelaide * - Callaghan * - Melbourne * (3 universities) - Sydney * - Townsville
- NEW ZEALAND** Auckland * - Hamilton *

KEDGE PARTNERS IN THE CREATION OF THE SINO-FRENCH INSTITUTE OF ARTS AND DESIGN MANAGEMENT

The Sino-French Institute of Arts and Design Management will open in Shanghai in September 2017, a key milestone in the China development strategy undertaken by KEDGE Business School. This unique partnership was signed in 2016.

— Thanks to the expertise of its research centre for creative and cultural industries, KEDGE Business School is able to offer an innovative programme which is unique in the world. This programme covers all business management topics that are applicable to this field, and cooperates closely with partners of excellence, each bringing their particular expertise: CAFA, Académie centrale des Beaux-Arts (art history, art theory, applied arts and design), Université Paris- Sorbonne (art history and museology), École Nationale Supérieure des Arts Décoratifs de Paris (design). In total, for the French side of the programme -Bachelor and Master in Management courses delivered by KEDGE Business School-, 37 professors will provide 52 lectures in the fields of visual arts management, heritage, museums, cultural industries, design and general creativity. Students will also be able to apply for Specialised Masters in heritage and art markets at Paris-Sorbonne, and for the ENSAD Master in Design.



DEEP PROFESSIONAL IMMERSION

The research centre for creative and cultural industries will collaborate with a wide range of French artistic and cultural institutions, including the Paris Musée d'Orsay. For its part, the CAFA will bring its unparalleled expertise in Chinese art and design. Students will thus benefit from a deep professional immersion that will complete their curriculum and achieve the main objective of the programme: training the managers of tomorrow in art, design and culture for China. A comparative research study will also explore management practices in arts and design in France and China, thus making the Sino-French Institute an expert

knowledge production platform in this field. The mission of the Sino-French Institute of Arts and Design Management is in tune with a global context in which the creative industries are recognised as genuine sources of value creation for local territories. This economic logic is very much present in China, with increasingly creative cities such as Shanghai. Innovation is central in China's 13th Five-Year (2016-2020), with a focus on science, technology, as well as culture.

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NET- WORKED



“SHARING AND COLLABORATING ARE ESSENTIAL IF WE WANT TO BE AN AGENT OF CHANGE”

Students, businesses, institutions... all stakeholders have a role to play. KEDGE shares this vision and works with international networks -including UN-affiliated networks- to exert positive influence on the attitudes of future managers and contribute to a more responsible world. Jean-Christophe Carteron, Head of CSR, tells us more.



JEAN-CHRISTOPHE CARTERON
Head of CSR, KEDGE Business School

How is KEDGE approaching CSR internationally?

The UN, the Conference des Grandes Ecoles, Cop 21, Institute of circular economy, Global Responsibility Leadership Initiative ... We took part in many initiatives that involve international networks and where the scope goes beyond the KEDGE sphere. If we truly want to be an agent of change, we need to apply an approach based on sharing, collaborating and active contribution to our global community. The Sulitest initiative, rolled out in cooperation with several UN branches and many universities worldwide, is a perfect case in point. This initiative crystallised a key teaching from the 2012 Rio+20 conference, when the role of higher education institutions was confirmed as an essential element to bring about the paradigm shifts required for a more desirable future. All the projects that we have initiated embody our CREATE, CARE, SHARE approach, which is now a genuine strategy more than simply a brand signature.

KEDGE launched the new Sulitest platform at the United Nations Environment Assembly. What are the main objectives of this test?

The Sulitest aims to measure CSR general in the fields of sustainable development and CSR, similar to the Toefl test for English or the GMAT for reasoning skills. It aims to ensure that students, future political and business leaders, and more generally all decision makers, are fully aware of major global issues and take them into account in their professional practice. As a matter of fact, this multiple choice quiz is now used to measure progress on the objectives of the UN 2030 Agenda for Sustainable Development. The main innovation on this platform in 2016 was the fact that the questionnaire can now be tailored to the specific issues and strategy of a particular university or business, in addition to the 50 core questions on national and global issues. Soon, newly recruited managers will be taking the Sulitest as part of their employer's on-boarding process. In fact some companies will be adopting the scheme as soon as 2017. At KEDGE, about 40 of our lecturers are currently drafting questions specifically related to their particular courses: responsible finance, sustainable consumption, social entrepreneurship, and so on. All our students are required to take the test not only at the beginning, but also at the end, of their studies. The idea is to measure how much their CSR-related knowledge and skills have progressed throughout their time with us, as well as to assess our own ability to change behaviours.

Another initiative is SimONU, which was set up a few years ago to raise awareness about the complexity of global geopolitical issues amongst students. How does it work?

It has now been 10 years since we launched SimONU. This is an action-based learning initiative. These UN-assembly simulations enable future managers to appreciate the complexity of decision-making in a context of cultural diversity and multiple geopolitical issues. They are focused on promoting values of peace and respect for diversity. In practice, each SimONU team role-plays a national diplomatic delegation and has to define a strategy on an international issue. Participants have to give an address to the platform and negotiate with their counterparts. The objective is to defend national interests whilst striving for consensus to get a majority vote for a draft resolution, and staying in compliance with the UN protocol. The SimONU Association also participates

in simulations held in London and Washington, as well at the UN headquarters in New York. The latter is the biggest event, drawing nearly 5,000 students worldwide over 5 days.

You also hosted an event ahead of the Cop 21 conference. What were the objectives?

We used the momentum around the Paris climate conference in November 2015 to host an international event at the UNESCO headquarters. The Secretary General of the Cop 21 was present. The aim was to assess the level of commitment of universities and other higher education institutions that were present at the Earth Summit in Rio in the fight against climate change. This event is an opportunity to reflect, exchange and become more knowledgeable. It aims to set into motion a strong movement involving many actors.

What other initiatives are currently underway?

