

**PRME**

Principles for Responsible  
Management Education



**MANAGEMENT  
SCHOOL**  
PARIS-LA DÉFENSE



**GRADUATE SCHOOL OF  
ENGINEERING**  
PARIS-LA DÉFENSE

# SHARING INFORMATION ON PROGRESS (SIP)

REPORT FOR LÉONARD DE VINCI ASSOCIATION AND ITS SCHOOLS  
EMLV BUSINESS SCHOOL & ESILV ENGINEERING SCHOOL

01 | 2020





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# 01 STATEMENT OF COMMITMENT

THE ASSOCIATION LEONARD DE VINCI IS MADE UP OF TWO SCHOOLS, EMLV BUSINESS SCHOOL AND ESILV ENGINEERING SCHOOL. THE ASSOCIATION IS LOCATED IN PARIS-LA DÉFENSE, EUROPE'S LARGEST PURPOSE-BUILT BUSINESS DISTRICT, 500+ COMPANIES ON A 564 HECTARES SITE OF WHICH 15 ARE IN THE TOP 50 OF THE FORTUNE 500 WORLDWIDE, 180,000+ EMPLOYEES, 45,000+ STUDENTS AND MORE THAN 10 000 M<sup>2</sup> OF CO-WORKING SPACE.

## EMLV'S MISSION

**Driving innovation in teaching and research to provide a global mind-set, multidisciplinary skills and knowledge that addresses challenges in business and digital environments.**

Both Schools focus on digital environments, internationalization and the acquisition of multidisciplinary competencies with ESILV having an additional focus on innovation.

Through joint programming, research and common modules/ other activities (associations, clubs and sports), management students and faculty interact daily with their colleagues in engineering as well as with those at the internet/multimedia school, IIM, with whom **EMLV** and **ESILV** share the campus.

## ESILV'S MISSION

**Providing interdisciplinary programs, supported by multidisciplinary research, that give highly qualified engineers an entrepreneurial spirit, coupled with the theoretical, digital and practical knowledge, to work with and lead others in an ever-changing world.**

The Association and its Schools are dedicated to providing programs to ensure a sustainable society. The Association works closely with its broader stakeholders to assess and continuously improve its efforts to prepare responsible leaders in sustainability and corporate responsibility in a multicultural and ever-changing world. The Association's adherence to the PRME Sustainable Development Goals recognizes the work we have done and hope to do.

Below we have summarized our current actions in sustainability and global responsibility, and we look forward to noting our improvement thanks to PRME's reporting processes that will allow us to identify and track our progress through the deployment of adequate resources to reach our strategic goals.

In sharing our values and knowledge with our students, we hope they will become drivers of change in our society. Thanks to faculty and support staff, as well as all our external stakeholders, we believe our programs cultivate and develop student environmental and societal conscience, ensuring they respect not only the environment but also each other, while inspiring those around them to do so as well.



**Pascal Brouaye**

Director General  
Association of Léonard de Vinci  
Paris-La Défense

# 02 INTRODUCTION

## THE LÉONARD DE VINCI ASSOCIATION

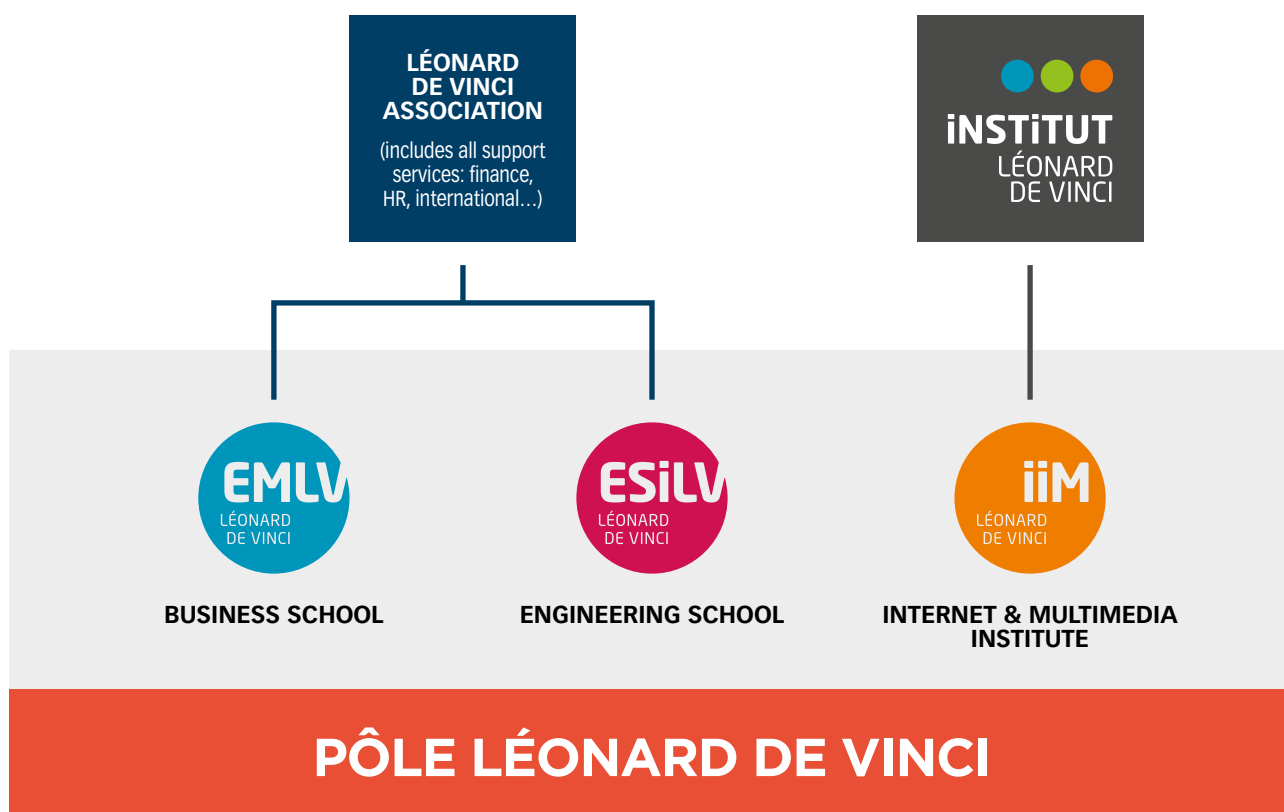
Constructed in 1995, the physical campus, known as Pôle Universitaire Léonard de Vinci, is located at La Défense Paris, Europe's largest purpose-built business district. The campus, in turn, is home to two legal entities:

. The Léonard de Vinci Association (hereinafter "the Association")

. The Léonard de Vinci Institute.

**EMLV Business School** is one of two schools within the Association, the other being its sister **Engineering School ESILV**.

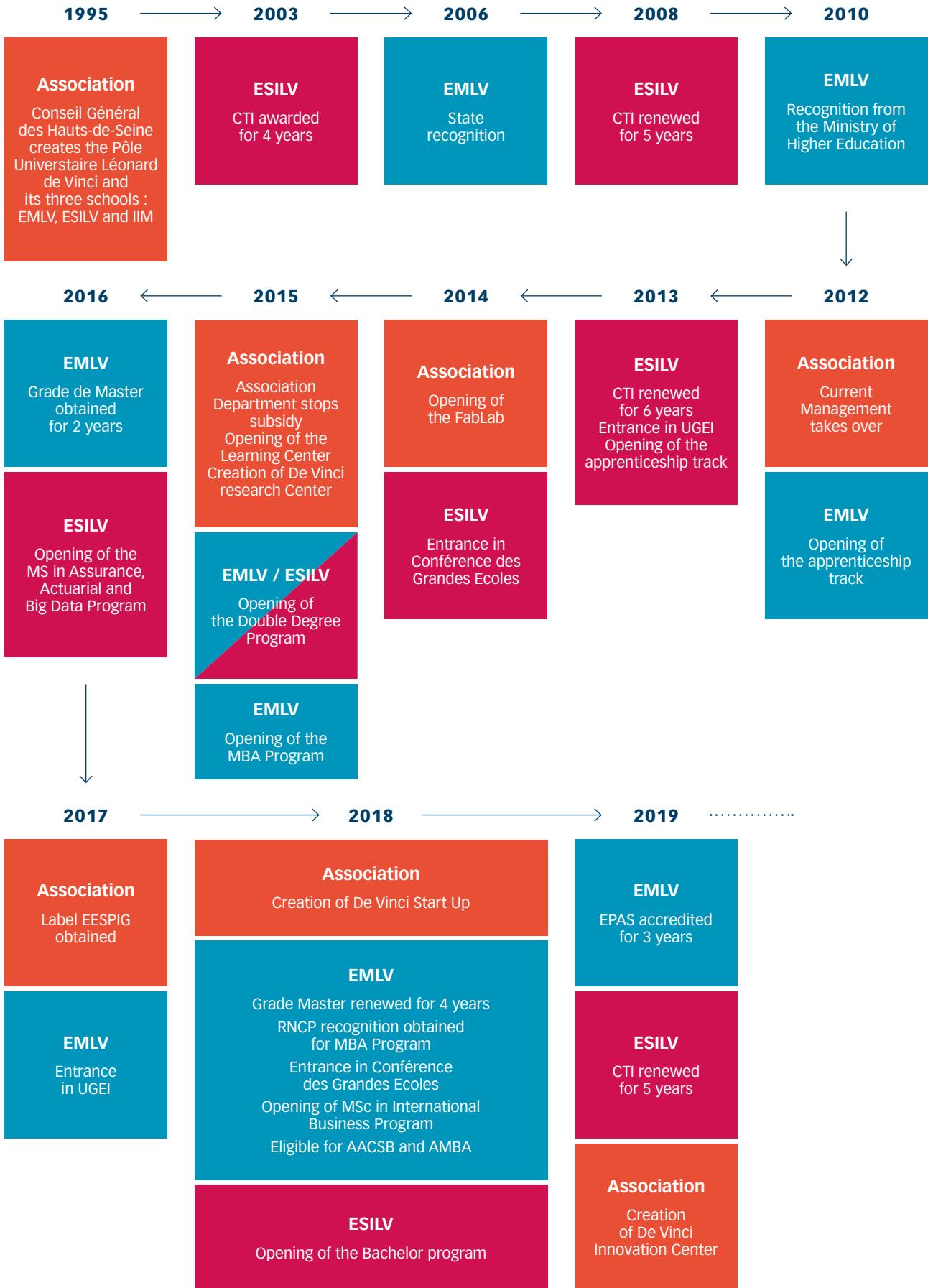
## THE LÉONARD DE VINCI PÔLE FOR HIGHER EDUCATION AND RESEARCH



The Pole is located at La Défense Paris, Europe's largest purpose-built business district. The Pole's location at La Défense on a campus defines its unique position within innovation and the digital business environment regionally, nationally and internationally. Engineering, management and internet/multimedia students and faculty intermingle daily through joint programming, common modules, extracurricular activities, and research projects on a site of 564 hectares with 500+ companies, of which 15 are in the

top 50 of the fortune 500 worldwide, 180,000+ employees, 45,000+ students and more than 10 000 m<sup>2</sup> of co-working space.

**EMLV** and **ESILV** are members of the Conférence des Grandes Écoles (CGE) and the Union of Independent Schools (UGEI). EMLV is also a member of AACSB and EFMD. The following timeline indicated the most significant events of the Association and its schools since their creation in 1995.



