

# COMMUNICATION ON ENGAGEMENT (COE)

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

2020  
/08



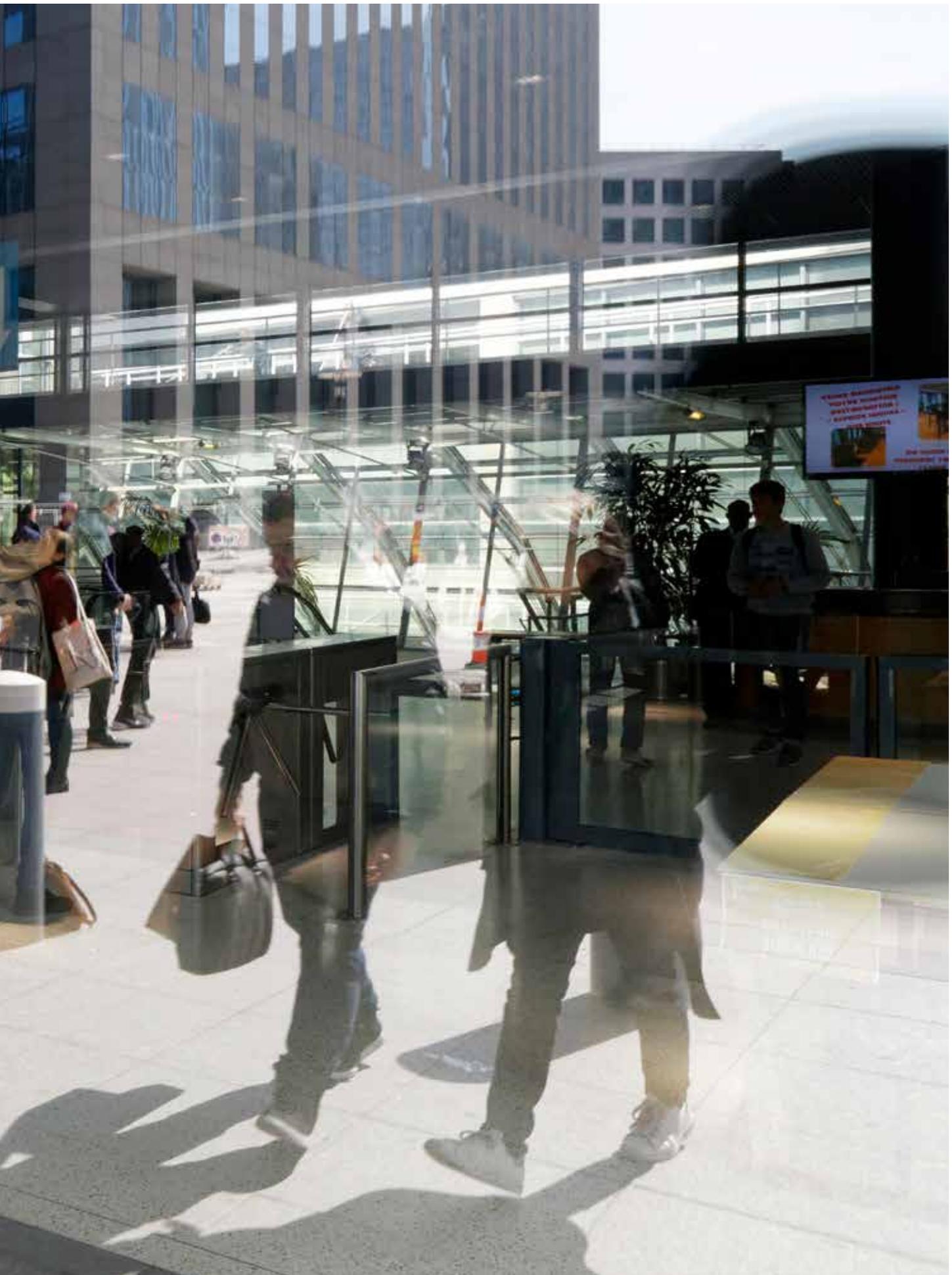


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# 01 STATEMENT OF COMMITMENT

I AM DELIGHTED TO CONFIRM THE LEONARD DE VINCI ASSOCIATION'S RENEWAL OF ITS SUPPORT FOR THE UNITED NATIONS GLOBAL COMPACT AND ITS TEN PRINCIPLES IN THE AREAS OF HUMAN RIGHTS, LABOR, ENVIRONMENT AND ANTICORRUPTION. IN THIS COMMUNICATION ON ENGAGEMENT (COE), YOU WILL FIND A DESCRIPTION OF OUR ACTIONS IN SUPPORT OF THE UNITED NATIONS GLOBAL IMPACT AND ITS PRINCIPLES AS WELL AS OUR SUPPORT OF THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS.

## 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.

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 with 500+ companies, of which 15 are in the top 50 of the fortune 500 worldwide.

Both Schools focus on digital environments, internationalization and the acquisition of multidisciplinary competencies.

## 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 to innovate and manage in an ever-changing world.

Through joint programming, research and common modules/ other activities (associations, clubs and sports), management students and faculty intermingle 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.

The Association and its Schools are dedicated to providing programs to ensure a just and sustainable society. The Association works closely with its broader stakeholders to assessing and continuously improve its efforts to prepare responsible leaders in sustainability, corporate responsibility and justice in a multicultural and ever-changing world. The Association's adherence to the United Nations Global Compact and its principles recognizes the work we have done and hope to do.

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 one another, others and the environment, while inspiring those around them to do so as well.



**Pascal Brouaye**

Pascal Brouaye, Director General  
Leonard de Vinci Association,  
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**. While not subject to this COE, the Léonard de Vinci Institute has one school, **IIM Internet and Multimedia Institute**.

