

## REPORT 2019-2022



## INTRODUCTION

### Message from Caroline Roussel, Dean



“Sustainability is at the heart of IÉSEG Vision, mission, and values. Since 2013, our School has engaged in a Vision process to define what IÉSEG will look like in 2025. During a period of 18 months, all members of the IÉSEG community participated in a process that enabled us to imagine and co-create IÉSEG’s future. Social responsibility, sustainability, and ethics were at the core of our discussions. Not surprisingly, our Vision “becoming an international hub empowering changemakers for a better society” embodies the collective sentiment of our desire to have a positive impact in everything we do.

In the past months, we have engaged in a stakeholder consultation process to renew our strategic plan and ensure sustainability is a strategic priority for our School. This process followed the same spirit than our Vision process and involved the participation of stakeholders via 17 different working groups. Among these groups 5 focused exclusively on sustainability, and 5 strongly integrated sustainability considerations into their discussion topics. The result of this process is an ambitious strategy that transversally integrates sustainability through all our operations and that will serve as a guiding force for the next years. The values of IÉSEG epitomized by the acronym ARISE (Accomplishment, Responsibility, Integrity, Solidarity and Engagement) are collectively shared and drive our decisions and activities.

Our commitment to the UN Global Compact principles has been crucial to reach this Vision. We are thus pleased to present our Report for the period 2019-2022 which highlights IÉSEG’s ongoing commitment to being a source of inspiration and a catalyst of change. As we continue this journey, we have focused our efforts on delivering an exceptional educational experience that provides students with the skills and competences to become responsible managers. We continue to produce top-level research that has impact and value in the academic and practitioner community, and we are in constant evolution to make sure IÉSEG is a leader by example. This journey is not complete, and we have yet to accomplish much more. We look forward to continuing our engagement and collaboration with the United Nations initiatives.”

### Message from Maria Castillo, Social and Environmental Impact Director



“The different initiatives presented in this report reflect the engagement of IÉSEG in sustainability. Sustainability has historically been strongly integrated in our DNA, our values, and our operations. This is particularly true when it comes to teaching and research, with a number of mandatory sustainability courses in our programs and a large group of researchers working on projects that integrate sustainability across different management disciplines and in different institutional contexts. However, in the past three years the level of ambition we set for these topics has increased and we have improved at ensuring sustainability is integrated through all our operations. Strong attention has been given to measuring our carbon footprint and determining the trajectories and reduction ambitions as a school but also by service.

The challenges we face and the ambitions we have set for ourselves require strong collaboration with our stakeholders. We will continue working to ensure that stakeholders are at the core of the development of our sustainability efforts and that we reflect their needs and expectations.”

#### **IESEG at glance: 2022-2023 key figures**

- **7,450 French and international students** and **1,000 executives / managers** trained
- **186 permanent professors**
- 100% of permanent faculty with a PhD / Doctorate
- **83% of international permanent faculty**, coming from **50 different countries**
- **336 partner universities** in **76 countries**
- More than **2,500 partner companies**
- **13,400 alumni** gathered within the “IESEG Network” association
- More than **45,000 sqm** surface area in modern buildings (**22,700 sqm** for the Paris – La Défense campus, **22,500 sqm** for the Lille campus).

#### **How this report was created**

As stakeholder engagement is a key part of who we are at IESEG, this report has been created in collaboration with a group of students who enrolled in the course ‘Co-creating the School’s sustainability report’. Through this course, students worked with the Sustainability Team and their professor to propose the structure, content, and information they considered the most relevant. They learned about the Global Reporting Initiative guidelines, looked at PRME reporting recommendations, and studied how the SDGs are integrated into different reports from companies and other higher education institutions.

## 1. SUSTAINABILITY STRATEGY AND GOVERNANCE

### VISION 2025 AND STRATEGY OF THE SCHOOL

IÉSEG School of Management commits to be a sustainable, ethical, and socially responsible organisation. Our new vision is that **“In 2025, IÉSEG will be a unique international hub empowering changemakers for a better society”**.

#### Our mission:

- To educate managers to be inspiring, intercultural and ethical pioneers of change
- To create knowledge that nurtures innovative leaders
- To promote creative solutions for and with responsible organizations

**Our values** (Accomplishment, Responsibility, Integrity, Solidarity, Engagement) further highlight that sustainability and CSR are anchored in the DNA of the school.

Announced in May 2022, IÉSEG’s current positioning in our **INSPIRE CONNECT TRANSFORM** Strategic Plan for 2026 is threefold:

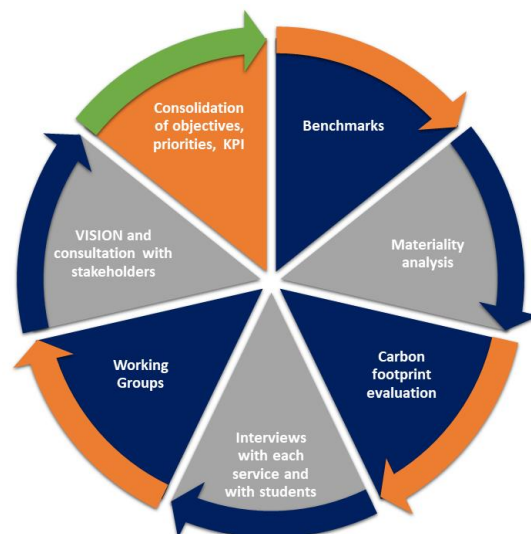
- Balanced excellence: Teaching and Research
- Ethics and sustainability
- Internationalisation.

IÉSEG will take the following main **strategic orientations**:

1. An engaging and transforming learning experience
2. An interdisciplinary hub: Integrating AI and humanities
3. An entrepreneurial and innovative ecosystem
4. A systemic and holistic approach of sustainability
5. An intercultural, diverse and inclusive School.

### SUSTAINABILITY AT THE HEART OF IÉSEG’S VISION 2025

Since 2019, the School has been engaging with its stakeholders to further institutionalize its sustainability strategy. This process was finalized in 2022 through the following steps:



#### Materiality analysis

Among the first steps of the strategy building process was the elaboration of a materiality survey to identify those topics that are the most relevant for our stakeholders and that have the greatest impact on our business.

For this, a survey was sent to the whole IÉSEG community (professors, staff, students and students' parents). This assessment helped us prioritize on social and environmental issues based on their importance to stakeholders and degree of impact on the school. **This stakeholder engagement model and the materiality matrix have thus guided us in defining the goals and priorities towards 2026.** It is important to note that even if some topic might not appear as being the most material, this doesn't mean they are not to be taken into consideration and integrated in the strategy.