# 03 PRME

## PRINCIPLES ALIGNED TO ASSOCIATION'S ACTIONS OVER THE NEXT TWO YEARS

AS THE ASSOCIATION RECENTLY JOINED PRME, THE FOLLOWING IS ITS FIRST SHARING INFORMATION ON PROGRESS REPORT.

PRINCIPLE	ACTIONS
PURPOSE	<ul style="list-style-type: none"> <li>. Better integration of PRME Principles into the mission statements of the Association's Schools</li> <li>. Review and implementation of certain recommendations from AC3L Consulting on CSE/Sustainability audit</li> <li>. Expand upon strategic actions involving PRME Principles with qualitative and quantitative performance indicators and targets</li> <li>. With approval from the Board of Directors, work with the Corporate Advisory Committees and Strategic Advisory Council on a Capacity Development Program on PRME-related topics</li> <li>. Creation of a research chair in the Soft Skills and Transverse Pedagogy Department on CSE/Sustainability</li> </ul>
VALUES	<ul style="list-style-type: none"> <li>. Express integration of the United Nations Global Compact initiative into the strategic plans of each school</li> <li>. Ensure the Sustainable Development Goals (SDGs) are material issues within the Schools and before their various stakeholders</li> <li>. Implement specific actions / studies on the impact of CSE/sustainability in the area of digitalization, internationalization and innovation</li> <li>. Encourage greater discussion and reflection on campus on how to integrate the SDGs across the Association and its Schools</li> <li>. Communicate internally the results of the AC3L audit on CSE/Sustainability audit to sensitize faculty and staff on PRME related topics/themes</li> </ul>
METHOD	<ul style="list-style-type: none"> <li>. Develop surveys to measure the collective impact the teaching of PRME-related topics has on students and alumni</li> <li>. Creation of faculty incentives to develop student-learning and research on PRME-related topics</li> </ul>
RESEARCH	<ul style="list-style-type: none"> <li>. Creation of a research cluster on PRME-related topics</li> <li>. Improve tracking / identification of faculty intellectual contributions in PRME-related topics</li> </ul>
PARTNERSHIPS	<ul style="list-style-type: none"> <li>. Affiliation with an academic network involved in PRME-related topics</li> <li>. Increase support for students and student associations to affiliate with PRME-related topics</li> </ul>
DIALOGUE	<ul style="list-style-type: none"> <li>. Survey interns and alumni to see if they work in PRME-related areas and to what extent</li> </ul>
ORGANIZATIONAL PRACTICES	<ul style="list-style-type: none"> <li>. Building of new, environmentally friendly campus</li> </ul>



# 04 PRINCIPLE 1 PURPOSE

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

The academic institution's strategy for embedding PRME and responsible management into the institutional strategy, including support mechanisms, goals, and targets to ensure its success.

## 4.1 DESCRIPTION OF HOW PRME IS EMBEDDED INTO INSTITUTIONAL STRATEGY OR INTO A STAND-ALONE SUSTAINABILITY STRATEGY

Currently neither the Association nor its Schools have a written stand-alone sustainability strategy. Nonetheless, the Association and its Schools have, for several years, engaged in important actions that confirm its commitment to PRME Principles and responsible management.

### Since 2016: Decision to introduce sustainability, corporate social responsibility and responsible management to all students in all programs.

Primarily, though not limited to, modules and associated activities within the Soft Skills and Transverse Pedagogy Department, students learn through a transverse et pluri-disciplinary approach about responsible entrepreneurship, climate change, protection of natural resources, biodiversity and many other topics.

### Since 2017: Creation of a Director for Sustainability

The Association named the Director for Soft Skills and Transverse Pedagogy as the Director for Sustainability with the aim to establish a specific strategy related to this, and related, themes. The Director reports monthly on these activities before the Management Committee.

### Since 2018: Administrative and Financial Support to the Student Association Devinci Durable,

Student association that organizes various presentations, conferences and other events around sustainable development and responsible consumption on and off campus throughout the year.

### Octobre 2019: Sustainability Audit

The Association hired AC3L Consulting to conduct an audit, which it will later use to implement a sustainability strategy in Schools and on campus. The study began at the end of 2019 and will end late Spring of 2020 with a mapping of both internal and external stakeholder engagement and interest in sustainability and other PRME related themes. The Association and its Schools hope to use the audit results to develop a comprehensive dialogue with all stakeholders, external and internal, on sustainability, corporate social responsibility, responsible management, ethics and other PRME related themes.

#### STRATEGIC PLANNING

**EMLV Business School** has a five-year Strategic Plan 2018-2023 that addresses sustainability in programming, and the faculty at both Schools produces intellectual contributions that examine sustainability, corporate social responsibility and ethics, which they bring to the classroom.

**ESILV Engineering School** has declined a certain number of actions regarding sustainability and other PRME-related topics.

The flow chart below represents how the Schools develop their strategy relying on the input from outside stakeholders (in orange) and internal committees/taskforces.



## 4.2 STATEMENT OF THE SCHOOL'S VISION, INCLUDING THE SCHOOL'S INTERPRETATION OF WHAT RESPONSIBLE MANAGEMENT EDUCATION MEANS

Regarding responsible management education and sustainability, the Association and its Schools aims to prepare students to be actors for positive change, both within business and society as a whole, through the diverse positions they will hold as working professionals and active members of society. Through their classwork, academic projects and teamwork, be it on campus, in a company as an intern or abroad at a partner institution, the Association and its Schools encourage students to take on responsibility, so they can have an impact on all stakeholders, external and internal, in the organizations where they find themselves. This impact includes ethics, responsible management and sustainability.

- . All students must participate in conferences, classes and workshops dealing with ethics, responsible management, sustainability and other PRME-related topics
- . Students are encouraged to act and contribute positively to society as a whole through required and concrete projects and role-playing that address ethics, responsible management, sustainability and other PRME-related topics

### EMLV Business School

In alignment with its Mission Statement, the School's strategy and quest for continuous improvement with an impact in four areas:

**Driving innovation** both in research and student learning

- . Preparing students for a **digital world**
- . Provide students with the multiple/hybrid competencies to meet global challenges to business.
- . Offering students, the opportunity to develop their transversal skills.
- . The acquisition of multiple/hybrid competencies and transversal skills cover sustainability, corporate social responsibility and ethics.

EMLV Business School has integrated PRME-related topics in its curriculum through:

- . Specific modules
- . Specific lectures in selected disciplines :  
Marketing and Corporate Social Responsibility,  
Finance and Corporate Social Responsibility,  
Human Resources and Corporate Social Responsibility...
- . The Integrated Master's in Management Program requires all second-year students to do a short-term volunteer internship in a humanitarian organization.

### ESILV Engineering School

The School has defined three strategic orientations for 2018/2021:

- . Reinforce and improve its position with the panorama of French engineering schools,
- . Strengthen its expertise via program content and research
- . Consolidate its role with the Association and the larger group Pôle Léonard de Vinci.

Although **ESILV Engineering School** has not explicitly integrated PRME-related topics in its strategic orientations, it has defined a specific student outcome dedicated to ethics, corporate social responsibility and responsible management:

- **An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.**

In its Integrated Master's in Engineering Program, the major Sustainable Cities and Energy treats many PRME-related topics, and all students attend conferences on PRME-related topics, such as:

- . Ethical Leadership and Making Sense out of Work
- . Equality between Women and Men in the Workplace
- . Introduction to Corporate Social Responsibility
- . The Specific Challenges of Responsible Management and Sustainability in the Digital Environment
- . The Specific Challenges of Responsible Management and Sustainability in the World of Finance

Student projects also address PRME-related topics, such as diversity and the handicap.

#### 4.3 DESCRIPTION OF TASKFORCES/OFFICES/PERSONNEL RESPONSIBLE FOR IMPLEMENTATION OF STRATEGY AND PRME-RELATED ACTIVITIES

The Dean for Quality and Accreditation leads the PRME project with the help of a task force that includes:

- . The Director for Soft Skills and Transvers Pedagogical Services, the Director for International Relations and Association's Data Manager, who is also the Corporate Responsibility and Sustainability Director
- . The Director for International Relations
- . The Association's Data Manager

Both EMLV Business School and ESILV Engineering School have achieved, and are pursuing, national and international accreditation.

Pursuing and obtaining these accreditations recognizes the Association's commitment to supporting sustainability and corporate social responsibility through its programs, research and actions.

### LÉONARD DE VINCI ASSOCIATION



**BUSINESS SCHOOL**



**ENGINEERING SCHOOL**

**NATIONAL**



**Obtained & renewed**



Commission des Titres d'Ingénieur

**Obtained & renewed**



**Obtained**



**Obtained**

**INTERNATIONAL**



**EPAS obtained  
AACSB & AMBA in process**



**ABET**

**Eligibility requested**

#### 4.4 DESCRIPTION OF CAPACITY DEVELOPMENT PROGRAMS ON PRME-RELATED TOPICS FOR STUDENTS, STAFF AND FACULTY

The Association does not have a capacity development program focused only on PRME-related topics, although it does have an over-all capacity development program.

The Association periodically reviews the mission of each school and monitors all strategic actions through:

- . an Executive Committee (President, Vice President, General Secretary, Deans of both Schools, Head of Finance and Director for Communications and Marketing)
- . a Management Committee (Executive Committee plus heads of all academic and administrative services).

