

# INFUSE THE BUSINESS WORLD

# WITH POSITIVE ENVIRONMENTAL IMPACT



UNFRAMED THINKING

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# PRME REPORT

# SHARING INFORMATION ON PROGRESS REPORT

Rennes School of  
Business 2022



UNFRAMED THINKING





# SCHOOL'S SUMMARY

Rennes School of Business is an international school of management located in Rennes (Brittany, France) which prepares, "through education and research, innovative and responsible managers to perform in a global environment".

Rennes School of Business is considered to be one of the most international School of Management in Europe. With 95% of faculty members being non-French, 55% international students and a network of over 350 partner universities worldwide, Rennes School of Business gives students a unique opportunity to learn in an international environment from first year to graduation.

This cultural melting pot creates a vibrant learning experience based on the sharing of different perspectives and experiences.

The campus is multilingual, and all classes and programmes are taught in English.

The School offers an internationally-oriented bachelor programme and a generalist "Grande École" Master Programme which is ranked among the top ten in France. At the master level, the School has developed top-ranked MSc programmes with close links to the School's research centres expertise. It also offers an Executive MBA programme which was ranked 97th in the world in the 2019 FT EMBA rankings. Since 2012, the School also offers the Global DBA Programme in partnership with the Fundação Getulio Vargas (FGV) in Brazil. Finally, since 1997, the School offers a Ph.D. in Management programme. On average, the School was ranked 55th in the Top 95 European Business Schools by the Financial Times.



## OUR ACCREDITATIONS

Rennes School of Business is part of the small circle of business schools to have obtained the EQUIS, AACSB and AMBA "triple-crown".

This triple accreditation, held by only 1% of business schools worldwide, attests to the excellence of our teaching and research programmes.





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# WHAT IS PRME?



## THE SIX PRINCIPLES

Source:  
[unprme.org/about](http://unprme.org/about)

Source:  
[unprme.org/what-we-do](http://unprme.org/what-we-do)

**The Principles for Responsible Management Education (PRME) is the UN Global Compact's initiative that serves as a platform for raising the visibility of sustainability in schools around the globe and communicating their responsible management and leadership education through open dialogue.**

Founded in 2007, PRME has become the largest organised relationship between the United Nations and management-related higher education institutions, with over 800 signatories worldwide.

PRME engages business and management schools through Six Principles to ensure that future leaders have the skills they need to balance economic and sustainability goals, while also raising awareness of the Sustainable

Development Goals (SDGs) and aligning academic institutions with the UN Global Compact's work.

PRME's vision is to create a global movement and drive thought leadership on responsible management education. PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.



### PRINCIPLE 1 • Purpose

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

### PRINCIPLE 2 • Values

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

### PRINCIPLE 3 • Method

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

### PRINCIPLE 4 • Research

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

### PRINCIPLE 5 • Partnership

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

### PRINCIPLE 6 • Dialogue

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

**PRME** Principles for Responsible Management Education

an initiative of the 





# UN GLOBAL COMPACT PRINCIPLES

## HUMAN RIGHTS

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### Principle 1:

businesses should support and respect the protection of internationally proclaimed human rights; and

### Principle 2:

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

## LABOUR

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### Principle 3:

businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

### Principle 4:

the elimination of all forms of forced and compulsory labour;

### Principle 5:

the effective abolition of child labour; and

### Principle 6:

the elimination of discrimination in respect of employment and occupation.

## ENVIRONMENT

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### Principle 7:

businesses should support a precautionary approach to environmental challenges;

### Principle 8:

undertake initiatives to promote greater environmental responsibility; and

### Principle 9:

encourage the development and diffusion of environmentally friendly technologies.

## ANTI-CORRUPTION

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### Principle 10:

businesses should work against corruption in all its forms, including extortion and bribery.

Source:  
[unglobalcompact.org/what-is-gc/mission/principles](https://unglobalcompact.org/what-is-gc/mission/principles)

Rennes School of Business has been a member of United Nations Global Compact since 2010. In 2007, the School joined the PRME initiative and became a founding member of PRME's France Benelux Chapter. As a member of these two initiatives

Rennes School of Business reports on its contribution to the 10 principles of United Nations Global Compact and to the six principles for Responsible Management Education laid out by the PRME initiative.





## ABOUT THE SDGS

The Sustainable Development Goals (SDGs), also known as the Global Goals, were established by the United Nations in 2015 as a worldwide call to action to end poverty, protect the planet, and ensure that by 2030, all people enjoy peace and prosperity.

They are the blueprint to achieve a better and more sustainable future for all. They address the global challenges of today's world such as poverty, inequality, climate change, environmental degradation, peace and justice.

There are 17 SDGs which are interconnected and integrated, and that recognise that action in one area will impact others, and that development must balance social, economic, and environmental sustainability.

**As a Business School, we understand that part of our responsibility is to interweave the SDGs into our curricula, programmes and practices so that our students may gain insight into today's pressing challenges and develop innovative strategies to target these issues.**

Source:  
[undp.org/sustainable-development-goals](http://undp.org/sustainable-development-goals)

# SUSTAINABLE DEVELOPMENT GOALS

Source:  
[un.org/fr/sustainable-development-goals](http://un.org/fr/sustainable-development-goals)





“

# LETTER

from Dr. Thomas Froehlicher  
General Director & Dean

**I am delighted to present the first SIP Report for Rennes School of Business.**

**Rennes SB was established in 1990 and thereby we recently celebrated our 30th anniversary.**

The school has expanded over the past 30 years to become a full-fledged international business school offering high-quality research-based education to an international and diverse student body, faculty, and staff.

We strive to develop leaders who are ingenious, responsible, innovative and curious. Those who focus on impact that creates value for society and for business.

Despite the challenges faced during COVID, Rennes SB has advanced the process of mastering online course-building and delivery, promoting sustainability and opening our minds to new sustainable alternatives.

The pandemic required extensive technical & pedagogical training for more than 300 core and adjunct faculty members to ensure engaging and motivating learning experiences via Distance Learning.

However, our attention was not confined to just improving and expanding online resources and delivery; we also took significant steps to ensure students' health and mental well-being, for instance, the FeelGood initiative which was launched in July 2020. This initiative sought to provide students with all the necessary recourses including free 24/7 access to an online psychological support from trained professionals in French, English, Spanish, Chinese and for the hard-of-hearing.

Rennes SB is making every effort to incorporate sustainability into all programmes and research centres, and will continue to actively incorporate sustainability, SDGs, and PRME principles to develop a stronger foundation. We also aim to lower our carbon footprint, hence we have undertaken a carbon footprint analysis which will set clear and definite goals for us to move forward.

Today, we stand proud of our progress, yet we remain humble realizing we have a long road ahead of us. I would hereby like to confirm Rennes School of Business continued commitment to the Principles of Responsible Management Education.

**Thomas Froehlicher,**  
Dean - May 30th, 2022






# PURPOSE

## Principle 1

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

Source:  
unprme.org



## VISION

Source:  
2022 RENNES SB CIR report

Centred on its targeted research, Rennes School of Business aims to reveal managerial talents in a multiverse world and become one of the most innovative, responsible and resilient Business Schools in Europe.



## MISSION

Through its “Unframed Thinking” positioning, its market-driven, differentiated educational programmes, and its emphasis on pedagogical innovation, Rennes School of Business seeks to prepare its students and participants to become innovative and responsible managers in a global environment. These managers are trained to become responsible pioneers, shaped and sharpened by multicultural contexts, through a life-long and multicultural human experience.

Through its “Unframed Thinking” positioning and its human capital, Rennes School of Business seeks to add value to external stakeholders by undertaking and disseminating research in key areas of excellence relevant to corporate organisations and managers, and by responding to the needs and building partnerships with corporate organisations in its community.

### Specifically, we will achieve our mission by:

- building on the foundation of our broad, multi-cultural diversity;
- developing our research centres into distinctive, world class learning and discovery platforms that strengthen the School’s reputation;
- helping our students develop a global mindset and providing them with a real-life, innovative, hands-on learning experience that is inspired by the research we do and supported by our connections;
- engaging with and learning from French and international leaders who have transformed their lives, organisations and communities;
- building strong relationships with organisations and communities to better understand the challenges they face and the value we can offer them; and
- committing to a global standard of excellence through international accreditation and continuous improvement.



# VALUES

## Principle 2

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

Source:  
unprme.org

## FREEDOM

Forging unframed-thinkers refusing to remain confined by traditional conventions and leaving the current models behind.

## BOLDNESS

Inventing the world of tomorrow by empowering ourselves to go where no one has gone before.

## HUMILITY

This is the essential counterpart of boldness: Go where no one has gone before, but never think you have actually arrived, or take yourself for something you are not. Humility also means allowing oneself the right to be wrong and learning from failure to better bounce back.



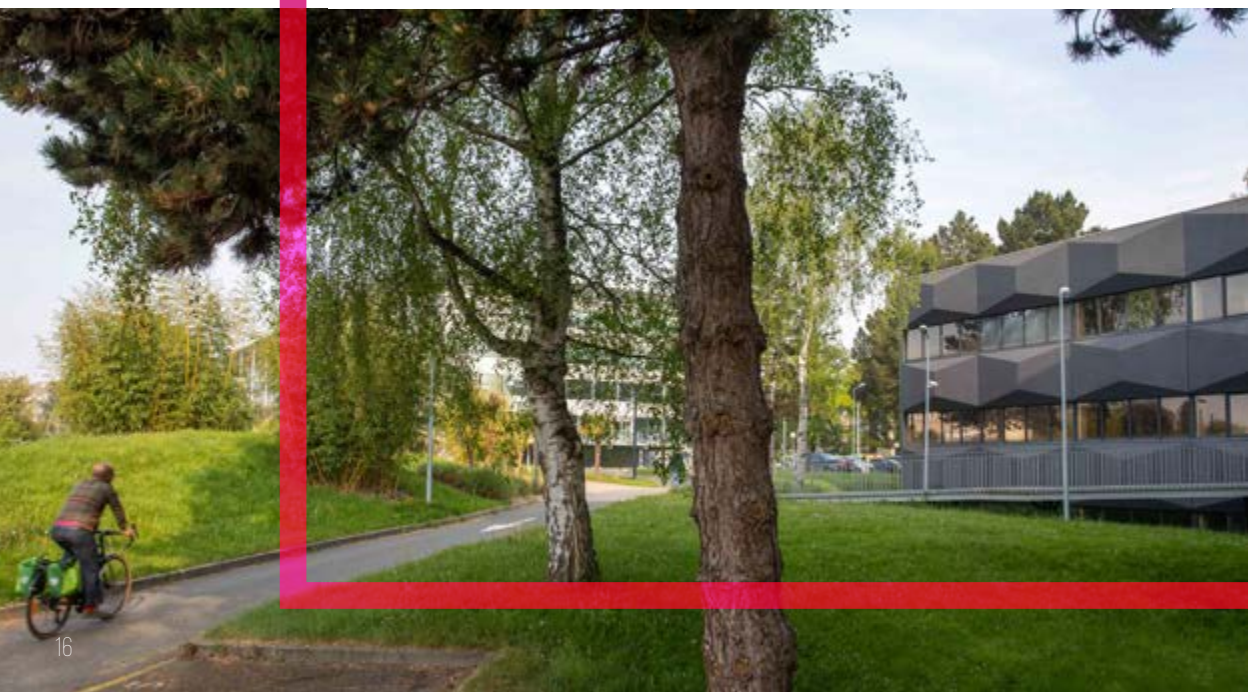
## CREATIVITY

Reinstating the value of the “idea” is at the very heart of our activity: knowing how to leave the beaten path to create new models.

## OPENNESS

Inspiration is always there, before our very eyes, so it is essential to immerse oneself in the world around us, to see it with our eyes wide open, and to be able to learn and understand in a better way.

Source:  
2022 RENNES SB CIR report





# METHOD

## Principle 3

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

Source:  
unprme.org

## STRATEGY FOR ETHICS, RESPONSIBILITY, AND SUSTAINABILITY

In order to reach the School's goals of developing responsible leaders and building sustainability into the School's DNA and operations, Rennes SB relies on the following frameworks to develop its strategy and objectives:

- the United Nation's 17 sustainable goals;
- the French Higher Institution of Learning labelling organisation DDRS. The work started with "Ecole verte", founded in 2009 and mentioned in the 2017 SAR; and
- campus responsables, guidelines developed by a network of French engineering and business schools to help institutions determine and carry out sustainability objectives and action plans.

The School strives for its students to leave the institution with a strong sense of ethics and values related to business's role in society and the skills to analyse environmental and social problems from a business perspective. This goal is accomplished through teaching, learning by doing, developing self-awareness, and research.



## SUSTAINABLE DEVELOPMENT GOALS

Source:  
un.org/  
sustainabledevelopment/  
news/communications-  
material/



The Sustainable Development Goals (SDGs) are embedded in our framework and implemented in our school's strategy.

In accordance with the U.N. Principles for Responsible Management Education (PRME), and with its Strategic Plan, ERS is fully integrated into the educational process:

- all Rennes SB programmes have at least one required introductory course to CSR or business ethics;
- ERS Specific Programmes at Rennes SB : SMEI MSc, Summer programmes, Environment & Transition Management track in PGE1;
- the Feel Good Programme has been implemented since 2020;
- all PGE1 students must join a student association.







