SKEMA BUSINESS SCHOOL

SUSTAINABLE DEVELOPMENT, SOCIAL RESPONSIBILITY AND CONTRIBUTION TO COMMUNITY REPORT

JUNE 2016

SKEMA BUSINESS SCHOOL   EFMD EQUIS ACCREDITED   AACSB ACCREDITED   AFAQ ISO 9001

Sustainable Development, Social Responsibility And Contribution to Community Report

June 2016

THE SKEMA BUSINESS SCHOOL SUSTAINABLE DEVELOPMENT AND SOCIAL RESPONSIBILLITY POLICY

INTRODUCTION

Since the merger in 2010, SKEMA has positioned itself on the Knowledge Economy.

Deeply respectful of Human Rights, SKEMA intends to contribute to the development of a more ethical and more responsible society.

Sustainable Development is therefore in its DNA: *"An international, multi-site, Global School integrated into its regions",* its missions: *"Train Ethical and Responsible Managers, able to contribute to the sustainable development and performance of their organizations by their ability to innovate, their technical skills, their interdisciplinary and international culture, etc.",* and its values: *Multiculturalism and Diversity, Permanent Apprenticeship and Personal Development, Entrepreneurial Spirit, Humanism and excellence.*

Highly involved in the economic, social, cultural and environmental development of the regions in which it is located, SKEMA is developing partnerships, and works in close collaboration with its various stakeholders, companies, regional collectivities, academic organizations and a variety of professionals.

A signatory of the Global Compact and the PRME, SKEMA acts for and in compliance with the principles on which she is engaged, and their action follows the guidelines of the 17 United Nation Sustainable Development Goals, which offer an ambitious and shared vision of the world we want to see by 2030.

Since 2015, SKEMA has followed the FNEGE [*French National Foundation for Education and Corporate Management*] BSIS (BUSINESS IMPACT SURVEY) approach. This approach measures the regional impact of the school (economic, social and environmental) and goes fully hand in hand with the Global Responsibility approach that demands liability, transparency and consideration of the needs of all our stakeholders (see BSIS Reports). SKEMA was awarded the BSIS Label in June 2016.

The SKEMA Business School SD/CSR policy is interdisciplinary and is deployed across all its campuses with regard to their history, their background and to the socio-economic development of their regions and location.

Consequently, the historic Sophia Antipolis campus is an exemplary ecological campus, an exception site where all flora is protected.

Since 1996, an environmental policy has been in place, the first programmes have been dedicated, and the first SD report was drawn up in 2007.

The Lille Campus, highly involved through its directors in the economic and social development of the region, has historically contributed to the integration of young people from underprivileged backgrounds, and in the creation of programmes for operational and management executives for regional companies.

The positioning of our regional and international campuses in globally recognized centres of technology, along with their diversity is a source of richness and inspiration for preserving our ecosystems and the development of our actions in these areas.

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Since the development of a society can only be achieved by the development of the Men and Women within it, guided by the principles of the Global Compact and the PRME, backed up by its AASCB and EQUIS accreditations, involved and contributing to the approaches and works of the CGE and the Ministry of Higher Education and Research, and committed with its partners, SKEMA is building and enriching its SD/CSR policy in the service of students, staff and all its stakeholders.

This naturally translates into its governance, its training and research programmes, its social and human policies, and the environmental management of its campuses.

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SKEMA IN A FEW KEY FIGURES

SKEMA Business School is...

- **6 campuses:**   3 in France (Lille, Paris, Sophia-Antipolis)

                     1 in USA (Raleigh)

                     1 in China (Suzhou)

                     1 in Brazil (Belo Horizonte)

- **160 Faculty members of whom 40% are international**

- **7 200 Students :** 30 % international

                     55 % females – 45% males
                     21% students from disadvantaged communities
                     (Master's level)
                     22% students benefit from need-bases grants
                     (Master's level)

- **+110 nationalities represented**

- **40 educational and training programs including:**

     A Bachelor in Environmental Science and Management
     A Master of Science in Entrepreneurship and Innovation

- **521 articles and publications in 4 years**, of whom 20% in Sustainable Development, CSR, Feminization, Sustainable Finance…