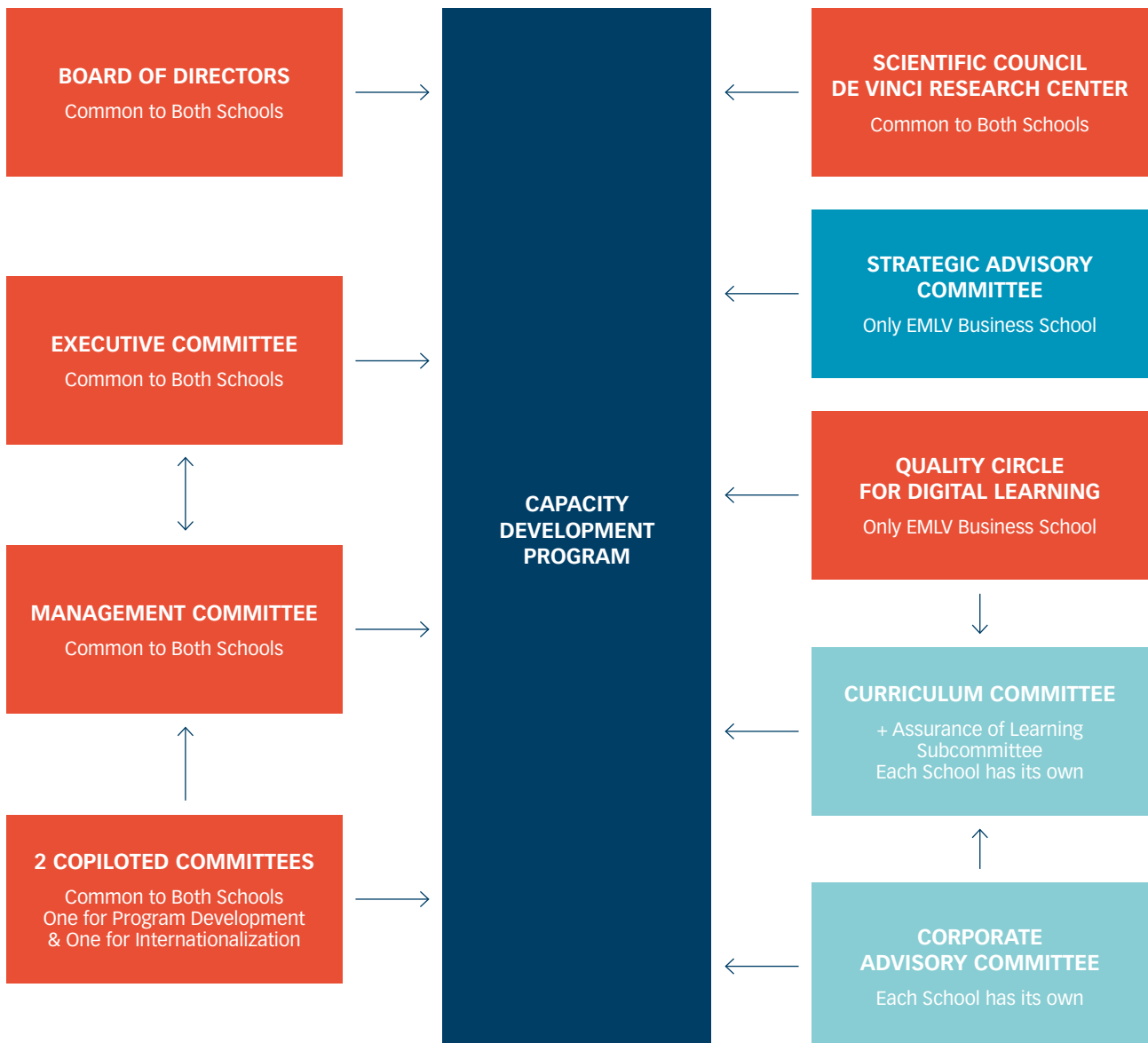
Several committees with outside representation provide guidance to the Schools on future needs of business and the skills needed to succeed today and tomorrow:

- . the Scientific Council
- . the Corporate Advisory Committees
- . the Strategic Advisory Council.

Two copiloted committees focus on programming and internationalization to assess the Schools' capacity to enter new markets and create new offerings, and a Quality Circle for Digital Learning assesses the Association digital tools.

Assessment of Learning Subcommittees monitor program delivery to confirm student acquisition of targeted skills, competencies and knowledge, and the Curriculum Committees have oversight of faculty deployment and resource allocation for ongoing and new programs.

The following flowchart illustrates the Association's capacity building program by which individuals and its Schools obtain and improve their skills, knowledge, equipment, and other resources needed to do their jobs competently and improve in general.



#### 4.5 DESCRIPTION OF FUNDS AVAILABLE INTERNALLY AND EXTERNALLY FOR PRME-RELATED ACTIVITIES

##### Internal Funding

The Dean for Accreditation and Quality has a budget from which the Association manages its fiduciary duties to PRME. The Dean for Accreditation and Quality may use this budget to ensure the Association's participation in PRME-related activities.

##### External Funding

The Association has the labeled "EESPIG" or Établissement d'Enseignement Supérieur Privé à Intérêt Général from the Ministry for Higher Education and Research, which ensures continued government funding. A portion of this subsidy goes to the teaching of soft skills and transversal competencies that include sustainability, corporate/individual social responsibility and ethics. The Association submits an annual report to the Ministry that outlines these activities among many others.

#### 4.6 REFERENCE TO METHODS OF COLLECTING AND TRACKING INFORMATION ON PRME-RELATED ACTIVITIES

As stated above, **ESILV Engineering** School's main program, an Integrated Master's in Management, has a specific student outcome covering ethics:

- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

ESILV measures the acquisition of student outcomes in the fourth and fifth year using as a data point student internships.

All students must participate in various soft skills modules/hackathons that cover ERS. Examples include:

- . Innovations for Climate change
- . Sustainable City
- . United Nations Sustainable Development Goals
- . The Responsible Entrepreneur.

The Association mixes both engineering and management students in all ERS activities. In the Schools' Integrated Master's Programs, depending on the year, the Department for Soft Skills and Transversal Pedagogy provides 20% to 30% of all modules.

Students in the Integrated Master's in Management Program at EMLV Business School must also do a short-term volunteer internship in a humanitarian organization in their 2<sup>nd</sup> year.

##### Tracking Information on Activities Linked to PRME-Related Topics

The Association collects information on all pedagogical activities of its Schools, including topics involving ethics, corporate social responsibility, responsible management/consumption and sustainability.

The data collected includes :

- . Assessment/evaluation of student-learning activities
- . Student evaluations of all module content and delivery
- . Permanent faculty feedback to adjunct faculty on their modules and related activities.

The **Devincci Research Center** tracks faculty research on ERS on an annual basis.

The Department for Human Resources tracks employment statistics regarding diversity, parity gender and handicap. Administrative Services tracks the use of lights, recycling and the reduction in paper consumption.

Administrative Services also works with a student association to donate uneaten/unused food to local associations that help the poor.

#### 4.7 REFERENCE TO METHODS OF COLLECTING AND TRACKING INFORMATION ON PRME-RELATED ACTIVITIES

Not Applicable.

#### 4.8 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 1: PURPOSE

- . Better integration of PRME Principles into the Schools' mission statements
- . Review and implementation of certain recommendations from AC3L Consulting on CSE/Sustainability audit
- . Expand upon strategic actions involving PRME Principles with qualitative and quantitative performance indicators and targets

- . With approval from the Board of Directors, work with the Corporate Advisory Committees and Strategic Advisory Council on a Capacity Development Program on PRME-related topics
- . Creation of a research chair in the Soft Skills and Transverse Pedagogy Department on CSE/Sustainability

# 05 PRINCIPLE 2 VALUES

5.1	Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges	16
5.2	Exploration and analysis of how values are discussed and assimilated into the culture of the institution and the channels through which these values are shared with the community	16
5.3	Exploration and analysis of which issues are most material to your academic institution and stakeholders	18
5.4	Description of systems in place (i.e. surveys undertaken) to determine student and staff knowledge and awareness of values (including results)	19
5.5	Transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this	20
5.6	Key, specific objectives for the next 24-month period with regard to the implementation of Principle 2: Values	20

**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.**

The values and principles, ethical guidelines, mission statements, codes of conducts, and other values that are shared and promoted within the academic institution.

## 5.1 REFERENCE TO INSTITUTIONAL VALUES AND PRINCIPLES, ETHICAL GUIDELINES, MISSION STATEMENTS, CODES OF CONDUCT, OATHS, AND PLEDGES

The Schools' mission statements do not refer to the United Nations Global Compact initiative nor any other initiative involving global social responsibility. All students, regardless of the program, must sign the School's Internal Rules and Regulations, which covers

respect of the environment, tolerance of others, as well as honesty in scholarship and learning. For plagiarism, fraud and misuse of technology, students can face a disciplinary committee with possible expulsion.

## 5.2 EXPLORATION AND ANALYSIS OF HOW VALUES ARE DISCUSSED AND ASSIMILATED INTO THE CULTURE OF THE INSTITUTION AND THE CHANNELS THROUGH WHICH THESE VALUES ARE SHARED WITH THE COMMUNITY

The strategic planning process, described above (see ¶3.1), involves the discussion of values that the Schools have adopted and how they influence strategic actions. The Association seeks to evolve these values with the input of both external and internal stakeholders.

The Schools' values drive the programs offered and their development. As with its strategic planning process, the Association involves both external and internal stakeholders to review and evolve its programs (see ¶3.4 above).

The primary channel through which the Association shares its values with the community is through communication and stakeholder involvement. The Schools' widely disseminated their missions on-campus (open spaces, classrooms, faculty / administrative offices, etc.) and externally (promotional/marketing supports, paper, digital, websites, self-studies sent to public and private accreditation bodies, etc.). The missions encompass the Schools' values and identify the distinguishing characteristics that drive their strategies and resulting outcomes.

**Outside stakeholders sit on the following bodies that deal with the Association's values and their evolution:**

STRUCTURE	EXTERNAL STAKEHOLDERS	ROLE
Board of Directors	Academic Partners, Alumni, Corporate Partners and Social Partners	Validation of strategy and budget
Corporate Advisory Board	Corporate Partners	Provides feedback from business leaders and monitoring of current and future needs
Scientific Council	Academic Partners	Monitoring current and future scientific / technical developments
Strategic Advisory Board (EMLV Business School only)	External Academics, Alumni and Corporate Partners	Orientation on current and future strategy







Internal stakeholders sit on the following bodies that deal with the Association’s values and their evolution:

STRUCTURE	EXTERNAL STAKEHOLDERS	ROLE
<b>COMEX</b> (Executive Committee)	President, Vice President, School Deans, General Secretary, Deans for both Schools, Director for Finance and Director for Communications and Marketing	Responsible for mission and strategic planning
<b>CODIR</b> (Management Committee)	COMEX and all administrative and academic heads	Responsible for mission, strategic planning and implementation of strategic actions
<b>Research Center</b>	School Deans for Research and publishing faculty members	Defines research clusters and orientations
<b>Curriculum Committee for each school</b>	Program Directors, Heads of Majors and Dean for Accreditation / Quality with ad hoc attendance from faculty members	Define student learning outcomes and assess program content / delivery
<b>Faculty Members</b>	Adjunct Faculty (Professionals, Entrepreneurs, Academics, etc.)	Through committees, working groups and/or individually, participate in developing mission, strategic plan, program objectives and student outcomes

### 5.3 EXPLORATION AND ANALYSIS OF WHICH ISSUES ARE MOST MATERIAL TO YOUR ACADEMIC INSTITUTION AND STAKEHOLDERS

The Association aims to strengthen the anchoring of its Schools within the digital economy, both nationally and internationally, with an emphasis on innovation and the development of hybrid competencies and transversal skills. PRME-related topics play an integral part in that strategy.

First and foremost, in all programs, students learn about the implications of responsible management, corporate social responsibility, ethics and sustainability.

A few examples from this year 2019/2020:

- . Transverse Week for all fourth-year students in Artificial Intelligence and the General Public : The Ethical and Social Ramifications
- . Transverse Week for second-year students on The Social and Ethical Risks in Hyper Connection and Digital Hyper Transparency
- . Conference for all engineering students on the specific challenges in corporate social responsibility, responsible management/consumption and sustainability for engineers working in the digital world.

A future topic will include What technologies and digital tools will permit one to limit the impact of climate change and allow technology and digitalization to serve the transition in energies.

#### Internationalization and Its Impact on PRME-Related Topics

Both **EMLV Business School** and **ESILV Engineering School** require students to spend time abroad, either through a study-period, an internship or both. To reinforce its internationalization, the Association created, in 2019, a department for International Development, consisting of a newly hired director and two full-time employees.

While further development is necessary, currently the Association's internationalization incorporates PRME-related topics in the following ways:

- . Implement a study on the carbon footprints faculty and staff leave as a result of the professional travels
- . Create a joint module for both engineering and management students that addresses internationalization and geopolitics risks of sustainability/responsible management: subcontracting, labor rights, protection of natural resources, pollution, demographic threats, climate change...
- . Prepare a package for students going abroad that not only addresses the culture of the host country but also includes the challenges in sustainable development and responsible management the host country faces.