### Our Strategic Guidelines

1. Be a great place to learn
2. Be impactful
3. Be multicultural
4. Be networked
5. Be sustainable
6. Be a great place to work and eLive

**Goal 2 in our pedagogical Strategy for Ethics, Responsibility and Sustainability states that we shall develop responsible leaders by building a sustainable mindset and behaviours in students.**

Rennes SB has developed an educational framework to guarantee that its graduates acquire strong and solid mindsets as well as skillsets that will enable them to act as innovative managers and responsible leaders to perform in a global environment.

**Rennes School of Business is fully committed to the principles and practices of CSR, Sustainability, Ethics and responsibility.**

Source:  
un.org/  
sustainabledevelopment/  
news/communications-  
material/

## CSR IN EVERY COURSE/MODULE

Corporate social responsibility, from principles to practice.

In accordance with the U.N. Principles for Responsible Management Education (PRME), and with its Strategic Plan, ERS is fully integrated into the School's educational processes: all programmes have at least one required CSR/Business Ethics course and entire programmes or options are dedicated to ERS (MSc SMEI, Summer School, the Environment & Transition Track in first year of the "Grande Ecole" programme).

**Corporate social responsibility is one of the fundamental courses and has been embedded at the heart of all of our programmes.**

The overall goal of this course is to

ensure that all Rennes SB students are aware of the principles of corporate social responsibility in alignment with the SDGs. Students are provided with the necessary tools and resources (such as online modules on SDG related concepts and CSR related principles) and are encouraged to use their creative, critical and analytical thinking to tackle these challenges and find opportunities to implement effective solutions in relation with the SDGs. In this course, students acquire an in-depth knowledge of specific topics in different geographical environments. They are encouraged to analyse and develop solutions and present their ideas sharing different perspectives, which can later be used as a reference for future courses.

	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022
<b>Number of students</b>	3,549	3,842	3,885	4,354	4,608
<b>Number of Alumni</b>	15,966	17,227	19,260	21,937	23,721
<b>Number of core faculty</b>	91	82	96	95	99

## RECIPROCITY

**Reciprocity is a mandatory module of the Bachelor in Management (BiM) which aims to develop students' social awareness, humility, and empathy. Students team up with an NGO or non-profit organisation to carry out a humanitarian project for which they are evaluated.**

During their studies at Rennes SB, all students complete at least one introductory course to CSR or Business Ethics. During the second year of the Bachelor in Management, students must complete the Reciprocity module in order to obtain their degree.

Reciprocity projects can take place in a range of organisations, giving students the opportunity to work for a cause that is close to their heart. In 2021, one group of BiM students were able to organise a sporting event called "La balle est dans votre camp !" (The ball is in your court!)

in partnership with LADAPT and former Paralympic athlete Hadda Guercouche, during The European Week for the Employment of People with Disabilities 2021.

Allison Koc, a former bachelor student who continued her studies with a specialised MSc at Rennes SB, explains that "during the Reciprocity project, we volunteer for an association in Rennes for one semester. I volunteered for the food bank and was responsible for preparing the annual food bank collection with 18 other students from my class."







## LEADING PROGRAMMES IN SUSTAINABILITY, CSR, ETHICS

Below are the three leading programmes comprising specialist learning components in Corporate Social Responsibility, Sustainability and Business Ethics:

- the MSc Sustainable Management and Eco-Innovation SMEI is our main sustainability programme;
- the International MBA (IMBA) which started in 2021;
- the Summer School in Responsible Management which demonstrates how we disseminate Corporate Social Responsibility knowledge internationally and how students from our partner universities appreciate the opportunity to benefit from our expertise in this particular field;
- environment and Transition Track.

## PORTFOLIO

The curricula of all Rennes SB degree programmes, including bachelor's, master's, doctorate, and executive and international MBA, place a significant emphasis on the principles of CSR, Sustainability, Ethics and responsibility where they are transversal topics in each of the programmes.

Each student who registers in a programme at Rennes SB is given every opportunity to expand

their knowledge in these areas.

Our complete portfolio of Management programmes is: Bachelor (BiM), Master in Management, Masters of Science, Master of Arts, PhD, DBA and also a range of Executive Education programmes, from tailor-made and short programmes to Executive Masters.

## DIVERSITY IN PROGRAMMES

Table 1 Gender Distribution of Rennes School of Business Students by Programme - September 2021

	Bachelor in Management	"Grande Ecole" Master	MSc Programmes	IMBA	EMBA	DBA	PhD
<b>Female</b>	47 %	51 %	51 %	31 %	36 %	24 %	37 %
<b>Male</b>	53 %	49 %	49 %	69 %	64 %	76 %	63 %

Table 2 Geographic Origin of Rennes School of Business Students by Programme - September 2021

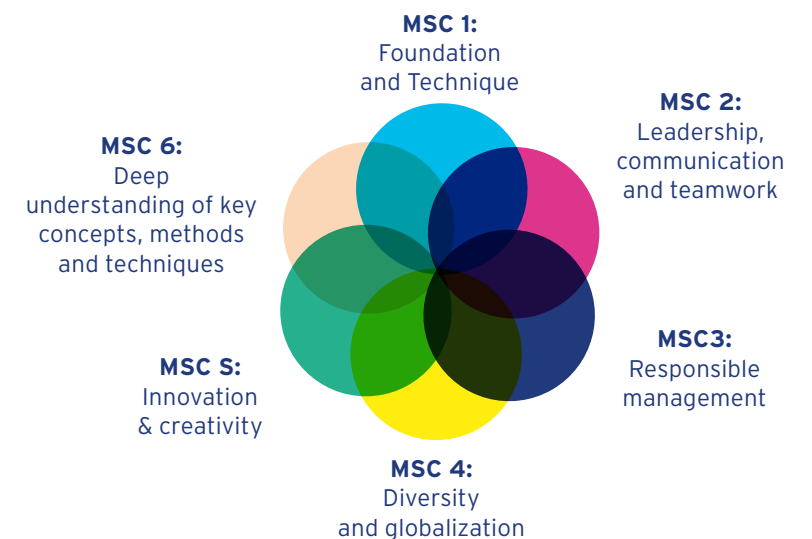
	Bachelor in Management	"Grande Ecole" Master	MSc Programmes	IMBA	EMBA	DBA	PhD
<b>Local French Students<sup>1</sup></b>	59 %	18 %	13 %	0 %	38 %	0 %	5 %
<b>France (other)</b>	21 %	71 %	37 %	8 %	24 %	3 %	15 %
<b>Europe</b>	4 %	2 %	2 %	0 %	0 %	0 %	0 %
<b>Rest of the World</b>	16 %	9 %	48 %	92 %	38 %	97 %	80 %

## AOL

The Assurance of Learning Committee also plays a fundamental role in the assurance of learning processes of the School. It validates the intended learning objectives, proposed by programme committees, and ensures that all stakeholders are aware

of them. It also monitors the assessment process and any potential problems encountered. Finally, it analyses results and "closes the loop" by proposing the necessary adjustments to help students better fulfil the programme objectives.

**Six Learning Goals were chosen by the AOL Committee**





# MSC SMEI

**The MSc in Sustainable Management and Eco-Innovation - SMEI** [rennes-sb.com/programmes/postgraduate/msc/master-of-science-msc-sustainable-management-eco-innovation/](https://rennes-sb.com/programmes/postgraduate/msc/master-of-science-msc-sustainable-management-eco-innovation/)

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

The programme incorporates relevant generalist management modules, such as Project Management, Thinking inside out: Building Effective and Creative Teams, and specialised modules, such as Corporate

Sustainability Reporting, Sustainable Supply Chain, Eco-Design, Environmental Impact Assessment, focused on building the necessary knowledge, skills and creative thinking approaches needed for careers in sustainable management eco-innovation.

For example, in the Eco-Design module students work on alternative sustainable solutions for product design. In the module Corporate Sustainability Reporting, the students work in teams in auditing the quality of corporate reports on the business contribution to the Sustainable Development Goals, highlighting current sustainability-related risks and opportunities.



*After joining the PGE programme in 2018, I decided to integrate the MSc. Sustainable Management and Eco-Innovation for my last year of studying.*

*Being a student at Rennes School of Business provided me with a wonderful cultural experience, since I met people from all over the world.*

*In partnership with the EME - Uni LaSalle engineering school, this specialised programme discusses concepts of life cycle assessment, energy issues, eco-design in addition to marketing of innovation and CSR reporting. This balance between sciences and business allowed me to develop a transversal profile easily adaptable to change.*

*Currently working in CSR department, I know that my professional skills are well adapted to the market of today and tomorrow.*

*The sustainability sector of our world is always changing and evolving, with new difficulties emerging on a daily basis. Nonetheless, I am well aware that my knowledge of ecological and social transition gained at Rennes SB, together with my know-how, will enable me to adapt to the quickly evolving sustainability market.*

**Alix Houssin**  
CSR projects officer at Rennes School of Business



*The programme is designed to educate students to become responsible business leaders capable of applying sustainability-related knowledge in the formulation of responsible business practices, and integrating ethical considerations into the management of employees. Graduates of the programme develop the expertise necessary for the design and optimisation of eco-friendly products and services with a view to creating sustainable value for all company stakeholders.*

**Dr Petya Puncheva**  
Programme Manager MSc Sustainable Management and Eco-innovation and Associate Professor



Tobie 4 Assessment of Learning Goals by SMEI Program (2018-2020 and 2020-2022)

MSc SMEI LGs	MSc1	MSc2	MSc3	MSc4	MSc5	MSc6
<b>% EXCEED/MEET 18-20</b>	87 %	100 %	98 %	100 %	100 %	99 %
<b>% EXCEED/MEET 20-22</b>	95 %	99 %	100 %	100 %	100 %	95 %

### Our graduates are able to:

- Establish sustainability diagnoses for firms and institutions and propose a strategy for improvement;
- Define indexes to measure the social and environmental performance of the organisation and design tools to help in the implementation of strategy;
- Master the international standards and laws regarding sustainability;
- Identify organisational needs for information systems to aid the evaluation and application of sustainable management strategy;
- Master international standards and laws concerning sustainable development.



*I joined the Programme Grand Ecole of Rennes School of Business after two years of preparatory classes. After a university exchange in Madrid where I started to specialise in sustainability and a gap year with two internships at the French ministry of ecological transition and a start-up in the field of the sustainability, I joined the MSc in Sustainable Management & Eco Innovation. Doing this master's was an obvious choice for me as I wanted to work in a field that has a positive impact on the planet. During the master's programme, I gained a lot of knowledge of CSR, sustainable finance, life cycle assessment, change management...*

*It was also interesting and instructive to work in group project with other students with different backgrounds and nationalities. It is very helpful today, as I work with engineers in my company for many clients around the world.*

*Finally, the Graduating Project was a great opportunity for me to learn more about a subject I was particularly interested in and gain expertise on a specific topic: sustainable city and sustainable real estate. It has been very useful in my search for an internship and in my current job.*

**Théo Clech**  
CSR / ESG and Sustainable Finance Consultant at Green Soluce (Working in Paris, France)



**There was an increase in the nationalities represented in the MSc SMEI, notably from 11 in 2019 to 26 nationalities in 2021. In contrast there was a decrease in the intake of French students by 56% in 2021 compared to 2020, which is explained by the decrease in the number of UniLaSalle (partner School) students who found a job after their undergraduate degree and opted not to continue to a MSc level of study.**





# IMBA

The IMBA programme provides junior professionals with the essential business skills and knowledge to manage and lead at all levels of an organisation in the face of cultural complexity, a demand for continuous innovation and increasingly pressing stakeholder demands for environmental and social sustainability. The ideal candidate for the IMBA comes from a developing economy and has a technical, quantitative, or engineering background. Participants from other regions/backgrounds may also be targeted,

though scholarships for such participants will not be available to the same extent. The IMBA programme is delivered by highly experienced faculty at both the academic (belonging to all departments of Rennes School of Business) and professional level. The large majority of faculty hold a relevant doctoral degree although specific modules are delivered by business professionals who add value to the IMBA programme through their long-standing industry experience.



*The IMBA programme develops managerial excellence by cultivating insight through personal development and providing a distinct set of intelligence tools which together allow managers to thrive in the complex business environment of tomorrow. In an immersive international atmosphere, students are trained to tackle business challenges with innovative solutions that integrate a positive environmental and social impact along with the financial bottom line. Throughout the programme, students apply their expanding soft skillset and knowledge base to activities, case studies and a real-world project targeting shared value creation between business and society, preparing them for their careers as future leaders.*

**Dr Dieter VANWALLEGHEM**  
Programme director and Assistant Professor



Taught 100% in English over a 15-month period on the School's Rennes and Paris campuses, the programme is targeted at young professionals from around the world with at least 3 years of professional experience.

## IMBA LEARNING GOALS

### IMBA1

To master the basic functioning of a modern corporation and to devise successful approaches for business challenges and opportunities;

### IMBA2

To be ready to lead strategic decision-making in a modern corporation;

### IMBA3

To demonstrate a strong management & leadership approach through personal development aimed at enhancing self, other and contextual awareness;

### IMBA4

To promote a responsible management approach which integrates economic, social and environmental goals and values;

### IMBA5

To navigate the operational, economic and cultural complexity of international business operations and transactions;

### IMBA6

To innovate in processes, products and services through a digitally driven and entrepreneurial mindset; and

### IMBA7

To provide value to the business community and broader society.