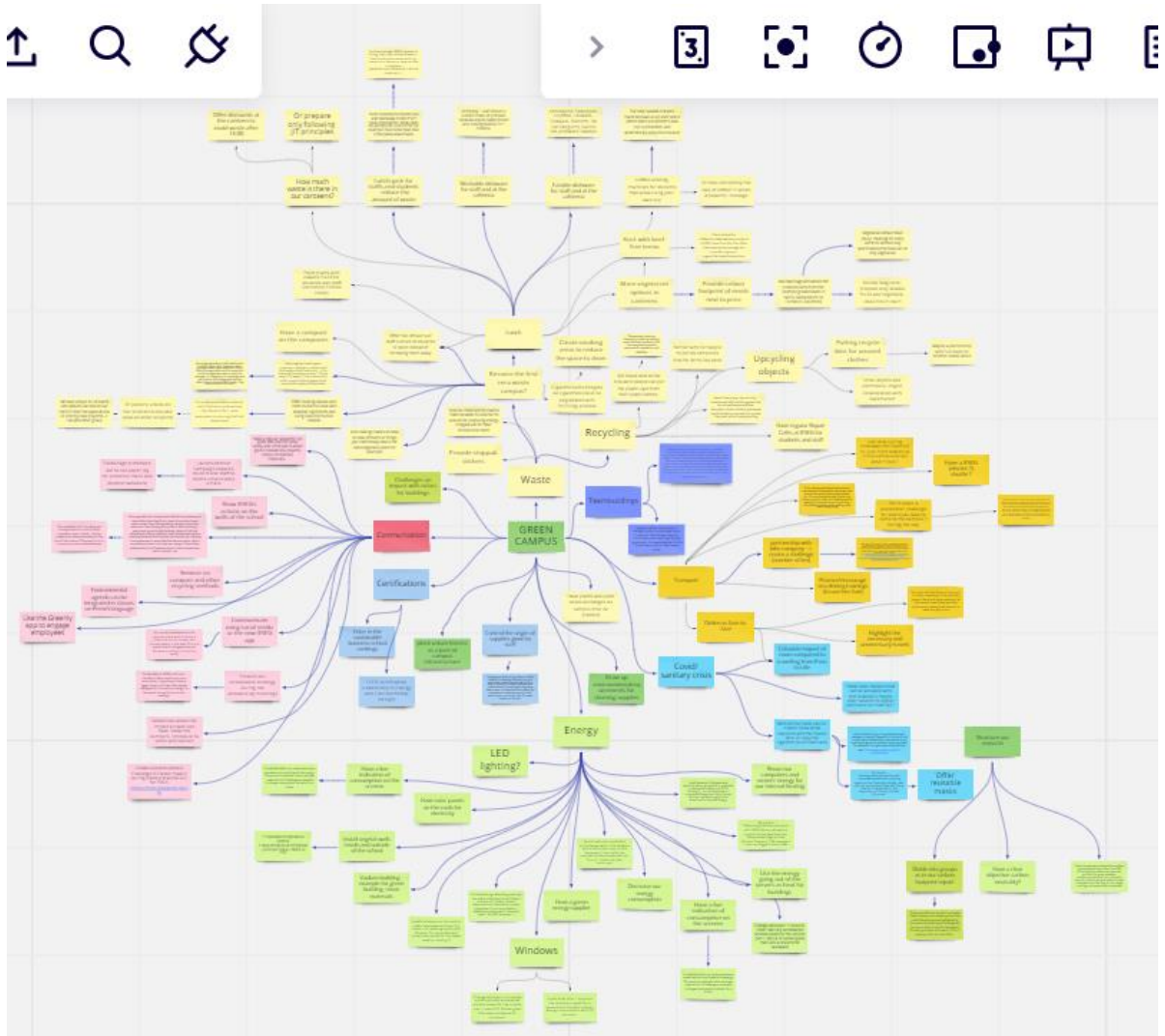
### Working groups

To ensure proper integration of stakeholder expectations, 5 working groups composed of students, alumni, staff and faculty were created to discuss the following topics: Pedagogy, knowledge and learning; responsible campus; Partnerships and research; diversity and inclusion; and well-being.

Several working groups took place: Sustainability, literacy and education; Responsible campus; Diversity and Inclusion; Wellbeing; Partnerships and Research for change. They included around 50 people representing the diverse community of the school. These working groups were coordinated by a student leader and consisted of four working sessions. Through their work they had to collaboratively propose a sustainability roadmap on their topic containing inspiring external ideas, proposed actions for IÉSEG, KPIs, a timeline, and responsibilities.

Example of the Miro map for the Green Campus working group:





After several months of collaborative work, the sustainability strategy of IÉSEG was built on four pillars:

- **Developing sustainability knowledge, skills and passion:**

Our sustainability approach is rooted in the conviction that our planet’s sustainability grand challenges will only be solved through a systemic, interdisciplinary and science-based collective action. At IÉSEG, we have the ambition and the ability to empower change-makers who can navigate a VUCA world to lead the ecological and social transition, delivering tangible business solutions for the achievement of Sustainable Development Goals.

- **Establishing a responsible campus:**

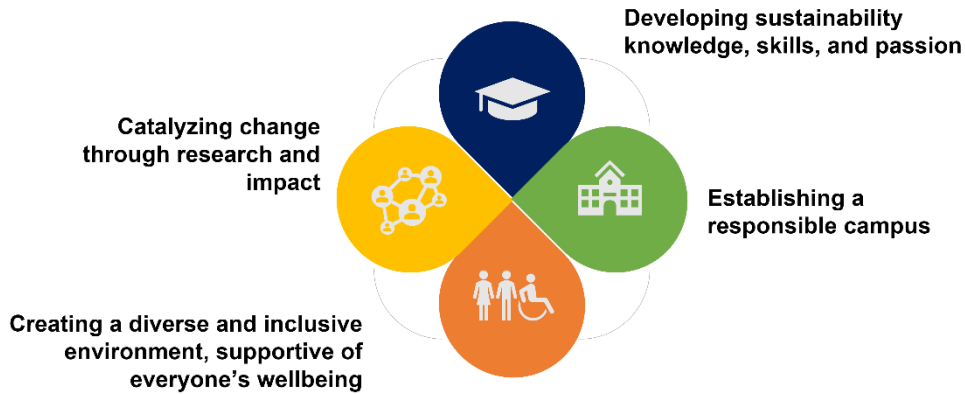
Creating the best possible learning and working environment is key at IÉSEG. We are thus committed to working together towards a more sustainable, responsible, and resilient campus, and creating a culture of shared responsibility where every member of the IÉSEG community is actively involved in making our School a more sustainable place.

- **Creating a diverse and inclusive environment, supportive of everyone’s wellbeing:**

IÉSEG is aware of its significant role to play in creating a diverse and inclusive environment for all students and staff. We thus aim to fight against discrimination and inequalities on the basis of gender, origin, race and ethnicity, religion, disability, and sexual orientation. Building safer spaces that promote the wellbeing of all is thus a priority at IÉSEG.

- **Catalyzing change through research and impact:**

IESEG sustainability strategy builds upon forming cross-sectorial partnerships with socially and environmentally committed organisations. Furthermore, we aim to further increase our research and intellectual contributions in the fields of sustainability and impact. Through research and through its partnerships, the school contributes to its ecosystem and creates conditions for change.



“As former student, I care a lot for IESEG. I thus decided to give some time to help the school in its transition process to a more sustainable institution. I participated in building the strategy of IESEG with a working group composed of students and professors, especially dealing with including sustainability into the pedagogical body of the school.”

- Clément Limare, IESEG alumni and sustainability consultant in Energy & Climate at Deloitte

### Vision and consultation with stakeholders

A wide range of stakeholders were consulted to build IESEG’s sustainability strategy. The stakeholders’ groups, their types of engagement, and examples of concrete actions they conducted are summarized in the graph below.

Stakeholder	Engagement type	Example
Students	<ul style="list-style-type: none"> <li>Pedagogical approach based on integrating sustainability transversally (into courses, student associations, career services for instance)</li> <li>Co-creation of strategy via Vision working groups</li> <li>Satisfaction surveys (for each course and overall)</li> <li>Class representative meetings</li> <li>Co-creation of sustainability projects</li> </ul>	<ul style="list-style-type: none"> <li>Responsible Leaders</li> <li>CSR day</li> <li>Student association activities</li> </ul>
Professors and Staff	<ul style="list-style-type: none"> <li>Co-creation of strategy via Vision working groups</li> <li>Professional Advisory Board (PAB)</li> <li>Trainings</li> <li>Inspiring Conferences</li> <li>Learning expeditions</li> </ul>	<ul style="list-style-type: none"> <li>Diversity training</li> <li>Inspiring conferences</li> </ul>
Alumni	<ul style="list-style-type: none"> <li>Organisation of sustainability-related events</li> <li>Launch of “IESEG for Change” club</li> </ul>	<ul style="list-style-type: none"> <li>IESEG for Change club</li> </ul>

<b>Companies</b>	Joint projects with our students Sustainability-themed career events Tailored Executive programs on sustainability	PPP Project  Exec program
<b>Municipalities / Local authorities</b>	Engagement with our local territories Participation in local councils (eg La Défense) Participation of Hauts de Seine municipalities into PPP	Signature of commitment 'Lille Bas Carbone'
<b>Multi-stakeholder associations (eg CGE, PRME, DRS, C3D)</b>	Active membership Participation in working groups and events	Campus Trophées Responsables
<b>Rankings, Ratings and Accreditations</b>	Integration of sustainability-related reporting and metrics into accreditation and ranking processes Participation in sustainability-focused ratings and rankings	PIR
<b>Suppliers</b>	Initiative to source more sustainable goodies / gifts. Integration of sustainability criteria into some procurement processes (eg energy)	Switch to renewables with energy provider

## GOVERNANCE AND DECISION-MAKING

IÉSEG sustainability governance is aimed at embedding the sustainability responsibilities transversally across the school, whilst giving internal stakeholders a voice in decision-making process.