#### Innovation and PRME-Related Topics

Both Schools incorporate innovation in their programs starting the first year. Transverse Pedagogy Weeks, Hackathons and other activities teach students about innovation, while exploring how innovation impacts PRME-related topics.

The transverse pedagogy weeks require students to work over a five-day period in a Hackathon mode on a project responding to a specific theme. Many themes address PRME-related topics, such as How to be a Responsible Entrepreneur or How to Protect Better Natural Resources in a Frugal City. Prior to starting the Hackathon, students receive training in creativity, innovation and agility.

Another example is De Vinci Innovation Center (DVIC), where faculty use experimental pedagogical methods to teach 25 pre-selected students to develop inter-disciplinary technological innovations. A certain number of the innovations involves sustainable development.

Future subjects, be it for the Innovation Center, the Research Center, a Hackathon or other activity, is how to develop low tech to preserve natural resources.

#### Transverse Pedagogy and PRME-Related Topics

Within the Department for Soft Skills and Transverse Pedagogy, engineering and management students work together on projects, participate together in workshops/ conferences, engage together in Hackathons, etc. Many of these activities involve PRME-related topics. Students learn that the challenges in sustainability, ethics, corporate social responsibility and responsible management/consumption involve a systematic diagnosis in an inter-disciplinary environment, be it academic, professional or society at large.

**Global Compact: Identification of Actions Aligned to the United Nations Sustainability Development Goals**

While the Schools’ Strategic Plans do not refer explicitly

to the United Nations Global Compact Sustainable Development Goals, many of the Association’s actions are in alignment and encompass them:

RELEVANT SDG	RELATED ACTIVITY
QUALITY EDUCATION	Both <b>EMLV Business School</b> and <b>ESILV Engineering School</b> have obtained national accreditation and are pursuing, and in the case of EMLV have obtained, international accreditation.
	Both <b>EMLV Business School</b> and <b>ESILV Engineering School</b> have in place an assurance of learning structure to assess student outcomes in all diploma-awarding programs.
	Both <b>EMLV Business School</b> and <b>ESILV Engineering School</b> award need scholarships to give access to qualified students regardless of their socio-economic backgrounds.
GENDER EQUALITY	The Association tracks gender equality in hiring. Admissions tracks gender equality in each program.
SUSTAINABLE CITIES AND COMMUNITIES	<b>ESILV Engineering School</b> offers a specialization in sustainable cities and energy.
	Department Soft Skills and Transversal Pedagogy organizes Transversal Pedagogy Weeks and Hackathons that treat sustainable cities and communities.
RESPONSIBLE CONSUMPTION AND PRODUCTION	The Association has in place a policy to reduce paper consumption and electricity. Throughout the campus, students, faculty and administrative staff have reciprocals to recycle paper, glass, plastics and other waste. A student association collects and distributes to non-profit organization unused and uncontaminated food from the on-campus restaurants and cafeterias. Department Soft Skills and Transversal Pedagogy organizes Responsible Consumption and Production Transversal Pedagogy Weeks and Hackathons that treat Responsible Consumption and Production.
CLIMATE ACTION	Department Soft Skills and Transversal Pedagogy organizes Transversal Pedagogy Weeks and Hackathons that treat climate issues.

**5.4 DESCRIPTION OF SYSTEMS IN PLACE (I.E. SURVEYS UNDERTAKEN) TO DETERMINE STUDENT AND STAFF KNOWLEDGE AND AWARENESS OF VALUES (INCLUDING RESULTS)**

While **EMLV Business School** does not survey either students or staff on their knowledge and awareness of the School’s values, the School’s Mission Statement is widely disseminated in all classrooms, faculty offices, administrative departments, common areas and documentation (Student Handbook, website, promotional materials...)

**ESILV Engineering School** also widely disseminates its Mission Statement, and the School surveys students and faculty on the School’s Program Education Objectives (PEOs):

- . Create technical et scientific innovative solutions using digital tools in an optimal way
- . Manage complex projects using methods and tools in a business situation
- . Work in interdisciplinary, intercultural and international teams.



## 5.5 TRANSPARENT REFLECTIONS ON THE EXTENT TO WHICH PRME-RELATED TOPICS ARE INTEGRATED ACROSS THE INSTITUTION, AND WHAT IS BEING DONE TO ADDRESS THIS

### Pedagogy

The Department for Soft Skills and Transverse Pedagogy\* integrates PRME-related topics (sustainability, responsible management and ethics in many of its activities through individual modules, conferences, Hackathons. PRME-related topics constitute over 20% of the student-learning experience in the Schools' main programs, an Integrated Masters.

Both academic and non-academic staff participates in juries to assess student projects that involve RPME-related topics, an occasion for many to discover and/or deepen their understanding of sustainability, responsible management and related issues.

The Department for Soft Skills and Transverse Pedagogy is heading an audit of the Association's practices in sustainability and responsible management, which started in November 2019 with a written report to be rendered in May 2020. The Association intends to use the report to develop a concrete Strategy on PRME-related topics.

### Research

In research, EMLV Business School produces journal articles integrating PRME-related topics while ESILV Engineering School offers a specialization in sustainable cities and energy (SDG 11: Sustainable Cities and SDG 12: Responsible Consumption and Production).

### Environment

The Association is building a new green campus of 18 000 m<sup>2</sup> with a scheduled opening in 2023. The building will be "high energy performance", incorporating bioclimatic devices that limit consumption (access to natural light, management of summer comfort of student-learning spaces through natural ventilation etc.). This project will respond to a global environmental performance with the most advanced standards: BDF certification process (Sustainable Buildings in Paris) and level E3C1 of the state label E + C (buildings with positive energy and reduced carbon).

## 5.6 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 2: VALUES

- . Express integration of the United Nations Global Compact initiative into the strategic plans of each school
- . Ensure the Sustainable Development Goals (SDGs) are material issues within the Schools and before their various stakeholders
- . Implement specific actions / studies on the impact of CSE/sustainability in the area of digitalization, internationalization and innovation
- . Encourage greater discussion and reflection on campus on how to integrate the SDGs across the Association and its Schools
- . Communicate internally the results of the AC3L audit on CSE/Sustainability audit to sensitize faculty and staff on PRME related topics/themes

\*Professor Laure Bertrand heads the Soft Skills and Transverse Pedagogy Department. Professor Bertrand doctoral thesis, Corporate Social Responsibility and Sustainable Development: Employee Representatives in a Multinational Conglomerate. An International Study: France, Mexico and Poland (title in French: Responsabilité Sociale de l'Entreprise et Développement Durable: les représentations sociales des salariés d'une multinationale. Une étude internationale : France, Mexique, Pologne).

# 06 PRINCIPLE 3 METHOD

6.1	Overview of programs and personnel dedicated to teaching on PRME-related topics	22
6.2	Description of strategy and systems in place to develop PRME-related module content and assess its collective impact on students and alumni	22
6.3	Assessment of the extent PRME-related topics are integrated into programs/modules/curriculum, as well as the percentage of students participating in related core courses and electives	22
6.4	Overview of different PRME-related program offerings, certificate modules, minors, majors, specializations, etc.	23
6.5	Description, and assessment, of methods used in the classroom (i.e. lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities)	23
6.6	Description of faculty development (i.e. workshops, resources, publications) on teaching sustainability as well as incentives to facilitate faculty work in this area	24
6.7	Key, specific objectives for the next 24-month period with regard to the implementation of Principle 3: Method	24

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

The ways the academic institution is training graduates in responsible management, the extent to which these topics are integrated across the curriculum, and the range of additional opportunities available for students to gain further exposure related to these topics.

## 6.1 OVERVIEW OF PROGRAMS AND PERSONNEL DEDICATED TO TEACHING ON PRME-RELATED TOPICS

Each program director is responsible for program content and the extent the program deals with PRME-related topics. At EMLV Business School two faculty members teach PRME-related subject matters; at **ESILV Engineering School**, three faculty members teaches PRME-related subject matters.

The Department for Soft Skills and Transverse Pedagogy is responsible for many modules and other student-learning activities (hackathons, conferences, group projects) that deal with PRME-related topics. The Department Chair is an expert in sustainability and oversees 180 full-time and adjunct faculty members of whom 50 teach PRME-related topics.

### EMLV Business School

The Integrated Master's in Management (Grande Ecole) Program has specific modules each year addressing PRME-related topics and all students must do a short-term volunteer internship in a humanitarian organization in their 2<sup>nd</sup> year, which serves as a capstone module and an award of two ECTS.

The MBA and MSc Programs do not have specific modules addressing PRME-related topics, but both programs cover sustainability, ethics and corporate social responsibility. In the MBA Program, the following modules cover PRME-related topics:

- . Business Strategy in a Global Market
- . It Security and Ethics
- . Management Strategy
- . Online Reputation in Crisis Management.

In the MSc Program, the following modules do:

- . Cross-Cultural Management
- . Global Business Strategy
- . International Project Management.

### ESILV Engineering School

In the first year of the Integrated Master's in Engineering (Titre d'ingénieur) Program, ESILV organizes conferences that address ethics and deontology. The Program also offers a major in Sustainable Cities and Energies, which focuses on sustainability, and modules in cybersecurity treats questions of ethics/deontology.

### Common to Both EMLV Business School and ESILV Engineering School

In all programs, students must take modules offered in the Soft Skill and Transverse Pedagogy Department. Engineering and management students work together in inter disciplinary team on subjects such as:

- . Digitalization and the Handicap
- . The Sustainable City
- . Actor for Change: the 17 UN Sustainable Development Goals
- . The Responsible Entrepreneur
- . Gamification for Solutions to Social Issues
- . Creating a New Team Sport for the Olympic Games, Including for the Handicap
- . Mobilization Against Climate Change
- . Artificial Intelligence and the General Public
- . Frugal Innovation: How to do Better with Less and Protect Resources
- . The Ideal Employer: How can Business Respond to Millennials' Expectations as Their Future Collaborators
- . Digitalization and Biodiversity: Mobilizing to Protect Threatened Species
- . Hyper-Connection and Hyper-Transparency: The Social and Ethical Risks

The Association considers climate change and sustainability today's priorities. Consequently, all first-year students must participate in an interactive workshop, which the group La Fresque du Climat facilitates. The goal is for all students to understand climate change, its causes and its consequences.

## 6.2 DESCRIPTION OF STRATEGY AND SYSTEMS IN PLACE TO DEVELOP PRME-RELATED MODULE CONTENT AND ASSESS ITS COLLECTIVE IMPACT ON STUDENTS AND ALUMNI

Each program director is responsible for program content and the extent the program deals with PRME-related topics. Program directors work with the Director for Soft Skills and Transverse Pedagogy and her faculty to incorporate PRME-related modules and other related activities (hackathons, conferences, student projects...).

Program directors also work with individual faculty members involved in PRME-related topics to incorporate their research and other projects in the program, where possible. The Association does not currently assess the impact the teaching of PRME-related topics has on students and alumni.

## 6.3 ASSESSMENT OF THE EXTENT PRME-RELATED TOPICS ARE INTEGRATED INTO PROGRAMS/MODULES/CURRICULUM, AS WELL AS THE PERCENTAGE OF STUDENTS PARTICIPATING IN RELATED CORE COURSES AND ELECTIVES

In the Integrated Masters Programs, 20% to 30% of the modules are in the soft skills / transverse pedagogy where students frequently work on projects involving ethics, sustainability and corporate social responsibility. All the modules are obligatory.