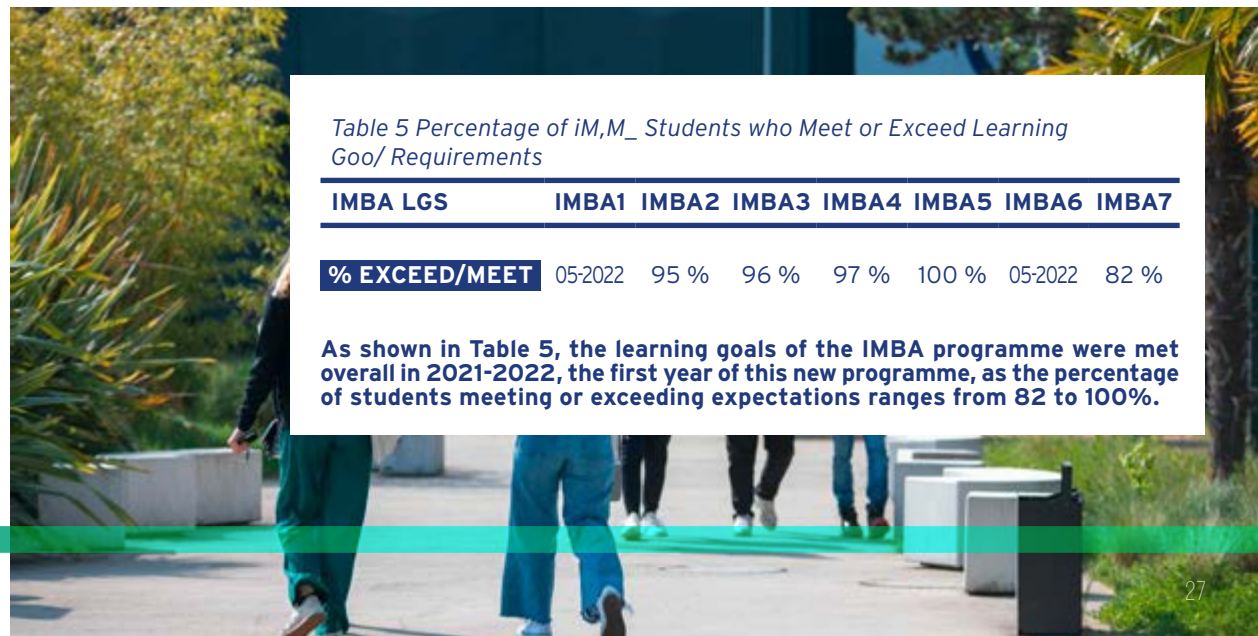


Table 5 Percentage of IM,M\_ Students who Meet or Exceed Learning Goal/ Requirements

IMBA LGS	IMBA1	IMBA2	IMBA3	IMBA4	IMBA5	IMBA6	IMBA7
<b>% EXCEED/MEET</b>	05-2022	95 %	96 %	97 %	100 %	05-2022	82 %

As shown in Table 5, the learning goals of the IMBA programme were met overall in 2021-2022, the first year of this new programme, as the percentage of students meeting or exceeding expectations ranges from 82 to 100%.



# SUMMER PROGRAMME

Each June, Rennes SB organises an intensive two-week course on Sustainable Business for over 50 international students from our partner institutions. It is designed to provide a conceptual framework and practical ideas as to how companies can integrate social, and environmental performance into their strategy. The course includes 27 hours of teaching, visits to sustainable companies, and talks from local managers on their

firm's CSR practices. These students from diverse national backgrounds also develop their problem solving, presentation, and cross-cultural communication skills through graded team projects. In addition, and for the first time in June 2022, Rennes SB is offering a 4-day course on the UN's sustainable goals to over 30 students from CTBC Business School, a partner university in Taiwan.

# ENVIRONMENT AND TRANSITIONS TRACK

The PGE1 "Environment and Transitions" track was launched in September 2021. It is a selective track opened to 90 students (2 groups) who are among the top ranked in the competitive entrance examination, out of a total of 13 class-groups.

psychology, about 40% of the modules have a specific focus on transition-related questions: eg. sustainable marketing and consumption, sustainable strategic thinking, circular economy, responsible consumer behaviour, etc.

Centred around the issues relating to economic, energetic, and social transition as well as sustainable innovation, students are trained to better understand these contemporary questions and guided to think about new possible models to face transition challenges.

In parallel to dedicated modules or sessions, students are also regularly invited to conferences (eg. Miyawaki forests, film screening, etc.) and will benefit from exchanges and debate with experienced guest speakers.

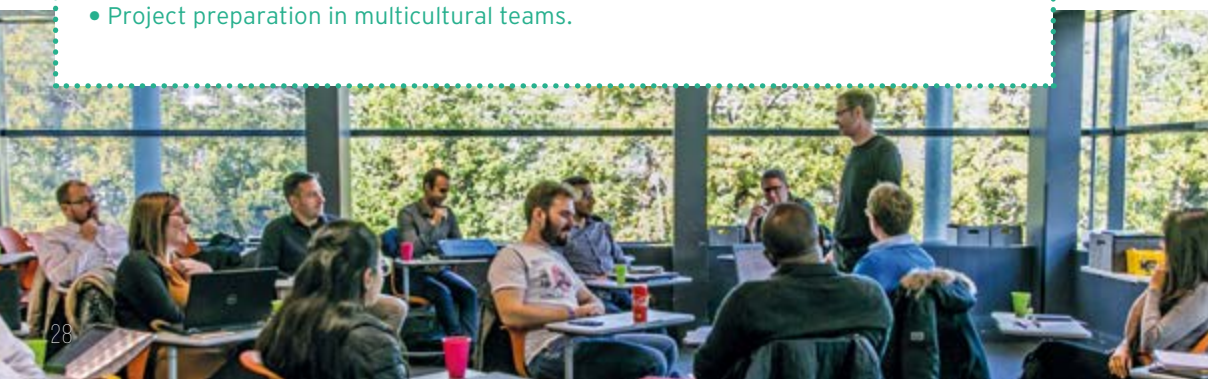
While they still learn about the fundamentals of strategy, marketing, law, negotiation, economics, management, or

The students who wish to pursue in this specialisation will be able to join the CSR track in PGE2.

**The School strives for its students to leave the institution with a strong sense of ethics and values related to business's role in society and the skills to analyse environmental and social problems from a business perspective. This goal is accomplished through teaching, learning by doing, developing self-awareness, and research.**

### Teaching methods

- Pre-arrival assignment;
- In Rennes, preparation outside of class: reading of articles and case studies and team presentation preparation;
- The classroom sessions are designed to be interactive lectures and classroom debate based on the pre-reading which students completed before coming to class;
- Company visits and guest speakers;
- Project preparation in multicultural teams.



## TEACHING

Rennes SB integrates two types of teaching modules into all its programmes ranging from Bachelor's to Executive level: those that are focused exclusively on sustainability, business ethics and corporate social responsibility, and those

that are «traditional» modules which make the link between sustainability and the course focus, such as the role of Responsible Management in the context of Supply Chain Management.

## LEARNING BY DOING

In addition to coursework and study, the School requires each Student Association to set environmental and social objectives and designates a student to ensure their implementation. Starting in 2021, all Bachelor and "Grande Ecole" Master (Programme in management) students will be encouraged to take internships in eco-friendly companies, NGOs, non-profits, and companies belonging to the solidarity economy or carry out an internship in a more traditional company and analyse its ethics, responsibility and sustainability (ERS) activities.

the real (corporate) world.

Students work as a team by managing, organising and developing projects in a very similar operational context as in

The aim of this learning model is to enable students to implement and manage a project by applying their theoretical knowledge. It gives them the chance to experiment with new skills or learn about a new sector. In addition, it pushes them to learn new techniques, methods and strategies which they can bring back and share with their association activities. Finally, they have the chance to volunteer with a non-profit organisation outside of the school that is linked to the missions and goals of their School association. In this way students both participate in life at the School, and act as an ambassador during their service in the community.

Learning by experimenting	Learning by working	Learning by serving
Students join an association in which they can experiment by trying out a new skill or learn about a new sector. By acting on behalf of one of the School's associations, students participate directly in the School's identity and contribute to its influence.	Some students choose to take on a student job through which they learn new techniques, methods and strategies that they can then bring back and share with their association activities.	Students can volunteer with a non-profit organisation outside of the school that is linked to the missions and goals of their School association. In this way students both participate in life at the School, and act as an ambassador during their service in the community.

SOURCE:  
2022 RENNES SB CIR report

**Learning Goals were reviewed for all programmes, direct measurement points defined and rubric matrices constructed. A full assessment cycle was carried out in 2018-2020 and reported, including closing the loop for all programmes. A second full assessment cycle is being carried out in 2021-2022.**





## STUDENT ASSOCIATIONS & CLUBS

**There are 26 associations and 17 clubs at Rennes SB. There is one member in every association dedicated to CSR.**

Student agency can be defined as the capacity to set a goal, reflect and act responsibly to effect change. In addition to the formal academic curriculum students at Rennes SB must take part in “learning by doing” activities. In the Programme Grande Ecole, this takes the form of compulsory and graded engagement in one of the 26 student associations covering diverse fields such as Business, Arts & Culture, Humanitarian & Social Entrepreneurship and Sports. These associations offer concrete opportunities for students to develop their professional skills whilst preparing them to become active citizens of the future.

The School requires each Student Association to set environmental and social objectives and designates a student to ensure their implementation. Starting in 2021, all Bachelor and “Grande Ecole” Master students will be encouraged to either

1. Complete internships in eco-friendly companies, NGOs, non-profits, and companies belonging to the solidarity economy or
2. Carry out an internship in a more traditional company and analyse its ERS activities.

The aim of student associations at Rennes SB is to serve as a professional experimental platform that closely mirrors the reality of a company. There, students choose a project, among five areas of activity, in which they feel personally invested, and are able to apply their theoretical knowledge acquired in class while obtaining new skills “on the ground”.

Projects can have a focus on business services, entrepreneurship, sustainable development, finance, humanitarian projects, sports, artistic and cultural events, student services and more.

## THE ASSOCIATIONS

### ART & CULTURE

#### Apogée

#gastronomy

Apogée’s mission is to promote oenology and gastronomy to all students at Rennes School of Business, through various original and authentic events organised throughout the year.

**Events:** *Into the wine, Raid Œnologique Rennais, La Raclette, Regional cuisine, Jazz à wine, Wine tasting.*

#### BDA, le bureau des arts

(The Arts Office)

#artsoffice

Promouvoir l’Art et la culture au sein de l’école notamment grâce à nos événements : Fashion day ; Trophée Des Arts ; Mascarade ; Comédie musicale ; Rennes SB Got Talent ; Expositions ; Les flashes artistiques + box photo ; Ateliers d’art graphique.

#### Descibel

#music

The association’s primary mission is to promote and share music in all its forms at Rennes School of Business and in the wider Rennes region.

**Events:** *Electronic music collective, Descibel studio, Concert Against Cancer (CAC), musical events, artist promotion.*

#### Roazhon Records

#digitalmedia

The Roazhon Records association is a digital media organisation that aims to promote urban culture by publishing content and information on social networks.

**Events:** *Media pop culture, Media formats: podcasts, playlists, news flash, interviews, informative IGTV, etc, Clash of lists, BA X BDS, Well’Records karaoke & Well’come, Rennes contenders, Le piège: Concert Rap & Descibel.*

#### Le Flâneur

#guide

Le Flâneur is a student association whose purpose is to create and publish a Rennes city guide which is distributed free of charge to residents on the day of the launch, at the place de la Mairie every year in November. This practical & ethical guide is available in both paper and digital format via the website and has a strong presence on social networks. *This booklet groups together the best places to discover in Rennes, promoting the city, its retailers and the region, free of charge!*

#### Warlock

#cinema

The main objective of this association is to ensure media coverage of the various school association events that take place during the year. Warlock takes photos and videos of association events and disseminates this content on the various social networks so that all School students can view and use them. These photos and videos make it possible to retain precious memories of student life at Rennes School of Business.

**Events:** *Warlock studio, JT/Yearbook, Warlock fait son cinema, Gestion de la régie, Studio 131, Media coverage of other association events.*







## BUSINESS

<b>Breizh Investors</b> #financial markets	Breizh Investors' main mission is to promote finance within the school. <b>Events:</b> <i>Stock market challenge, revision sessions for partial examinations, Intro to Bloomberg software, Bar trading, Investment activity.</i>
<b>Bretagne Conseil</b> #conseil	Since 1991, Bretagne Conseil has provided companies with the talent, dynamism and know-how of Rennes School of Business students in order to help them develop their projects. Top 30 French Junior Enterprises. The association also carries out specialised case studies for different organisations and companies. <b>Events:</b> <i>Concert des nouveaux virtuoses.</i>
<b>KryptoSphere</b> #cryptocurrencies	KryptoSphere's main mission is to democratise, raise awareness and train as many people as possible in the operations, uses and advantages of blockchain and cryptocurrencies during the activities of the association. <b>Events:</b> <i>conferences, newsletters, analysis, consultancy training.</i>
<b>Speak Up</b> #debate	Speak Up! is the association that invites students to "enter into the debate" by focusing on current affairs and public speaking. <b>Events:</b> <i>conferences, Clash of the Rennes SB Clans, Les Joutes Oratoires, Les Négociales.</i>
<b>Start You Up</b> #entrepreneurship	The Start You Up association works to promote entrepreneurship and innovation within Rennes SB. It acts as the intermediary between start-up professionals and students who are curious to discover the universe of entrepreneurship. <b>Events:</b> <i>forums, evening conferences, pitches dedicated to entrepreneurship, IDEA Day: dedicated to inter-associative innovation.</i>
<b>Rennes Job Service</b> #jobs	Rennes Job Service aims to connect companies and students from the school in order to provide them with temporary assignments. These missions must be educational in nature.