- **5 School's incubators : 3 in France, 2 in China**

- **6O Student Associations :**

     3 in Sustainable Development and CSR
     8 dedicated to responsible citizenship, humanitarian
        and solidarity issues

- **81 partner universities in 33 countries**

- **11 double degrees agreements**

- **3 000 graduates each year including more than 2 100 masters level and above**

- **35 000 alumni throughout the world**

- **15 000 Linkedin members - 8 700 Viadeo members**
  6 000 Facebook members

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NEW IN 2016

☐**Agreement signed between SKEMA and the DRJSCS** (Regional Youth Directorate for Sport and Social Cohesion) **for High Level Sportsmen and women,** to help young sportsmen and women to find the balance essential to correctly completing their studies without compromising their sporting results.

☐**SKEMA Business School and Ferrières: united for French-style excellence**
Luxury, gastronomy and tourism are sectors with remarkable growth, offering numerous international careers and in which French-style Excellence remains a reference. SKEMA Business School and **Ferrières**, decided to combine their expertise in this field and offer joint programmes that are unique on the market.

☐**"ID Programme**: an experience in Sustainable Innovation" – the programme has come up to expectations.
Through the ID programme, SKEMA wants to initiate training for Social & Business Transformers. These innovators have to think critically and position themselves in complex and uncertain situations; they have to know how to find opportunities in constraints, be creative and navigate the fault lines of environments and systems the better to transform them. This means trying to create new sustainable realities that make for a better society by combining the economic, environmental and societal aspects of business.
All the teaching methods in the programme were cited in a 2015 report from the Open University as being among the 10 most innovative in the world: embodied learning, context-based learning, learning through argumentation, cross-over learning… They even tried out "effectual cooking" to understand the theories behind effectuation. The course is run on a competence-based approach. Becoming a social and business transformer involves 9 key competences, evaluated by means of a pre-and post-test carried out on respectively at the beginning and end of the ID programme the results speak for themselves.

SKEMA: almost EUR 400M in financial impact on its regions (Business School Impact Survey).

When announcing its 2015-2010 (*sic*) strategic plan, SKEMA committed to measuring its regional impact and publishing this every three years as the Business School Impact Survey (BSIS). **After an initial information gathering stage lasting several months in 2015, the first expert inspections began last October on the Lille campus, to be completed in March 2016 in Paris. The experts' report has just been published, with statistical data and conclusions for each of the 5 campuses inspected.**

SKEMA (group) comprises almost EUR 400M in terms of direct and indirect financial impact in the regions where it is located (EUR 115M for the Nord-Pas de Calais region, EUR 96M for the Ile de France region, EUR

129M for the Alpes Maritimes department, CNY 100M for the Suzhou area, and USD 20M for the Raleigh area).

☐**SKEMA and Microsoft sign a strategic partnership**

Microsoft France has signed an exclusive partnership with Skema management school "that sets out the key lines of higher educations that draws on the best of the digital transformation. (....)" with the desire to train "the young generation in new digital trades".

This alliance is thus based on three essential pillars:

-Educational innovation: Creation of a joint programme in Digital Business and Big Data that will open in September 2017 – Support for SKEMA entrepreneurship.

-**Technological partner in order to provide full interconnection between the school's 6 campuses:** Rapid deployment of Microsoft's collaborative solutions; Office 365 available to employees and students

-**Research:** Creation of a trades laboratory, the mission of which will be to forecast the new trades of tomorrow in line with the emergence of new technologies.

SKEMA's digital transformation within the framework of this partnership is valued at around EUR 15 million.

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CHAPTER I-GOVERNANCE in line with its project, its mission and its values:

1- *Contribute with its stakeholders to the construction of a responsible society:*

SKEMA is a International, multi-site Global school located in regions and technology centers with a high added value: Raleigh (USA), Suzhou (China), Belo Horizonte (Brazil), Lille, Paris and Sophia Antipolis. Its ambition is to recruit and train the best talents, those who will become the leaders and transformers of our society and our economy.

To succeed in this, SKEMA:

→encourages major and systematic involvement in the school by global companies (governance, programmes, incubators, research, student projects);

→promotes and demonstrates its values in terms of excellence, humanism, diversity and innovation in its management;

→contributes to the economic, social and environmental development projects and actions of the regions in which the school is located;

→gets involved in public debates and in the necessary transformation of the economy in order to contribute to setting up a sustainable and responsible environment.