Every year we participate in the seminar on sustainable development, organised by the Conférence des Grandes Écoles (CGE) and the Conférence des Présidents d'Université. This is an opportunity for us to exchange with our counterparts about good practices, and learn from both successes and failures. Other initiatives include regular involvements in thought-leadership initiatives such as GRLI (Global Responsible Leadership Initiative) or PRME. We are also a founding member of the Institute of Circular Economy, where we and our partners (including private businesses) try to take a more nature-inspired approach to economics thinking (whereby when a resource “dies”, it becomes useful for something else). KEDGE is also a member of the Board of directors of the Comité 21 initiative, and is involved in other initiatives such as the Fondation ONET, which campaigns against homelessness and bad housing. Our connections go way beyond the academic world: we engage with businesses, local communities, NGOs... This is our approach and we are all the richer for it.

WHAT CAN WE DO BETTER?



At KEDGE, we take the view that one learns from their failures just as much as their successes. As long as one is willing to change and transform. KEDGE is notably committed to improving the following:

- Enhancing the impact of research to make it more actionable by businesses.
Action: a working group is currently exploring this issue and will soon propose concrete corrective actions. The creation of KEDGE Centres of excellence and Fields of expertise -in 2016- is aligned with this objective, as was the communication plan for the new website.
- Go further with reverse pedagogy initiatives to foster the co-creation of knowledge.
Action: organise various co-creation workshops; new challenge held as part of Kick Start Weekend, where students were tasked with reflecting on the School's CSR strategy.
- Reduce our carbon footprint, which is hit by the absence of a high-speed train link between Bordeaux and Marseille campuses, as well as unavoidable travels for our international students.
Action: creation of a working group to achieve the objectives of the KEDGE strategic plan. Presentation of a climate plan to senior management team in 2017.

53,000
students from 505 universities in 52 countries have adopted the Sulitest

€200,000
Funds raised by KEDGE from businesses and universities to fund the new sulitest.org platform



NEW CSR INITIATIVES

Carbon footprint, environmental risk management, gender equality... KEDGE engages in these major topics to continually raise awareness not only amongst its student community, but throughout its whole organisation.



2014-2015 CARBON FOOTPRINT SURVEY

—The first carbon footprint survey carried out at KEDGE since the founding merger was commissioned to Marketing Méditerranée -the "Junior Business" student association from the Marseille campus- in 2014-2015. Based on this survey, our School rolled out a series of concrete actions aimed at reducing its carbon footprint.

The reality, however, is that when KEDGE reduces its production of greenhouse gases somewhere, it often also increases elsewhere. Our key challenges lie in transport arrangements for staff and faculty, unavoidable travel requirements of international students, as well as waste management and energy performance. All these environmental challenges require a constant awareness-building effort -since 70% of the KEDGE student population is renewed every year. To take on these challenges, a climate plan will be developed by a team of Pro-Act students enrolled in the carbon certification course in Bordeaux. This is a prime example of successful inter-campus collaboration, working towards a concrete action plan.

CLIMATE WEEK DEDICATED TO THE COP 21 CONFERENCE

—This was a first. In 2015, KEDGE hosted a special Climate Week in Marseille, Bordeaux and Toulon, ahead of the Cop 21. The idea was to give students and staff members insights to better understand the challenges tackled during the Paris Conference. This event was an opportunity for KEDGE to contribute to the emergence of a new breed of responsible and enlightened managers. The event included a workshop during which three companies - global shipping group CMA CGM, chocolate manufacturer Valrhona and the Les Saisies ski resort- came to share their experience of the impact of climate change on their business. Students also carried out group research on a range of global issues. KEDGE was awarded the Cop 21 label for organising this Climate Week.



HEFORSHE CAMPAIGNS FOR GENDER EQUALITY

—Perhaps surprisingly, no association project had ever focused on the topic of gender equality until this year. This has now been put right thanks to the launch of the HeForShe, a project supported by UN Women and their Goodwill Ambassador, actress Emma Watson.