## SPORT

<b>4L Trophy coordination</b> #race	The "4L Trophy Coordination" association co-organises the largest student raid in Europe in partnership with Désertours: the 4L Trophy Raid. Events: Raid 4L Trophy, official departure village in Biarritz, pre-village departure Grand Ouest, Red Cross collection.
<b>Le bureau des sports</b> (The Sports Office) #sportsoffice	The aim of the BDS is to offer high-quality sports training to students at the School. <b>Events:</b> <i>TGO (Grand Ouest Tournament), Ecricome Challenge, Time (inter-micro-enterprise tournament), Golden sprint, Winter cup.</i>
<b>Fast Rennes</b> #gokart	Fast Rennes aims to promote motorsport and road safety awareness within and outside the School. The association also promotes charitable engagement through the 'Téléthon : Votre Rêve Leur Espoir' event. <b>Events:</b> <i>Grand Prix Karting, Pégase Fluo Kitsch Party, Bingo, Votre Rêve Leur Espoir.</i>
<b>Team Challenge</b> #ecricomechallenge	The Team Challenge prepares, organises, builds and coordinates the performance of the Rennes delegation at the Ecricome Challenge, the 3rd biggest student sports event in France. Their goal is to defend the School's sporting reputation under the association's colours: orange and black.
<b>Oceania</b> #sailing	Oceania aims to promote the practice and discovery of water sports and to raise awareness among Rennes School of Business students about marine life and the protection of the oceans. <b>Events:</b> <i>Surf Camp, Point Breal, Cruise Inter Écoles (CIE), Course Cruise Edhec (CCE), Yellow / RS'Baywatch / Mouss'aillon.</i>
<b>R2G</b> #video games	Rennes Global Gaming's main purpose is to promote the world of video games, eSport and new technologies to students at Rennes School of Business. They aim to share their interest and the opportunities in these sectors both recreationally and professionally. <b>Events:</b> <i>themed after-works based on pop culture (Harry Potter, Disney, etc.), introduction to board games; promotion of e-sport, laser game/ paintball game.</i>



## HUMANITARIAN & SOCIAL

<b>BDH - Bureau de l'humanitaire</b> (The Humanitarian Office)	The BDH association organises events to raise funds for its partner association "Les enfants avant tout", an association for child aid. <b>Events:</b> 'Bol de riz', Valentine's Day, Pair & Repair
<b>Enactus</b> #social	Enactus is a social and solidarity entrepreneurship association. It aims to improve exchanges between the various economic players involved in the challenges of sustainable development. The association also undertakes innovative projects during which it aims to make a profit while promoting the values of the association. <b>Events:</b> Jam'en: selling products made by residents in nursing homes, Electro'hom: rental of household appliances, Soap'lidaire: sale of environmentally friendly powdered soaps, ESS Thinking: a weekly ESS and CSR journal.
<b>Opéra</b> #helpingeachother	OPERA aims to guide and promote excellence and success through the support of young secondary school students from modest backgrounds with strong academic potential. The association informs these students about the avenues of higher education that are available to them. <b>Events:</b> a trip to a European capital, discovery sessions with partner schools, Operades, karaoke sessions.
<b>Ter'n'co</b> #sustainabledevelopment	The TER'N'CO association is responsible for promoting sustainable development at Rennes School of Business and in the wider Rennes region. The association aims to promote sustainable and responsible alternative methods to the entire student community in Rennes. They offer activities and ideas about how to choose a way of life that is more respectful to both us and our planet. <b>Events:</b> le Salon du développement durable, eco-teliers (eco-workshops), organic produce baskets, Le Label, Le Rennes clean-up day, La Jungle.
<b>Well'come</b> #international	Well'Come's mission is to welcome, integrate and support international students at Rennes School of Business. The association also contributes to promoting the school internationally. It organises events aimed at fostering contact between French and international students. <b>Events:</b> welcome periods, speed chatting, Disneyland Paris, International Fair.

## STUDENT LIFE

<b>BDE - le Bureau Des Elèves</b> (The Student Office) #studentoffice	The main mission of the Student Office is to make students from the school feel included and to create cohesion between them by animating their student life and organising various events. <b>Events:</b> integration weekend, theme parties, blood donation, afterworks, octobre rose (Breast Cancer Awareness Month), promotional sweaters, Movember, Gala, RS'Break.
<b>R'store</b> #influence	R'Store's mission is to promote the brand image of Rennes School of Business through the sale of products featuring the school colours, logo and associations. R'Store also supports the projects of external associations by selling products and manages and runs the cafeteria in building 3 of the Rennes campus.
<b>BVE du BiM</b> (BiM Student Life Office) #student life office	This is the association of the Bachelor in Management programme. It organises all student events, induction days and admission days to entrance exams. The main mission of the BVE is to ensure the quality of student life for everyone in the BiM programme. <b>Events:</b> BiM induction day, Gala evening, Garden Party, Welbye.



### Some of the impactful projects:

- DESCIBEL: CAC: Raised and donated 2322 euros in 2021
- FAST RENNES: TELETHON: Raised and donated 27,336 euros in 2021
- BDE: BLOOD DONATION: 50 donations in 2022
- BDH: Help to Ukraine: Donated more than 100 kg of basic necessities in 2022  
BDH: Children first: Raised and donated 1600 euro in 2021
- 4L TROPHY: Red Cross: Donated 2400 kg of food and hygiene products in 2022

## STUDENT ASSOCIATIONS AND CLUBS RELATED TO CSR

<b>Ter'N'Co</b>	The TER'N'CO association is responsible for promoting sustainable development at Rennes School of Business and in the wider Rennes region. The association aims to promote sustainable and responsible alternative methods to the entire student community in Rennes. They offer activities and ideas about how to choose a way of life that is more respectful to both us and our planet.
<b>BDH - Bureau de l'humanitaire</b> (The Humanitarian Office)	The BDH association organises events to raise funds for its partner association "Les enfants avant tout", an association for child aid.
<b>Descibel</b>	The association's primary mission is to promote and share music in all its forms at Rennes School of Business and in the wider Rennes region. Each year, the Descibel association organises the Concert Against Cancer (CAC) and donates all proceeds to the Eugène Marquis centre to help finance research against breast cancer and brain tumours.
<b>Fast Rennes</b>	Fast Rennes aims to promote motorsport and road safety awareness within and outside the School. The association also promotes charitable engagement through the 'Téléthon : Votre Rêve Leur Espoir' event.
<b>Opéra</b>	OPERA aims to guide and promote excellence and success through the support of young secondary school students from modest backgrounds with strong academic potential. The association informs these students about the avenues of higher education that are available to them.
<b>Rennes'Bow Club</b>	Attached to the BDE, the club's mission is to promote the recognition and development of LGBTQIA+ community.
<b>HeForShe Club</b>	Attached to the BDE, the club represents the solidarity movement for gender equality.



# DEVELOPING SELF-AWARENESS

The School seeks to develop self-awareness regarding ERS issues through, for example:

- Internal communication campaigns on sustainability-related initiatives in different countries;
- Student-organised events such as Fair-Trade week;
- Initiating the sustainability literacy" via Sulitest;
- Bachelor in Management and MSc students have taken part in the Climate Collage ("La Fresque du Climat") in September 2021, a simulation using cards in a team setting to develop awareness, through a hands-on approach, of the climate change crisis. This action will be repeated in 2022 - 2023 with a focus on specific populations such as SMEI MSc students.



Accompaniment of the progressive digitalisation of teaching methods for adjunct and permanent faculty via online methods (particularly following the COVID 19 outbreak and the ensuing lockdown in March 2020).

# TEST & LEARN APPROACH & DESIGN-BASED RESEARCH METHODS

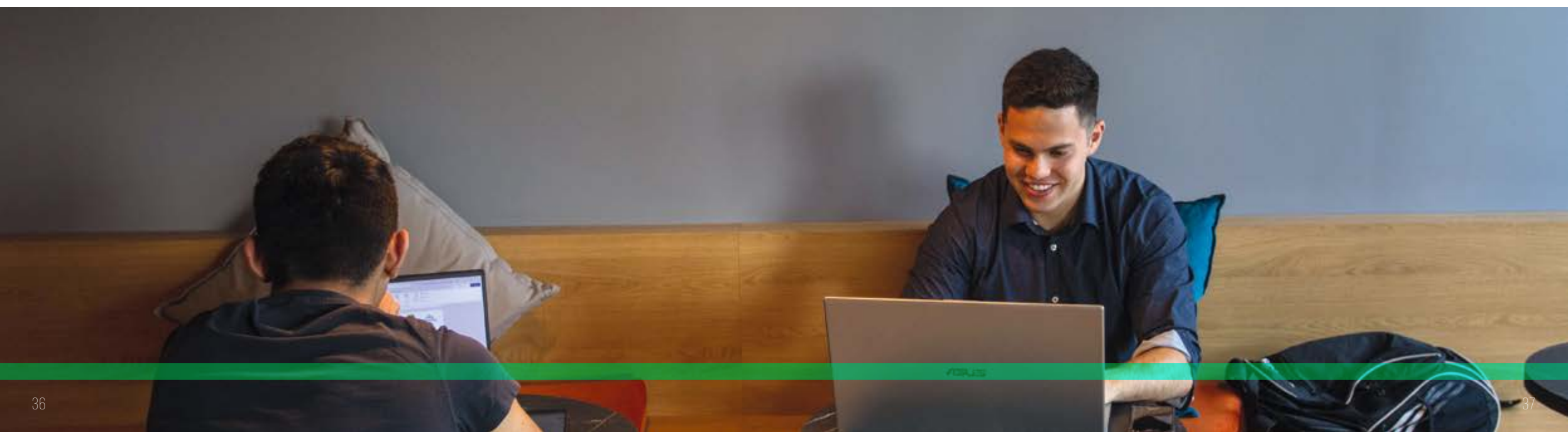
Rennes SB implements an eclectic instructional approach aiming at bringing multiple forms of active learning and student-centred pedagogies to our multicultural courses. By embracing the challenges that come along with inclusive teaching, competency-based practices, and digital integration, Rennes SB strives for

- Enabling students to take part in learning and fulfil their potential by advancing along different pathways and at their own pace. skills necessary to collaborate and exchange in a simultaneous face-to-face and remote manner.
- Respecting the students' diversity and ensuring that different students' learning needs and preferences are met, regardless of their backgrounds, learning styles or abilities, Encouraging students to co-construct knowledge with their peers and professors. **The Test & Learn approach combined with Design-Based Research methods allows us to try out new in-class and out-class ideas and concepts to understand the impact they have on students' academic performance. Examples of which are inquiry-based learning, expeditionary and game-based learning, blended learning, etc.)**
- Providing hybrid learning environments to develop the technological and social

# CONTINUING PROFESSIONAL DEVELOPMENT FOR FACULTY

This year, the Instructional and Learning Innovation (ILI) department put together a training programme covering 5 main topics : Assessment, Course Design, Hybrid Learning, Diversify & Explore.

- Number of workshops: 19
- Engagement rate (70%) 88/119 participants
- Success rate (85%)





## TOPICS

- Gamify your Moodle
- Create powerful presentation slides Teach in eLive
- Flip your class
- Introduction to teaching at Rennes SB
- Start with Klaxoon
- Communicate and collaborate with Teams
- Peer Assessment
- Design a quiz and build into Moodle
- Create space for interactions in your Klaxoon sessions
- Enable Inclusion through accessible digital content
- Empowering students through interactive formative assessments - H5P Klaxoon Board #4

## FEEL GOOD PROGRAMME

**Feel Good is a programme that was developed in 2020 with a focus on the well-being and personal development of students. Several new initiatives have been taken:**

- **Financial support.** The School has launched a financial programme to support students with temporary difficulties. This plan covers three vital needs: food, housing, and health.
- **Psychological support.** The School has signed an agreement with BAPU (Public Psychological Support for Students) to offer students a free access to French/English/Spanish speaking psychologists.
- **Students with disabilities.** The School communicates about disability during the registration process and at the beginning of the academic year to encourage students to inform the School about any potential handicap. These students can benefit from a more customised support from the School (i.e. classes, examinations, support to access the buildings). This support works also for students with long-term disease, medical issues or facing personal serious issues (i.e. sudden death of parents).
- **Fighting against harassment and bullying.** In 2019, a protocol has been set to treat the cases, and help the victims, of harassment and bullying. Preventive communication is done on a regular basis. A specific email address has been created so that the student can declare any unethical case they are facing (as a victim or witness). The rules of procedure have been revised in 2019 with clearer rules and information about French Law. The School has also initiated strong connection with the CNCB (National Committee Against Bullying).