Created in 2016, **IÉSEG's Sustainability Steering Committee** provides guidance and oversight of the Sustainability Strategy of our School and monitors change towards a more sustainable model. Furthermore, it oversees that projects, initiatives, and policies implemented by different services or departments of the School align with our Sustainability strategy and objectives.

It is composed of a group of core members: the Social and Environmental Impact Director, the Social and Environmental Impact Manager, the Dean, the Director of Operations, the Head of ICOR and



Research Committee representative, the Head of ICIE, the Head of Management and Society Department, the Head of Communications, and the Corporate Relations Manager.

Other members who join some of the meetings include student associations, alumni, other research centres, among others.

## KEY SUSTAINABLE HIGHLIGHTS IN 2021-2022

**2017 – Signature of the Charte de la Diversité en Entreprise**

**2018 – Signature of the Charte de la Conférence des Grandes Ecoles pour l'égalité Femmes-Hommes**

**Jan 21 – Creation of the Sustainability certificate:** This certificate can be obtained by students who got engaged and involved throughout their studies on social and environmental issues (electives, thesis, internships, student associations, conferences, etc.).

**Feb 21 – IÉSEG won the Responsible Campus Trophy** in the “Quality of life, accessibility and diversity” category: Project “Understanding and Preventing sexist and sexual violence”.

**March 21 – Sixth edition of the ICOR awards:** first prize given to a thesis on the use of blockchain to encourage the deployment of the circular economy.

**April 21 – First podcast of the “Changemaker stories”** of IÉSEG and IÉSEG Network.

**June 21 – Positive Impact Rating:** IÉSEG progressed in 2021 in the Positive Impact Rating, moving up one category to be within the 24 “transforming schools” worldwide.

**June 21 – Signature of the Lille Low carbon commitments (Engagements Lille Bas Carbone)**

**October 21- Vision Seminar**

**Nov 21 – Giving Tuesday:**

- Blood donation, donation of clothes, book exchange, solidarity lunch, support to IÉSEG foundation (who helps students in difficulty)
- Conference on the theme “the importance of commitment”
- Association “HelpAssos” in Lille and “Je veux aider” in Paris.

**Jan 22: Signature of the Grenoble Agreement (Accord de Grenoble)**

**Feb 22: Inspiring conference by the ‘IÉSEG Vision 2025’ Steering Committee – Degrowth and the future of business with Timothée Parrique**

**Feb 22: Awareness week by AEIP** on addiction, health, environment, inclusion, and bullying.

**March 22: CSR Day and ICOR week:** Throughout the day, students and staff participated to fun activities on sustainability, such as insect tasting, smoothie bikes, quizzes on the SDGs, game on sexism, etc. During the 7<sup>th</sup> edition of the ICOR Awards, the first prize was given to a thesis on the ethics of artificial intelligence.

**May 22: Solidarity day in collaboration with Surfrider Europe:** More than 60 staff participated in to the Ocean Initiatives, a day near the Saint-Martin canal and on the Opal coast, where they collected more than 200 litters of waste.

**June 22: R2D2 Seminar at IÉSEG:** we organized the annual R2D2 event of the Sustainable Development & Social Responsibility commission of the CGE. More than 150 sustainability managers and professors took part in this seminar on the theme 'Finding the balance: balancing ambition, collaboration and well-being'.

**September 22: Sustainability and diversity induction seminar:** all first-year students participated to a seminar which includes workshops on sustainability and diversity, a Climate Fresk, the Sulitest, and an online module on prevention on sexual violence and harassment.

**September 22: Partnership with B Lab:** IÉSEG signed a partnership with B Academy France.

**November 22: IÉSEG is ranked 4<sup>th</sup> in the ranking of French business schools most committed to the ecological and social transition by ChangeNOW - Les Echos START.**



## 2. DEVELOPING KNOWLEDGE, SKILLS, AND PASSION FOR SUSTAINABILITY

### AMBITION:

Our sustainability approach is rooted in the conviction that our planet's sustainability grand challenges will only be solved through a systemic, interdisciplinary and science-based collective action.

At IESEG, we have the ambition and the ability to empower changemakers who can navigate these challenges to lead the ecological and social transition, delivering tangible business solutions for the achievement of Sustainable Development Goals.

Furthermore, we believe sustainability learning goes beyond the classroom and is not exclusive to our students. Through this new strategy, we will develop learning opportunities in and beyond classroom walls for all our eco-system. By doing so, sustainability will be integrated in a systemic and holistic manner through all the different activities of the school, pedagogical or administrative.

Goals:

<b>By 2026, 100% of our courses, activities, and capstone projects, include a sustainability dimension</b>
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By 2024, 100% of our faculty and staff will be trained on sustainability
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By 2024 we will have developed a student-led course: the Climate Lab
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By 2026 IESEG will offer a Sustainability major
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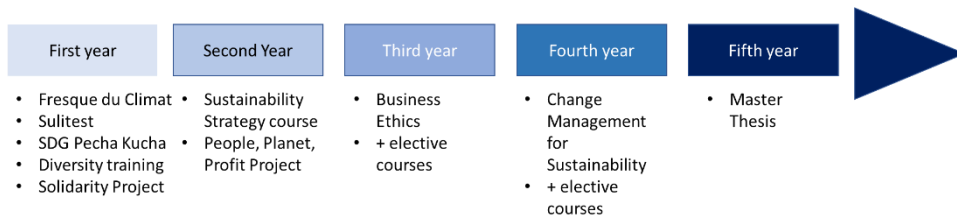
### 2020, 2021 AND 2022: SUMMARY OF ACTIONS:

#### REDESIGN OF THE PROGRAMME GRANDE ECOLE

Since 2015, Sustainability has been a core mandatory part of the curriculum. In 2020 and 2021, a redesign of the program brought-in an even more consistent presence of social and environmental topics, as well as a strong interdisciplinary approach.

Overall: 47 impact-related courses (e.g., Sustainable Finance, AI for sustainability, gender leadership and work, responsible supply chains, green logistics, etc.)

-In Grande Ecole program: 19 ECTS in mandatory courses exclusively related to sustainability, CSR and ethics (induction seminar, solidarity project, sustainability and business, PPP, business ethics, Change Management)



- First year:
  - **Starting in September 2022, induction weeks were sustainability-driven, with several activities to start social and environmental engagement as soon as day 1:**
    - 1735 incoming students took part in a Sustainability and Diversity module, as well as a Climate Fresk
    - Several mandatory activities helped them to enrich their understanding of environmental and social issues, such as a Sulitest, intercultural diversity workshops, an online module on sexual harassment and violence, or SDG-discovery activities.
    - To turn this knowledge into action, all students developed a hands-on sustainability project:
      - For PGE, this took the form of a social or environmental action of their choice, using Pecha Kucha as creative guidance.
      - For BIB, this took the form of a SDG hackathon, involving coaching from professionals from partner institutions.
  - In the continuity of this, by creating a Solidarity project in their second semester at IESEG, students develop creativity and imagination, teamwork, and planning (e.g., budgets), the capacity to communicate to an external public, while addressing humanitarian objectives.
- Second year:
  - People, Planet, Profit project: Six years ago, IÉSEG launched the CSR Challenge during which bachelor students work on CSR issues for a company. More than twenty organisations have taken part, including L'Oréal, Gan, Hermès, the Crédit Agricole Nord de France Group, Orange, TF1, the Hauts-de-Seine department, and UNIQLO. In 2022, the CSR Challenge became the "People-Planet-Profit (PPP) transversal project". Students integrate the notions acquired in six different courses within their project. They will thus prepare themselves to become informed and systemic changemakers for organizations.
  - The Curious Lab initiative has been integrated as part of the PPP project since 2019. The Curious Lab is a project led by the Hauts de Seine department where students work with cities from this Paris region to propose solutions to sustainability-related challenges. These can include the development green spaces in urban centers, soft mobility, waste management, carbon emissions calculations, awareness programs, among others.
- Master 1:
  - All Master 1 students, regardless of their specialization, must follow the course 'Change Management for Sustainability Strategies'. This 4ECTS course

focuses on how companies can enact change strategies to make their organizations more sustainable.