1-1 A Jointly-decided strategy... *"Be recognized as the knowledge economy school...be recognized as the school committed to its regions"*

Governance mechanisms representative of the regions in which SKEMA has integrated: the Board of Directors, the Strategic Streaming Committee, the International Streaming Committee and the Research Streaming Committee (see Composition of the governance bodies) represent the full cultural diversity of our historic regional areas (Lille, Sophia Antipolis, etc.), as well as our international, professional and academic integration. The representatives of our external stakeholders, through their expertise, provide analyses, advice, recommendations and contribute to the decisions taken by the Board and to the definition of strategic directions, see 2015-2020 strategic lines; see the list of members of the board and the various committees.

The Strategic Streaming Committee, assisted by the International Advisory Board and the Research Advisory Committee, allows the management team to guarantee its strategy in accordance with its vision and to ensure the completion of its project in compliance with its undertakings.

1-2 Participative management and interdisciplinary organization

☐**Values shared by all employees and students** that contribute to the approaches that underpin the management of the school's Men and Women and its entire operation.

In 2012, an interdisciplinary project group representative of our cultural diversity (men, women, teachers, administrative staff, geographic location, age, seniority, etc.) was created in order to work on Skema's values and to contribute to implementing value-led management.

→A baseline of SKEMA's values:

Every SKEMA value is a reference value that is developed into 5 other values in order to form points of reference and to direct our everyday actions so as to give meaning to our individual and collective undertaking.

We have considered the implementation of these values in our everyday managerial tasks, from the point of view of both manager and subordinate.

→A baseline of responsible behaviour

Its objective is to be **a** guide, **a referent for our behaviour that respects our shared values,** and for their implementation in all our everyday approaches and procedures for all staff (managers and subordinates) and students.
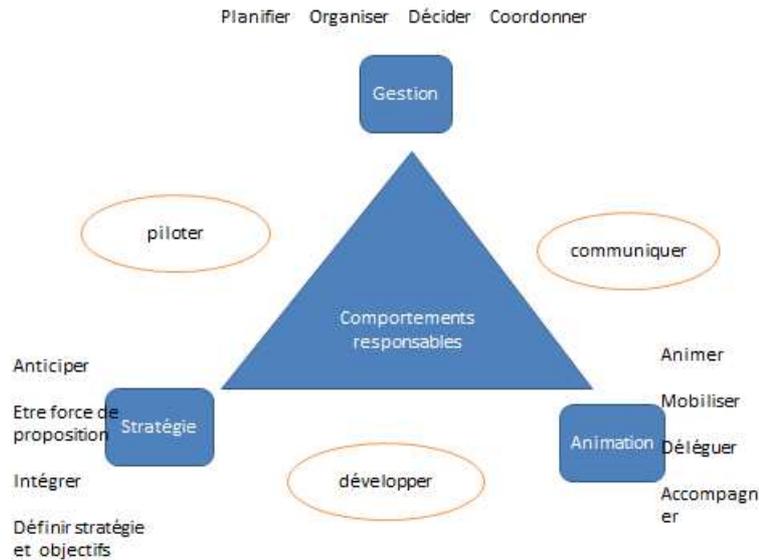
☐ **Decision-making and consultation bodies:**

→ **An Executive Committee and 7 Thematic Management Committees** (Admissions, Contribution to Community, Company Experiences, Student Experiences, Faculty and Research, Performances, Programmes) that encourage interdisciplinary projects, fluid communications and better operational efficacy. Any employee may present a project before one or other of the committees: force for proposition, freedom of enterprise and innovation.

→ **The Faculty Board,** set up by the General Management as of 2010, comprises 5 representatives elected from the teaching staff and the geographic diversity of their allocated campuses. They participate in various committees when the subjects tackled concern the professorial body.
They are a force for proposal and give a detailed opinion.

→ **The School Board**
Which includes all student delegates who are asked to bring feedback and suggestions for improvement on topics ranging from the quality of life on the School's campuses to questions related to academic content.