## OUR GOALS

GOALS 2019	STATUS IN 2021	STRATEGY	NEXT STEPS/ GOALS 2025
Completion of SULITEST of every student registering at RSB	Initiated	Assessing the tests at the beginning of entry and after completing the programme	To be implemented before 2025
Establish initiatives that support key SDGs	Initiated	Update academic learning outcomes to address topics and case studies that involve SDGs	To be implemented before 2025
Increase student engagement on SDGs	Initiated	Design creative yet educational games that help students learn about SDGs in a fun and dynamic ambience	To be implemented before 2025
Include the UN Sustainable Development Goals in the learning objectives of our programmes	To be initiated	To be defined	To be implemented before 2025
Increase student commitment to CSR and sustainability topics	Initiated	Requiring students to address in their graduating projects CSR research questions. (if the research question does not relate to the topic of sustainability, CSR or other related themes, then it is selected as being not applicable).	To be implemented before 2025
Include the SDGs in our assurance of learning process and increase the number of courses on CSR	To be initiated	To be defined	To be implemented before 2025
Help/support associations to accomplish impact project	Implemented and ongoing	Identifying one person in charge of supporting the associations to accomplish impactful projects	Ongoing
All school's courses will be required to devote part of its content to ERS issues (Ethics, responsibility and sustainability)	Initiated	Allowing students to have different experiences linked to Learning by Doing concept	To be implemented before 2025
Expanding PGE's association module by allowing three tracks for students: Learning by experimenting, Learning by doing and Learning by Serving	Initiated and implemented		Implemented in 2022



# RESEARCH

## Principle 4

**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 School's overall objective is to continually increase the value of its intellectual contributions. We believe that there are three value drivers in this context: the ability to produce more research, the ability to produce better research, and the ability to produce more impactful research.

**The 2020 L'Étudiant research XV rankings (2019 data) confirms the good performance by Rennes SB researchers in CNRS publications: Rennes SB is one of 5 schools to have received a score of 4 out of 5 (only 5 French Business Schools received a score of 5) ranking it in the top 10 in France for four and five star publications.**

Source:  
unprme.org



## RESEARCH.LAB

Rennes SB has worked on establishing a strong identity in terms of Research. The Research.Lab at Rennes SB emerged from our belief that research must be impactful and make a difference. To make sure that this is the case, in 2018 we decided to move out of traditional discipline-based research and move toward research that:

- Addresses current issues relevant to organisations and institutions, and
- Is trans-disciplinary in nature, cutting through multiple management disciplines.

**To identify which topics such research should focus on, we leveraged existing skills across our multicultural faculty and identified four different areas of strength, which are critically relevant for today's businesses and the territory. In mid-2022, a fifth research group will be added.**

In spring 2020, as part of an international research consortium composed of 13 institutions worldwide, Rennes SB took part in a research project on the Coronavirus crisis. Its aims were 1) to better understand the role of various communication channels in shaping public awareness, opinions and propagating myths and facts, and 2) to provide recommendations regarding the process of effective communication within society.

## INTERNATIONALISATION

International development and globalisation of the faculty are two objectives of Rennes SB's Strategic Plan. 85 (or 89%) of the 96 permanent faculty members are not French nationals and are distributed among 39 other national origins (and nationalities). The 96 permanent faculty members speak on average 2.4 languages per faculty member. Twenty-eight different languages are spoken fluently, including English (spoken

by 100% of the permanent faculty), French (51%), Arabic (11%), German (9%), Spanish (8%), Chinese (6%), Persian (5%), Italian, Portuguese, Turkish and Urdu (4% each), Hindi, Punjabi, and Russian (3% each), Bengali, Dutch and Greek (2% each) and Bangla, Bulgarian, Czech, Hungarian, Indonesian, Japanese, Korean, Malayalam, Nepali, Polish, Slovak, Tamil, Ukrainian (1% each).

**The total number of peer-reviewed journal articles published by Rennes SB professors increased by 164% between 2017 and 2021 while the number of faculty members increased by only 10%. The number of publications in "A and B" ranked journals has grown from 37 in 2017 to 125 in 2021 (+238%).**



The Research.Lab currently hosts five Research centres: Agribusiness, AI-driven Business, Green, Digital, and Demand-Driven Supply Chain Management, and Rethinking Tomorrow's Organisation. Financial Market & Corporate Outcomes will be added in mid-2022.

The School aims to build unique expertise in these groups in order to provide rele-

vant, impactful, and novel views on these topics to academics and practitioners alike, thus becoming a reference point on these issues.

Cooperation between groups is strongly encouraged and the School provides opportunities for the cross-contamination of ideas and collaboration. Joint initiatives have materialised, such as the new



AI-driven Business summer programme, which has been formally launched as a collaboration of the AI-driven Business and Rethinking Tomorrow's Organisation research centres. Such Summer School programmes highlight how the research centres are not only involved in research but also in the pedagogical offer of Rennes SB.

The Research and Innovation Committee (RIC) was created in 2019 to join efforts to provide guidance about operational and strategic research issues at Rennes School of Business, as well as on innovations related to the application of research at Rennes SB. The RIC also serves as the governance structure for the Research Lab and is led by the Associate Dean for Research.

#### The research is organised into:

The Research Lab which is the hub supporting the researchers daily and organises research activities.

5 research centres working on current issues:

- Agribusiness (AGR)
- AI-Driven Business (AI)
- Green, Digital & Demand-driven Supply Chain Management (G3D)
- Rethinking Tomorrow's Organisation (RTO)

- Financial Market & Corporate Outcomes (FMCO)
- The Institute for Advanced study: The Centre for Unframed Thinking (CUT) is an initiative by Rennes School of Business and its partners to foster broad interdisciplinary research at the highest international level to contribute to the global research effort to cope with the numerous deep issues raised by the ongoing massive worldwide transitions.

Overall, our research centres groups account for 83% of all of the School's intellectual contributions.

The research centre provides a strong link between research and teaching. The centre enhances the teaching of finance and economics courses as well as the courses related to financial innovation and ethically and socially responsible finance. Research projects and ideas springing from the centre are discussed in class, thereby bringing essential pragmatism to teaching.

For instance, the module "Ethics and corporate social responsibility in finance" is to help students think beyond numbers and consider some of the subtler topics of morality and ethics associated with finance such as social and environmental contribution and the role of good sense,

judgement and leadership in making organisational choices.

Another module, entitled "Recent topics in AI and finance" (MSc in Financial Data Intelligence) is quite a unique module, purely based on recent publications and trends in finance with a particular focus on blockchain and cryptocurrencies. Recent examples of AI application to finance are also discussed. It is research-led and several sessions are based on review of recent publications. The module includes chapters that relate to sustainability, i.e. the ones related to blockchain environmental footprint, how it is measured etc.

#### Externally, the impact of research and programmes is explored via the conferences and research seminars, organised by the centre:

- On Cryptocurrency asset investment, 7-8 April 2022, with financial support from Region Bretagne (jointly with AI driven business and Future Finance and Economics Association);
- the 38th Conference of the French Finance Association, 23-25 May, 2022 (jointly with Université de Rennes 1 CREM & IGR - IAE Rennes);
- WG1 meeting of COST FinAI at Rennes School of Business (8.04.2022)



# RESEARCH: (CENTRES)

## AGRIBUSINESS RESEARCH CENTRE

The Agribusiness research centre focuses on agribusiness, sustainable development, and CSR. Through a cross-disciplinary approach, the centre develops theoretical and applied research related to these topics in order to provide innovating skills to our students and actively contribute to a local and international food system and the sustainable development of these systems.

#### Topics covered:

- Agricultural Operations Engineering: Risk Management in Agribusiness. Agro-Food & Consumer Behaviour
- Innovating in Agribusiness Agro-Economics
- Sustainable & Responsible Agribusiness

This research centre has a project about responsible production process information and labelling in agri-food which has led to two publications:

**Do people really want to be informed? Ex-ante evaluations of information-campaign effectiveness.** *Romain Espinosa - 2021*

He has also initiated a joint project with G3D on green olive oil supply chain and its adaptation to climate change:

**Olive oil supply chain design with organic and conventional market segments and consumers' preference to local products - 2022**

A third line of research strategy consists of a collaborative project with a micro

credit company to develop climate risk models in order to facilitate the financing of small farms experiencing climate uncertainty in Colombia.

A final project, led by Raouf Boucekkine, on the control of transboundary pollution and environmental cooperation, has given rise to several top publications in economics and operational research. A key aspect of this project is accounting for spatial, technological and ecological heterogeneity across regions/countries, the vast majority pre-existing frames being blind of this aspect. However, incorporating the latter into the analysis is much needed to design sustainable international environmental agreements.



## AI-DRIVEN BUSINESS RESEARCH CENTRE

The AI-driven Business research centre focuses on intelligence, data-driven global business, aiming to understand the advantages of AI applied to business and how firms can transform to implement these new techniques. It develops rigorous research, then applies it to business improvements and integrates

it into students' learning experience, to help current and future business leaders leverage the power of AI-driven business opportunities.

**Topics covered:**

AI for Operations Optimisation & Automation  
AI Strategies for Firms' Competitive Advantage  
Human & Ethical AI.

## GREEN, DIGITAL & DEMAND-DRIVEN (G3D) SUPPLY CHAIN MANAGEMENT RESEARCH CENTRE

The Green, Digital & Demand-Driven (G3D) Supply Chain Management research centre is a multidisciplinary research centre in the field of Supply Chain, Operations Management and Information Technology dealing with Green Supply Chain Management, Digital Supply

Chain Management, Business Value of Information Technology, and Matching Supply with Demand.

**Topics covered:**

- Sustainable Supply Chains.
- Disaster and Risk management.
- Data, Information and Technology.
- Analytic methods in operations management.

## RETHINKING TOMORROW'S ORGANISATION RESEARCH CENTRE

The Rethinking Tomorrow's Organisation research group focuses on the changing organisation, and how organisations

are dealing with a range of challenges facing the business world and society of tomorrow.

**The research group includes three interrelated themes:**

- Tomorrow's organisation, stakeholders and responsible management;
- Interconnected Organisations: Tomorrow's organisation, inter-firm relations and collaboration;
- Adaptive Organisations: Tomorrow's organisation, adaptivity and innovation.

**Topics covered:**

- Responsible Organisations: Tomorrow's organisation, stakeholders and responsible management.
- Interconnected Organisations: Tomorrow's organisation, inter-firm relations and collaboration. Adaptive Organisations: Tomorrow's organisation, adaptivity and innovation.

## FINANCIAL MARKET & CORPORATE OUTCOMES RESEARCH CENTRE

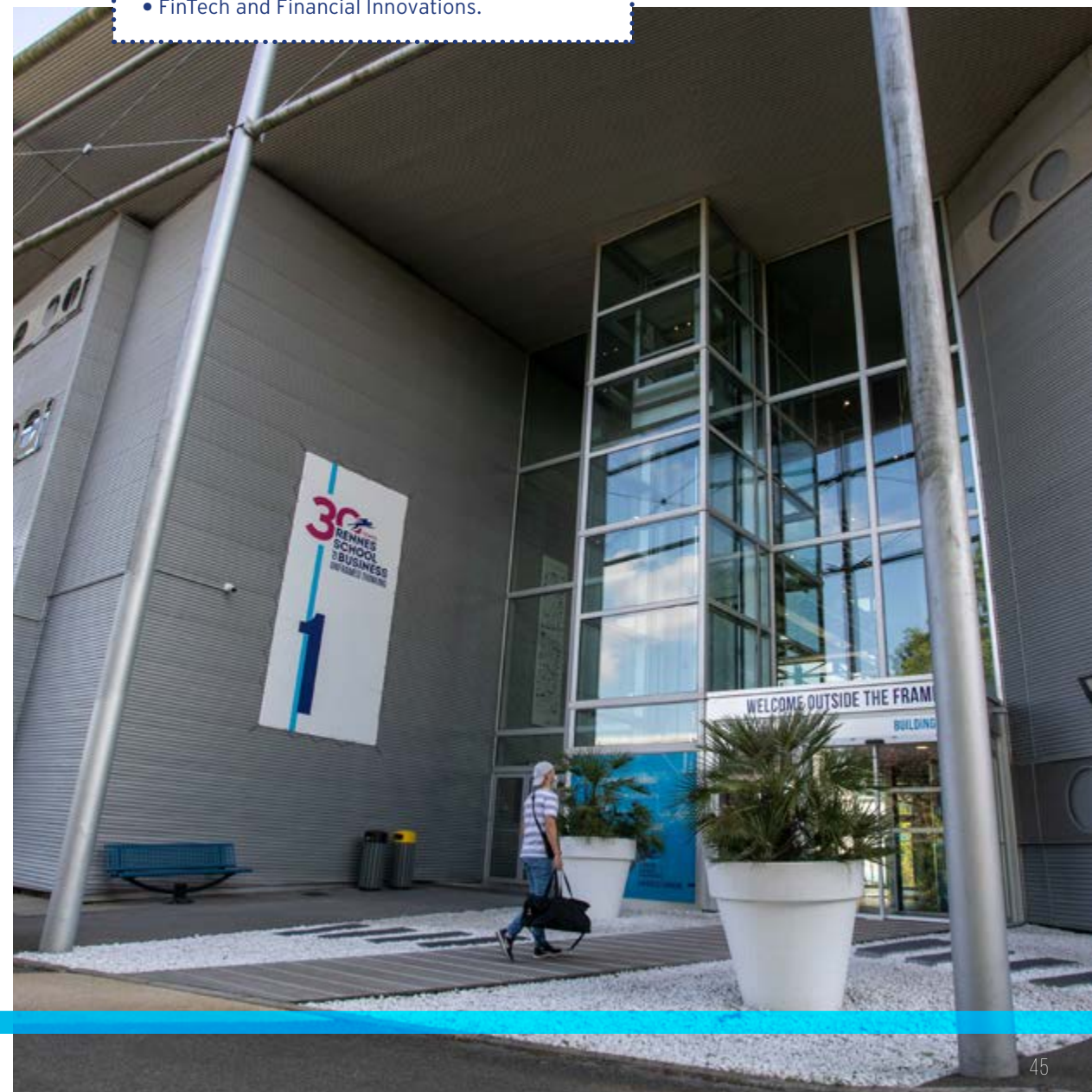
The blueprint for the newest research group to become functional in mid-2022. This is a research ecosystem to promote academic thought in the classical, yet contemporary domain of economics and finance by providing increased

opportunity and diversity in terms of research topics, tools, as well as multi-disciplinary collaboration.