- Depending on their track major, students have mandatory courses helping them master the sustainability dimensions of their future expertise. For instance, all students choosing a Finance Major follow the Sustainable Finance course, and all accounting students benefit from the “Sustainability Reporting and Assurance” course.
- Master 2:
  - Thesis: Students can deepen and apply their understanding of social and environmental management through their sustainability thesis, and 21% of Master Thesis supervisors provide research topics focused on sustainability
- Course redesign: to ensure the content of our mandatory courses, and all other courses and programs address the most pressing challenges of sustainability today, an ongoing review of curriculum content is underway. Additionally, a new course on environmental and energy economics will begin in September 2023. Once the review of the content of existing mandatory courses is finalized, the next step will focus on the integration of sustainability into other courses in all disciplines and programs.

### **Zoom in on the Sustainability Certificate**

For students wishing to go further, the Sustainability Certificate aims to reward the CSR commitment of students throughout their studies at IÉSEG.

The Sustainability Certificate is based on four categories of criteria: the first is **academic**, with the number of courses and electives in the field of sustainability taken by the student; the second is the **involvement in associations and participation in sustainability conferences**; the third is the **professional experience** (internship in particular) that the student has carried out; finally, the final **thesis or the Consulting Project** must relate to one of the 17 UN Sustainable Development Goals.

Students who wish to do so fill out an application form which is reviewed by a jury of students (the Responsible Leaders). The school’s management then validates the jury’s recommendations to award these certificates.

For the first batch of students, 12 students were rewarded and received their Sustainability Certificate in 2022.

“I am very interested in the topic of sustainable development, and I obtained the certificate thanks to my participation in conferences, my choice of electives on this topic and my investment in the Humanitarian Office. I also wrote my thesis on the theme of food waste and did a 6-month internship in a start-up specialized in plastic upcycling. Outside of IÉSEG, I also followed a MOOC on this subject. This certificate is a reward for my commitment to CSR. It will also have a real professional impact, because it is a differentiating element, which will certainly be of interest to recruiters.”

- *Charlotte GROENLUND, a 5<sup>th</sup>-year student at IÉSEG*

### **CREATION OF THE MASTER OF SCIENCE IN MANAGEMENT FOR SUSTAINABILITY**

In 2021, IÉSEG launched a new Master of Science in Management for Sustainability, designed for students who want to implement solutions that address the world’s toughest sustainability challenges,

in partnership with the **Global Reporting Initiative**. It aims to equip students with the fundamental science, technology and policy know-how for meeting today's sustainability challenges. The GRI Professional Certification Program will be integrated into the program, ensuring that students develop their understanding of corporate accountability for sustainability impacts. The first cohort of this program joined IÉSEG in September 2022.

### **TRANSITION 2026: DEVELOPMENT OF PROFESSORS' AND STAFF'S SUSTAINABILITY KNOWLEDGE**

Through 2020 and 2021, sustainability has been at the core of IÉSEG life, engaging and mobilizing staff and professors on this journey. We will only achieve our sustainability ambition with the support of IÉSEG's entire community, and this spirit materialized into several initiatives:

- Inspiring conference cycle, for instance:
  - o Degrowth and the future of business (by Dr. Timothée Parrique)
  - o Ocean and climate change (by Anthony BOUDET, Surfrider Europe)
  - o The search for meaning among young graduates and projection of the French documentary RUPTURES (Hélène CLOITRE, Tanguy DESCAMPS, Arthur GOSSET)
  - o New forms of mobilization, new solutions (with Clémence Vorreux - The Shift Project, Nicolas Graves, Pour un Réveil Ecologique, Lauryn Bouilly – RESES, Clémentine Boullé, CTES, and Hélène Cloitre from IESEG for Change)
- Vision Days:
  - o In June 2021, for the relaunch of the "Vision" process, all staff and professors gathered for a day of co-creation and inspiration. Social and Environmental commitment was at the core of this day, with each service and department proposing concrete actions.
- Climate Fresks / Training of 65 Fresks facilitators
  - o To roll-out Climate Fresks to our students, we leveraged staff and professors' enthusiasm for climate action. Overall, IÉSEG trained 65 volunteers who are now active Fresk facilitators with our student community.

Mandatory training for all staff and faculty: beginning February 2022, all staff and faculty must take a mandatory training on sustainability and diversity. This training is composed of 7 modules ending with a workshop to develop a department roadmap with concrete objectives and KPIs. The ambition of this program is to ensure that by 2026 100% of our courses, programs, and operational activities include sustainability targets and KPIs.

### **"IÉSEG FOR CHANGE" ALUMNI CLUB**

June 2021 saw the launch of the first sustainability-focused alumni club at IÉSEG. This club, led by 25 active members, will aim to:

- mobilise the strengths of IÉSEG alumni to meet key environmental and social challenges
- support IÉSEG students and alumni in becoming change-makers for the socio-economic transition

For instance, IÉSEG for Change co-organised the 1<sup>st</sup> edition of the "Ambitions Transitions" forum in 2022 and the 2<sup>nd</sup> in 2023, alongside 9 other alumni club. This event was hosted by the Paris Climate Academy, and aimed at connecting job-seekers looking for a job with purpose, with employers engaged for sustainability.



Overall, 9% of our alumni work in sustainability-related jobs in 2021-2022.

### **Club IÉSEG LEAD.HER**

The IÉSEG Lead.her Club aims to move towards a liberated professional world, where everyone can accomplish themselves by freeing themselves from the notion of gender, while creating a network of solidarity and commitment. This club is open to all and aims to be a place of exchange and sharing. To achieve these objectives, the club is focusing on several actions:

- Organise conferences on diversity in companies and/or on inspiring women in the professional world, "role models".
- Set up workshops on themes to inspire you (coaching on self-confidence, on audacity, advice on entrepreneurship or launching a new project, etc.)
- Exchange good practices in companies for an inclusive leadership
- Offer workshops and evenings of networking or co-development to communicate in a more informal way

Events organized include a "Roundtable on female entrepreneurship", "*Métro, boulot, dodo. Comment s'en sortir ? Changer de vie pour s'épanouir*", and "Inventing your profession: the example of specialized Youtubers".

### **MOBILISING STUDENTS THROUGH ASSOCIATIVE LIFE**

There are 325 students involved in those 10 associations on both campuses which represents 32.5% of all association members.

**Fédé and AEIL/AEIP:** they are the associations in charge of all the other associations in Paris and Lille. These umbrella associations have chosen to gather a "sustainability taskforce" which supports all other associations in anchoring CSR, for instance by providing a tool to measure the environmental impact of student events.

**Actors for Change and Transition (ACT):** students promote sustainability within the school, organizing a CSR day, conferences, awareness week, eco challenges, wardrobe sale, clean walks, tips and advice on sustainable living, and launching a vegetable garden on campus.

**Bureau de l'Humanitaire (BDH):** students offer students the opportunity to carry-out local missions in order to support vulnerable communities, and create awareness on social issues. In 2020 and 2022, they launched initiatives such as: Paralympic games, support to the homeless, fund-raising (monetary, clothing and furnitures) such as Bingo Solidaire, IÉSEG Téléthon event, matchmaker between students and external associations, blinndinner to create awareness on disability, among others.

**ENACTUS:** students incubate social business projects and give the opportunity to IÉSEG students to join the thrilling adventure of social entrepreneurship. Last in date, four projects were born: Sanco, Herocap, Marie and Ordosport, namely dealing with the integration of migrants, the reduction of waste, the creation of clothing for people living with a corset and the well-being of people with disabilities. They also set up an Ethical Christmas market, screening of impactful short films, the Hackathon, workshops on social entrepreneurship and conferences.

**IÉSEG Conseil:** for the past three years, a CSR division was created at the Junior Enterprise of IÉSEG. Members reduced plastic waste and printing consumption and are increasingly putting their engagement at the core of their operations. They are now advising companies on sustainability and

organize workshops on sustainability-related themes. This year, they started measuring the CO2 footprint of their travels.

**IESEGALITÉ:** this association aims to raise awareness on LGBTIQ+ topics as well as fight against discriminations and promote a safer campus for everyone. They organise events such as afterworks or conferences with companies, such as EY on how to foster LGBTIQ+ inclusion in the workplace.

**Responsible Leader Program:** although it is not an association, the Responsible Leader Program is worth mentioning. Students under the management of the sustainability team are working on the program every year. Their goal is to promote volunteer commitment of students to set up the School's CSR projects and also create new projects. The website [iesegcares.fr](http://iesegcares.fr) and the Sustainability Certificate were launched during the lockdown already thanks to them.