In the other programs, students must also take required modules in soft skills / transverse pedagogy that deal with ethics, sustainability and corporate social responsibility. The activities constitute more than 10% of all student-learning activities.

## 6.4 OVERVIEW OF DIFFERENT PRME-RELATED PROGRAM OFFERINGS, CERTIFICATE MODULES, MINORS, MAJORS, SPECIALIZATIONS, ETC.

**EMLV Business School** does not offer certificate modules, minors, majors nor specializations in PRME-related topics.

**ESILV Engineer School** offers a specialization in Sustainable Cities and Energy.

## 6.5 DESCRIPTION, AND ASSESSMENT, OF METHODS USED IN THE CLASSROOM (I.E. LECTURES, CO-TEACHING, CASE STUDIES, ACTIVITIES, SERVICE LEARNING, FIELD TRIPS, COMPETITIONS, SIMULATIONS, E-LEARNING, BLOGS, VIRTUAL COMMUNITIES)

Faculty use a variety of teaching methods to motivate students and show their own enthusiasm for the subject matter:

- . Flipped classrooms
- . Peer-to-peer teaching
- . Group work in project mode
- . Collective intelligence tools
- . Coaching in sustainability, ethics and corporate social responsibility/responsible management
- . Interview of professionals in sustainability, ethics and corporate social responsibility/responsible management
- . Case studies
- . Rapido's
- . On-line exams and exercises
- . Zoom Room / Video presentations.

### Devinci Innovation Center

The Center includes both faculty and students interested in innovation. Projects include robotics, environmental protection, transportation, prothesis for the handicap. The Center uses artificial intelligence, 3D/4D printers, Skins Interface, among other technics to approach innovation from a multidisciplinary point of view where knowledge and technology are shared. The Center offers master classes, hackathons, conferences and workshops.

### De Vinci Teaching Lab, FabLab, Bloomberg Trading Room and Laboratories

The De Vinci Teaching Lab is an open space for both faculty and students. It includes free access to computer workstations, open/modular classroom/co-working space, breakout areas, platforms for foreign language instruction...

The De Vinci Teaching Lab has two learning spaces:

- . **Créativ'Space**: a studio to create online modules, videos for class projects, training in interviewing/public speaking...
- . Le **Studio**: a "capsule" dedicated to student projects and associations/clubs



The **De Vinci Teaching Lab** also houses the campus' paper resources (20 000+ books, plus case studies, manuals...) and digital databases for research, teaching, economics/ market Information, business/corporate Information, law/regulatory Information and news/current events.

The **De Vinci Teaching Lab** manages the School's curriculum management system, Brightspace, as well as the antiplagiarism software Compilatio.Net.

The **FabLab** is a large modular open space with open access where faculty and students may work in groups on various projects. The equipment includes 3D printers, lasers, and other devices/machinery.

The **Bloomberg Market Room** has 15 Bloomberg terminals.



The four laboratories on campus specialize in:

- . Electronics
- . Mechanics
- . Networks and Embedded Systems
- . Energy

### Lecture Halls, Classroom and other Learning Spaces

All learning spaces are fully equipped with several different wireless connections available and high bandwidth internet:

- . Classrooms are equipped with interactive and collaborative whiteboards (VP + VIA system) and "teacher desks" (PC Dell Optiplex 5250, access to digital resources, etc.)
- . Many classrooms are modular to allow faculty members to optimize/personalize the student-learning space according to the subject matter and pedagogy selected
- . Lecture Halls are equipped with a VP computer and soundproofing.

## Grading

Faculty indicate in the module syllabus how s/he will evaluate student work and the weight for each activity. The scale is from 0 to 20 with a grade under 10 resulting in no credit being awarded. Grading methodologies varies greatly (individual work, group assignments, case studies, consulting projects, simulations, competitions, class participation, etc.) with multiple choice exams representing under 20% of the total. Faculty generally use multiple-choice exams as a means to monitor continuously student progression from one class to another or from one module to another. On average, individual assessment in each module is 50% or more, given the fact that during the first cycle most of the courses finish with an end of course exam.

Students receive grades for all out-of-class learning, such as internships, research projects, consulting projects, simulations/business games, etc.

The Program has either stand-alone modules or modules that constitute an academic unit (unité d'enseignement or UE). For all stand-alone modules, students who receive a grade under 10/20 must take a re-sit exam. For modules that are part of a UE, students must take a re-sit exam in the following two cases:

- . if the over-all grade for the UE is under 10/20, the student must take re-sit exams in all the modules in which s/he received a grade of under 10/20
- . if the over-all grade for the UE exceeds 10/20, but the student received a grade of under 6/20 in the module, s/he must take the re-sit exam.

Paragraph 3.5 of the Program's Rules and Regulations, which students receive upon registration, govern re-sit exams. The Association has its own Rules and Regulations, which students in both Schools, regardless of the program, receive upon registration, usually as an appendix to the Program's Rules and Regulations. Paragraph 18 of the Rules and Regulations outlines the procedure for disciplinary action; the procedure includes an appeal process.

## 6.6 DESCRIPTION OF FACULTY DEVELOPMENT (I.E. WORKSHOPS, RESOURCES, PUBLICATIONS) ON TEACHING SUSTAINABILITY AS WELL AS INCENTIVES TO FACILITATE FACULTY WORK IN THIS AREA

While not limited to sustainability, the Association offers two monetary awards:


- . Pedagogical Innovation Award
- . Transversality Award.

The Association encourages faculty to publish in internationally ranked peer review journals for which they can receive both monetary and administrative incentives (bonus, reduced teaching load....).

## 6.7 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 3: METHOD

- . Develop surveys to measure the collective impact the teaching of PRME-related topics has on students and alumni
- . Creation of faculty incentives to develop student-learning and research on PRME-related topics





# 07 PRINCIPLE 4 RESEARCH

7.1	Overview of research strategy and focus areas relating to PRME including centers, projects, publications	26
7.2	Explanation of the extent to which the PhD program incentivizes graduates to focus on PRME-related research themes	26
7.3	Assessment of the extent to which student are involved in PRME-related research	26
7.4	Overview of interdisciplinary research projects and their current or potential impact	27
7.5	Description of sponsorship, funding and partnerships for PRME-related research	27
7.6	Description of how PRME-related research is promoted and disseminated internally and externally to different stakeholders	27
7.7	Exploration of the internal and external impact of the research and programs	28
7.8	Highlights or summaries of recently published research on PRME-related issues	29
7.9	Key, specific objectives for the next 24-month period with regard to the implementation of the Principle 4: Research	29

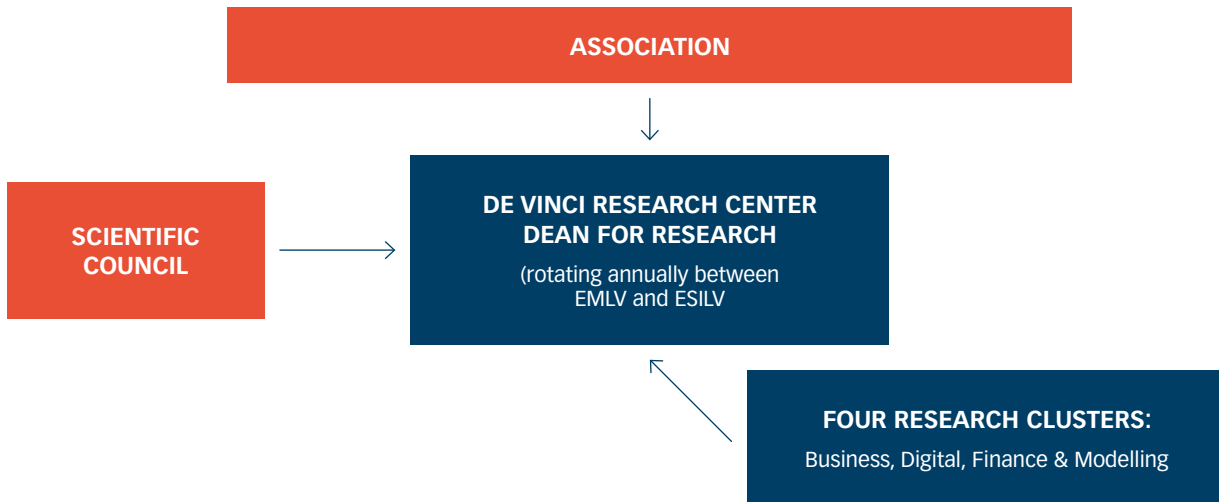
**We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.**

The production of relevant research and aligning that research with the needs of the local and international business communities in the area of responsible management.

## 7.1 OVERVIEW OF RESEARCH STRATEGY AND FOCUS AREAS RELATING TO PRME INCLUDING CENTERS, PROJECTS, PUBLICATIONS

The Association created the De Vinci Research Center (DVRC) in 2015. The Center brings together the research teams from EMLV Business School and **ESILV Engineering School** to develop interdisciplinary projects within

the four research clusters: Business, Digital, Finance and Modelling. The DVRC leadership rotates annually between the Deans of Research between the two Schools; each research cluster meets monthly.



The School expects all full-time, core faculty members to engage in intellectual activities leading to publications, preferably in peer-reviewed journals, as well as books, chapters, case studies and pedagogical support materials. The national and international accreditation schemes for both Schools reinforce this strategy.

The Research Center has identified five strategic actions to pursue the above objectives:

- . Support faculty research while motivating quality intellectual contributions in alignment with the Schools' missions
- . Support faculty pursuing the national habilitation for supervising PhD students (HDR in French higher education system)

- . Support and reinforce research collaboration with other institutions of higher education and corporations (Chairs, etc.)
- . Create a research mentoring program (e.g. Meet the Editors workshops, etc.)
- . Recruit and support doctoral and post-doctoral students
- . Support incoming visiting faculty and support/facilitate outgoing visiting faculty engaged in well-structured research projects
- . Develop a competitive and attractive publication bonus policy.

Although the De Vinci Research Center does not have a specific cluster dedicated solely to PRME-related issues, faculty at both School address these topics, which are a very important part of world class intellectual contributions.

## 7.2 EXPLANATION OF THE EXTENT TO WHICH THE PHD PROGRAM INCENTIVIZES GRADUATES TO FOCUS ON PRME-RELATED RESEARCH THEMES

The Association does not offer PhD programs.

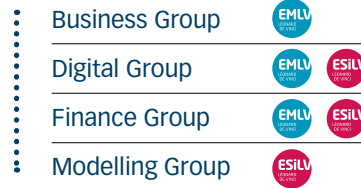
## 7.3 ASSESSMENT OF THE EXTENT TO WHICH STUDENT ARE INVOLVED IN PRME-RELATED RESEARCH

Both Schools receive funding to hire doctoral and post-doctoral students, and certain agreements with partner universities encourage research collaborations that involve students. Currently faculty

at **ESILV Engineering School** are supervising three post-doctoral students from partner institutions, and nine engineering students are pursuing their doctorate with a partner university.

## 7.4 OVERVIEW OF INTERDISCIPLINARY RESEARCH PROJECTS AND THEIR CURRENT OR POTENTIAL IMPACT

The Research Center encourages interdisciplinary research projects through its clusters. While the business research cluster consists primarily of management faculty and the modelling research cluster exclusively engineering faculty, both the digital and finance research clusters foster interdisciplinary research between the two Schools.