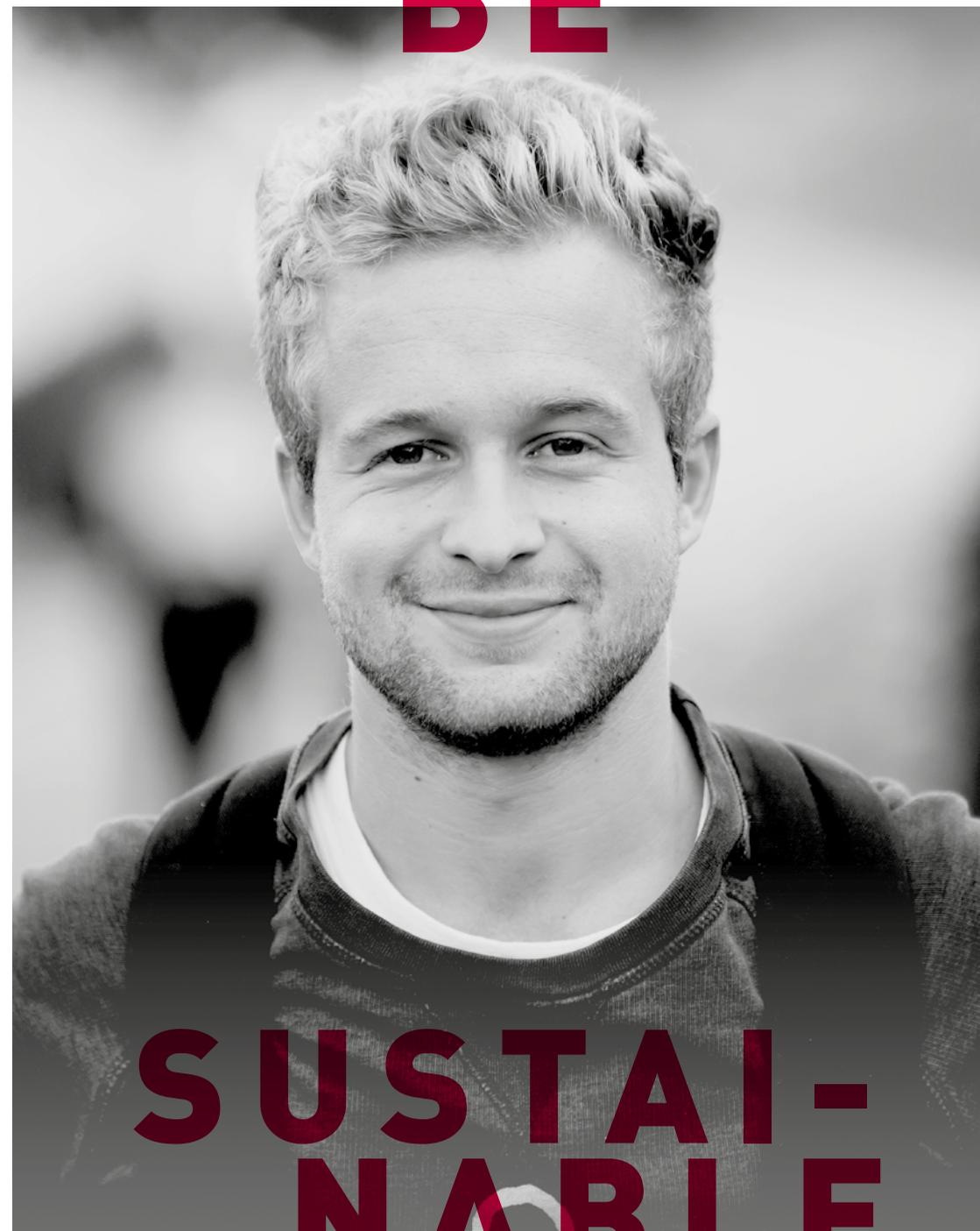
All it took was a discrete suggestion from KEDGE, and students immediately mobilised around the subject. The project can boast many achievements: involving men in raising awareness on the issue, a mixed Pro-Act team, involving two campuses (Bordeaux and Marseille), a project initiated and recognised as part of Kick Start WE (a special weekend dedicated to associative work), a great event launch which notably included a conference with professor and UN Women representative Sylvie Brunet -as part of Diversity week on the Marseille campus-, and an invitation to the Bordeaux City Hall for the Bordeaux team. The project team can be proud: gender equality is now top of mind on all our campuses.

YOUNG CIVIC SERVICE VOLUNTEERS ON OUR CAMPUSES

—These young adults (all aged 18+) come and work on KEDGE campuses for a few months to carry out general interest missions on a volunteer basis, through the French civic service scheme. Since 2015, KEDGE has been welcoming these young volunteers on its campuses to raise awareness among students on two key issues: health (well-being, environmental management) and eco-friendly practices.

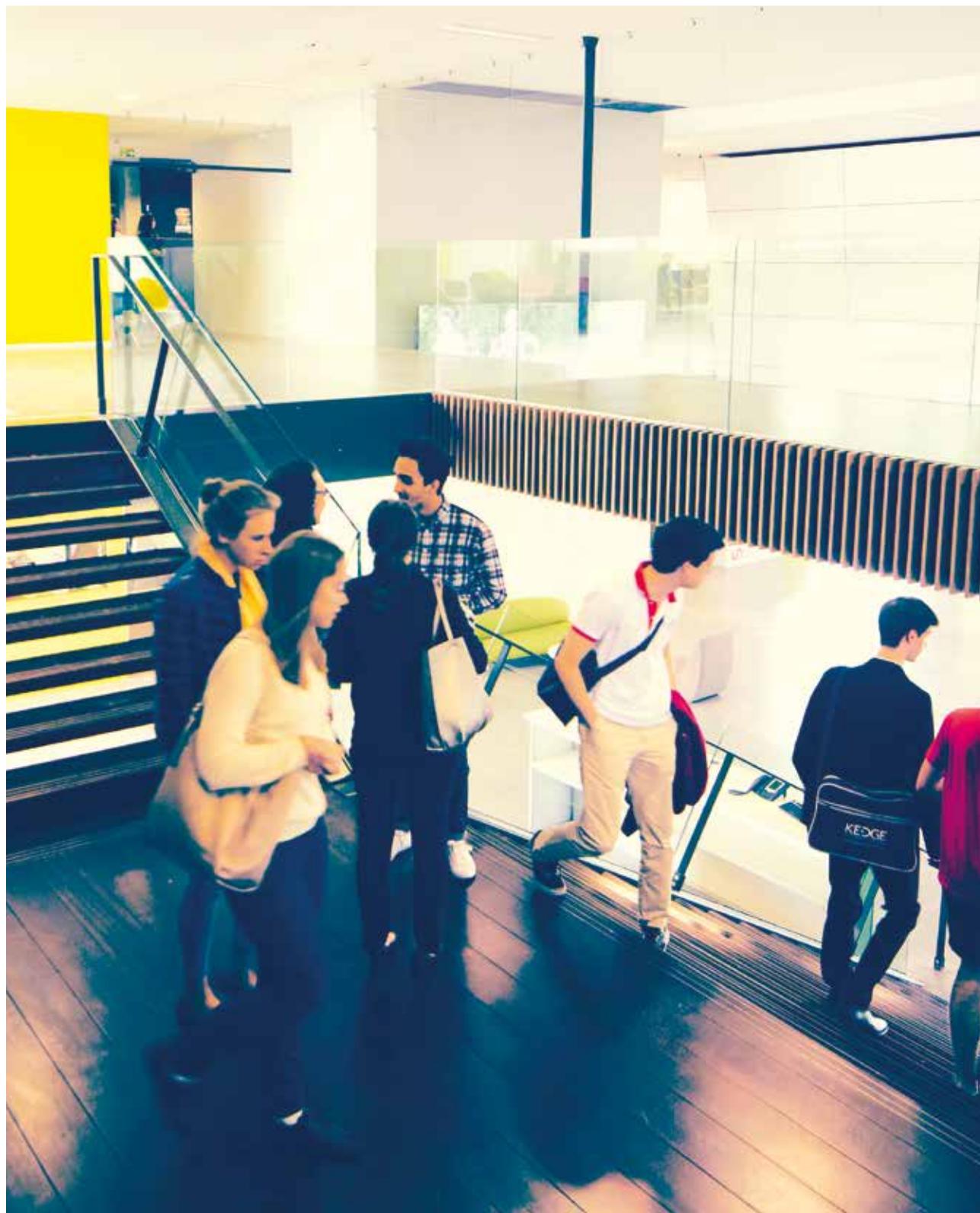
MOVING WITH THE TIMES

BE



SUSTAINABLE





MORE THAN A SCHOOL, AN ACADEMIC BUSINESS

KEDGE now operates as a business to ensure its financial sustainability. As an academic business, we have a duty to anticipate our future. This enables us to invest within our means, without jeopardising our financial health. This responsible approach is both a strength and a source of confidence. Explanations.