Despite its focus on finance and economics, it adopts a multi-disciplinary attitude and aims at tying together research talent from different departments in the school. The centre is inclusive in terms of its focus on both theoretical and empirical analyses of key phenomenon in finance and economics.

**Topics covered:**

- Financial Markets, Macroeconomics and Economics Policy.
- International business, Corporate Governance and Performance. ESG and Islamic Finance
- FinTech and Financial Innovations.





The FMCO research centre deeply integrates the main principles of PRME contributing to the sustainability agenda with relevant research activities in its research strategy. Being a research ecosystem to promote academic thought in the classical, yet contemporary domain of economics and finance, the research centre focuses on finance and economics, adopting a multi-disciplinary approach and emphasising the role of sustainable finance. The centre consists of four research groups. Each of them incorporates the UN Sustainable Development Goals in its research activities. In particular:

## THE “FINANCIAL MARKETS, MACROECONOMICS AND ECONOMIC POLICY” RESEARCH GROUP

This sub-area focuses on macro-economic issues. The primary objective is to investigate mechanisms and processes that facilitate the smooth and efficient operations of financial markets, accounting

for macro-economic development and equality, sustained, inclusive and sustainable economic growth, economic policies and geopolitical nuances.

## THE “INTERNATIONAL BUSINESS, CORPORATE GOVERNANCE AND PERFORMANCE” RESEARCH GROUP

This revolves around the analysis of the ways and practices of directing, organising, and controlling business

organisations, the dynamics of corporate sustainability performance, as well as nuances of international business.

## THE “ESG AND ISLAMIC FINANCE” RESEARCH GROUP

ESG defines forms of sustainable finance. In 2021, the European Commission outlined contemporary ESG and sustainability trends in finance and overall economic development. This led to the creation and documentation of a new, sustainable finance strategy and a detailed action plan for financing sustainable growth in the zone.

Islamic Finance, on the other hand, is a new stream in the area that provides for ethical investments, as per the directives of Sharia Law. ESG and Islamic finance today are complementary capital-raising and investment tools that have many shared principles and philosophies of investing and stock screening. Islamic banks need to report on the ESG impact of their activities.

## THE “FINTECH AND FINANCIAL INNOVATIONS” RESEARCH GROUP

This sub-area aims at promoting academic thought in the contemporary domain of FinTech and financial innovation, including green and sustainable innovation. In this manner, the sub-area aims at facilitating and stimulating intellectual activity across all major fields in social sciences, through the lens of the pathbreaking financial innovations that are rocking the

financial landscape today. Through its finance-focused, yet multi-disciplinary attitude, this sub-area focuses on financial innovation in terms of technology, marketing, policy, regulation, globalisation, customer needs, competition and micro-economic conditions targeted at increasing inclusivity.



# RESEARCH: CSR

The School's ambition is to be creative and caring in encouraging the emergence of research that advances our understanding of the role, dynamics, and impact in the creation of sustainable social, environmental and economic value. The School has taken its efforts one step further and has placed CSR and sustainability at the heart of its priorities by creating two research centres with an ERS focus (Agribusiness [Agribusiness, Sustainable Development and CSR] and Green, Digital & 52 2022 Continuous Improvement Report Rennes School of Business Demand-Driven Supply Chain Management) and integrating CSR into the strategic research objectives. (THIS IS A SUMMARY)



# RESEARCH: TOP CSR PUBLICATIONS

	2018	2019	2020	2021
<b>Refereed articles published with Rennes SB affiliation</b>	74	78	93	92
<b>CSR focused refereed articles</b>	12	11	17	18

57 Faculty members were involved in this intellectual production 46 of whom are currently in the school, with an increase in CSR publications.

List of all publications:  
[rennes-sb.com/faculty-research/rennes-sb-faculty/publications/](https://rennes-sb.com/faculty-research/rennes-sb-faculty/publications/)

icons source:  
[un.org/sustainabledevelopment/news/communications-material/](https://un.org/sustainabledevelopment/news/communications-material/)

## Top CSR publications 2018

Roux-Rosier, A., Azambuja, R., Islam, G. (2018) Alternative Visions: Permaculture as imaginaries of anthropocene. Organization, Vol 25 (4), pp. 550-572



Puncheva-Michelotti, P., Hudson, S., Michelotti, M. (2018) The role of proximity to local and global citizens in stakeholders' moral recognition of corporate social responsibility. Journal of Business Research, Vol. 88, July 2018, pp. 234-244



## Top CSR publication 2019

Roloff, J., Zyphur, M.J. (2019) Null Findings, Replications, and Pre-Registered Studies in Business Ethics Research. Journal of Business Ethics, Volume 160(3), pp. 609-619



## Top CSR publications 2020

Maheer A.N. Agi, Xinghao Yan (2020) Greening products in a supply chain under market segmentation and different channel power structures.



International Journal of Production Economics, Volume 223 (2020) 107523

Longondjo Etambakonga, C., Roloff, J. (2020) Protecting environment or people? Pitfalls and merits of informal labor in the Congolese recycling industry. Journal of Business Ethics, Volume 161, Issue 4, pp. 815-834



Hudson S. and Descubes I. (2020) Ten years on: National context and legitimacy changes in French managers' perceptions of CSR 2007-2017. Management International, Volume 24, Issue 6, pp. 1-16



## Top CSR publications 2021

Erfan Asgari, Ramzi Hammami, Yannick Frein, Imen Noura (2021) The effect of greenness- and price-based competition on a product's environmental performance. International Journal of Production Economics, Volume 234, April 2021, 108062



Saqib Aziz, Mahabubur Rahman, Dildar Hussain, Duc K. Nguyen (2021) Does corporate environmentalism affect corporate insolvency risk? The role of market power and competitive intensity. Ecological Economics, Volume 189, 107182



Hudson, S., Gonzalez-Gomez, H.V., Claasen C. (2021). Societal inequality, corruption and relation-based inequality in organizations. Journal of Business Ethics



Liu, Y., Jiang, Q., and Gleasure, R. (2021). Hitting Net-Zero without Stopping Flying: Increasing Air Travelers' Likelihood to Opt-in to Voluntary Carbon Offsetting. Journal of Travel Research doi.org/10.1177/00472875211057607



Zanjirani Farahani, R., Asgari, N. and Van Wassenhove, L.N. (2021) Fast Fashion, Charities, and the Circular Economy: Challenges for Operations Management. Production and Operations Management, Volume 31, Issue 3, pp 1089-1114



Imen Noura, Ramzi Hammami, Alina Fernandez Arias, Natacha Gondran, Yannick Frein (2021) Olive oil supply chain design with organic and conventional market segments and consumers' preference to local products. International Journal of Production Economics, Volume 247, 108456





# PARTNERSHIP

## Principle 5

**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.**

### **Businesses from both the French and international scenes are particularly prevalent at the School.**

Collaborations between businesses and schools take many different forms. Managers may become involved in teaching and mentoring students as they develop their career projects. Faculty members from the School can collaborate actively with both major enterprises and SMEs, contributing to their development as researchers and educators.

Rennes School of Business provides a permanent link between the students, the Faculty members and the French or international companies.

The School thus encourages the presence of businesses within its programmes and events in order to foster a privileged relationship between students, future managers and companies partners.

Rennes School of Business was an official sponsor of the 10th edition of the TEDxRennes events which took place on 25 September 2021.

As highlighted by our motto, "Unframed Thinking", students at Rennes School of Business are taught to be able to evolve outside the traditional models to invent the world of tomorrow.

The choice to support TEDxRennes aligns with the School's objective of thinking differently and collaborating to foster individual and collective development.

Rennes School of Business is also an official research partner of the Summit of Minds, powered by Monthly Barometer. This monthly event unites inspiring and expert contributors from different sectors to exchange and speak about current affairs in an informal and conversational atmosphere.

One of the defining qualities of the Summit of Minds is its focus on the appeal, relevance and significance of nature. The events are held in locations of outstanding natural beauty and routinely welcome a number of experts, investors, activists and policymakers who have made nature the focus of their attention.

Dr Thomas Flichy de la Neuville, holder of the Chair of Geopolitics at Rennes SB, and Dr Céline Azemar, the School's new Academic Dean, both spoke during the 2021 event.

Source:  
unprme.org

Source:  
TEDxRennes: "Unframed Thinking" and ideas to change the world (rennes-sb.com)



“

Source:  
Dr Céline AZEMAR  
(rennes-sb.fr)

*The Summit of Minds was an insightful event with some alarming presentations about the rise of poverty, food insecurity, inequality, CO2 emissions and uncertainty (due to the pandemic, climate change, political friction, the reorganisation of the supply chain and conspiracies).*

*As a speaker at the closure session, I indicated that if the industry, academia, and policymakers move toward sustainable models, we can be more ambitious in several aspects. For instance, companies could align their business to high societal impact, whereas in academia there is a need to provide an education that develops critical thinking skills (especially regarding the use and understanding of data) and soft skills (via project-based learning for instance where students need to interact with people who have different perspectives and cultures).*

*Furthermore, a greater amount of academic research should be aimed at generating a tangible impact on society. Finally, in the policy arena, there is a need for a combination of both small and radical changes at a local and an international level.*

*In order to support those changes, including the mass vaccination against Covid-19 in developing countries, increasing tax revenues should be a priority. The reform of our tax system, with 132 countries adopting the two pillars developed by the OECD, is a historical agreement that is headed in this direction. A more ambitious tax reform could consider a higher global minimum tax rate (currently agreed at 15%) and during the pandemic, an exceptional and retroactive tax on excess profit, in line with the one used during World Wars I and II by 13 countries (including the US, the UK, France and Canada).*

**Dr Céline AZEMAR**  
Academic Dean & Full Professor

”





**The Summit of Minds sponsors the new MSc in Geopolitics & Business at Rennes School of Business. As a programme that focuses on the rebirth of national identities, the digitalisation of society and the return to nature as a source of inspiration and regeneration, the Summit of Minds corresponds closely to the content of the course, building a relevant and coherent partnership for the School.**

**Rennes School of Business has signed a number of formal commitments to ethics, responsibility and sustainability. As the following membership list indicates, Rennes SB as an institution is deeply committed to responsible management education:**

- Principles of Responsible Business Education (PRME) and Global Compact. In 2007, the School joined the PRME initiative and became a founding member of PRME's France Benelux Chapter. Since 2010, Rennes School of Business has been a member of United Nations Global Compact.
- CRICDD "Collectif Rennes inter-campus pour le développement durable". Rennes SB is an active member of this network of 10 universities, Engineering and Management Schools in the Rennes area working together on CSR and sustainable development topics including organisation of events and challenges;
- Développement durable et responsabilité sociale (DDRS). In 2021, Rennes SB has undergone an audit to obtain a recognised label from this French higher institution of learning labelling organisation;
- Campus responsables is a French organisation, which provides guidelines and advice to schools wishing to integrate sustainability into their operations. In February 2019, Rennes SB took part in a competition organised by Campus Responsables for best community project organised in Paris;
- Rennes SB subscribes to the Shift Project newsletter, a French think-tank advocating the shift to a post-carbon economy.
- The Network of Sustainability Centres (in French, REDD Réseau d'entreprises et développement durable). The network facilitates exchanges between businesspeople, students and researchers, and fosters shared learning between research centres;
- The REFEDD, the French Students for Sustainable Development Network (In French, le Réseau des étudiants français pour le développement durable);
- European Business Ethics Network & Cercle Ethique des Affaires. The School is a member of the European Business Ethics Network and its French section Cercle d'éthique des affaires. These networks foster exchanges between business leaders and researchers through conferences, publications, workshops and projects;



"Newcy" (newcy.fr) is a Rennes-based start-up that promotes reusable eco-cups to replace one-way paper or plastic cups and reduce waste.

Its co-founders are Rennes School of Business graduates. On the Rennes SB campus, Newcy provides re-usable cup collecting locations to replace old one-way cups.