## 7.5 DESCRIPTION OF SPONSORSHIP, FUNDING AND PARTNERSHIPS FOR PRME-RELATED RESEARCH

Neither the Association, Devinci Research Center nor the Schools currently have received sponsorships or funding targeted to PRME-related research nor

do the Schools have a research collaboration focused solely on PRME-related topics.

## 7.6 DESCRIPTION OF HOW PRME-RELATED RESEARCH IS PROMOTED AND DISSEMINATED INTERNALLY AND EXTERNALLY TO DIFFERENT STAKEHOLDERS

While the Devinci Research Center does have only PRME-related research, the Center does promote and disseminate faculty intellectual contributions both internally and externally.

### Internally

Internal communications center around the monthly meetings of the research clusters, semiannual faculty meetings, semiannual faculty evaluations and ad hoc meetings. Faculty also use their publications and research in program modules, which module syllabi identify as either compulsory or recommended readings.

### External

Faculty at both Schools communicate through social media.

The Association posts on the Schools' websites and other platforms, such as YouTube and Facebook, videos of selected faculty profiles and events, such as on-campus conferences, research colloquies, etc.

Local and national media also regularly interview faculty, and faculty use international and national media, such as Xerfi, The Conversation, hbr.org and Magazine des Grandes Ecoles, to promote their research.

NUMBER OF FACULTY PARTICIPATING IN SOCIAL MEDIA OVER LAST TWELVE MONTHS				
	BLOG	LINKEDIN	TWITTER	YOUTUBE/XERIC
EMLV	1	45	10	18
ESILV	6	55	7	3



## 7.7 EXPLORATION OF THE INTERNAL AND EXTERNAL IMPACT OF THE RESEARCH AND PROGRAMS

### INTERNAL

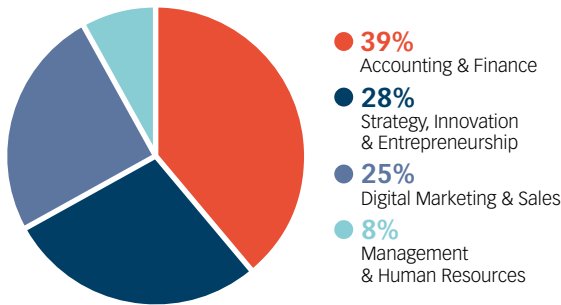
#### EMLV Business School

The academic areas of expertise for EMLV Business School are:

- . Accounting and Finance
- . Digital Marketing and Sales
- . Management and Human Resources
- . Strategy, Innovation and Entrepreneurship

The School has produced over 144 peer review articles over the last five years with the follow breakdown over the above four areas of expertise cited above:

IC in PR journals per research cluster over 5 years



More than 50% of EMLV's ICs are produced from the areas of digitalization and innovation, consistent with its mission.

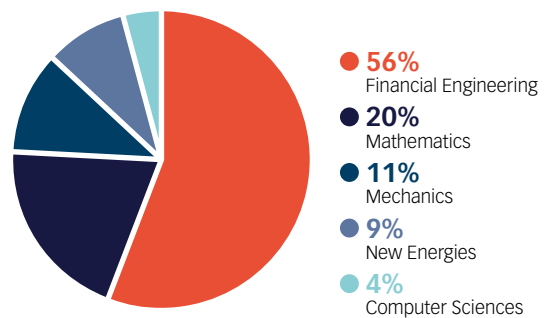
#### ESILV Business School

The academic areas of expertise for ESILV Engineering School are:

- . Computer Sciences
- . Financial Engineering
- . Mathematics
- . Mechanics
- . New Energies

The School has produced over 46 peer review articles over the last three years, of which 30 are listed in the Web of Science. The breakdown over the research areas is as follows:

IC in PR journals per research cluster over 3 last years

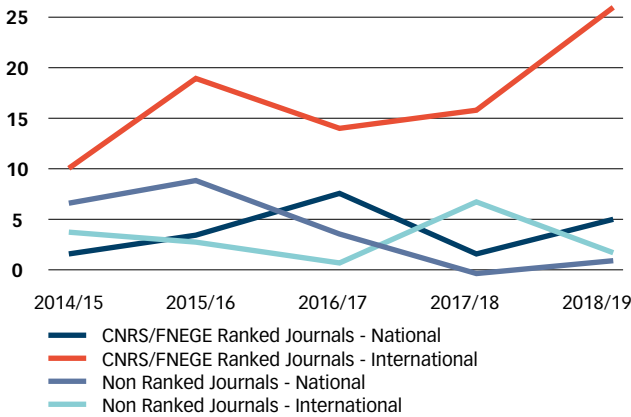


**EXTERNAL**

**EMLV Business School**

The research impact of EMLV Business School has doubled over the last five years. The increase in the number of international publications in high-quality, peer-review journals was 26 as compared to 16 for the academic year of 2017-2018.

**International impact of PRJ**



EMLV faculty members have also made a total of 74 presentations at conferences, 88% in international conferences.

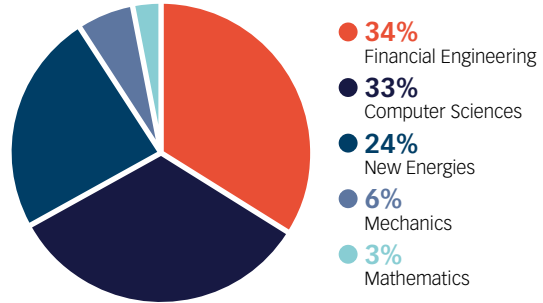
	2016	2017	2018	2019 (ON GOING)
<b>NATIONAL</b>	2	5	1	2
<b>INTERNATIONAL</b>	15	19	32	21
<b>TOTAL</b>	17	24	33	23

- EMLV faculty are identified on both national and international levels as evaluators for national or international congress as well as for national and international journals.
- . **19%** are members of the board for a journal
  - . **73%** are regular reviewers for an academic journal
  - . **14%** are members of a conference scientific committee
  - . **78%** are institutional members of an academic association
  - . **14%** have received awards for a publication
  - . **7%** have been thesis panel members at least once.

**EMLV Business School**

Faculty at ESILV Engineering School made a total of 92 presentations at conferences.

**IC in PR journals per research cluster over 5 years**



The majority of which were international.

	2016	2017	2018	2019 (ON GOING)
<b>NATIONAL</b>	5	9	4	4
<b>INTERNATIONAL</b>	14	25	21	10
<b>TOTAL</b>	19	34	25	14

Faculty at ESILV Engineering School are experts in the specific fields on both a national and an international level:

- . Member of French or International academic projects
- . Member of corporate research projects
- . Reviewers for academic journals
- . Members of a conference scientific or organization committee
- . Invited for research stays
- . Members of an academic association
- . Awards
- . Thesis and post-doctoral panel members or reviewers
- . Member of academic labs
- . Experts for national research authorities.

## 7.8 HIGHLIGHTS OR SUMMARIES OF RECENTLY PUBLISHED RESEARCH ON PRME-RELATED ISSUES

### EMLV PUBLICATIONS IN ETHICS, CSR AND SUSTAINABILITY OVER LAST THREE YEARS

#### 2020

- . Tran, H. and **Paparoidamis N.** (2020) Taking a closer look: reasserting the role of self-accountability in ethical consumption, *Journal of Business Research* (forthcoming)
- . **Peillex, J.**, B. Comyns and S. Boubaker (2020) Does it pay to invest in Japanese Women? Evidence from the MSCI Japan empowering women index *Journal of Business Ethics* (forthcoming)

#### 2019

- . **Paparoidamis N.** and Tran H. (2019) Being innovative while being green: an experimental inquiry into how consumers respond to eco-innovative product designs, *Journal of Product Innovation Management*, 36 (6), p. 824-847.
- . **Paparoidamis N.** and Tran H. (2019) Making the world a better place by making better products: Eco-friendly consumer innovativeness and the adoption of eco-innovations, *European Journal of Marketing*, 53 (8), p. 1546-1584.

#### 2018


- . J Jaballah, **J Peillex**, L Weill, Is Being Sharia Compliant Worth It?, *Economic Modelling*, in press.
- . **M. Lima, P. Baudier**, N. Boufaden, (2018) Perception de l'usabilité des outils d'innovation : le biais du genre dans l'utilisation du business model canvas, *Innovations*, 57, 3, 59.
- . M. Benlemlih, J. Jaballah, **J. Peillex**, (2018), Does It Really Pay to Do Better? Exploring the Financial Effects of Changes in CSR Ratings, *Applied Economics*, 50, 51, 5464-5482.
- . E. Teso, **M. Olmedilla**, M.R. Martinez-Torres (2018), Application of the text mining to the analysis of discourse in eWOM communications from a gender perspective, *Technological Forecasting and Social Change*, 129, 131-142.
- . Desbrière, P., Erragragui, E. et **Peillex, J.** (2018), L'investissement conforme à la Charia est-il socialement responsable ? *Management International*, 22, 3, 51-64.
- . Erragragui, E., Hassan, K., **Peillex, J.** and Khan, F. (2018), Does ethics improve stock market resilience in times of instability?, *Economic Systems*, 42, 3, 450-469.

#### 2017

- . Brière, M., **Peillex, J.** and Ureche-Rangau, L. (2017), "Do Social Responsibility Screens Matter when Assessing Mutual Fund Performance?", *Financial Analysts Journal*, 73, 3, pp. 1-14.
- . Del Giudice, M., Khan, Z., De Silva, M., **Scuotto, V.**, Caputo, F., and Carayannis, E. (2017), The micro level actions undertaken by owner-managers in improving the sustainability practices of cultural and creative small and medium enterprises: A United Kingdom-Italy comparison, *Journal of Organizational Behavior*, 38, 9, pp. 1396-1414.
- . **Haikel-Elsabeh, M.** et Lombardot, E. (2017), La consommation alimentaire responsable : analyse des contributions du web social au changement et au renforcement des pratiques, *Revue des Organisations Responsables*, 12 (2), 56-73.

## 7.9 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF THE PRINCIPLE 4: RESEARCH

- . Creation of a research cluster on PRME-related topics
- . Improve tracking / identification of faculty intellectual contributions in PRME-related topics



# 08 PRINCIPLE 5 PARTNERSHIPS

8.1	Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government and business)	32
8.2	Overview of select networks organized by the academic institutions around PRME-related topics	32
8.3	Overview of programs that involve stakeholders outside of the institution (i.e. with business, government, NGOs), such as case competitions and student projects	33
8.4	Joint projects within the university or with other universities	34
8.5	Description of engagement with PRME networks, such as Chapters, Champions or Working Groups	34
8.6	Key, specific objectives for the next 24-month period with regard to the implementation of Principle 5: Partnerships	34

**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.**

The partnerships available for collaboration with a range of stakeholders, including government, business, NGOs, and community organizations, as well as other academic institutions at the local, national, regional, and inter-national level focused on advancing topics related to responsible management.

## 8.1 DESCRIPTION OF STRATEGY FOR STAKEHOLDER ENGAGEMENT AND PARTNERSHIPS (INCLUDING BUT NOT LIMITED TO COMMUNITY, GOVERNMENT AND BUSINESS)

External stakeholders sit on the Board of Directors, the Scientific Council, both Corporate Advisory Committees and the Strategic Advisory Board for EMLV Business School. The Association's Schools have well-over 100 agreements with institutions in over 50 countries generating student/faculty exchanges, research collaboration and joint programs.