— KEDGE believes that proper financial management must be based on accountability and responsibility. By pursuing this strategic objective, our School seeks to ensure its financial sustainability despite an increasingly competitive context. One of the factors that motivated KEDGE to redefine itself as an academic business was the loss of historical revenue sources (chamber of commerce grants and possible decrease in apprenticeship tax, in particular). The overall mission of the School obviously remains education and knowledge transmission, but we are also a business and we must operate as such.

Accordingly, KEDGE acted very swiftly to put an end to financial dependence from Chamber of Commerce grants. Back in 2012, we started designing a new business model, relying solely on tuition fees and complementary revenues from corporate partnerships and Executive Education. By acting early to guarantee its financial independence, KEDGE also ensured strong sustaina-

bility. This proved a smart move since Chamber of Commerce budgets have been significantly reduced in recent years. KEDGE takes the view that it cannot preach the virtues of rigorous business management to its students without being exemplary in this area.

TAKING INSPIRATION FROM THE BEST US BUSINESS SCHOOLS

The stability of our revenue base depends not only on tuition fees, but also on a robust capital base required to finance our expansion and recruit the best lecturers on the market. The leading US business schools, financed by substantial endowments, are our best source of inspiration today. Their highly efficient fundraising campaigns aimed at partner companies and alumni networks have enabled them to build up considerable financial power over the years, which now gives them decisive competitive edge. KEDGE understands how crucial that is. To this end, our strategic plan is designed to achieve *smart growth*, sustained and aligned with market projections.

* Executive Education.



12,580
students enrolled
in a degree-based
programme

€94.6M
budget in 2015-2016



IMPROVING MARGINS THROUGH MINIMISING CUSTOMER RISK

For KEDGE, profitability must go hand in hand with sustainability. To this end, two main objectives were set: improve business management practices through better cost management, and achieve stronger growth rate on operating results than on turnover. This approach enables us to mitigate customer risk through a business model based on a very broad portfolio of programmes and a wider diversity of student backgrounds and origins



“KEDGE has been working on expanding its Executive Education* service offering, in order to better respond to the real-world requirements of businesses and professionals, notably with regards to life-long learning.”

STRONGER PERFORMANCE THROUGH DIGITAL TRANSFORMATION

Our digital strategy is designed to support our financial sustainability. Aimed at improving information systems, enhancing our education practices and strengthening our brand as an institution, this strategy will benefit our performance, our commercial attractiveness and, ultimately, customer satisfaction. We aim to create a virtuous circle where everything is connected.

—Digital transformation is not a goal in itself, but a tool to help KEDGE meet its challenges. It will enable our School respond to the changing expectations of its various audiences, and improve its performance.

ACCELERATING THE TRANSFORMATION OF OUR INFORMATION SYSTEMS

The merger presented KEDGE with a significant challenge: how to set up a fluid and centralised information system from two distinct ecosystems, and serve not 5,000 but 12,000 students. A long and complex process was set in motion and, although it did succeed in making the system operational from the first day of the merger, it is still being undertaken as part of a continuous improvement approach. The transformation of our information systems

is currently in a phase of acceleration. A working committee was set up in 2016 to identify and prioritise contributing projects, based on applicable budgets and deadlines. The goal was to ensure that the needs of all customers -both internal or external- are genuinely met.

RENEWING OUR EDUCATIONAL OFFER

Student expectations have changed, be it in the initial training programmes or in the Executive Education market. Digital natives just do not learn in the same way as their predecessors. One of the key areas for improvement we identified was the need to optimise our educational offer, through combining face-to-face and remote training courses -with the latter offering genuine added value.

The objective is to harness the respective strengths of both modes of teaching. In 2016, a team dedicated to educational innovation was set up, bringing together lecturers and digital experts, and engaging with students to establish how to best meet their expectations.

ENHANCING OUR MARKET ATTRACTIVENESS

Digitalisation has profoundly transformed marketing and communication practices. To maximise the attractiveness of its brand, KEDGE proceeded to a full redesign of its website (www.kedge.edu), with a view to improve the visibility of education programmes and other activities. KEDGE marketing teams are working on 4 key dimensions:

- **Supporting the evolution of the KEDGE business model.** This means working not only on our recruitment practices, but also on other growth drivers such as monetising research and corporate relations, and increasing trade with partners and alumni.
- **Establishing performance-based marketing practices,** with a ROI-centric approach to communication, since almost anything can now be measured with digital tools.
- **End of distinction between institutional and product communication.** That distinction is no longer relevant and KEDGE now launches joint product campaigns based on exemplary programmes or services. These promotional efforts are also opportunities to strengthen our brand.
- **Less is more.** Only communicate when this meets the expectations of our target audiences, who are already experiencing information overload.