## THE LÉONARD DE VINCI UNIVERSITY POLE



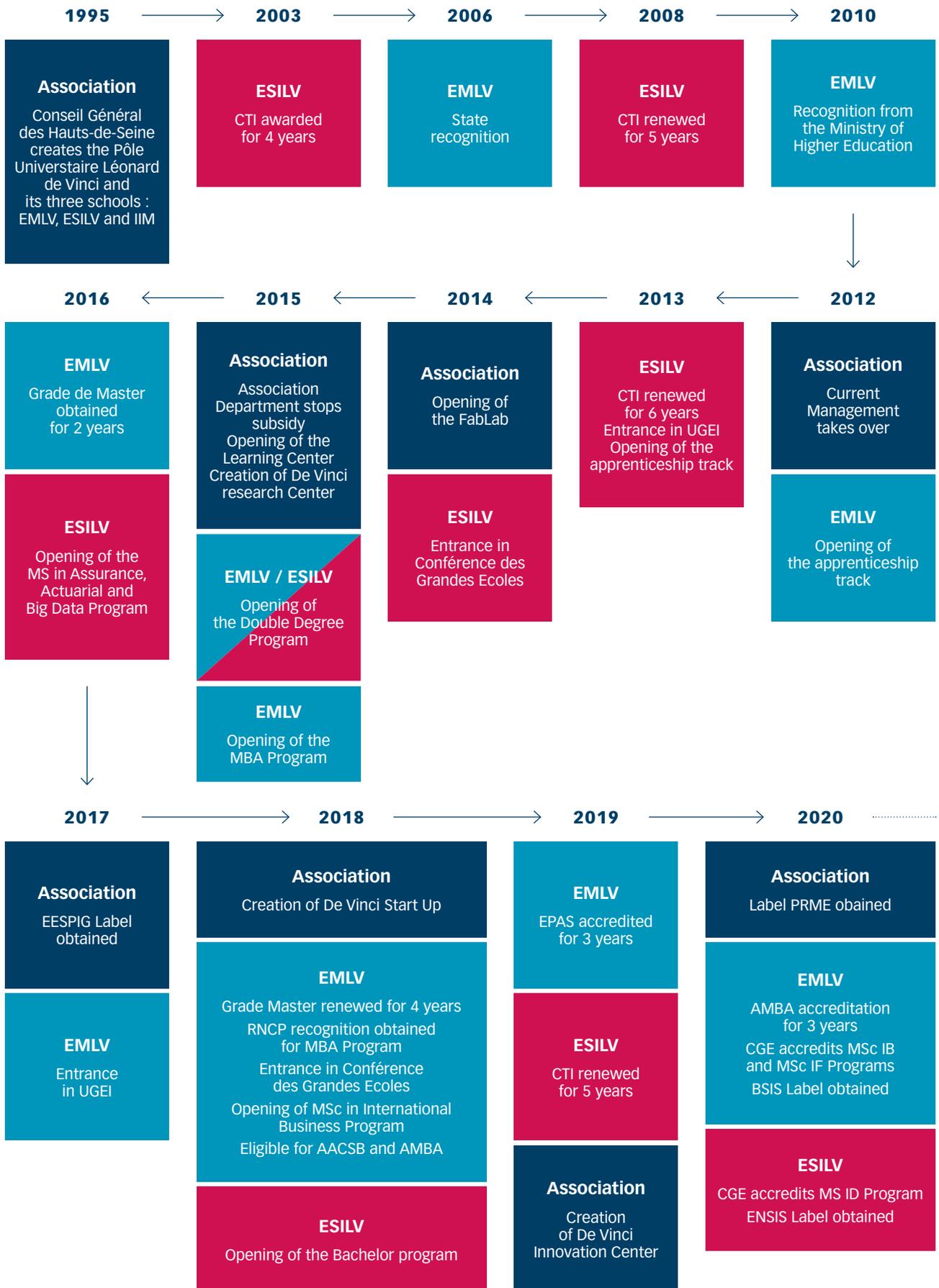
The Pole is located at La Défense Paris, Europe's largest purpose-built business district. The Pole's location at La Défense on a campus defines its unique position within innovation and the digital business environment regionally, nationally and internationally. Engineering, management and internet/multimedia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

on a site of 564 hectares with 500+ companies, 180,000+ employees, 45,000+ students and more than 10 000 m<sup>2</sup> of co-working space<sup>(1)</sup>.

**EMLV** and **ESILV** are members of the Conference des Grandes Ecoles (CGE) and the Union of Independent Schools (UGEI). EMLV is also a member of AACSB, AMBA and EFMD and ESILV is also a member of CDEFI.

<sup>(1)</sup> <https://development.parisladefense.com/key-figures.html>

**THE FOLLOWING TIMELINE INDICATED THE MOST SIGNIFICANT EVENTS OF THE ASSOCIATION AND ITS SCHOOLS SINCE THEIR CREATION IN 1995**



# 03 GENERAL STATEMENT ON SUPPORTING THE UN GLOBAL COMPACT AND ITS PRINCIPLES

THE ASSOCIATION AND ITS SCHOOLS AIMS TO PREPARE STUDENTS TO BE ACTORS FOR POSITIVE AND RESPONSIBLE 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 have an impact on all stakeholders, external and internal, in the organizations where they find themselves. This impact includes the promotion of human rights, the rights to free association, the struggle to eliminate discrimination, the protection of the environment and the fight against corruption.

- All students must participate in conferences, classes and workshops dealing with human rights, openness to others, ethics, responsible management, sustainability, the consequences of corruption and other 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 human rights, tolerance, ethics, responsible management, sustainability and other related topics.

## INTERNATIONAL ACCREDITATION AND RECOGNITION

Pursuing and obtaining these accreditations recognizes the Association's commitment to supporting UN Global Compact Principles through its programs, research and actions.

**LÉONARD DE VINCI ASSOCIATION**

	 <b>EMLV</b> <small>BUSINESS SCHOOL DE VINCI PARIS</small>	 <b>ESILV</b> <small>ENGINEERING SCHOOL DE VINCI PARIS</small>
NATIONAL	 <b>Obtained &amp; renewed</b>	 <b>Commission des Titres d'Ingénieur</b> <b>Obtained &amp; renewed</b>
INTERNATIONAL	 <b>EPAS ACCREDITED</b>	 <b>AACSB ACCREDITED</b>
	 <b>ASSOCIATION OF AMBAs ACCREDITED</b>	 <b>ABET</b> <b>Eligibility requested</b>
	<b>EPAS obtained AACSB &amp; AMBA in process</b>	

## COMMUNICATION OF THE INSTITUTION'S VALUES

### External Communication

The primary channel through which the Association shares the above values with its 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

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

### Internal Communication

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

STRUCTURE	EXTERNAL STAKEHOLDERS	ROLE
COMEX (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
CODIR (Management Committee)	COMEX and all administrative and academic heads	Responsible for mission, strategic planning and implementation of strategic actions
Research Center	School Deans for Research and publishing faculty members	Defines research clusters and orientations
Curriculum Committee for each school	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
Faculty Members		Through committees, working groups and/or individually, participate in developing mission, strategic plan, program objectives and student outcomes

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



# EMLV

**BUSINESS SCHOOL  
DE VINCI PARIS**

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

- Preparing students for a digital world
- Providing students with the multiple/hybrid competencies to meet global challenges to business.
- Offering students the opportunity to develop their transversal skills.
- Ensuring students acquire multiple/hybrid competencies and transversal skills covering tolerance, openness, sustainability and corporate social responsibility / ethics.