**Club International:** It is the association in charge of welcoming international students at the school.

**Impact makers:** It is the association promoting entrepreneurial impact.

**Women in Business:** it is the association promoting equality between women and men in business settings

### 2026 VISION AND NEXT STEPS:

The magnitude of sustainability grand challenges facing the world - and its multiple impacts on our students' future careers - mean that we need to set ourselves a new level of ambition.

By 2026, we will establish a red-thread on sustainability across all courses and programs to enhance field-specific sustainability expertise and establish a consistent definition of sustainable business success. This will involve:

- Securing that all of our programs include a sustainability or CSR course
- Reaching 100% of our courses which include Sustainability topics
- Training 100% of staff and permanent professors across IESEG on Sustainability topics
- Creating a sustainability resource center to support professors in each of their fields, offering case studies, MOOCs, videos, publications or interviews.

### DASHBOARD:

ECTS of core courses on social and environmental impact	19 ECTS
Number of electives on social and environmental impact	47
Students involved in student associations on social and environmental impact	325
% of alumni who declare that their job is related to CSR	9%
Number of students following a Sustainability Induction Week including a Fresque du Climat (climate fresk) as part of curriculum in September 2022	1735, 100% of new arrivals in PGE and BIB



### 3. RESPONSIBLE CAMPUS

#### AMBITION:

IÉSEG's School of Management is committed to sustainable development and social responsibility. Along with its university partners as well as the city of Lille, IÉSEG signed the **Engagements Lille Bas Carbone** (Lille low carbon commitments) on June 18<sup>th</sup>, 2021, to limit its environmental footprint on the territory and act against climate change.

Furthermore, on January 24<sup>th</sup>, 2022, IÉSEG became a signatory of the **Accord de Grenoble** (Grenoble Agreement). This agreement is based on thirteen propositions created by a student collective to urge higher education institutions to integrate the challenges of the socio-ecological transition in curriculums and on campuses.

IÉSEG aims to reduce the environmental impact of its activities, based on three main axes:

- Work on improving the efficient use of resources such as energy and water in buildings by implementing innovative energy efficiency measures and optimizing building performance.
- Generate more awareness on the impact of its activities, including mobility, and offer solutions and alternatives to reduce the impact of its operations.
- Promote waste management solutions aiming to reduce waste on campus and to promote circular economy principles.

In line with IÉSEG's climate and environmental commitments, the school has developed in 2022 a detailed **Climate Action Plan** for 2030. This plan is composed of IÉSEG's carbon footprint evaluation, the school's carbon trajectory, and our objectives and KPIs for 2026 and 2030. Other actions plans or guidelines will then also be created for specific topics, such as responsible purchasing, green IT, soft mobility, etc.

#### 2020, 2021 AND 2022: SUMMARY OF ACTIONS:

##### CARBON FOOTPRINT

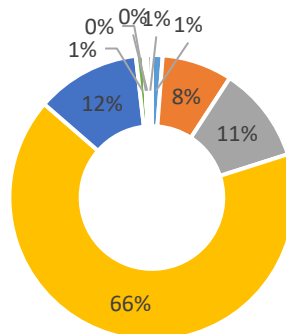


A **carbon footprint assessment** was conducted in 2019 with the company Toovalu to help us understand the greatest sources of greenhouse gas (GHG) emissions at IÉSEG. This evaluation considers our entire greenhouse gas emissions, scope 1, 2 and 3 based on the methodology of the ADEME (French Agency for Ecological Transition).

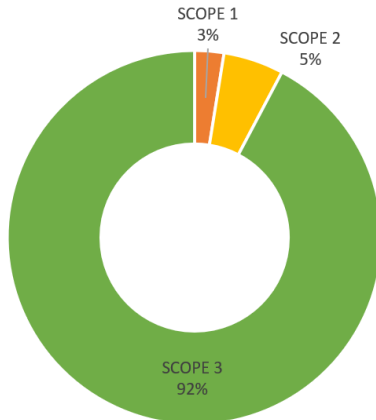
As part of the LIVE TREE Carbon Trajectory Committee of the Université Catholique de Lille, we worked on calculating our carbon footprint evaluation with more precision.

ASSESSMENT BY SECTOR	
	In tons of CO2e
Fugitive emissions	80
Energy	530
Home to campus travel	724
Professional, internships and student exchange travel	4,403
Buildings, furniture and parking's	785
IT	59
Other fixed assets	1
Purchasing	27
Waste	34
<b>Total carbon footprint assessment</b>	<b>6,643</b>
	In tons of CO2e per user
<b>Average carbon footprint assessment</b>	<b>1.124</b>

- Emissions fugitives
- Energie
- Déplacements domicile - travail
- Déplacements professionnels, stages et césures
- Bâtiments, mobilier et parkings
- Numérique
- Autres immobilisations
- Achats
- Déchets



Our total carbon footprint in 2018-2019 equals to **6643 tons of CO2 equivalent**. This equals to a carbon footprint of **1124kgCO2e per user** (students and staff). The activity sector emitting the most being international mobility, especially comprising of the mobility of students (exchanges and internships abroad) and professional travels of researchers. Other categories include fugitive emissions, energy, commuting to and from campus, buildings, IT, purchasing, and waste.



According to the GHG Protocol corporate standard, our greenhouse gas emissions can be classified in three scopes.

- Scope 1 are the emissions from an organisation owned and controlled resources
- Scope 2 emissions are indirect emissions from an organisation's purchased energy from a utility provider
- Scope 3 emissions are all other emissions that the organisation is indirectly responsible for in its value chain. As revealed in the graph above, IÉSEG's carbon emissions are predominantly scope 3 related (92%).

IÉSEG's carbon footprint assessment has also been conducted for the year 2021-2022. The total carbon footprint is 6640 tons of CO<sub>2</sub> equivalent, which equals to a carbon footprint of 896kgCO<sub>2</sub>e per user. Over a three-year period, carbon emissions per user decreased by 20%.

#### **Next steps:**

We are in a continuous process of improving our data measurement and reporting of IÉSEG's carbon footprint. Therefore, the numbers presented in this carbon footprint assessment could evolve in the future if we succeed in collecting additional data.

#### **MOBILITY**

Mobility is one of the main sources of GHG emissions at IÉSEG, and thus represents a significant challenge for the school in its ecological transition. The environmental impact of mobility can be divided in two sections: emissions from **commuting from and to campus** as well as emissions from **international mobility**.

Regarding commuting, several soft mobility initiatives of the school can be mentioned. During the annual European Sustainable Development Week, the school launches an awareness campaign to encourage all staff and students to bike to the campus (#Biketowork, #IESEGCares). IÉSEG has signed for its staff an **incentive compensation for the use of bikes** to travel to campus. With the new buildings on the Lille campus, specific and secured places have been reserved to motivate staff to use their bike. Furthermore, several parkings for normal and electrical bikes have been created or are currently being created, in the VillageIÉSEG, in the Vauban project as well as in the new building in La Défense 'Les Collines'. We also work on the project BeeTooGreen that intends to create parking for bikes for the

'Grande Arche' in La Défense. Similarly, in the project VillageIÉSEG in Lille, the school already included **charging stations for electrical cars**.

As an international business school, the environmental impact of international mobility, especially student travel, is significant. The Sustainability team, International Relations team, and Research team started in mid-2022 to work together on creating an **action plan** to reduce the carbon footprint of this activity. Several initiatives can already be mentioned. For instance, during **information sessions on student exchanges** (study abroad programs), students are sensibilized on the negative impact on the environment of travelling by plane. The presentation also discusses different initiatives to be more eco-responsible in exchange. Another initiative was the addition of a criterion on sustainable travel in IÉSEG's **profit-sharing scheme and bonus**.

IÉSEG signed a **Work from Home Agreement (Accord Télétravail)** for the period January 1<sup>st</sup>, 2022, to December 31<sup>st</sup>, 2024. This agreement entails that all staff and professors can take up to two days of work from home. This flexible working agreement should reduce the total amount of commuting and professional travel for staff.

## **REFURBISHING AND NEW BUILDINGS**



Through our pledge to the Lille Low Carbon commitments, IÉSEG commits in the **renovations of old buildings and in the expansion of the campuses to design energy-efficient, low carbon and biodiversity-friendly infrastructure**. The VillageIÉSEG and Vauban building will be the illustration of our commitment to reduce the school's environmental impact while growing to become an international hub to empower changemakers to give them the keys to build a better society. The new buildings are built to the highest environmental standards (HQE).