BE



PERFORMING





PERFORMANCE

IMPACT MEASUREMENT

- A: Objective achieved or surpassed
- B: Objective is being realised
- C: Objective not achieved

NA or (-): Non Available/Applicable

K€1 = €1,000

M€1 = €1,000,000

SCOPE

- Marseille & Toulon campuses
- Bordeaux campus
- All campuses

SD: Sustainable development

PERIOD

July 2015 - June 2016



MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012- 2013	2013- 2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
GOVERNANCE & STRATEGY							
BUDGET (M€)	Overall budget combined (M€)	88.9	86.9	88.4	94.3	102.9	
	Total FT Faculty & Staff Wages (M€)	22.31 9.2	42.1	43.6	47.6	49	
	Total PT Faculty wages & contractual personnel	6.40 9.52	7.5	8.4	10	9.9	
	KEDGE Business School Investments (M€)	3.2 1.3	5.9	4.7	6.3	7.4	
	Tuition fees-Global (M€)	41.9 30.8	77.1	79	83.1	93.8	
CORPORATE CONTRIBUTIONS	Advanced partnerships	188 103	190	197	197		
	Corporate relations	900 505	1,100	1,100	1,100		
	Apprenticeship tax collected (gross) (M€)	6 1.75	6.8	7.2	7.25		
	Internships	2,503 2,297	5,543	6,200	6,700		
	Company origin (international/national)	48%/52% 45%/55%	48%/52%	48%/52%	48% / 52%		
NUMBER OF STUDENTS	All Programmes & International	6,429 4,622	11,639	11,936	12,580		
GEOGRAPHICAL ORIGIN OF STUDENTS	France	72% 88%	76%	74%	77%		
	Europe (excl. Russia and Turkey)	6%	5%	5%	6%		
	International (incl. Europe)	28% 12%	25%	26%	23%		
REQUIRED ENTRANCE EXAM SCORES	Ecricome prépa	9.65 9.93	9.8	9.6	9.1		
RECRUITMENT RATE OF ESC STUDENTS PER EXAM TYPE (TESTS)	Ecricome prépa+Bel	4.7% 4.9%	3.69% 3.94%	8%	8%		
	Tremplin 1	11.8% 4.7%	9.30% 4.13%	18.8%	16.85%		
	Tremplin 2	9.3% 6.8%	8.35% 6.83%	17.8%	19.24%		
CAMPUS DEVELOPMENT	Number of operating campuses/Offices	5 4	9	10	10		
ACCREDITATION	Number-Name of international accreditations	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB		

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012- 2013	2013- 2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
RANKINGS	Financial Times - Best European Business School	32	29	30	33		
	Financial Times - Executive MBA	43	27	23	22		
	Financial Times - Master in Management	38	42	45	53		
	Financial Times - Executive Education	70	67	72	73		
	L'Étudiant - ESC Master Grandes Écoles	9	9	7	13		
	L'Étudiant - CeseMed Poster Bac		1	2	4		
	Le Point - CeseMed/EBP	2 2	2	3	4/3		
	Le Point - ESC	10 16	9	11	11		
	Figaro Étudiant - ESC	7	7	13	10		
	Le Parisien - ESC	8	7	7	7		
	Figaro Étudiant - CeseMed/EBP	10	10	7			
	Le Parisien Bachelor/ KEDGE Bachelor	2	1	1	1		
	Challenges - ESC	Trial	10	5	5		
	Challenges - CeseMed/ Post Bac	7		6	6		
	Challenges - EBP/Post Bac			4	4		
(NO) SIGNATURE OF SD CHARTER INVOLVING ALL STAKEHOLDERS	New School Commitments	Id + GUPES Membership	Id+ Charter for Biodiversity	UNGC & PRME, Sustainable Campus Charter, Diversity Charter, Rio HESI, GUPES, Charter for biodiversity, MOU with UNEP	UNGC & PRME, Sustainable Campus Charter, Diversity Charter, Rio HESI, GUPES, Charter for biodiversity, MOU with UNEP	Relaunch of charter for diversity	A
(IO 2015) 2 SD CRITERIA IN MANAGERS' EVALUATION	Use of extra-financial criteria in managers' performance assessments	0%	0%	0%	0%		
(NO) QUARTERLY MEETINGS OF SD COMMITTEE (REPRESENTING STAFF, STUDENTS, MANAGEMENT AND STAKEHOLDERS)	Existence of a CSR department attached to the General Director	Yes No	No (current merger)	Yes	Yes		A
	Staff dedicated to CSR issues	3 full-time 1 part-time	3 CSR 2 Wellness 1 Full time equal diversity 1 RMR	4 CSR within RSE department 2 Wellness 2 Equal opportunities	3.5 CSR, 2 Wellness, 2 Equal opportunities, 6 civic service volunteers		A
	Number of CSR Officer meetings	10 1	4	5	4		B+
	Dedicated CSR budget in K€ (excl. research, investment wages, etc.)	76.8 No	43	73	89		A+
(SO 2015) 1 ANNUAL MEETING FOR EACH TYPE OF STAKEHOLDER: STUDENTS, STAFF, EXTERNAL	Frequency and method for stakeholder consultation	0	1	0	0		C
(NO) ANNUAL ACTIVITY REPORT COVERING SD INITIATIVES	Activity report covering SD initiatives	Integrated report	Integrated report	Integrated report	Integrated report		A
(SO) REACHING ALL STAKEHOLDERS	SD-related awareness raising actions	29	63	79	131		A+



PERFORMANCE

See page 40 for legend.