EMLV Business School has integrated UN Global Compact 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, etc.
- Required internships in a humanitarian organization (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.)



# ESILV

**ENGINEERING SCHOOL  
DE VINCI PARIS**

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.

ESILV 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.

The School offers a major in Sustainable Cities and Energy and requires students to attend conferences / workshops on UN Global Compact 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 UN Global Compact PRME-related topics, such as diversity and the handicap.

## PEDAGOGY FOCUSED ON UN GLOBAL COMPACT PRINCIPLES

The Department for Soft Skills and Transverse Pedagogy<sup>(1)</sup> integrates UN Global Compact topics in many of its activities through individual modules, conferences, Hackathons, etc. Students work together to learn that the challenges in tolerance, openness to others, social engagement, sustainability, ethics, corporate social responsibility, responsible management/consumption and related topics involve a systematic diagnosis in an inter-disciplinary

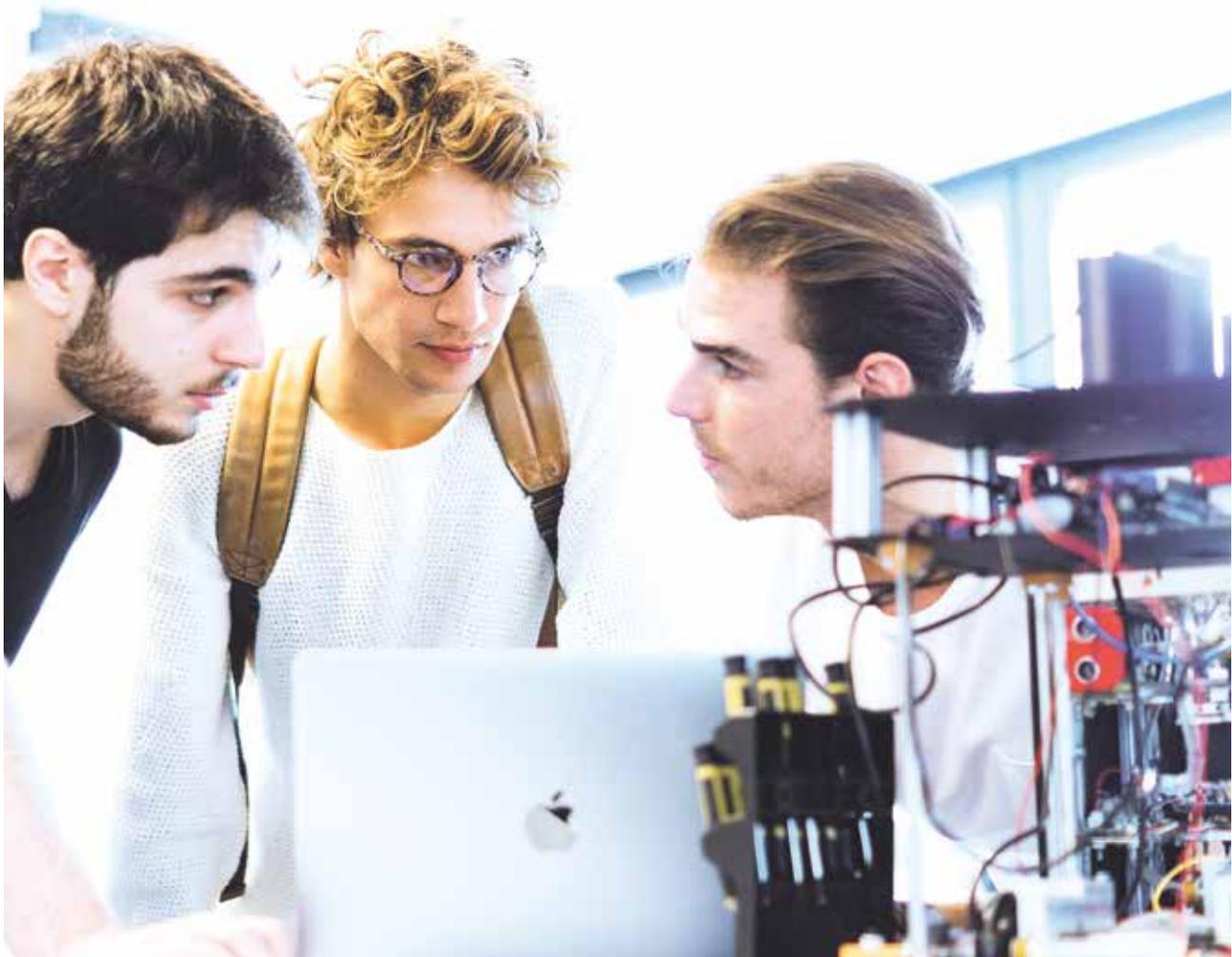
environment, be it academic, professional or society at large. These modules, which are obligatory, constitute over 20% of the student-learning experience in the Schools' main programs, an Integrated Masters and in the Bachelor Programs; in graduate programs, such as the MSc, MS and MBA Programs, over 10% of the modules cover soft skills and transverse pedagogy.

## RESEARCH

The Association's research center, known as the De Vinci Research Center, encourages interdisciplinary research projects through four 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.



<sup>(1)</sup> Professor Laure Bertrand heads the Soft Skills and Transverse Pedagogy Department. Professor Bertrand doctoral thesis, Corporate Social Reasonability 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).



Although the De Vinci Research Center does not have a specific cluster dedicated solely to UN Global Compact related issues, faculty at both School address these topics, which the Devinci Research Center tracks annually. An example of tracking over the last three years in the areas of ethics, corporate social responsibility and sustainability is as follows:

## 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, B. and Boubaker, S., (2020) Does it pay to invest in Japanese Women? Evidence from the MSCI Japan empowering women index *Journal of Business Ethics* (forthcoming)
- . **Peillex, J.**, and Comyns, B., Pourquoi les Sociétés Financières Décident-elles d'Adopter les Principes pour l'Investissement Responsable ?, *Comptabilité Contrôle Audit*, v. 26, issue 1, P. 79-117
- . Fabozzi, F and **Focardi, S.**, Climate Change and Asset Management, *Journal of Portfolio Management*, v. 46, issue 3, p. 95-107
- . Lim, A., and **Pope, S.**, Three Types of Organizational Boundary Spanning: Predicting CSR Policy Extensiveness Among Global Consumer Products Companies, *Business Ethics: A European Review*, v. 29, issue 3, p. 451 - 470