The school develops green areas in VillageIÉSEG and Vauban building that impact positively the environment by creating thermic isolation and refreshing the spaces. In addition, it works with a landscaper and the **LPO** (Bird Protection League) in order to re-appropriate biodiversity on campus by installing nesting boxes on the roofs of buildings, planting local and diverse plant species, and having beehives in all buildings.



IESEG Village Lille



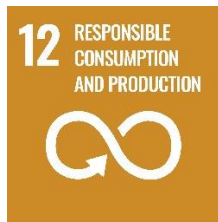
*Campus IESEG Village Lille*



*Campus Vauban Lille*

"We have made several choices in the construction and renovation of campuses. We have very little air conditioning in the buildings, only in the large lecture halls. We try to limit heat input as much as possible. We also chose to install a rainwater collector for the sanitary facilities at the Promenade. As for energy, all the buildings will eventually be connected to a hot water network in the city called the Résonor and a hot water network in La Défense called Enertherm. In the past, each of our buildings was heated with gas. We decided to use this pooling of hot water networks because it's a collective approach and they use recycling to make heat, and more and more they are investing to have green heat. It reduces significantly our carbon footprint."

*- Philippe Bocquet, Director of Operations*



Several projects have been initiated by IÉSEG on circular economy in the past few years.

In 2019, we created the ‘**Plastic Free**’ initiative to reduce significantly single-use plastic on the campuses. In this aim, IÉSEG works with a circular economy company **LemonTri**, and has a recycling machine on campus where students and staff are able to recycle all kinds of plastic bottles and cans.

In 2021, IÉSEG also started to work with **Cy-clope**, a french company specialised in the recycling of cigarettes as well as in the handling of smoking areas. On the Lille campus, four cigarette recycling bins were installed, and monthly collections are organised by the company to pick up and revalorise the waste.

**Zoom in on the CSR Day**

On March 15<sup>th</sup>, 2022, IÉSEG School of Management organised its annual **CSR Day** (now called **Sustainability and Diversity Engagement Day**) on both campuses. Throughout the day, students and staff participated to fun and interactive activities on sustainability, from an insect tasting activity, smoothie bikes, a quiz on the SDGs, to a game on sexism, among others. With these stands and workshops, we aim to create awareness on diverse topics linked to sustainability such as waste, disability, biodiversity, gender and climate change. Hundreds of students and staff join this yearly event to discover innovative and positive ways to work on one’s individual carbon footprint or become more inclusive of diverse people.

**2026 VISION AND NEXT STEPS:**

- By 2023, IÉSEG will establish carbon indicators and objectives for each service in the school.
- By 2030, IÉSEG will reduce its carbon footprint by 30% (compared to 2019)
- By 2030, IÉSEG will reduce its energy consumption by 40% (compared to 2019)

**DASHBOARD:**

<b>Total carbon footprint</b>	6,476 tons of CO2e in 2018-2019 and 6327 in 2021-2022
<b>Average carbon footprint per user (students and staff)</b>	1096 kilogrammes of CO2e in 2018-2019 and 853 in 2021-2022
<b>Number of events on sustainability</b>	58

## 4. RESEARCH AND PARTNERSHIPS



### AMBITION:

IESEG endeavors to become a recognized hub for applied and academic research at an international level. Research is one of the main activities for our entire faculty. IESEG professors are all active in their different fields of research and contribute widely to international academic publications, conferences, and scholarly activities. This ensures the relevance, the originality, and the quality of the content brought into the classrooms and when engaging with stakeholders.

IESEG aims to become a go-to school for sustainability for research and partnerships by:

- Expanding our partnerships to include other types of companies and institutions such as B Corps, associations, NGO's, think tanks, networks, and public entities.
- Embedding sustainability in research to promote academic, pedagogical, and social impact.
- Attracting outstanding researchers to join our School and contribute to this mission.

### 2020, 2021 AND 2022: SUMMARY OF ACTIONS:

#### RESEARCH

IESEG hosts two interdisciplinary excellence centers and two research centers working around sustainability topics.



#### ICOR – IESEG's Center for Organisational Responsibility

Created in 2017 and led by Professor Frank de Bakker, ICOR is composed by 33 professors spanning several departments. ICOR aims to create and spread conceptual knowledge and practice-oriented tools in the fields of social responsibility, sustainability and business and society relations.

*Key numbers:*

- 46 publications in international peer-reviewed journals in the 2019 -jan 2021 period.
- Over 15 events (research seminars, conferences, workshops) organized through this two-year period
- 33 members

#### **Zoom in on the ICOR award**

Every year, ICOR organizes the ICOR Award for the best student master thesis in CSR, Sustainability, or Ethics. The winners receive a 2000 euros award for which they keep 1000 and donate the other 1000 to an association of their choice. The winner is selected by a jury composed of academics and practitioners. In 2020, the winner was Aymeric Bricoult for his thesis on the use of blockchain to encourage the deployment of circular economy. In 2022, the winner was Julia Guillemot for her thesis: "The integration of ethical concerns in the development and deployment of artificially intelligent

systems within technological companies”. Julia donated to the Global Schools Program run by SDSN Youth.



### ICIE – IÉSEG’s Center for Intercultural Engagement

Founded in 2017, ICIE brings together academics, instructors and staff from different departments who wish to collaborate and exchange practices regarding intercultural dynamics in business and the development of intercultural competence. The Center works on issues related to intercultural diversity as well as other forms of diversity. The Center is led by Professor Catherine Demangeot and Grant Douglas and is composed of 20 members.

#### **Zoom in on ICIE week**

Every year, ICIE organizes an event bringing together practitioners and researchers to discuss different diversity topics. These range from events relating to intercultural engagement in teaching and learning to the challenges of intercultural engagement in the corporate world and more globally intercultural engagement in a VUCA world.



### - iRisk - IÉSEG Research Center on Risk and Uncertainty

iRisk was launched in January 2020 to support further research activities in the field of decision-making under risk and uncertainty. It is directed by Professor Loïc Berger and composed of 15 people including Fellows, associate fellows, post-doctoral students, and a research assistant. The research developed at iRisk goes from theoretical contributions on risk and ambiguity to applications discussing concrete issues, such as climate and health policy. Ultimately the objective of iRisk is to better understand and improve decisions about environmental, health, wealth, and other risks.

#### *Examples of recent publications:*

- Loïc Berger & Massimo Marinacci (2020). “Model uncertainty in climate change economics: A review and proposed framework for future research”, *Environmental and Resource Economics*, 77(3), pp. 475-501.
- Loïc Berger, Thierry Bréchet, Julien Pestiaux & Vincent van Steenberghe (2020). “The transition of Belgium towards a low carbon society: A macroeconomic analysis fed by a participative approach”, *Energy Strategy Reviews*, Volume 29, May 2020, 100463.
- Jessica Jewell, Johannes Emmerling, Vadim Vinichenko, Christoph Bertram, Loïc Berger, Hannah E. Daly, Ilkka Keppo, Volker Krey, David E. H. J. Gernaat, Kostas Fragkiadakis, David McCollum, Leonidas Paroussas, Keywan Riahi, Massimo Tavoni & Detlef van Vuuren (2020). “Reply to: Why fossil fuel producer subsidies matter” *Nature*, vol. 578, pp. E5–E7.



### - IFlame - IÉSEG Research Center on family, Labor, and Migration Economics

IFLAME is the IÉSEG Research Center on Family, Labor and Migration Economics. IFLAME was launched in 2021 to promote research activities at the frontier of this cross-disciplinary field in Economics, which studies the microeconomic determinants of individual labor supply and family outcomes.

In practice, our research agenda aims at investigating:

- Family-related factors that shape labor supply decisions,
- Labor mobility and long-term effects of large-scale migrations,
- Cross-cultural economic effects, and migrant-to-native interactions,
- Firm level factors that determine labor demand,
- Government policies and labor market institutions (particularly EU-level).