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
SOCIAL POLICY							
HUMAN RESOURCES	Administrative staff	224* 156*	476*	498	521		
	Faculty members	93 75	181	196	183		
	Percentage of men/women	42%/58% 37%/63%	41%/59%	42%/58%	39%/61%		
	Percentage of French/ non-French	83%/17% 89%/11%	81%/19% 86%/14%	84.5%/15.5%	85%/15%		
	Number of staff training hours	3 395 -	4,439	6,270	3,954		
RECRUITMENT - MEN (ADMIN STAFF + FULL-TIME FACULTY MEMBERS)	Management	4 3	0	8	15		
	Non-management	4 0	6	10	2		
RECRUITMENT - WOMEN (ADMIN STAFF + FULL-TIME FACULTY MEMBERS)	Management	2 3	4	11	21		
	Non-management	5 0	13	12	11		
HR	Proportion of women in management and senior management positions/ sitting on the Board of Directors	14.23%/23% 20.83%/ 14.28%	45%/30%	47%/33%	52%/31%		
	Proportion of seniors	29% -	21%	15.2%	16.2%		
(NO) 6% PERSONNEL (STAFF AND FACULTY)/ STUDENTS WITH A DISABILITY	Proportion of staff/number of students with disabilities	1%/12 -	0.5% (3 staff/ 24 students)	3 staff	10 staff		
	Existence of a department dedicated to integration of international students	Yes Yes	Yes	Yes	Yes		
(SO) RESOURCES DEDICATED TO STUDENT WELL-BEING AND PSYCHO-SOCIAL ISSUES	Staff involved in wellness team	9 -	13 7	13 7	13 7		
	Infrastructure	3 -	3 2	3 2	3 2		
	Budget allocated to wellness (K€)	48.2 -	53.2	72.8	72.8		
	Awareness initiatives on wellness issues	32 -	30 3	25 8	35 20		
(NO) RAISE AWARENESS OF ALCOHOL AND DRUG ABUSE ISSUES FOR 100% OF STUDENTS	Staff satisfaction rate	12,1% 57%	NA NA	NA NA	72%		
	Participation rate in the HR staff satisfaction survey	42% 58%	NA NA	NA NA	NA NA		
	Staff turnover rate (%)	5.2% ND	1.5%	0.96%	11.46%		
	Internal mobility rate	0.01% -	0	0.15%	4.40%		
	Absenteeism rate (including long disease)	3.8% -	5.3%	4.75%	6.39%		
	Number of days absent due to accidents at work/ number of persons concerned	0 -	465 days/ 5 employees	440 days/ 3 employees	164 days/ 9 employees		
	Number of sick days/ number of people concerned	640/52 -	NA	4,588 jours/ 89 employees	3,647/ 221 employees		

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
SOCIAL POLICY							
(NO) BE REPRESENTATIVE OF FRENCH SOCIETY (AS PER SOCIO-ECONOMIC, GENDER, MINORITY AND DISABILITY STATUS) FOR BOTH STUDENTS AND STAFF	Social origin of students						
	Agro-fishing industry	2%	1.7%	1%	2.9%		
		1.2%					
	Self-employed workers, business owners (over 10 employees)	16%	16.9%	14%	19.3%		
		11.30%					
	Senior management & knowledge-based professions	46%	51.7%	41%	32.5%		
		49.30%					
	Intermediate-level professions	10%	7.9%	16%	13.9%		
		12.82%					
	White-collar workers	6%	3.1%	10%	12%		
		9.80%					
	Blue-Collar workers	4%	6%	4%	2.6%		
		1.4%					
Retired	6%	5.5%	3%	3.1%			
	5.4%						
Unemployed	1%	0.1%	7%	6.7%			
	9%						
Other	9%	7.1%	4%	7%			
	0%						





PERFORMANCE

See page 40 for legend.

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
SOCIAL POLICY AND LOCAL INVOLVEMENT							
EQUAL OPPORTUNITY EFFORTS	Number of apprenticeship/professional contracts (work study)	318	760	803	937		
	Number of equal opportunities projects/Number of students involved	14 (+200 students)	25 (+1,000 students)	24	3 schemes in Bordeaux, 3 schemes in Marseille		
FINANCIAL AID/(NO) 100% OF STUDENTS AND STAFF LIVING ABOVE POVERTY THRESHOLD	New students exempt from tuition fees (per year/cumulated)	3/20	8/14	NA	NA		
	Number of government scholarships (CROUS)	717	829	1,394	961		
	Number/amount of School scholarships	113/190 K€	162/282 K€	201/392 K€	231/444 K€		
	Number/amount of EU funding for mobility	580/735 K€	194/300 K€	640/847 K€	644/933 K€		
(NO) 6% PERSONNEL (STAFF AND FACULTY)/STUDENTS WITH A DISABILITY	Proportion of staff/number of students with disabilities	1%/12	0.5% (3 staff/24 students)	3 staff	10 staff 46 students		
(SO) RESOURCES DEDICATED TO STUDENTS WELL-BEING AND PSYCHO-SOCIAL ISSUES	Existence of a department dedicated to integration of international students	Yes	Yes	Yes	Yes		
	Staff involved in wellness team	9	13	13	13		
	Infrastructure	3 rooms	3	3	3		
	Budget allocated to wellness (K€)	48.2	53.2	72.8	72.8		

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS	
RESEARCH								
PUBLICATIONS	A et B articles	42	86	122	174			
	C articles	55	55	105	83			
	Total of scholarly publications	97	141	227	257			
	Professional journals	15	41	30	41			
	Book chapters	28	44	48	50			
	Books	6	13	14	13			
	Number of authors	52	112	122	142			
	Research papers presented at Conferences	101	208	298	192			
	Case studies (published in a case clearing house)	3	13	21	32			
	CNRS articles	50	100	132	176			
	CNRS STARS RATINGS	Number of CNRS Stars	108	217	364	429		
	(NO 2013) 15% OF RESEARCH PROJECTS DEDICATED TO SD TOPICS	Proportion of SD-relevant academic output	16%	16%	16%	15%		
		Number of Research Chairs dedicated to SD/CSR	3	4	6	4		
Existence of an interdisciplinary Group on SD issues		Yes	Yes	Yes	Yes			
(NO 2011) INTERDISCIPLINARY RESEARCH GROUP ON SD	Involvement in National/International Research Programmes on SD	NA	NA	Cluster RSE	Cluster RSE			
(NO) RESEARCH IN PARTNERSHIP WITH OTHERS TYPES OF ORGANISATIONS	Networks where KEDGE BS is active	Institute of Circular Economy, RSE PACA, WIKI 2D, PRME, UNGC, GRLI	CE100, Institute of Circular Economy, Orée, Institut Inspire, Green Cross, RSE PACA, Ecoplanète, PRME, GUPES, GRLI	Institute of Circular Economy, RSE PACA, IAU, ISCN, UNGC, Global Alliance, PRME, GUPES and GRLI	Institute of Circular Economy, RSE PACA, IAU, ISCN, UNGC, Global Alliance, PRME, GUPES and GRLI		A	
(SO) IMPACT OF RESEARCH WORK ON THE GENERAL PUBLIC AND DECISIONS MAKERS	Number of SD Research Projects conducted by students	139	164	NA	NA			



PERFORMANCE

See page 40 for legend.