### Research Chairs and Projects

The Association's Schools, EMLV and ESILV, have two joint corporate chair:

- . Innovation in Services Chair (evolution in provider-customer relationship to improve physical spaces to favor innovation and improve productivity) with Thales, Framatome, Bolloré Logistics, GSF and others.
- . PCU, Electronic commerce and Artificial Intelligence.

**ESILV Engineering School** has three additional corporate chairs and a consortium:

- . Kwanko Chair (digital footprints/Big Data/On-Line Ads Google - project ended 2019)
- . LegalCluster, Big-Data / Machine Learning, Search engine for the Law Industry
- . MoneyTrack Consortium (recruitment of post doctorates for project securitization of consumer on-line payments)
- . OPTDYNAMUM – OPTimisation DYNamique NUMérique and SINUSY Simulations NUMériques des SYstèmes, with Altair

**EMLV** and **ESILV** have two joint corporate chairs:

- . Altran Chair (big data for customer experience)

Faculty at **ESILV Business School** have also been involved in several corporate research projects over the last three years:

- . ADAMme, Supercalculators
- . LUCID, The 4.0 industry with Spring Technologies, Artificial Intelligence (Montreuil – Ile de France)
- . PCU, Electronic commerce and Artificial Intelligence with SMILE, Data Merge Improvement and Recommendations (Asnières-sur-Seine – Hauts-de-Seine)
- . MoneyTrack, Blockchain and Electronic Payments with Truffle Capital, Validation and optimization of Blockchain algorithms (Paris – Ile de France)

## 8.2 OVERVIEW OF SELECT NETWORKS ORGANIZED BY THE ACADEMIC INSTITUTIONS AROUND PRME-RELATED TOPICS

The Association and its Schools are active members in the following networks:

- . **C3D**: A college of Directors for Sustainability in over 150 French companies. The group's goal is to raise conscious of responsible management within the company.
- . **CGE**: The Conférence des Grandes Écoles brings together both engineering and management schools following the French tradition of Grandes Écoles. The Conference has a working group on Sustainability/Corporate Social Responsibility, and the Association's Director for Soft Skills and Transverse Pedagogy is an active member/participant.

The Association also collaborates closely with the following two associations:

- . **La Fresque du Climat**: an association that works to raise consciousness around climate change. The group offers workshops and other events. The Association has worked with Fresque du Climat since 2018, involving more than 1 200 first-year student.
- . **La Fresque de la Biodiversité**: an association created in October 2019 using the same model as La Fresque du Climat. The Association was the first organization to collaborate with La Fresque de la Biodiversité. In November 2020, the Association, in conjunction with La Fresque de la Biodiversité, put in place a Biodiversity Week in which over 1 200 first-year students participated.

The Association also engages its partners linked to PRME-related topics, such as:

- . **The Week of the Responsible Entrepreneur**: partnership with the Center for Young Managers (la CJD)
- . **Biodiversity Week**: partnership with the French Agency on Biodiversity and the National History Museum.



### 8.3 OVERVIEW OF PROGRAMS THAT INVOLVE STAKEHOLDERS OUTSIDE OF THE INSTITUTION (I.E. WITH BUSINESS, GOVERNMENT, NGOS), SUCH AS CASE COMPETITIONS AND STUDENT PROJECTS

#### Faculty Involvement with Outside Stakeholders

The Association's Schools are founding members of PEPITE PON (student cluster for innovation and entrepreneurship) and is a member of the Steering Committee for the incubator I-Engage at the University of Paris-Nanterre. Both Schools are also members of ARCES (network for managers and engineers in communication) and ANDRH (network for those in the field of human resources).

Faculty at **EMLV Business School** have been involved in several corporate research projects:

- . ADAMme, Supercalculators, 40K€ (ended 2018)
- . LUCID, The 4.0 industry/Artificial Intelligence, 240K€ (Spring Technologies, Montreuil – Ile de France)
- . PCU, Data Merge Improvement and Recommendations/ Artificial Intelligence, 160K € (SMILE, Electronic commerce, Asnières-sur-Seine – Hauts-de-Seine)
- . Money Track, Validation and optimization of Blockchain algorithms, 200 K€ (Truffle Capital, Paris – Ile de France)

**ESILV Engineering School** is a member of four regional competitive clusters and one association:

- . Systematic Paris Region,
- . ASTech Paris Region,
- . Cap Digital (Paris),
- . Finance Innovation (Paris)
- . TERATEC (91000).

ESILV is an active member of N+i (network for engineering institutes), Elles Bougent (association to encourage women to choose engineering studies) and Talents du numérique. ESILV has also signed with the digital platform FUN on which it has provided several MOOCs.

#### Student Involvement with Outside Stakeholders

The Corporate Relations Department organizes each year a "Pitch" in which MBA and MSc students sell their professional project before representatives from the business community. Altran, Axa, Microsoft, Oracle were among companies that participated in 2019.

The Association's FabLab works with local elementary schools to teach them robotics and other topics. For example, students from the FabLab worked with a fourth-grade class from Marcel Achard Elementary to learn students about modeling, 3D printing and robotics. Montalembert Elementary School spent the entire day at the lab.

The members of DavinciBot, a student association, and students from the FabLab arbitrated the trials of robots built by 8<sup>th</sup> and 9<sup>th</sup> grade students in a competition known as Robot'Hauts de Seine.

#### Competitions/Student Projects

DavinciBot also organizes robotics competition, in partnership with the Association's corporate partners, such as Altran and Redbull, public partners, such as the Department Hauts de Seine, and partner schools, such as EPITA, EPITECH, ISPA, Sup Biotech, INSA Rennes, ENSIM Ingénieur, TELECOM Sudparis and ESEO Angers.



## 8.4 JOINT PROJECTS WITHIN THE UNIVERSITY OR WITH OTHER UNIVERSITIES

The Association encourages both School to collaborate with its international partners. For example, the Association has set aside an annual budget of 30 000€ / 2 500€ for each faculty member to engage in a research project with a partner institution for a period of one month.

Both EMLV Business School and **ESILV Engineering School** participate in the Association's International Week, which attracts nearly 30 faculty members from partner institutions.

The Association opened a site off campus with Dorset College in Dublin, Ireland where both management and engineering students can select program modules taught in English.

The Association has 19 double degree programs with its international partners: 6 with EMLV Business School, 13 with **ESILV Engineering School**. In addition, ESILV Engineering School has agreements with the following universities for students who want to pursue a Master 2 degree, ESILV Engineering

- . Paris Saclay
- . Ecole Polytechnique
- . Université de Paris.

ESILV also participates in directing joint PhD thesis in the following institutions:

- . Université Paris 1 Panthéon Sorbonne
- . CNAM Paris
- . Université Paris Est Marne la Vallée
- . IRSTEA
- . École Normale Supérieure de Cachan.

ESILV's project TidMarsh Living Observatory, in collaboration with MIT Media Lab, allows students to participate in international conferences and access to internships at MIT.

And ESILV is a member of the following laboratories:

- . Université Paris 1 Panthéon Sorbonne
- . CNAM Paris
- . IRSTEA.

## 8.5 DESCRIPTION OF ENGAGEMENT WITH PRME NETWORKS, SUCH AS CHAPTERS, CHAMPIONS OR WORKING GROUPS

The Director for Soft Skills and Transvers Pedagogy, Laure Bertrand, is a member of the PRME France and Benelux Chapter and participates in the annual Global Forum.

## 8.6 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 5: PARTNERSHIPS

- . Affiliation with an academic network involved in PRME-related topics
- . Increase support for students and student associations to affiliate with PRME-related topics



# 09 PRINCIPLE 6 DIALOGUE

9.1	Description of strategy to foster dialogue on PRME-related topics across the organization (i.e. across departments and disciplines) and externally	36
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9.4	Overview of PRME-related magazines, newspapers, blogs and other non-peer reviewed thought leadership produced	38
9.5	Description of alumni engagement on PRME-related issues	38
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9.7	Key, specific objectives for the next 24-month period with regard to the implementation of Principle 6: Dialogue	38

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

Dialogue functions both internally (across departments and disciplines, for example) as well as externally, between the academic institution and the wider environment. This can include events, conferences, and publications, as well as networks that promote responsible management.

## 9.1 DESCRIPTION OF STRATEGY TO FOSTER DIALOGUE ON PRME-RELATED TOPICS ACROSS THE ORGANIZATION (I.E. ACROSS DEPARTMENTS AND DISCIPLINES) AND EXTERNALLY

The Department for Soft Skills and Transverse Pedagogy organizes on-campus events around PRME-related topics. The Communications Department frequently invites the Association's partners/stake-holders to such events, and in some cases the general public.

The Department for Soft Skills and Transverse Pedagogy solicits faculty and administrative staff to participate in evaluating student projects and reports dealing with PRME-related issues.

## 9.2 DESCRIPTION OF PRME-RELATED CO-CURRICULAR ACTIVITIES, EXTRA-CURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

All students in their first and second years must participate in extra-curricular activities of their choice. The activities of

the following associations deal with issues involving the United Nations Global Compact sustainable development goals:

RELEVANT SDG	RELATED ACTIVITY
NO POVERTY ZERO HUNGER	 Works with the homeless and disadvantage <hr/> Various student actions throughout the year to raise funds for the homeless, to combat world hunger, etc
QUALITY EDUCATION	 Organizes campus-wide debates on current events and issues <hr/>  Involved in organizing TED talks on campus
CLEAN WATER AND SANITATION AFFORDABLE AND CLEAN ENERGY	 Involved in various actions for sustainable development and responsible consumption <hr/>  Organizes actions to improve water quality and conservation through technology
INDUSTRY, INNOVATION AND INFRASTRUCTURE	 Student-run laboratory based on MIT Charter to encourage industrial innovation <hr/>  Robotics and related technology <hr/>  Explores new technology in aviation <hr/>  Offers training on digital tools and explores new applications
SUSTAINABLE CITIES AND COMMUNITIES	 association that organizes various events and presentations around sustainable cities/communities throughout the year
RESPONSIBLE CONSUMPTION AND PRODUCTION	 Focuses on reducing the use of oil and maximizing the distance covered per liter / kWh
CLIMATE ACTION	 Organizes campus-wide events on climate change
LIFE BELOW WATER	 Focuses on water conservation and technology
LIFE ON LAND	 Animal protection

While management students must do an internship in a non-government organization, some engineering student do so to validate their internship requirement. Students have worked in organizations dealing with

handicap access, pedagogical assistance, the elderly, humanitarian, foreign language acquisition, etc, in organization such as the Red Cross, Special Olympics, local school associations, etc.

Students also create their own events:

## STUDENT ACTIONS FOR THE ENVIRONMENT OVER LAST THREE YEARS

### On-going

**The student association ADA has implemented an on-campus program that collects unspoiled food from events to give to local associations that help the poor.**

### 2019/2020

- . **September:** Week of Transversal Competencies: The Climate Fresco (1 200 students from all three schools of the Association working in mixed groups of engineers, managers and design)
- . **November:** Week of Transversal Competencies that mixed the learning of Soft Skills, a multidisciplinary working approach and thinking on biodiversity and sustainable development for over 1.200 students.
- . **November:** Student action to reduce plastics through the use of biodegradable/recyclable drinking bottles involving more than 500 students and the distribution of over 1 000 bottles.