Examples of recent publications:

- Magda I., Gromadzki J., **Moriconi S.**, (2021), Firms and wage inequality in Central and Eastern Europe, *Journal of Comparative Economics*, Volume 49, Issue 2, June 2021, Pages 499-552
- **Moriconi S.**, Peri G., Pozzoli D., (2020), The Role of Institutions and Immigrant Networks in Firms' Offshoring Decisions, *Canadian Journal of Economics*, 53(4), pp. 48
- **Montalbo A.**, (2022), Primary Education and Economic Growth in Nineteenth-Century France, *Cliometrica*, 16(2022), pp. 277-332

### Impact Chairs

Managed by the Executive Development and Innovation team, Chairs seek to unite different actors of society with a common research and innovation topic. Currently, four Chairs exist at IESEG: 1. Big Data and Analytics; 2. Sustainability in society and business; 3. Retail Management and Business Development; 4. CFO and Sustainable Transformation.

### **Zoom in on the Sustainability for Business and Society Chair**

Led by Professor Francois Maon, this Chair seeks to promote research on social and environmental considerations in companies. It is financed by the Foundation of the Catholic University of Lille and in partnership with B-LAB France and Columbus Consulting.

### PARTNERSHIPS

IÉSEG actively participates in a number of networks. Some of these networks have a global focus (PRME Champions and Global Compact), others are focused on regional impact (PRME Chapter France-Benelux), other have national impact (CGE, Campus Responsables, C3D, B Academy France), and others have local impact (Livetree). IÉSEG also signed a partnership with B Lab in September 2022.

**R2D2 seminar:** IÉSEG organized in June 2022 the [annual R2D2 event](#) of the Sustainable Development & Social Responsibility commission of the CGE. More than 150 sustainability managers and professors took part in this seminar on the theme 'Finding the balance: balancing ambition, collaboration and well-being'.

### 2026 VISION AND NEXT STEPS:

IESEG will continue investing in its research excellence by attracting top young and experienced scholars.

- By 2026, 20% of our partnerships will be NGO's, public entities, associations, or B Corps
- By 2026, IESEG will increase the number of sustainability publications by 20%.

**DASHBOARD:**

Chaires on impact	2
Research and excellence centers related to impact	4
Researchers and doctorates working on impact-related topics	131
Sustainability-related publications	52 in 2021-2022
Organisations participating to the People, Planet, Profit project	42 between 2019 and 2022





## 5. DIVERSITY, INCLUSION AND WELLBEING

### AMBITION:

IÉSEG School of Management has developed a diversity, inclusion and wellbeing strategy with three main axes:

- Build on its multicultural intelligence to develop inclusion and equality mechanisms across all types of diversity: gender, origin, religion, disability, sexual orientation, etc.
- Ensure that IÉSEG studies are accessible to all high-achieving and motivated candidates, regardless of their background, on principles of equality of chances.
- Create working and studying conditions conducive to wellbeing and support each of IÉSEG’s staff, professor, student or partner in promoting their mental and physical health.

IÉSEG encourages students to develop a global mindset and a deep awareness of diversity and inclusion. 10 courses are fully dedicated to that purpose:

Diversity	Communication Diversity in Negotiation	Understanding Cultural Diversity	Inclusive Entrepreneurship Practice	Dealing with Cultural Diversity
Managing Diversity in Vivo	Diversity Icebreaker	Creating & Leading Diverse & Inclusive Organisations	Intercultural and Diversity Management	Introductory Seminar Diversity and Integration

### 2020, 2021 AND 2022: SUMMARY OF ACTIONS:

#### SOCIAL DIVERSITY



To increase social diversity among students and decrease barriers to education and learning, IÉSEG proposes several financial supports mechanisms such as scholarships, interest-free loans or IÉSEG jobs. The IÉSEG Foundation helps students to finance their studies. The school acts as a guarantor for students who have difficulty getting a loan. In addition, the IÉSEG Foundation offers loans with a 0% interest rate, payable when the student will be working after graduating. The school also grants scholarships to students.

In 2020-2021, IÉSEG allowed **569 students to benefit from financial aid**. It accounted for 2.4% of the school’s overall budget.

KPI	2021-2022	2020-2021
Number of students who received a scholarship from the school	<i>Pending information</i>	569

Furthermore, the school gives the opportunity to apply for apprenticeships in various fields. IÉSEG continuously increases the number of apprenticeships spots offered with the aim of providing more access to students from diverse backgrounds. In the period 2021-2022, **460 students were able to do an apprenticeship**, a 17% increase from the previous period.

KPI	2021-2022	2020-2021
Number of apprenticeships	460	385

IÉSEG works on building strong **partnerships on social diversity and equal opportunities**. In 2021, the school formed a partnership with **Article 1**, with the purpose of helping youth from disadvantaged backgrounds in their professional path. Moreover, IÉSEG is a leader in the **Cordées de la Réussite**. Indeed, with the Cordées de la Réussite, students at IÉSEG can become tutors of pupils from our partners. In 2023, the school will grant them preparation for ACCESS exam.

### CULTURAL DIVERSITY



The school welcomes more than **2,200 international students** each year on its campuses, which provides an enriching intercultural atmosphere within the school. Moreover, the whole school welcomes more than 98 nationalities. **83% of permanent faculty come from abroad** (representing more than 45 nationalities).

IÉSEG has undertaken a series of initiatives enabling students to develop their open-mindedness, knowledge, and intercultural competencies, such as the **Cultural Diversity Passport**. All students are paired up with an international student to partner with and asked to do three activities together.

Furthermore, from March 14<sup>th</sup> to 17<sup>th</sup> 2022, the ICIE (IÉSEG Center for Intercultural Engagement) held the third edition of its **Intercultural Engagement Week** around the theme “Migration, Education, Business and Society”, a diversified program aiming at raising awareness around diversity and inclusion and intercultural-related issues to different members of the IÉSEG.

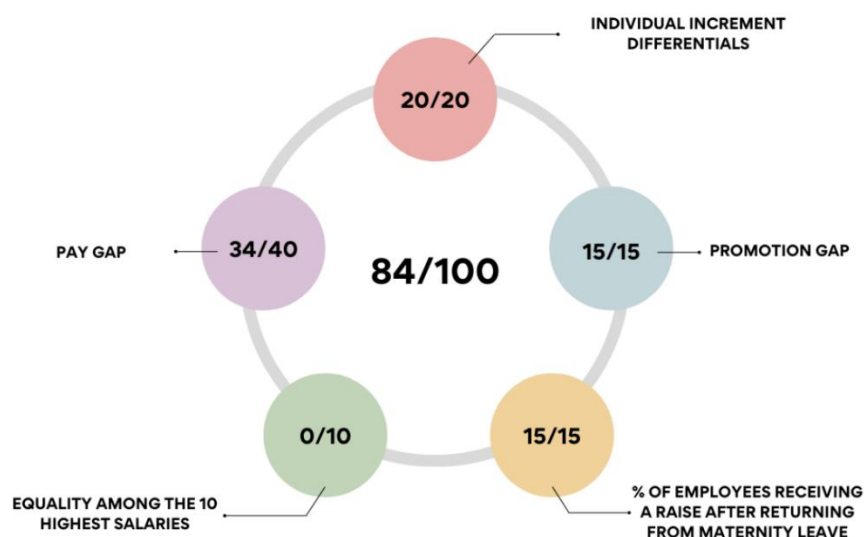
#### **Zoom in on the International Club Student Association...**

The purpose of the International Club is to welcome international students into the school, introduce them to French culture, as well as build a community with a strong sense of belonging and solidarity. For example, the association created a buddy system that aims to pair French and foreign students to do activities together, with approximately 70 pairs of students formed annually. The International Club also created the ‘IÉSEG abroad’ website, which regroups advice and feedback from students’ exchanges abroad.

### GENDER EQUALITY



Gender equality has also been the object of dedicated projects and efforts. In 2022, IÉSEG School of Management earned a score of **84 out of 100** on the French Gender Equality Index (Index égalité femme homme).



Furthermore, the school published a **Gender Equality Plan 2022-2027** to progress in different categories such as further improving the work-life balance, reducing gender gaps in recruitment and career progression, aiming towards a gender balance in leadership positions, integrating the gender component in teaching and research, and preventing sexual and gender-based violence.

### Zoom in on understanding and preventing sexist and sexual violence...

For the past two years, IÉSEG has launched an innovative and ambitious policy in terms of preventing gender-based and sexual violence, harassment and discrimination on its campuses. The following actions have thus enabled IÉSEG to receive the **Trophée Campus Responsable 2021** in the "Quality of life, accessibility and diversity" category.