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
TEACHING & TRAINING							
NUMBER OF STUDENTS PER PROGRAMME	All Programmes + International	6,429	11,639	11,936	12,580		
		4,622					
	All Bachelors	1,666	2,212	2,425	2,085		
		1,050					
	All Masters	4,128	8,416	8,382*	9,115		
		3,199					
	EBP	676	775	950	1,079		
	ESC	2,370	4,859	4,789	5,287		
		2,102					
	MSc	1,279	1,318	1,471	1,307		
	130						
MS	137	1,121	1,172	1,442			
	900						
MBA - EMBA	342	344	336	300			
	67						
DBA	39	17	0	16			
INTERNATIONAL PARTNERSHIPS	Number of partners/accredited	189 (88)	273 (164)	293 (174)	275 (182)		
		-					
	Number of incoming students	596	1,181 (including 37 IFC)	1,082 (including 115 IFC)	1,238 (194 IFC / 76 RENMIN)		
		373					
	Number of outgoing students	723	1,800	1,733	1,768		
		789					
Number of students involved in special programmes (summer school + MBA summer school)	120	85 + 26 MBA	98 + 32 MBA	105+25 MBA			
	94						
Number of coaches	60	75	55	65			
	NA						
PERSONAL DEVELOPMENT	Total coaching hours	6,326	7,000	7,715	12,000		
STUDENTS PRO-ACTS + BPM PER CATEGORY	Number of Pro-Acts (total)	934	875	1,026	1,131	1,600	
	Terre/Social citizenship	102	79	125	154		
	Entrepreneurship	108	114	99	100		
	Information/ Communication	388	299	310	371		
	Associative management	65	80	126	91		
	Sports	57	68	66	56		
	Arts	61	46	73	100		

* As from 2014-2015, MBAs are not included in "All Masters".

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
STUDENT RESEARCH OR PROFESSIONAL PROJECTS	Company	153	189	230	259		
	Employment	1,174	1,106	NA	NA		
	Research	1,611	1,977	NA	NA		
(NO 2013) SD TRAINING FOR 100% OF FACULTY MEMBERS	Percentage of faculty members receiving SD-related training	0%	0%	0	0		
(NO 2011) EXISTENCE OF AN SD CORE TEACHING CONTENT (NO 2017) 100% OF PROGRAMMES INCLUDE AN SD COURSE	Proportion of compulsory courses content dedicated to SD issues	CeseMed (15%) Euromed Bachelor (15%) ESC (11%) MS/ MSc (15.4%) MBA (5.5%) Bachelor (8.3%) EBP (12%) ESC Bachelor (11.4%) MS/MSc (13%)	CeseMed (15%) EBP (12%) KEDGE Bachelor (2.63%) ESC (8.30%) MS/MSc (15.38%)	CeseMed (15%) EBP (12%) KEDGE Bachelor (2.63%) ESC (8.30%) MS/MSc (15.38%)	CeseMed (15%) EBP (12%) KEDGE Bachelor (2.63%) ESC (8.30%) MS / MSc (13.27%)		
	Proportion of elective courses	ESC (19%) MS/MSc (-%) MBA (4.8%) ESC Master 1 & 2 (12.8%)	ESC (16%) ESC Master 1 & 2 (10.8%)	ESC (19.4%)	ESC (19.4%)		
	Executive Education	Elective MBA track + 10-day programme FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course)	Compulsory courses (5.6%) Elective courses (4.2%) FC ESC (5%) FC ISLI (5%) FC MAI (1 short- term course) PMG (5%) MS MFO (10%)	NA	NA		
	Proportion of students/ graduates taking on an internship/job tackling SD issues	20%	22.9%	20.5%	26.20%		





PERFORMANCE

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MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
ENVIRONMENTAL CAMPUS MANAGEMENT							
[SO 2020] REDUCE GREENHOUSE GAS EMISSIONS BY 40%	Total Emissions (mtce, metric tons carbon equivalent)	NA	NA	Carbon footprint audit underway			
	Carbon footprint per student (mtce) with/without trips abroad	id	NA	NA			
(NO) INTEGRATE SOCIAL AND ENVIRONMENTAL INDICATORS IN MARKETS, WITH A MINIMUM WEIGHTING OF 30%	Weighting of social and environmental criteria in procurement	NA	NA	NA	10.30%		
	Percentage of purchasing contracts with CSR requirements attached	NA	29%	NA	38%		A
(NO 2010) 100% OF WOOD CERTIFIED OR SOURCED FROM SUSTAINABLY MANAGED FORESTS	Quality/Quantity of paper consumed (excl. promotional tools)	100%/13 tons	100%/8 tons	6 tons (Toulon)	6.9 tons		
		0%/11 tons	0%/7.6 tons	4.3	NA		
PRODUCT/RESOURCE CONSUMPTION *ESTIMATES INCLUDING STUDENT ACTIVITIES	Cardboard compacted	40 tons	10 tons	1 ton (Toulon)	3 tons		
		NA	8.3 tons	6.41	3.025 tons		
	Cans	45,350*	34,738	NA	NA		
		17,942	0.81 tons	0.83	0.433		
	Glass	8,404*	NA	NA	NA		
		NA	0.55 tons	0.7	0.8		
	Plastic cups	121,500*	148,000	120,000 (Toulon)	NA		
		79,583		NA	NA		
	Plastic bottles	17,493*	16,516	600 (Toulon)	NA		
		10,311	0.41 tons	0.776	0.152		
	Light bulbs	580	510	20 (transition to LEDs)	20 LEDS		
			NA	NA			
Computers & electronic products	190 CPUs 45 LCD monitors 61 CRT monitors 0 printers	200 CPUs 41 dynamic screens 34 classroom screens 6 TV 60 video projecteurs 0 printers	NA	35 laptop PCs 45 desktop PCs 52 PC monitors			
	23 screens 1 printer 122 CPUs	NA	NA				
Ink Cartridges	285	285	NA				
	-	-	NA				

MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
(NO) EARN AT LEAST B GRADE (ENERGY AND CLIMATE) FOR RENOVATED BUILDINGS AND A GRADE FOR NEW BUILDINGS	Electricity consumption (KWh)	1,325,190	1 475 000	1 509 844	1,528,623		
		1,448,954	1,441,357	1,693,345	1,695,552		
	Gas consumption (KWh)	1,492,111	1,800,000	1,209,034	946,364		
		1,520,152	640,635 m³	2,007,060	1,941,000		
(NO) 20% OF ENERGY FROM GREEN SOURCES	Average green energy production/day (KWh)	108	210	250 (Toulon)	113		
(NO) 20% OF ORGANIC AND LOCALLY-SOURCED PRODUCTS IN CATERING	Proportion of organic, locally-sourced and fair-trade products	0%	NA	NA			
			NA	NA			
(NO) REDUCE WASTE BY 2% (ON A CONSTANT BASIS)	Tonnage of waste	20 bins	19 bins 20.32 tons	2 bins (Toulon)	7.5 tons		
		66.916 tons	83.65 tons	93.38 tons	40.28 tons		
(NO) ACHIEVE PROPER SELECTIVE SORTING FOR 100% OF WASTE AND A 75% RECYCLING RATE	Paper recycling	80%	90%	90%	90%		
		9.1%	7.03%				
	Cardboard recycling	95%	90%	90%	90%		
			7.49%				
	Light bulbs	100%	100%	100%	100%		
		NA	NA	NA			
Computers & electronic products recycling		Stored	Stored	NA	100%		
		0.89 tons	NA	NA	100%		
Ink cartridges recycling (reconditioned/dismantled)		87% 13%	87% 13%	NA	100%		
		96%	NA	NA			
(NO) WATER CONSUMPTION LESS THAN 3M³ PER YEAR PER FULL-TIME STUDENT	Water consumption (m³) per student	8,331 1.3 m³	9,934 1.63 m³	7,869 1.99 m³	8,876		
		6,278	9,839	4,708	4,810		
		2.11 m³	2.09 m³	0.78 m³			
(NO) RATE OF PUBLIC TRANSPORTATION USE HIGHER THAN REGIONAL AVERAGE (NO) ACHIEVE BUSINESS TRIPS OF FACULTY/ RESEARCH STAFF MEMBERS AND OPERATIONAL ACTIVITIES	Carbon footprint for daily travel (public transportation/petrol-based vehicles)	-	-	Carbon footprint audit underway			
		-	-	NA			
	Greenhouse gas emissions linked to transportation	-	-	NA			
			NA				
Compensation tax for transportation	0	0	NA				
(NO) 100% OF GREEN SPACES ECOLOGICALLY MANAGED, WITH 0% PESTICIDES	Preserving biodiversity and natural resources	id	Adoption of a biodiversity charter and action plan	Adoption of a biodiversity charter + 2 projects	Adoption of a biodiversity charter/ Bio-diversity path, in partnership with the Calanques National Park	Biodiversity survey underway on the Bordeaux campus	A
		-	-				





PERFORMANCE

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MAIN INDICATORS/ SD OBJECTIVES (NO: NATIONAL/ IO: INSTITUTIONAL)	KEY PERFORMANCE INDICATORS	2012-2013	2013-2014	2014-2015	RESULTS 2015-2016	OBJECTIVES	TRENDS
STRATEGY & GOVERNANCE							
CORPORATE CONTRIBUTIONS	Company origin (international/national)	48%/52%	48%/52%	48%/52%	48%/52%		
		45%/55%					
GEOGRAPHICAL ORIGIN OF STUDENTS	Europe (excl. Russia and Turkey)	6%	5%	5%	6%		
		28%					
	International (incl. Europe)	12%	25%	26%	23%		
ACCREDITATION	Number- Name of international accreditations	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB	3-AMBA EQUIS AACSB		
RANKINGS	Financial Times - Best European Business School	32	29	30	33		
	Financial Times - Executive MBA	43	27	23	22		
	Financial Times - Master in Management	38	42	45	53		
	Financial Times - Executive Education	70	67	72	73		
TEACHING & LEARNING							
INTERNATIONAL PARTNERSHIPS	Number of partners / accredited	189/88	273/164	293/174	275 (182)		
		-					
	Number of incoming students	596	1,181 (including 37 IFC)	1,082 (including 115 IFC)	1,238 (194 IFC / 76 RENMIN)		
		373					
Number of outgoing students	723	1,800	1,733	1,768			
	789						
Number of students involved in special programmes (summer school + MBA summer school)	120	85 +26 MBA	98 +32 MBA	105 +25MBA			
	94						
SOCIAL POLICY							
HUMAN RESOURCES	Percentage of French/non-French	83%/17%	81%/19%	90.5%/9.5%	85%/15%		
		89%/11%	86%/14%	95%/5%			
FINANCIAL AID/(NO) 100% OF STUDENTS AND STAFF LIVING ABOVE POVERTY THRESHOLD	Number/amount of EU funding for mobility	580/735 K€	194/300 K€	640/847 K€	644/933 K€		B+
		841/1 092 K€	222/264 K€				
(SO) RESOURCES DEDICATED TO WELL-BEING AND OTHER PSYCHOSOCIAL ASPECTS OF STUDENT LIFE	Existence of a department dedicated to integration of international students	Yes	Yes	Yes	Yes		B
		Yes					
(NO) 30% OF SOLIDARITY AND COOPERATION INITIATIVES AIMED AT DEVELOPING COUNTRIES	Local/International solidarity projects	53%/47%	58%/42%	59%/41%	59%/41%		A
		-	54%/46%	42%/58%	55%/45%		



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