### 2019

- . **Lakhal, F.**, Ajina, A. and Aye, S., Does Corporate Social Responsibility Reduce Earning Managements? The Moderating Role of Corporate Governance and Ownership, *Management International*, v. 23, issue 2, p. 45-55
- . Contreras, G. and **Platania, F.**, Economic and Policy Uncertainty in Climate Change Mitigation: The London Smart City Case Scenario, *Technological Forecasting and Social Change*, v. 142, p. 384 - 393
- . **Paparoidamis N.** and Tran H., Being innovative while being green: an experimental inquiry into how consumers respond to eco-innovative product designs, *Journal of Product Innovation Management*, v. 36, issue 6, p. 824-847.
- . **Paparoidamis N.** and Tran H., Making the world a better place by making better products: Eco-friendly consumer innovativeness and the adoption of eco-innovations, *European Journal of Marketing*, v. 53, issue 8, p. 1546-1584.
- . **Appio, F.**, Lima, M., and Paroutis S., Understanding Smart Cities : Innovation Ecosystems, *Technological Advancement and Societal Challenges*, *Technological Forecasting and Social Change*, v. 142, p. 1-14
- . **Appio, F.**, Corsini, F., Laurenti, R. Meinherz, F., and Mora, L., The Advent of Practice Theories in Research on Sustainable Consumption: Past, Current and Future Directions of the Field, *Sustainability*, v. 11, issue 2, P. 190-201

### 2018

- . **Prud'Homme, D.**, Global Green Shift, *Sustainability*, v. 10, issue 9, p. 158 and following
- . J Jaballah, **J Peillex**, L Weill, Is Being Sharia Compliant Worth It?, *Economic Modelling*, in press.
- . **M. Lima, P. Baudier**, N. Boufaden, Perception de l'usabilité des outils d'innovation : le biais du genre dans l'utilisation du business model canvas, *Innovations*, v. 57, issue 3, 59.
- . M. Benlemlih, J. Jaballah, **J. Peillex**, Does It Really Pay to Do Better? Exploring the Financial Effects of 9 Changes in CSR Ratings, *Applied Economics*, v. 50, issue 51, 5464-5482.
- . E. Teso, **M. Olmedilla**, M.R. Martinez-Torres Application of the text mining to the analysis of discourse in eWOM communications from a gender perspective, *Technological Forecasting and Social Change*, issue 129, 131-142.
- . Desbrière, P., Erragragui, E. et **Peillex, J.**, L'investissement conforme à la Charia est-il socialement responsable ?, *Management International*, v. 22, issue 3, p. 51-64.
- . Erragragui, E., Hassan, K., **Peillex, J.** and Khan, F., Does ethics improve stock market resilience in times of instability?, *Economic Systems*, v. 42, issue 3, p. 450-469.
- . **Nivet, B.**, and Belhouste, N., Les Entreprises et la Guerre, vers la Responsabilité Géopolitique des entreprises ?, *Revue Internationale et Stratégique*, v. 111, issue 3, p. 16-25

### 2017

- . Brière, M., **Peillex, J.** and Ureche-Rangau, L., "Do Social Responsibility Screens Matter when Assessing Mutual Fund Performance?", *Financial Analysts Journal*, v. 73, issue 3, pp. 1-14.
- . Del Giudice, M., Khan, Z., De Silva, M., **Scuotto, V.**, Caputo, F., and Carayannis, E., 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*, v. 38, issue 9, p. 1396-1414.
- . **Haikel-Elsabeh, M.** et Lombardot, E., La consommation alimentaire responsable : analyse des contributions du web social au changement et au renforcement des pratiques, *Revue des Organisations Responsables*, v. 12, issue2, p. 56-73.

### **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, Bollere 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)
- OPTDYNAM – 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)

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

- Pedagogical Innovation Award
- Transversality Award

## **ENVIRONMENT: BUILDING A NEW CAMPUS**

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).

### **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)



# 04 HUMAN RIGHTS

## / PRINCIPLE 1: SUPPORT AND RESPECT THE PROTECTION OF INTERNATIONALLY PROCLAIMED HUMAN RIGHTS

### EVALUATION, POLICY AND OBJECTIVES

In 1789, France issued a Declaration on Human Rights and Citizenship, in 1948, France recognized the Universal Declaration of Human Rights and the preamble of the French Constitution (1958) enshrines the protection of human rights. France has also signed the European Convention on Human Rights (1960) and the Charter of Fundamental Rights of the European Union (2000). All these international law instruments take precedence on national legislation.

In addition to instructing students on the international and national framework governing human rights, the Association and its Schools attract faculty and students from all over the world. This multicultural diversity provides a safe space where faculty and students have the opportunity to express their opinions and work together in mutual respect despite their different cultural backgrounds and experiences.

### IMPLEMENTATION

The Association organizes events around Women's Day and AIDS Awareness Day to sensitize students, faculty and staff around the challenges these populations face in society today.

Both the Management and Engineering Schools provide modules to raise student awareness of human rights, particularly in relation to complex global supply chains. Student projects also cover human rights.

Both EMLV Business School and ESILV Engineering School require students to spend time abroad, either through a study-period, an internship or both. These experiences

increase student awareness around cultural differences and tolerance.

Each year, the Office for International Development organizes an International Week during which faculty from all over the world share their culture with faculty and students from the Association and its Schools. The student association ADA works with the homeless and disenfranchised. One of their many activities includes distributing left-over food from the various restaurants on campus to the needy.

### RESULTS

Among nonacademic support staff, over 10% have a foreign nationality. For academic staff, the percentages are much higher: Over a third of EMLV Business School faculty are international while over a quarter are at ESILV Engineering School.

15% the students in EMLV Business School main program, an Integrated Master's in Management, are international while slightly less in the Integrated Master's in Engineering at ESILV Engineering School. At both Schools, international students represent a majority in the postgraduate programs, such as the MBA, Master's of Science or Specialized Master's.

All students must go abroad. For incoming exchange students, EMLV Business received nearly 100 and ESILV Engineering School less than 50.

The Association opened an offshore "campus" with Dorset College in Dublin, Ireland. In 2018/2019 where several hundred students have studied, and a handful of faculty members have taught.

## / PRINCIPLE 2: MAKE SURE NOT COMPLICIT IN HUMAN RIGHTS ABUSES

### EVALUATION, POLICY AND OBJECTIVES

France has recognized and reinforced women's, rights, LGBT rights, rights of people with disabilities, among many others for many decades. Human rights organizations, such as Amnesty International, Human Rights Watch SOS Racism and others, has long been present in France with a significantly following.

### IMPLEMENTATION

Faculty, staff and students are free, and do, join numerous NGOs working to fight human rights abuses and many

contribute financially. Examples include Amnesty International, Lawyers Without Borders, Le Refuge, SOS Racism, etc.