- In January 2020, IÉSEG's **letter of commitment** was published on its website and communicated to the entire community.
- The school invested in the creation of a **support unit**, appointing 6 officers and who received a specific training and a detailed operating procedure guide.
- **A new disciplinary procedure** specific to the behaviour of students and the prevention of violence, harassment and discrimination has been implemented, as well as a more efficient report system for victims.
- In terms of student awareness, IÉSEG has created specific training in different formats:
  - **Training workshops for Heads of Student Associations**
  - Creation of an **online training module** "Prevention of Sexist and Sexual Violence" (SPOC), 2h30 of activities, in French and English, compulsory for all 1<sup>st</sup>-year students. Since 2020, nearly

4000 students have completed the module. According to the satisfaction survey, 96% of students say they are satisfied or very satisfied with the SPOC, and 83% consider that the SPOC has improved their knowledge on the subject.

## LGBTIQ+ INCLUSION



IÉSEG aims that everyone within the school feels welcomed, respected and included, no matter their sexual orientation and gender identity. Over the past few years, students and staff have created initiatives to create a safer space on campus.

### **Zoom in on IÉSEGALITÉ**

In 2018, several students launched IÉSEGALITÉ, an **association aimed at raising awareness of LGBTQ+ issues**. IÉSEGALITÉ is undertaking a series of actions to create a safer space for the community and to fight against hatred and lgbtphobia. For instance, IÉSEGALITÉ Lille recently organized a conference with EY on how to foster LGBTQ+ inclusion in the workplace.

### **Zoom in on the integration of transgender students....**

In 2022, in order to facilitate the integration of transgender students and prevent transphobic discrimination, the school has adapted its information system and set up a **procedure for students who wish to change their first name and gender identity** in internal documents and communications.

IÉSEG Center for Intercultural Engagement also organized **information sessions on transphobia** and to give more information on the new administrative procedures for our teaching and administrative staff. Around 150 staff and professors have been trained to better accompany students going through a transition.

*“I think what I took away from doing the seminar was the respect and the openness that the participants of the seminar had to the issues around transgender identities and transitioning. [...] the openness and the willingness of all concerned to implement them and to recognize with respect and dignity the circumstances of the students made me very proud of the school. And also the respect and openness of the faculty and staff made me very, very proud of being a part of the IÉSEG community.”*  
- Bryant Hudson, full professor of Management and co-organiser of the Transgender awareness seminar.

## DISABILITY



Disability and handicap are important topics to consider at IÉSEG School of Management, even more considering that more than 80% of handicaps are invisible and unknown to the employer. Currently,

155 students at IÉSEG in 2021-2022 have a known disability. The school offers them learning and class adaptation, as well as organises awareness workshops on this topic.

In February 2022, students from the AEIP (Association des Etudiants de l'IÉSEG de Paris) organised an **awareness week on the topics of addiction, health, environment, inclusion, and harassment and disability**. Three events focused on disability, 'Disability Brainstorming', 'Disability Help Mission' and 'The Walking Blind workshop'. Students thus had the opportunity to get more familiar with these issues.

Another initiative is the creation of an online module to learn [French Sign Language](#). This training is free and easily accessible to all staff and professors at IÉSEG School of Management. They are encouraged to follow it in order to be more inclusive in the work environment.

## WELLBEING

### **Ambitions**

The period covered by this report has been challenging for all. Covid-19 disrupted our activities and created stress and uncertainty for our students, staff and faculty. The events of the past two years have increased the need for stronger attention to our community's well-being and for institutions to further invest in providing tools and spaces and tools that promote health and well-being and address the growing needs of our staff and students. A healthy mind, body, and spirit are foundations for students to achieve their personal and academic goals.

### **Summary of actions**

- a. Mindfulness for staff and students: the school offers mindfulness training for staff and students. Different lengths are offered to reach as many as possible. Between 2019-2020, 60 staff members followed a 6-week Mindfulness training led by Prof. Julie Bayle-Cordier and Florence Benfeghou. During this same period, over 600 students followed single session mindfulness seminars.
- b. Mindfulness in the classroom: an elective on mindfulness was established in 2017. This elective keeps on growing and is now offered in many different programs of the school, and integrated into the Mindfulness Management course.
- c. Yoga for staff: the school offers Yoga courses for staff. The Covid context made it difficult to set up regular yoga sessions, but yoga sessions were offered throughout the period, including the creation of yoga-sessions that were recorded by some of our staff and shared with the community during the confinement period.
- d. #Takecare website: as soon as the lock-down was announced, the school mobilized to put together a website gathering information on the health situation, and providing entertainment, sports, and get-together opportunities for the community. The Sustainability Department worked closely with student associations to provide content and organize events, and invited all of our community to propose content. Among the events organized were a 'world-café' organized by the International Students Club, a fitness class by our Sport Association, and volunteering opportunities in collaboration with an association called MakeSense. As the context evolved, the website was adapted to provide information relevant to the changing context.

- e. Ongoing access to psychologist: the school offers access to psychological help on an ongoing basis, with its partner Apstytude in Paris and its psychologist Neige Buhan in Lille. Access to psychological support has increased and strongly promoted during the lock-down periods.
- f. Well-being working group: in march 2021, a number of working groups composed of students, staff, professors, and in some cases alumni were formed to work on the sustainability strategy of the school. A group worked on well-being and proposed a number of measures the school could take in the next years which include more workshops on health and well-being topics, creation of support groups, conferences, and better access to support.
- g. On October 10<sup>th</sup> 2022, for the Mental Health Day, awareness-raising stands were organised by Apstytude, the Responsible Leaders and the AEIL/AEIP. The objective of the day was to create awareness on mental health issues and inform students and staff on how the school integrated well-being.
- h. As part of the Transition 2026 program, a mandatory module on Diversity and Inclusion will be required for all staff and faculty.

## 2026 Vision and next steps

Driven by the difficult sanitary context and the work of the well-being working group, IESEG will create a Well-being Hub whose mission will be to regroup existing initiatives and offer additional tools, information, and events on this important topic. The main objective of the Well-being Hub is to provide access to and offer long-term impact solutions that support our community's health and well-being. It will also seek to reduce stigma related to mental health and create awareness. Creating a healthier environment via preventive care is the main goal, but curative care options will be offered for those in need. The Hub will seek to create proximity with students and staff by providing opportunities for interaction, exchange, and dialogue. Furthermore, the Hub will offer different types of approaches and methods so that every person in the community can choose the tool or approach they feel the most comfortable with.

### 2026 VISION AND NEXT STEPS:

- IESEG is currently designing a new training on diversity and inclusion. 100% of staff will participate to this training module by 2024.
- By 2023, the school aims to establish a Diversity and Inclusion Champions network
- By 2023, IESEG will create a wellbeing hub
- By 2026, IESEG will increase its financing of scholarships
- By 2024, IESEG will have a dedicated resource to manage disability at our school
- By 2024, the school will share a Disability Awareness Guide to its staff and faculty

### DASHBOARD:

<b>Number of courses on diversity and inclusion</b>	10 in 2021-2022
<b>Gender Equality Index</b>	84/100 in 2021-2022
<b>Number of students that participated in the 'Prevention of Sexist and Sexual Violence' training module</b>	4000 since 2020
<b>Number of nationalities in staff/prof</b>	83% of permanent faculty from 50 nationalities
<b>% of international students</b>	2200 students with over 100 nationalities
<b>% of apprenticeships</b>	460 for 2021-2022
<b>% of students with financial support</b>	569 in 2020-2022
<b># of students with a declared disability</b>	155 students in 21/22, 150 in 22/23



## CONCLUSION

The past 3 years have seen an important increase in the efforts and resources invested in sustainability at IESEG. As the context becomes more demanding, so must our internal expectations on the integration of these topics.

Our main priority for the next two years will be to ensure our courses include the most relevant content on sustainability and provide students with the skills, knowledge and competencies to take responsible decisions that consider the impact on the environment and on society. This means going further in the integration on content on climate change, planetary boundaries, biodiversity, gender equality, social injustice, among others.

Additionally, we must ensure that what we teach and what we do and the way we act as an organization are fully aligned. We are thus working on ensuring all our operations also consider their impact on the environment and society. From reducing our overall carbon footprint, to reimagining the way we communicate, the partnerships with our ecosystem, we must ensure we work closely with our stakeholders and take proactive steps to become a more responsible and sustainable organization.