## SOME PARTNERS COMPANIES:

Altran	Groupe Rocher	Nestlé
Adidas	Groupe Lactalis	Néo-Soft
Airbus	Groupe Le Duff	Neovia
AccorHotels	Groupe Beaumanoir	Niji
Adeo	Groupe Samsic	Orange
Auchan	Groupe Roullier	O2 Care Services
Adecco	Group Royer	P&G
Astellia	HSBC	PSA Peugeot Citroën
BCF Life Sciences	Ikea	Pwc
Bio3G	iAdvize	Regards
Carrefour	KellyDeli	Safran
Credit Agricole	Krampouz	Speechme
Coca-Cola	Kerlink	Sdmo
Conforama	Kering	STG
Danone	KPMG	Suez Environment
Decathlon	Lengow	Société Générale
Deloitte	La Poste	Technicolor
Dolmen	Lidl	Total
Eco-Compteur	L'Oréal	Triballat
EDF	LeroyMerlin	UbiFlow
Even	Manitou Group	Unilever
EY-Earns and Young	Mediaveille	UNI QLO
Faurecia	Mazars	Valorex
Ferguson	Mobility Tech Green	
Fnac	Mondeléz	
Financo	International	



# DIALOGUE

## Principle 6

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

Rennes SB publishes an Annual Sustainability Report, the PRME Report, as part of its commitment to the United Nation's PRME (Principles of Responsible Management Education) initiative.

The emphasis of this report is to provide an overview of PRME and of what PRME activities have taken place or are currently taking place at Rennes SB. The objective is to encourage all of the School's stakeholders to take action and incorporate PRME principles into their core foundation and strategy.

## COMMUNICATING RESEARCH INSIGHTS

**The Research Department of Rennes School of Business targets a wide range of audiences (academics, students, alumni, corporations), via multiple channels, for the dissemination of its research output:**

- Rennes SB posts eligible publications of its Faculty on CCSD - HAL which is the platform for scientific documentation created by the CNRS and freely accessible by all. On average, 1,550 visits per month were recorded in 2020 and 2021, from 149 countries (38% of these visits originate from the USA, 18% from France, 18% from the rest of Europe and 4% from China).
- In 2020, the School incorporated a previous research dissemination website ("Management Insights" created in 2014) within its current website. Articles, based on the Faculty's academic publications, have been rewritten to fit a wide audience and can be found in the Publications section of the site. Since January 2020, 1,971 individual visits to 55 posted articles have been registered in the French section of this website. Similarly 1,505 individual visits to 70 posted articles have been registered on the English section of the website.
- The complete list of Rennes SB peer reviewed articles is available online as well on our website, complete with the abstract of each paper. Since January 2020, the French section of this part of the website received 344 visits and the English section received 408 visits.
- The Research Newsletter was reactivated in 2020 with 3 issues sent to an audience of 120 readers including the Faculty and the Governance bodies of the School.

Source:  
unprme.org



- The Brand and Digital Department (BDD), created in 2019 to oversee Brand, Marketing and External Communication activities, has increased media outreach for dissemination of research outputs. 29 articles on the subject were published in 2019, 65 in 2020 and 63 in 2021. The international outreach for these actions has increased from

3% in 2019 (only one dissemination article in the international press) to 20% in 2020 (13 articles) and 32% in 2021 (20 articles). The following table, showing the distribution of research dissemination initiatives in French media, confirms that the School is targeting a wide range of audiences for the dissemination of its research output.

Quest-France, the major regional newspaper (largest daily circulation in France with over 620,000 copies sold) published 22 articles during the same period highlighting the expertise of Rennes SB researchers. Some articles received up to 6,000 views on the online version of the newspaper, the average being 1,500.

## SUSTAINABLE DEVELOPMENT WEEK TO RAISE AWARENESS OF MAJOR ENVIRONMENTAL ISSUES

Throughout the week, a variety of round tables, conferences, debates, presentations, workshops, planned trips, and webinars with professional speakers were held on the subjects of sustainable development, free and accessible to all.

Rennes SB's goal for this special sustainable development week is to design a world corporate social responsibility and sustainable development (SD&CSR) policy and implement it at all levels and across all operations.





# HEALTH & WELL-BEING CONFERENCES AND WORKSHOPS FOR STUDENTS IN 2021-2022

Throughout the academic year, Rennes School of Business' Career Centre and Wellbeing department hosted a variety of workshops and events for students that focused on their health, well-being, and personal development.

Below are some examples:

- 28 September 2021: Diversity management awareness - Round table on period poverty and sexism in the workplace
- 20 & 21 October 2021: Conferences on health & well-being - Rituals for self-care: combining performance with well-being:
- Every Thursday from 4 November 2021 to 17 March 2022: Weekly wellness & health workshops - Relaxation (meditation, sophrology, cardiac coherence, yoga): (excluding school holidays, public holidays and exam periods)
- 28 October 2021: Stoptober - a campaign to stop smoking - Awareness-raising workshops
- 2 November 2021 to 1 December 2021: Stoptober - a campaign to stop smoking - Conferences, Peer groups, Individual consultations
- 2 December 2021: Harassment/ Discrimination Awareness
- 3 February 2022: LGBTQIA+ Awareness Seminar
- 23 & 24 March 2022: Health & wellbeing conferences - Learning to manage stress and emotions at work
- 17 March 2022: Diversity management conference - Gender parity and gender equality: what are the impacts and challenges?
- 21 March 2022 onwards: Women's leadership workshops

## Conference on the Miyawaki method at Rennes School of Business

Source:  
rennes-sb.fr/ecole1/retour-  
sur-conference-methode-  
miyawaki-rennes-school-  
of-business/?utm\_  
source=canva&utm\_  
medium=iframe



On October 5, 2021, Rennes School of Business hosted a conference with Xavier Dommange on the Miyawaki method, a scheme which aims to restore native biodiversity in urban spaces.. This event was organised by the CSR team to raise awareness on ecological issues and provide an initiative to cultivate biodiversity in urban areas.

## The Climate Fresco

The Climate Fresco (La Fresque du Climat) is a fun, collaborative and creative workshop intended to raise awareness about climate change through collective intelligence. At the start of the academic year in September 2020, first-year students of Bachelor in Management were able to participate in the Climate Fresco during their induction day.

**RENNES SB  
DISTINGUISHED  
SPEAKER SERIES**

**THURSDAY, 9<sup>TH</sup>  
DECEMBER 2021  
5.30 PM**

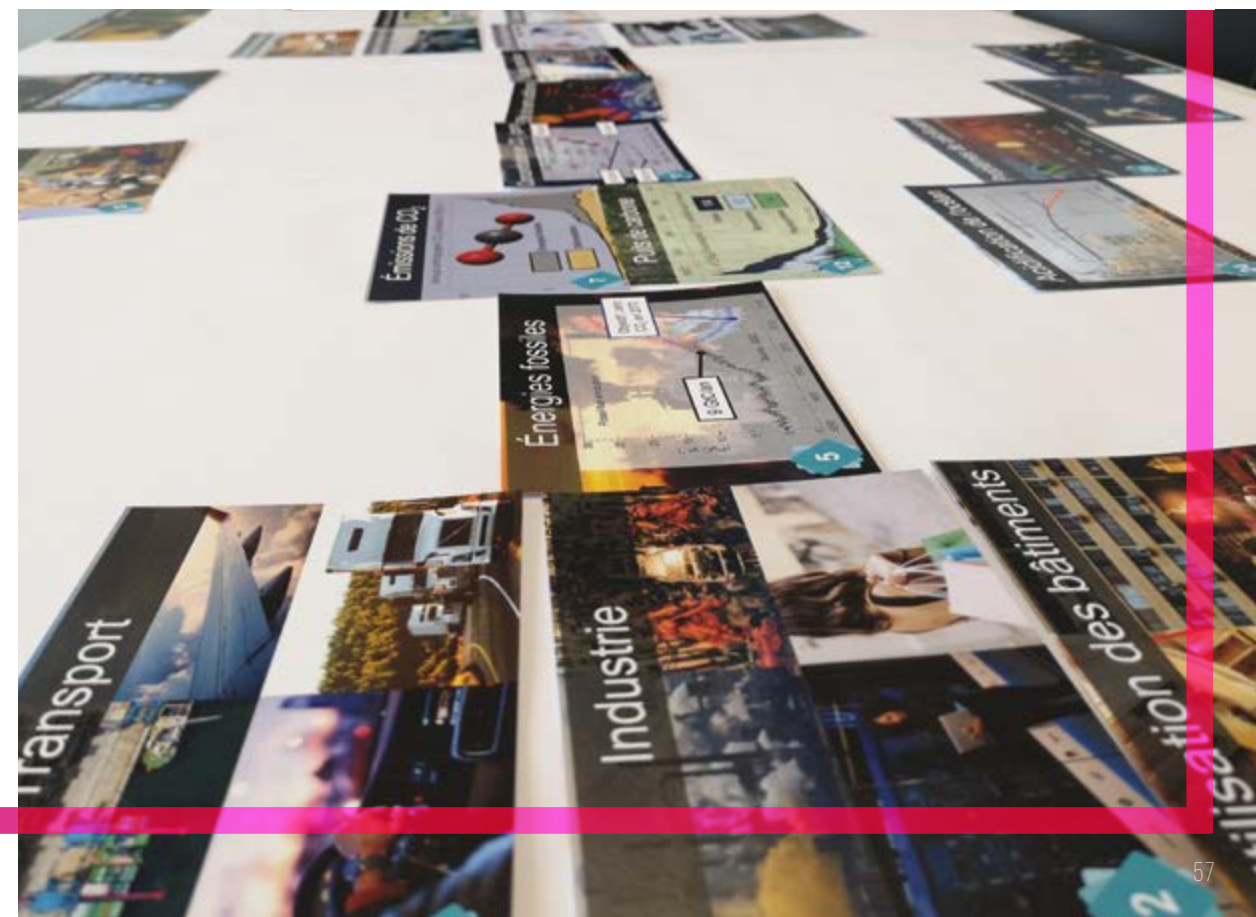
**RACIAL ATTENTION DEFICIT**

WITH PROFESSOR SHEEN S. LEVINE  
from the University of Texas at Dallas

Lecture Hall O.1 B1

**30 YEARS  
RENNES  
SCHOOL  
OF BUSINESS  
UNFRAMED THINKING**

Logos for EQUIS, AACSB, and AMBA accreditation are visible at the bottom.





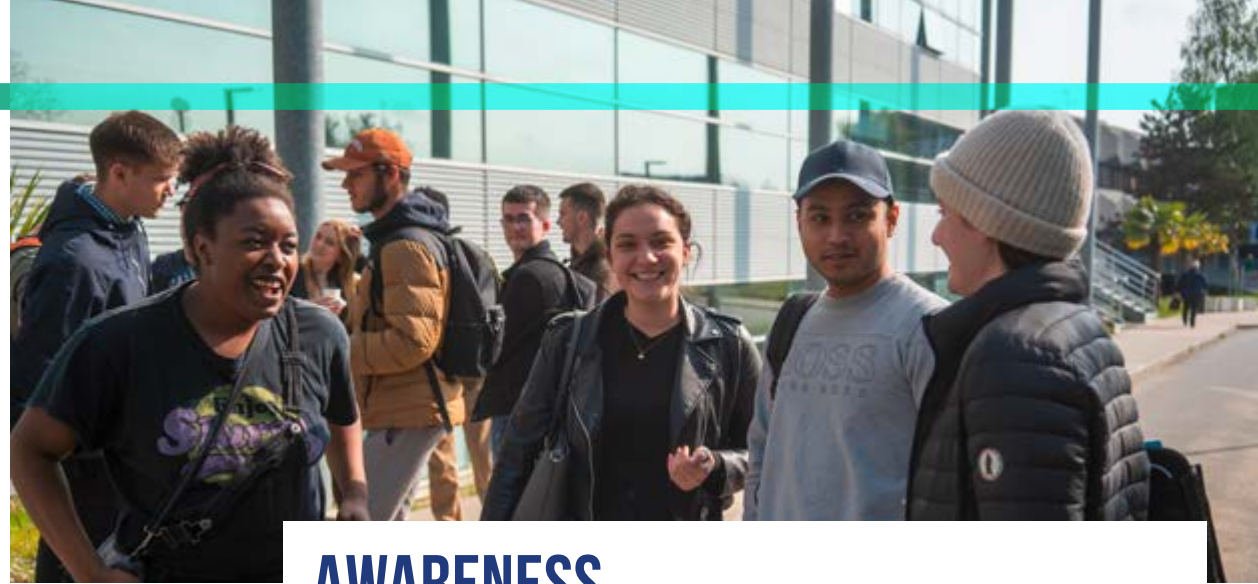
# ORGANISATIONAL PRACTICES

## Principle 7

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

## WASTE AND RECYCLING

- We organise the collection of office papers, newspapers and magazines for recycling;
- We organise the collection of cardboard for recycling;
- We organise the collection of glass for recycling;
- We organise the collection of printer and photocopier ink cartridges for treatment and reconditioning;
- We only use recycled paper or paper from sustainable forests;
- We are committed to gradually decreasing the paper supports distributed in class;
- We are committed to limiting the printing of posters for the school and the micro-companies to a maximum of 2 per event, and give preference to television ads;
- We are committed to using our own reusable cups instead of plastic cups in the coffee machines;
- We installed water stations to decrease the use of plastic bottles.



## AWARENESS AND TRAINING

- We respect the school's ethical charter;
- We encourage our staff to use public transport by reimbursing 50% of their monthly subscriptions;
- We keep business trips to a necessary minimum and use video conferencing or skype as often as possible in order to reduce pollution levels and carbon;
- Once a year, the staff are invited to participate in a meeting organised to explain our environment awareness policy;
- We are a partner of Global Compact.