The Association does not, however, track the involvement of faculty, staff and students in these organizations.

### RESULTS

Every year, students choose to do their internship in the following NGOs: Emmaüs Défi (helping the disenfranchised), Red Cross, Restos du Coeur (providing meals to the homeless), Secours Populaire (helping the disenfranchised), and similar organizations.

# 05 LABOR

## / PRINCIPLE 3: UPHOLD THE FREEDOM OF ASSOCIATION AND THE EFFECTIVE RECOGNITION OF THE RIGHT TO COLLECTIVE BARGAINING

### EVALUATION, POLICY AND OBJECTIVES

The preamble to the French Constitution (1958) guarantees freedom of association as do numerous legislations starting in 1901 with the latest being in 2018.

France has protected collective bargaining for many years, with major changes taking place in 2007, 2008, 2013, 2016 and most recently in 2017 with the so-called Macron Ordonnances.

Article L 122-45 of the Labor Code protects employees from discrimination in any trade-union, mutualist activities or normal exercise of the right to strike.

#### The Association has four collective bargaining agreements covering the following areas:

- General
- Vacation and Work Time
- Working Remotely
- Right to Unionize

### IMPLEMENTATION

Among some the benefits under the collective bargaining agreements are:

#### Profit sharing and Subsidized Meals

The Association has a profit-sharing plan for all collaborators and subsidizes meals in all the restaurants on campus.

#### Reimbursement for Using Public Transport

The Association reimburses 75% of the cost of public transport.

#### Retirement

The Association allows collaborators as of 60 to reduce their work time. The Association also contributes “points” to a retirement plan.

#### Sickness and Work-Related Accidents

The Association pays all its collaborators their full salary as of the first sick day and 80% after three months.

The Association guarantees the collaborator’s position for up to 12 consecutive months. The Association also provides complementary health care coverage.

#### Support for Families with Children

The Association provides a salary supplement for all collaborators earning under 40 000 € with children.

#### Vacation Time, Paternity Leave and Other Absences

Depending on their contract, all collaborators have between 35 and 40 days of vacation time. All collaborators have access to a Compte d’épargne du temps in which they may defer their unused annual vacation time (limited to 60 days). In addition, the Association adds five additional days for marriage/civil unions, three days birth/adoption of an enfant in addition to maternity/paternity leave, five days for the death of a family member, one day to move, among other provisions.

#### Well-Being

While not part of the collective bargaining agreements, the Association provides all collaborators with training on stress management, managing a team, foreign language instruction, etc. Human Resources also organizes events such as:

- Day-for-Well-Being in the Workplace
- Children’s Day (collaborators come to work with their children to participate in various activities),
- Receptions at the beginning and end of each academic year
- End of the Year Reception
- Galette des rois

#### Working Remotely

Each collaborator has a right to work remotely 27 days each year. The collective bargaining agreements also recognize the right to disconnection.

### RESULTS

The number of employees benefitting from the Association’s profit-sharing plan has increased 43% over the last three years with nearly 650 participants this past year.

Those employees benefitting from the Association’s continuing education / professional development seminars were 107 in 2017 for a total of 877 hours, 153 in 2018 for a total of 683 hours and 82 in 2019 for a total of 805 hours. The number of absences with the Association and its Schools has remained stable.

## / PRINCIPLE 4: SUPPORT THE ELIMINATION OF ALL FORMS OF FORCED AND COMPULSORY LABOR

### EVALUATION, POLICY AND OBJECTIVES

In 1969, France signed the 1957 Abolition of Forced Labor Convention. Well before its signature, France had outlawed forced / Compulsory labor with its signing of the Forced Labor Convention in 1937.

### IMPLEMENTATION

Faculty, staff and students are free, and do, join those NGOs and other organizations working to fight against forced / compulsory labor.

### RESULTS

The Association does not track the involvement of faculty, staff and students in the above organizations.

## / PRINCIPLE 5: SUPPORT THE EFFECTIVE ABOLITION OF CHILD LABOR

### EVALUATION, POLICY AND OBJECTIVES

Since 1841, France has enacted various laws to abolish child labor with the most recent in 2001 with the signing of the Worst Form of Child Labor Convention in 2001. Requiring children to attend school put an effective end to child labor; as of 2019, French child must begin school as of the age of three and up to the age of sixteen. Before the reform, children had to begin schooling at six, although well over 90% started well before.

### IMPLEMENTATION

Faculty, staff and students are free, and do, join those NGOs, such as Defense for Children, and other organizations working to fight against child labor.

### RESULTS

The Association does not track the involvement of faculty, staff and students in the above organizations.

## / PRINCIPLE 6: SUPPORT THE ELIMINATION OF DISCRIMINATION IN RESPECT OF EMPLOYMENT AND OCCUPATION

### EVALUATION, POLICY AND OBJECTIVES

Nondiscrimination appears in the French Constitution (1958) and is a core aspect of French labor law. The main article is L 122-45:

*No one can be excluded from a procedure of recruitment or from access to a training course or a period of training in a company, no employee can be sanctioned, dismissed or be the subject of a discriminatory, direct or indirect measure, in particular as regards to remuneration... to profit-sharing or distribution of actions, to training, reclassification, assignment, qualification, classification, professional promotion, change or renewal of contract because of its origin, its sex, its manners, its sexual orientation, its age, its family circumstances or pregnancy, its genetic characteristic, its belonging or not, true or supposed, to an ethnic group, a nation or a race, its political opinions, ... , its religious convictions, its physical appearance, or because of its handicap or health.*

Not only does the Association and its Schools endorse, apply and fully comply with the above law, they go beyond in an effort to reach gender parity and in hiring of minorities. The Association guarantees the freedom of research and teaching. Faculty can freely disseminate and exchange scientific opinions and are free with regard to research methodology and the evaluation of research results. Also professional development and life-long learning to enable staff and faculty to progress and remain competent and current in their area of expertise. For student admissions, the Schools are also sensitive to gender parity and creating a cohort that reflects the diversity of French society and the world today. The policy includes admission of all qualified students regardless of their socio-economic background. The Charter governing student associations and clubs has a clause prohibiting discrimination.

## IMPLEMENTATION

### Human Resources follows a number of indicators, such as:

- Demographics (age, seniority, gender, etc.)
- Gender parity
- Hours worked (full/part time, traditional /remotely, by category, etc.)
- Participation in seminars / workshops, which the Association offers, on professional/personal development with the Association,
- Salaries/bonuses,
- Sick time

Admissions tracks student gender as well as age, among other information and awards scholarships based upon need. Both Schools are members of ARCES (network for managers and engineers in communication) and ANDRH (network for those in the field of human resources), which deal with discrimination and other HR issues.