### 2018/2019

- . **March:** Week of Transversal Competencies that mixed the learning of Soft Skills, a multidisciplinary working approach and thinking on frugal innovation and sustainable development for over 1000 students.
- . **April:** The Devinci Durable Association organized a Week of Transversal Competencies, called Green Week. Recognized by the Conférence des Grandes Écoles, it addressed five topics in an original way: climate (with the help of Avenir Climatique), consumption, alimentation, biodiversity (the NGO Surfrider Foundation intervened) and innovation.

### 2017/2018

- . **March:** The objective of this transversal week was to generate innovative ideas about responsible entrepreneurship. 4<sup>th</sup> year students presented their projects in a showroom, combining societal themes and innovative entrepreneurial practices.
- . **April:** Nearly 900 students worked in multidisciplinary team on a climate theme: mitigate, adapt to, or raise public awareness of the effects of climate change. The Department of Soft Skills/Transverse Pedagogy organized the event with the support of the C3D (College of Sustainable Development Directors), the Shift Project and e-rse.net.
- . **July:** Transversal Week treated the theme of artificial intelligence and the general public, which included helping the handicap gain access to AI.

### 2016/2017

- . **November:** The city of Colombes partnered with the Association to propose a transversal week on innovation and sustainable development themes to introduce students to sustainable development and RSE-RSO involving over 560 students.
- . **July:** During an entire week sponsored by Altran, 750 students conceived and designed an innovative, efficient and competitive factory. Many issues were considered by the jury: economic, technological, organizational, environmental, and societal.



### 9.3 HIGHLIGHTS OF PROMINENT OR IMPACTFUL EVENTS (I.E. FORUMS, WORKSHOPS, ROUNDTABLES, CONFERENCES), INCLUDING AN ASSESSMENT OF THEIR IMPACT

Please see 9.1 and 9.2 above.

### 9.4 OVERVIEW OF PRME-RELATED MAGAZINES, NEWSPAPERS, BLOGS AND OTHER NON-PEER REVIEWED THOUGHT LEADERSHIP PRODUCED

Students recently studied how digital tools can work in favor of biodiversity:



[www.youtube.com/watch?v=XF4FHDSjDa4](https://www.youtube.com/watch?v=XF4FHDSjDa4)

The project resulted in the creation of a student group Frescos for Biodiversity:



[www.youtube.com/watch?v=qCaAXoZWBw4](https://www.youtube.com/watch?v=qCaAXoZWBw4)

With the creation of its own Facebook page:



[www.facebook.com/watch/?v=826399151163920](https://www.facebook.com/watch/?v=826399151163920)

### 9.5 DESCRIPTION OF ALUMNI ENGAGEMENT ON PRME-RELATED ISSUES

The Association currently does not track alumni activities on PRME-related topics.

### 9.6 DESCRIPTION OF CAREER PLACEMENT PROGRAMS (I.E. INTERNSHIPS, ADVISING, RESOURCES) AND OTHER CAREER RESOURCES AND OPPORTUNITIES AROUND PRME-RELATED TOPICS

Students at **EMLV Business School** must do an internship in a non-government organization (NGO) to obtain their diploma. Support services with the School and the Association provides guidance to students in choosing the NGO that corresponds to their interest and professional project. While not obligatory, engineering students may also choose to do their internship in an NGO and have access to the same services.

Beyond NGOs, the Association does not track whether its corporate partners adhere to the sustainable development goals of the United Nations Global Compact initiative, and the Association does not survey its corporate partners on whether they have a green policy. Consequently, the Association does not currently track if the Schools' interns and graduates work on PRME-related topics.

### 9.7 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 6: DIALOGUE

. Survey interns and alumni to see if they work in PRME-related areas and to what extent



# 10 PRINCIPLE 7

## ORGANIZATIONAL PRACTICES

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10.3	Evaluation of environmental and social impact, reporting on goals in relation to (including how students, staff and faculty are engaged in)	40
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**We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.**

Although not officially a Principle, the last statement of PRME is often regarded as Principle 7. Academic institutions should equally focus on incorporating sustainability into their own operations, including environmental (e.g. buildings, transportation, sourcing, energy etc.) and social (diversity, health and safety, training etc.) aspects.

## 10.1 DESCRIPTION OF STRATEGY AND PROGRAMS TO PROMOTE ENVIRONMENTAL AND SOCIAL SUSTAINABILITY TO PROMOTE ENVIRONMENTAL AND SOCIAL SUSTAINABILITY

The Association is a member of United Nations Global Compact initiative.

Joining PRME focuses the Association to set goals in promoting responsible management with quantifiable and qualitative indicators.

The Association is building a new campus, green campus of 18 000 m<sup>2</sup> scheduled to open in 2023. The campus will be integrated into the departmental park André Malraux: extending the park in the project and the project in the park. Vegetation will penetrate the building for visual continuity with the park, and green areas/small gardens will decorate the future campus.

The building will be “high energy performance”, incorporating bioclimatic devices that limit consumption (access to natural light, management of summer comfort of student-learning spaces through natural ventilation etc.). Energy consumption is controlled by the implementation of innovative and efficient systems. This project will respond to a global environmental performance with the most advanced standards: BDF certification process (Sustainable Buildings in Paris) and level E3C1 of the state label E + C (buildings with positive energy and reduced carbon). For more information, please see the following link: [www.devinci.fr/pole-leonard-de-vinci-un-nouveau-campus-vert-a-lhorizon-2023-pour-poursuivre-la-dynamique-fondee-sur-les-nouvelles-pedagogies-lhybridation-des-competences-et-la-transversalite](http://www.devinci.fr/pole-leonard-de-vinci-un-nouveau-campus-vert-a-lhorizon-2023-pour-poursuivre-la-dynamique-fondee-sur-les-nouvelles-pedagogies-lhybridation-des-competences-et-la-transversalite)

## 10.2 ENVIRONMENTAL ASSESSMENTS, CERTIFICATIONS AND AWARDS RECEIVED

None to date.

## 10.3 EVALUATION OF ENVIRONMENTAL AND SOCIAL IMPACT, REPORTING ON GOALS IN RELATION TO (INCLUDING HOW STUDENTS, STAFF AND FACULTY ARE ENGAGED IN)

INCORPORATION OF SUSTAINABILITY IN SOCIAL ACTIONS			
ENVIRONMENTAL ORGANIZATIONAL PRACTICES	INTERNAL STAKEHOLDERS		
	FACULTY	STUDENTS	NON-ACADEMIC STAFF
DIVERSITY IN STAFF RECRUITMENT AND PROMOTIONS	<ul style="list-style-type: none"> <li>. Respect of HR guidelines</li> <li>. Through teaching and research</li> </ul>	<ul style="list-style-type: none"> <li>. EMLV Business School: specific classes on HR management</li> <li>. Classwork</li> <li>. Projects in Soft Skills/Transverse Pedagogy Department</li> </ul>	<ul style="list-style-type: none"> <li>. Human Resources tracks</li> <li>. gender equality in hiring and promotions</li> <li>. hiring of the handicap</li> <li>. national origins</li> </ul>
HEALTH AND SAFETY	Respect of HR guidelines	Respect of HR guidelines	Human Resources has a specific committee dealing with health and safety issues on campus
QUALITY OF LIFE, SUPPORT SERVICES AND TRAINING/ DEVELOPMENT	Participation in HR activities	<ul style="list-style-type: none"> <li>. Classwork</li> <li>. Projects in Soft Skills/Transverse Pedagogy Department</li> <li>. Human Resources has in place a psychological support service for students</li> </ul>	<ul style="list-style-type: none"> <li>. Human Resources offers several quality of life activities:</li> <li>. Possibility to work at home</li> <li>. Workshops on how to deal with stress</li> <li>. Access to professional support in case of need</li> <li>. Wellness Week</li> <li>. Committee for Social Dialogue (CSE)</li> <li>. Sports Activities</li> </ul>



INCORPORATION OF SUSTAINABILITY IN OPERATIONS AND INTERNAL STAKEHOLDERS INVOLVED			
ENVIRONMENTAL ORGANIZATIONAL PRACTICES	INTERNAL STAKEHOLDERS		
	FACULTY	STUDENTS	NON-ACADEMIC STAFF
CARBON AND CLIMATE CHANGE	Through teaching and research	<ul style="list-style-type: none"> <li>. Classwork</li> <li>. Projects in Soft Skills/Transverse Pedagogy Department</li> <li>. Student Associations</li> <li>. Volunteer activities</li> </ul>	Participation in on-campus events
IT GREENING (COMPUTERS, PRINTERS, ETC.)	Implementation/respect of IT Department guidelines	<ul style="list-style-type: none"> <li>. Implementation/respect of IT Department guidelines</li> </ul>	IT Department advises on reduction of paper and electrical use
BUILDINGS AND RENOVATIONS	Implementation/respect of Department guidelines on use of electricity and water	<ul style="list-style-type: none"> <li>. Implementation/respect of Department guidelines on use of electricity and water</li> </ul>	Installation of devices to reduce use of electricity (lights, heating, water...)
TRANSPORTATION OPTIONS AND STRATEGY	Through teaching and research	<ul style="list-style-type: none"> <li>. ESILV Engineering School: Major in Sustainable Cities and Energies</li> <li>. FabLab and DevinciBot projects and actions</li> <li>. Student presentations on sustainable transportation strategies</li> </ul>	<ul style="list-style-type: none"> <li>. 50% reduction on public transport fees to commute</li> <li>. Travel reimbursement policy favors use of public transportation when possible</li> </ul>
RESPONSIBLE PURCHASING/ LOCALLY SOURCED PRODUCTS	Through teaching and research	<ul style="list-style-type: none"> <li>. Classwork</li> <li>. Student Associations</li> </ul>	On campus restaurants work with student associations
ENERGY STRATEGY AND CONSUMPTION	Implementation / respect of guidelines on use of electricity	<ul style="list-style-type: none"> <li>. Implementation / respect of Department guidelines on use of electricity</li> </ul>	Installation of devices to reduce consumption of electricity
WATER CONSUMPTION	Implementation / respect of guidelines on water use	<ul style="list-style-type: none"> <li>. Implementation / respect of Department guidelines on water use</li> </ul>	Installation of devices to reduce consumption of water (recyclable glasses/utensils, etc.)
BIODIVERSITY	Through teaching and research	<ul style="list-style-type: none"> <li>. Classwork</li> <li>. Projects in Soft Skills/Transverse Pedagogy Department</li> <li>. Student Associations</li> <li>. Volunteer activities</li> </ul>	Participation in on-campus events
WASTE (PAPER USAGE, PRINTED MATERIAL, RECYCLING, REUSE)	Implementation / respect of guidelines	<ul style="list-style-type: none"> <li>. Implementation / respect of guidelines</li> <li>. Student associations</li> </ul>	<ul style="list-style-type: none"> <li>. Placing of recycling bins throughout campus</li> <li>. Written policy to reduce paper</li> <li>. Work with student association to donate unspoiled food to the local community</li> </ul>

**10.4 KEY, SPECIFIC OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF PRINCIPLE 7: ORGANIZATIONAL PRACTICES**

Building of new, environmentally friendly campus



**MANAGEMENT  
SCHOOL**  
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