## SAVING ENERGY

- We are committed to default setting our printers to print in draft and on both sides;
- We are committed to switching off the lights in our offices and classrooms at the end of the day.
- We are committed to setting all our machines on an automatic stand-by mode;





## ECO-RESPONSABLE PURCHASES

- We are committed to using only toilet paper and paper hand towels which carry an eco-label;
- We are committed to using low consumption light bulbs as much as possible;
- We are committed to including a «low energy consumption» specification when purchasing new material;
- We favour the sale of «Fair Trade» coffee and chocolate in our cafeterias and coffee machines;
- We are committed to working first and foremost with suppliers who are committed to an eco-responsible approach.

### Waste reduction and responsible procurement are also implemented in the cafeteria:

- In 2020-2021, Rennes SB plans to adapt its menus even further to the varied tastes of a multicultural student body as well as making more systematic use of local, organic, and fair-trade ingredients, cook less - reduce food waste, and recycle organic waste.
- Ansamble Breizh Restauration, a company with roots in Brittany and part of the Elior Group - a global player in the catering industry, has been the School's provider since 2014. The cafeteria uses washable cutlery and is increasing amounts of organic and locally sourced ingredients. In 2020-2021, an audit of the catering company will be carried out and will help Rennes SB/ Ansamble develop specific objectives and an action plan; and



## OFFERING NUTRITIOUS AND PLANT-BASED MEALS

Providing a vegetarian meal is a way to reduce consumption of meat which is better for our people and planet.



## CSR STRATEGY

In 2021, the CSR Team created a new strategy with a purpose, vision, and action plan that would be implemented before 2025. Its goal is to help the School and its stakeholders come up with a collaborative and authentic answer to the challenges faced in their transition.

The CSR strategy is based on the UN 17 Sustainable Development Goals and the DDRS label for French Higher Institution of Learning. In accordance with the U.N. Principles for Responsible Management Education (PRME), and with its Strategic Plan, ERS is fully integrated into the School's educational processes: all programmes have at least one required CSR/Business Ethics course and entire programmes or options are dedicated to ERS (MSc SMEI, Summer School, the Environment & Transition Track in the first year of the "Grande Ecole" programme). In addition, the School encourages the emergence of research that advances our understanding of the role, dynamics, and impact in the creation of sustainable social, environmental and economic value.

**The School's actions include a back-to-school event focused on Design Thinking and CSR with the Rocher Group, a focus on diversity and inclusion, sustainable development & CSR within student associations, reduction of water and electricity consumption, teaching and research in CSR.**

For the benefit of its internal stakeholders, Rennes SB has developed a number of internal objectives and actions:

- To develop a culture of well-being and ensure employees' and students' rights to a safe workplace, which is managed by the Feel Good team.
- To ensure equal opportunity, inclusion, and non-discrimination in hiring, training, promotion, compensation, and workplace practices. The "Great Place to Work" Human Resources project.
- To address the needs of students and staff with disabilities and special needs in a proactive manner. The enforcement of current legislation and internal policies is ensured by the CSR committee.
- To develop a responsible mindset and behaviour in the management of the School. This implies that each member of the Executive team and each Department Head must set relevant environmental and social objectives which they will be evaluated on. This is a key step to embedding CSR in the organisation.

**The School's Code of Ethics emphasises not only academic honesty but also equal treatment of others, non-discrimination, and respect. An awareness campaign about the dangers of bullying was initiated in 2019 and students are invited to contact a hotline in the event of any related problems. These actions are repeated annually since then.**



# PROMOTING GENDER EQUALITY AT RENNES SCHOOL OF BUSINESS

As part of the same project for health, well-being and equality, 12 free menstrual product dispensers have been installed throughout the different buildings of the Rennes campus in order to combat period poverty in an action that has been co-funded by the Brittany region. This project was co-founded by the CSR and Feel Good teams at the School in order to promote gender equality & inclusion and to ensure that all female members of the School community have free access to necessary menstrual products.

# A NEW PARTNERSHIP WITH THE BRITTANY CROUS TO HELP STUDENTS ACCESS FOOD AND MENTAL HEALTH SUPPORT

A grant of €10,000 will be paid to Rennes School of Business in the context of a new partnership with the Regional Centre for University and School Work (Crous) in Rennes-Brittany, dedicated to supporting students with food and mental health

“Well-being and the student experience are at the heart of Rennes SB’s strategy and approach. Notably, we have set up the new Feel Good programme, dedicated to supporting our students so that they can enjoy their studies, whilst encouraging their personal and professional development. Thanks to this grant from the Brittany Region, we will be able to strengthen this system through targeted actions”, explains Pauline Bébin, head of student well-being at RennesSchool of Business.

# STUDENT WELLBEING

Rennes School of Business places student well-being at the heart of its identity. That is why the school has implemented its “Feel Good” initiative with the aim at providing the tools, support and resources that each student needs to expand and flourish in his/her daily and professional lives.

Different measures have been put in place to make sure students are able to settle into their new life in Rennes, and their studies, as smoothly as possible. These measures aim at ensuring the physical and mental health of our community. As part of this initiative, students have free 24/7 access to online psychological support from trained professionals in

French, English, Spanish, Chinese and for the hard-of-hearing. Feel Good also concentrates on the importance of preventative measures and communication with a range of workshops on themes such as addiction prevention, stress and sleep management, fostering self-confidence etc.

Feel Good has a demonstrable impact on our students’ well-being, with 86.5% of students responding that they would recommend Feel Good to a friend according to our yearly internal satisfaction survey.

# COPING DURING COVID

The Covid-19 pandemic has led to the deterioration of the mental health of a large part of the student population in France. During the first two lockdowns, the prevalence of feelings anxiety and depression was higher in this population compared to non-students and this trend was also observed within Rennes SB.

There are multiple causes of these feelings of vulnerability, but isolation and loneliness, as well as an increase in students’ financial instability as a result of successive lockdowns, have certainly played a major role.

To alleviate these consequences of Covid as much as possible, we quickly put the following measures in place:

- A free psychological support platform, accessible 24/7 in several languages
- A weekly barometer, sent to all students, to see how they were doing and to identify students who needed help

- The implementation of a well-being and health coaching platform, where students could find podcasts, articles and videos on stress management, nutrition, sleep management etc. This platform is an extension of the well-being and health conference sessions that we offer them online with an access to the replays. These actions answered to an urgent and direct need as 95% of students would recommend the conferences.

- The creation of an Emergency Fund to help students facing financial difficulties. Thanks to this fund, students in need have been able to benefit from food vouchers and a rental support

	2020-2021	2021-2022 (until May 13, 2022)
<b>Psychological support</b>	173 (119 + 54 Pros Consulte)	191 (155 + 36 Pros Consulte)
<b>Diversity (chronic illnesses) support</b>	30	56
<b>Financial support</b>	47	Not in FG scope anymore => Foundation
<b>Total of supported students</b>	<b>250</b>	<b>247</b>
<b>Well-being and Health conference</b>	803 for sessions of conferences, meaning 268 students per session in average	166 for 2 sessions of conferences, meaning 83 students per session in average
<b>Well-being and Health workshops</b>	Not implemented	42





# SUPPORTING STUDENT

## Welcoming and supporting students with disabilities So that all of our students have access to the same opportunities, programmes and services

Rennes SB stands against preconceived ideas about disability and promotes inclusion. In order to act positively and to raise awareness among the managers of tomorrow on topics of disability, the School organises actions and events that are dedicated to disability and serious illnesses for its community (teachers, students, staff).

### Students with disabilities

In line with its Corporate Social Responsibility strategy, Rennes SB is committed to fighting against all forms of discrimination and inequality, in order to ensure that all of our students are given equal opportunities to succeed.

It is to meet this objective that we have put in place specific measures for inclusion and equal treatment, particularly through the three main areas of development for persons with disabilities:

- Improving our campuses' accessibility;
- Welcoming and supporting students with disabilities or long-term illnesses, from admission to their professional career;
- Raising awareness among the entire Rennes SB community about disabilities.



Rennes SB has set up a personalised support system for students with disabilities or serious illnesses that wish to make use of the available services and resources. Several supportive measures are possible within the school, including:

- changes to examination procedures: extended examination time, the authorisation of personal equipment (notably medical), the possibility to take a break (particularly to allow students to take medical treatment);
- educational arrangements: a medical certificate that authorises the student to be absent from class when necessary.



Rennes School of Business has been recognised in 5th place of the recent Speak & Act ranking of the Best School Experience in 2021, allowing the School to obtain the label of "Best School Experience - Happiness Barometer." This ranking, which includes over 150 Management Schools and universities is directly based on the responses from students in all programmes, which are collected during an anonymous survey.

# GREAT PLACE TO WORK

## Welcoming and supporting students with disabilities So that all of our students have access to the same opportunities, programmes and services

The competence of the future leaders we wish to reveal, as expressed in our vision and mission, requires the ability to integrate new frameworks of thought and action and to reinvent them. Our HR team is made up of human resources management professionals, but also of continuous improvement engineers and CSR specialists. This team, rich in many points of view, accompanies the transitional movement of our School in its management methods. We do not only wish to reveal the leadership talents of our students but also the talents that make up the School's staff. To do this, we have set up an organisation called Unity, which is based on circles of expertise, circles of synchronisation and project circles. The 2D organisation by means of a pyramidal organisation chart no longer allowed us to navigate in a "VUCA" world or to deal with complexity. We wanted to break down the silos. We needed to get the expertise to work together in

project or synchronisation circles in order to be more creative and innovative in responding to the ecological, societal and economic challenges we face.

We support also "the postures" of management teams and employees within the school with an average of 2.5 days of training per year to enable them to develop soft skills (emotional intelligence, agility, stress intelligence, collaborative synergy, etc.) and encourage them to be more creative.

Thanks to the multicultural nature of our teams, we also have a committed policy in terms of gender equality because we think this diversity is necessary to make the right decisions and think outside the box. Our gender equality index has risen from 66% to 91% in just two years.





# ENVIRONMENTAL

## BEEHIVES ON THE ROOF!

Rennes SB's goal is to establish and implement a Sustainable Development and Corporate Social Responsibility (SD&CSR) policy at all levels of the School and across all operations. Bees are an essential part of our ecosystem, accounting for one-third of world food production. As a result, the addition of these new beehives contributes to the School's goal of creating a greener, more eco-friendly campus.

Rennes School of Business houses several thousand bees in four beehives that were installed on the roof of Building 2 on Thursday 20 April 2021. The beehives are named after two of the School's core values, 'Openness' and 'Freedom.'

The honey produced is sold by the school's TER'N'CO association.



Cleanup Walk is a personal endeavour that has become a habitual activity for Rennes SB staff and faculty. Participants walk around the campus and surrounding areas, collecting litter along the way.



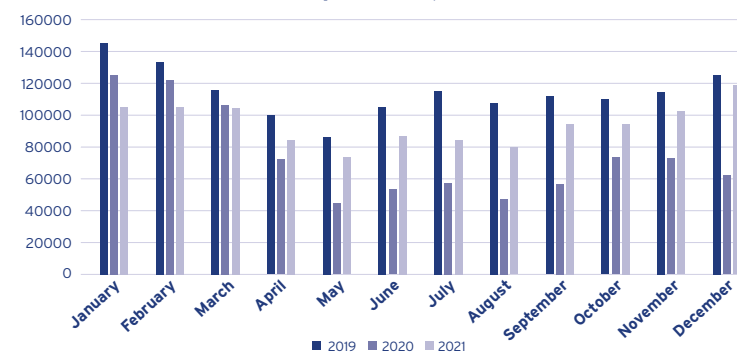
A new terrace has been opened on the campus in Rennes, creating a great outdoor space for students to eat, meet and work.

Water stations were installed at the school to phase out the use of single-use plastics bottles.

## OUR GOALS

GOALS 2019	STATUS IN 2021	STRATEGY	NEXT STEPS/ GOALS 2025
<b>Ethical sourcing policy</b>	Initiated	Develop an ethical sourcing policy which suppliers are contractually obligated to respect	To be implemented in 2023
<b>Phase out the sale of water in plastic bottles</b>	To be initiated in 2022	Phase out all plastic water bottles in a broader effort to create a plastic-free campus	To be implemented in 2024
<b>Collect winter coats</b>	Initiated	Collecting winter coats from students and donating them to those in need with the help of Well'Come association	To be implemented in 2023
<b>Bilan Carbone</b>	Initiated	Carrying a carbon footprint analysis to reduce it and defining a carbon neutral trajectory	To be implemented before 2025
<b>Promote ethical conduct in teaching and learning</b>	Implemented	Raising awareness about Ethical conduct in teaching and learning and creating a process that allows Stakeholders to alert in case of problems	Ongoing
<b>Measuring CSR related internship and jobs at a professional level</b>	Initiated and started the collection of KPIs	Measuring the rate of internships linked with CSR and promoting CSR committed companies and CSR related jobs in events organized by the Career Centre	To be implemented before 2025
<b>Integrate CSR in every department of the organization</b>	Initiated and implemented	Learning by doing for employees	Implemented in 2022
<b>Rethinking mobility plan</b>	Initiated	Assessing and analyzing our students, staff, and faculty mobility to create a precise global action plan to reduce carbon footprint.	To be implemented in 2024

Electricity Consumption (kWh)



Gas Consumption Building 1 (kWh)