ESILV is an active member of Elles Bougent, an association to encourage women to choose engineering studies. All classrooms, lecture halls, the De Vinci Teaching Lab, faculty/administrative offices, gyms and restaurants are accessible for those with physical disabilities.

## RESULTS

PARITY AND INTERNATIONAL DIVERSITY ON GOVERNING			
ENTITY		% OF WOMEN	% OF NON-FRENCH
ASSOCIATION	Board of Directors	20%	0%
	Scientific Council	20%	7%
	Executive Committee	43%	0%
	Management Committee	39%	11%
	Quality Circle for Digital Learning	39%	11%
	Support Staff	46%	N/A
EMLV	Strategic Advisory Committee	25%	0%
	Corporate Advisory Committee	35%	5%
	Full-Time Faculty	34%	55%
	Adjunct Faculty	30%	N/A
	Support Staff	90%	N/A
ESILV	Corporate Advisory Committee	11%	0%
	Full-Time Faculty	26%	N/A
	Adjunct Faculty	38%	N/A
	Support Staff	60%	N/A

The number of collaborators, academic and nonacademic, declaring a handicap was 1% in the calendar years 2017 and 2018. The Association has worked with several local groups to increase employment of the handicap with some success. The number of collaborators declaring a handicap for the calendar 2019 rose to 2%.

Over the last three years, the number of students declaring a handicap has doubled for EMLV Business School from seven to seventeen, although this still represents less than 1% of the entire student population. For ESILV Engineering School, the number of handicapped students over the last three years has gone from 15 to 26, which also represents less than 1% of the entire student population.

The percentage of student scholarships awarded over the last three years is as follows:

PERCENTAGE OF STUDENTS RECEIVING A SCHOLARSHIP OVER LAST THREE ACADEMIC YEARS			
	2017/2018	2018/2019	2019/2020
EMLV	15%	18%	18%
ESILV	18%	19%	20%

# 06 ENVIRONMENT

THE ASSOCIATION AND ITS SCHOOL SUPPORT A PRECAUTIONARY APPROACH TO ENVIRONMENTAL CHALLENGES (PRINCIPLE 7) THROUGH PROGRAMS, EXTRACURRICULAR ACTIVITIES AND RESEARCH THAT PROMOTE GREATER ENVIRONMENTAL RESPONSIBILITY (PRINCIPLE 8). HENCE THIS COE TREATS PRINCIPLES SEVEN AND EIGHT TOGETHER.

## / PRINCIPLE 7: SUPPORT A PRECAUTIONARY APPROACH TO ENVIRONMENTAL CHALLENGES

## / PRINCIPLE 8: UNDERTAKE INITIATIVES TO PROMOTE GREATER ENVIRONMENTAL RESPONSIBILITY

### EVALUATION, POLICY AND OBJECTIVES

All programs which the Association include activities addressing sustainability.

EMLV Business School has a five-year Strategic Plan 2018-2023 that address sustainability in programming and research.

While ESILV Engineering School does not have a formal strategic plan, it has declined a certain number of actions regarding sustainability and other related topics.

### IMPLEMENTATION

- **2017: Creation of a Director for Sustainability**
- **2018: Administrative and Financial Support to the Student Association Devinci Durable**, which organizes various presentations, conferences and other events around sustainable development and responsible consumption on and off campus throughout the year.
- **2019: Sustainability Audit**, 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 sustainability and related themes. The Director reports monthly on these activities before the Management Committee.
- **On-going for 2020**  
EMLV Business School has hired a full-time faculty member whose sole responsibility is in the area of ethics, corporate social responsibility and sustainability. 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 fall of 2020 with a mapping of both internal and external stakeholder engagement and interest in sustainability. The Association will 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 UN Global Compact related themes.

**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:**

- Actor for Change : the 17 UN Sustainable Development Goals
- Digitalization and Biodiversity: Mobilizing to Protect Threatened Species
- Frugal Innovation: How to do Better with Less and Protect Resources
- Gamification for Solutions to Social Issues
- Innovations for Climate change
- Mobilization Against Climate Change
- Sustainable Cities
- The Responsible Entrepreneur

All first-year students must participate in an interactive week-long workshop, which the group La Fresque du Climat, an association that works to raise consciousness around climate change, facilitates. The goal is for all students to understand climate change, its causes and its consequences and involves more than 1 200 first-year students.

**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 Ecoles brings together both engineering and management schools following the French tradition of Grandes Ecoles. 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.

All students, regardless of the program, must sign the School's Internal Rules and Regulations, which covers respect of the environment.

## RESULTS

### Student Activities

Students create their own associations and clubs, which the Association then funds. The activities of the following associations deal with issues involving the United Nations Global Compact sustainable development goals:



Works with the homeless and disadvantage Actions throughout the year to raise funds for the homeless, to combat world hunger, etc



Focuses on water conservation and technology / Organizes related actions



Involved in various actions for sustainable development and responsible consumption Organizes various events and presentations around climate change, sustainable cities / communities, etc.



Focuses on reducing the use of oil and maximizing the distance covered per liter / kWh



Protection of animals

### Students have also created their own events dealing with sustainability

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

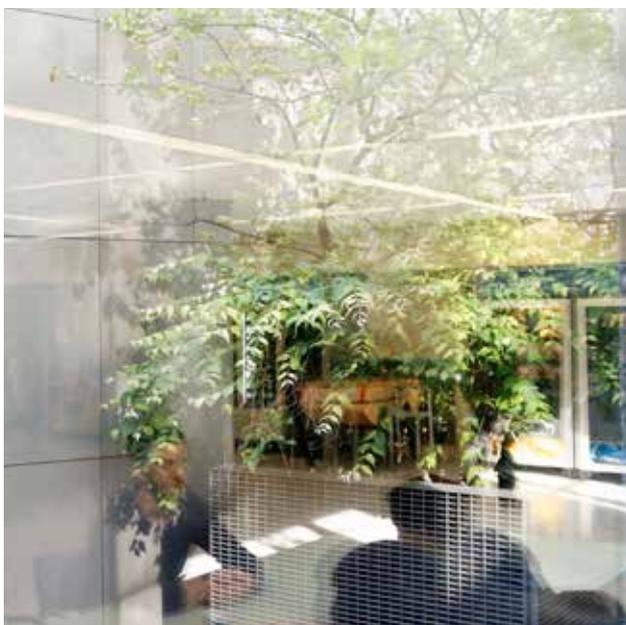
- **September:** Week of Transversal Competencies: The Climate Fresco (1 200 students from all three schools of the Association working in mixed groups of engineers, managers and design)
- **November :** Week of Transversal Competencies that mixed the learning of Soft Skills, a multidisciplinary working 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 Ecoles, 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.



## PROGRAM ASSESSMENT

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

### **For ESILV Engineering School the specific student outcome is:**

Our students will be able 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.

### **For EMLV Business School, the student outcome is:**

Our students will understand today's social challenges and propose innovative and responsible solutions.

### **Over the last two academic years, the Association collected data from:**

- Assessment/evaluation of student-learning activities (modules and student projects)
- Student evaluations of module content and delivery
- Faculty feedback delivering the modules and related activities.

### **The data confirmed:**

- student acquisition of the above knowledge and skills with many exceeding expectations
- student highly appreciate learning about sustainability and related subject matters and those faculty members who teach in the area
- faculty members who teach in the area of sustainability found students engaged.

### **On-Campus Measures**

- Installation of devices to reduce use of electricity (lights, hearing, water, etc.)
- Separation and recycling of different materials: paper, glass, aluminum, toners, etc.
- Distribution of individual bottles to students and other stakeholders, eliminating the usage of plastic cups
- Encouraging nonprinting through carbon footprint indication on all photocopy machines
- Collection/recycling of plastic bottle tops, batteries and print cartridges



# / PRINCIPLE 9: ENCOURAGE THE DEVELOPMENT AND DIFFUSION OF ENVIRONMENTALLY FRIENDLY TECHNOLOGIES

## EVALUATION, POLICY AND OBJECTIVES

Digitalization, its impact on business and society, and how to use it to address today's challenges are center to the mission of both Schools within the Association.

## IMPLEMENTATION

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 UN Global Compact related topics.

### Devinci Innovation Center (create in 2019)

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.

## RESULTS

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



[www.youtube.com/watch?v=XF4FHDSjDa4](http://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](http://www.youtube.com/watch?v=qCaAXoZWBw4)

With the creation of its own Facebook page:



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

Students have also created the following associations dealing with innovation and its impact on UN Global Compact related issues:



Student-run laboratory based on MIT Charter to encourage industrial innovation



Explores new technology in aviation



Robotics and related technology



Offers training on digital tools and explores new applications

# 07 ANTI-CORRUPTION

## / PRINCIPLE 10: WORK AGAINST CORRUPTION IN ALL ITS FORMS, INCLUDING EXTORTION AND BRIBERY

### EVALUATION, POLICY AND OBJECTIVES

France legislation identifies nearly 40 actions as bribery / influence peddling that carry criminal sanctions.

In 2013, France reinforced its fight against corruption through legislation against tax fraud and serious economic and financial crime and resulted in the creation of a national financial prosecutor (Parquet National Financier, the PNF) in 2014 capable of pursuing cross-border crimes.

In 2017, France enacted Sapin II, legislation on transparency and corruption in the digital age. Sapin II created a national Anti-Corruption Agency (the AFA), and as of 2017, large French companies must articulate an anti-corruption compliance program to show compliance with the law. One requirement is the creation of an internal whistleblowing mechanism.

While the Association is not subject to Sapin II, its Rules and Regulations cover fraud, plagiarism, cheating, honesty in scholarship, non-respect of the environment and tolerance of others. Each program has a Student Handbook that covers cheating, fraud and plagiarism. Students must sign both the Association's Internal Rules and Regulations and the Handbook upon registration. For plagiarism, fraud and misuse of technology, students can face a disciplinary committee with possible expulsion.

Students learn to properly reference their sources, and Section Five to the Student Rules and Regulations sanctions plagiarism and fraud. Faculty include in their assessment of student work the proper citation of outside sources.

The De Vinci Teaching Lab manages the School's curriculum management system, Brightspace, as well as the antiplagiarism software Compilatio.Net. Both Schools address the problem of plagiarism in their required research methods modules.

### IMPLEMENTATION

#### Transparency of decision-making

Meetings of all governing bodies have an agenda and minutes. Most have a "Team", where members can consult documents, work collaboratively and exchange ideas. Transparency of decision-making.

#### Rules and Regulations

All students, regardless of the program, must sign the Association's Rules and Regulations, which prohibits fraud, plagiarism, cheating and misuse of technology.

#### Plagiarism

The De Vinci Teaching Lab manages the School's curriculum management system, Brightspace, in which the Association has integrated the antiplagiarism software Compilatio.Net.

### RESULTS

The Association has obtained the labeled "EESPIG" or Etablissement d'enseignement supérieur privé à intérêt général from the Ministry for Higher Education and Research, which ensures continued government funding. The Association submits an annual report to the Ministry that details all its activities and ensures transparency in its operations.

Over the last three years, EMLV Business School has disciplined 118 students for fraud: 29 in the academic year 2017/2018, 64 in the academic year 2018/2019 and 25 in the academic year 2019/2020. For ESILV Engineering School, the number of students disciplined were 273: 28 in the academic year 2017/2018, 156 in the academic year 2018/2019 and 89 in the academic year 2019/2020.

# 08 LINKING UNITED NATIONS GLOBAL COMPACT PRINCIPLES WITH THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

GLOBAL COMPACT: IDENTIFICATION OF ACTIONS ALIGNED TO THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS		
UN GLOBAL COMPACT PRINCIPLE	UN SUSTAINABILITY DEVELOPMENT GOAL	ACTIONS WITHIN THE ASSOCIATION AND ITS SCHOOLS
Human Rights	Support and respect the protection of internationally proclaimed human rights	<p><b>Quality Education</b> Both EMLV Business School and ESILV Engineering School have obtained national accreditation and are pursuing, and in the case of EMLV have obtained, international accreditation. Both EMLV Business School and ESILV Engineering have in place an assurance of learning structure to assess student outcomes in all diploma-awarding programs.</p> <p><b>Sustainable Cities and Communities</b> The Department for Soft Skills and Transverse Pedagogy provides required modules, conferences, workshops and other events on sustainability ESILV Engineering School offers a major in sustainable cities and new energies.</p> <p><b>Reduced Inequalities</b> Both EMLV Business School and ESILV Engineering award need scholarships to give access to qualified students regardless of their socio-economic backgrounds.</p>
	Make sur not complicit in human rights abuses	<p><b>Gender Equality</b> The Association tracks gender in hiring, salaries, promotions and career evolution. Both EMVL Business School and ESILV Engineering School track the number of women admitted with an aim to attain gender equality as much as possible.</p> <p><b>Student Associations</b></p>  <p>Works with the homeless and disadvantage Various student actions throughout the year to raise funds for the homeless, to combat world hunger, etc</p>  <p>Focuses on water conservation and technology / Organizes related actions</p>

**GLOBAL COMPACT: IDENTIFICATION OF ACTIONS ALIGNED TO THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS**

UN GLOBAL COMPACT PRINCIPLE		UN SUSTAINABILITY DEVELOPMENT GOAL	ACTIONS WITHIN THE ASSOCIATION AND ITS SCHOOLS
Labor	Uphold the freedom of association and the effective recognition of the right to collective bargaining	<ul style="list-style-type: none"> <li>• No Poverty</li> <li>• Good Health and Wellness</li> <li>• Gender Equality</li> <li>• Decent Work and Economic Growth</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Reduced Inequalities</li> <li>• Peace, Justice and Strong Institutions</li> <li>• Partnership for the Goals</li> </ul>	<p><b>Good Health and Wellness</b> The Association offers all its collaborators professional/personal development workshops/seminars. The Association provides numerous subsidies and benefits to support its collaborators financially, psychologically and physically. Human Resources organizes annual events around balancing personal/professional life, psychological support in the workplace, etc. Human Resources has in place a psychological support service for students. The Association has created a Committee for Social Dialogue (the CSE), which also offers benefits to all collaborators. The Association provides all collaborators access to on campus sports activities.</p> <p><b>Peace, Justice and Strong Institutions</b> The Associations' governing bodies, as well as those of its Schools, operate in transparency and with broad participation from all its external and internal stakeholders. The Association has rules and regulations for both its collaborators, which they receive upon employment, and students, which they sign upon orientation. Collaborators have union representation and benefit four collective bargaining agreements. Students have class delegates and a due process procedure for all disciplinary procedures.</p> <p><b>Gender Equality</b> The Association tracks gender in hiring, salaries, promotions and career evolution. Both EMVL Business School and ESILV Engineering School track the number of women admitted with an aim to attain gender equality as much as possible.</p>
	Support the elimination of all forms of forced and compulsory labor	<ul style="list-style-type: none"> <li>• No Poverty</li> <li>• Good Health and Wellness</li> <li>• Gender Equality</li> <li>• Decent Work and Economic Growth</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Reduced Inequalities</li> <li>• Peace, Justice and Strong Institutions</li> <li>• Partnership for the Goals</li> </ul>	
	Support the effective abolition of child labor	<ul style="list-style-type: none"> <li>• No Poverty</li> <li>• Good Health and Wellness</li> <li>• Gender Equality</li> <li>• Decent Work and Economic Growth</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Reduced Inequalities</li> <li>• Peace, Justice and Strong Institutions</li> <li>• Partnership for the Goals</li> </ul>	
	Support the elimination of discrimination in respect of employment and occupation	<ul style="list-style-type: none"> <li>• No Poverty</li> <li>• Good Health and Wellness</li> <li>• Gender Equality</li> <li>• Decent Work and Economic Growth</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Reduced Inequalities</li> <li>• Peace, Justice and Strong Institutions</li> <li>• Partnership for the Goals</li> </ul>	

**GLOBAL COMPACT: IDENTIFICATION OF ACTIONS ALIGNED TO THE UNITED NATIONS SUSTAINABILITY DEVELOPMENT GOALS**

UN GLOBAL COMPACT PRINCIPLE		UN SUSTAINABILITY DEVELOPMENT GOAL	ACTIONS WITHIN THE ASSOCIATION AND ITS SCHOOLS
Environment	Support a precautionary approach to environmental challenges	<ul style="list-style-type: none"> <li>• Zero Hunger</li> <li>• Clean Water and Sanitation</li> <li>• Affordable and Clean Energy</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Sustainable Cities and Communities</li> <li>• Responsible Consumption and Production</li> <li>• Climate Action</li> <li>• Life Below Water</li> <li>• Life on Land</li> <li>• Partnership for the Goals</li> </ul>	<p><b>Climate Action</b> All programs have required modules in sustainability, and the Department for Soft Skills and Transverse Pedagogy offers required modules, conference, workshops and other student learning activities related to climate change and related issues. All first-year students must take a week-long seminar on climate change. As of 2020/2021, EMLV requires all first-year students to take a module on the impact of climate change. Students projects address sustainability issues.</p> <p><b>Sustainable Cities and Communities</b> ESILV Engineering School offers a major in sustainable cities and new energies.</p>
	Undertake initiative to promote greater environmental responsibility	<ul style="list-style-type: none"> <li>• Zero Hunger</li> <li>• Clean Water and Sanitation</li> <li>• Affordable and Clean Energy</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Sustainable Cities and Communities</li> <li>• Responsible Consumption and Production</li> <li>• Climate Action</li> <li>• Life Below Water</li> <li>• Life on Land</li> <li>• Partnership for the Goals</li> </ul>	<p><b>Responsible Consumption and Production</b> The Association has implemented recycling, reduction of electricity/water/paper, etc. throughout campus</p> <p><b>Industry, Innovation and Infrastructure</b> The Schools missions identify the teaching and learning of digitalization and its impact on society and business. The Association has created the Innovation Center. All programs have required modules treating innovation.</p>
	Encourage the development and diffusion of environmentally friendly technologies	<ul style="list-style-type: none"> <li>• Zero Hunger</li> <li>• Clean Water and Sanitation</li> <li>• Industry, Innovation and Infrastructure</li> <li>• Sustainable Cities and Communities</li> <li>• Responsible Consumption and Production</li> <li>• Climate Action</li> <li>• Life Below Water</li> <li>• Life on Land</li> <li>• Partnership for the Goals</li> </ul>	<p><b>Student Associations</b></p> <p> Robotics and industrial innovation</p> <p> Explores new technology in aviation</p> <p> Offers training on digital tools and explores new applications</p> <p> Focuses on reducing the use of oil and maximizing the distance covered per liter / kWh</p>
Anticorruption	Work against corruption in all its forms, including extortion and bribery	<ul style="list-style-type: none"> <li>• Good Health and Wellness</li> <li>• Reduced Inequalities</li> <li>• Partnership for the Goals</li> </ul>	<p><b>Peace, Justice and Strong Institutions</b> The Associations' governing bodies, as well as those of its Schools, operate in transparency and with broad participation from all its external and internal stakeholders. The Association has rules and regulations for both its collaborators, which they receive upon employment, and students, which they sign upon orientation. These rules and regulations prohibit fraud, emphasize truth and transparency in scholarship and teaching, the proper use of all resources and the respect of others. The Association uses the software Compilatio.Net to detect plagiarism.</p>



92916 Paris-la-Défense  
+33 1 41 16 70 00  
contact@devinci.fr

**DEVINCI.FR**