☐ **Consultation with employees** (administrative staff, teachers and researchers) **and students** forms an integral part of the decision-making procedures (impacts and risks). A **satisfaction survey** is carried out annually among employees (**internal social barometer**), and among students. The satisfaction indicators form part of the general management dashboard, the Balanced Score Card; see Social and Human Policies

☐ **Active collaboration with staff representatives** (trade unions, works council, workplace health and safety committee)**:** they are consulted over several

issues relating to the life of employees and the operation of the school. Projects to improve well-being and the quality of life on the campuses are collaborative.

□**Freedom of enterprise for the students**: **60 student associations:** humanitarian and solidarity, sporting or cultural, communication or works committees, environmental or social, etc. All also play a role in SKEMA's Global Responsibility dynamic. They contribute to the development of ethical and responsible behaviour on the part of the students: the collective undertaking, the desire to outdo oneself, compliance with the ethical rules and values form part of our students' education and training.

Some examples: Parasports for the sporting associations, or Responsible Nutrition for the Lille de Saveurs association and the student's association, support for international students by Interculture, collection of solidarity funds for Esperanza, etc.

□**The development of our information and communication tools via our stakeholders:** extranet and internet sites, social networks, newsletters (Research, HR Dept., Alumni, etc.) so that the information is transparent, accessible and shared. The change of several procedures to a paper-free system: budgetary management, purchases, travel, leave requests and administrative documents reduces CO_2, fatigue and stress, makes work more fluid and strengthens individual responsibility.

□**Direct communication:** A multi-site lecture theatre interconnected with all staff members. 1 x 2-hour meeting/quarter led by Alice Guilhon, General Manager, to tackle all the news relating to our activity both from a strategic and an operational point of view. Comments, questions and responses are given live. Debates and discussions thus allow for everyone to be made aware of current projects and actions, and for these to be clarified

2- *Act with regional and international parties in order to jointly build a responsible society*

□**Memberships – commitment charters –Regional integration**

-SKEMA is a member and subscriber to international academic and profession organizations such as: AACSB, EFMD, Supply Chain Council, Project Management Institute (PMI), **etc.** for which it is accredited, and organizations that promote Sustainable and Ethical Development: Global Compact, PRME, GRLI, HESI, Rotary International. Since 2010, SKEMA has been demonstrating its involvement and commitment in favour of Sustainable Development and Climate Change: "Copenhagen" COP 15, RIO+20, etc. Nagoya (The SULITEST)…COP 21… and with its regional partners, deploys actions relating to reducing greenhouse gases: Nord Pas de Calais Third Industrial Revolution, Zero Carbon Universities, Campus Urban Mobility, PACA Region Agenda 21, Lérins marine biodiversity (see COP 21 action sheets) see Environmental Management.

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-At a national level, as a member of the CGE (*Conférences des Grandes Ecoles*) in both the fields of SD and CSR, SKEMA carries out actions in favour of equal opportunity and social openness, and in the regions it develops numerous partnerships in favour of greater social equality in the field of education, training and support for young people experiencing hardship, see the Human and Social Policies.

-A referent for the MESR (French ministry for higher education and research) in combating racism and discrimination, an active member of the CGE SD/CSR Social Openness Commissions (Diversity, Equality, Handicap) and of CIRSES (Collective for the Insertion of Social Responsibility in Higher Education Establishments), we are invested in working groups for developing approaches, tools and media with a view to assisting higher education establishments in implementing their policy and actions (Green Plan and Baseline, SD Day, Biodiversity charter, Quality certification approaches and tools, Equality barometer, Diversity barometer, Combating Racism Day, Stakeholder Mapping, SD Skills Guide, etc.

Being a member of these networks allows us to be aware of the changes and developments in these fields, to contribute to public debates, to confront, discuss and share our practices, to develop our thought processes and to widen our skills and implement all these practices internally.

-**Regionally** and within the framework of regional sustainable development strategies, we are working with the COMUEs (*French University and Institution Communities* - Lille, Northern France, PACA) + the CFAs (*French Apprentice Training Centres* - Lille, Paris, PACA), in collaboration with the higher education establishments, regional councils, local collectivities, companies and other partners for concrete implementation of actions.

These memberships, participations and contributions play a role in the visibility of the school, its brand image and its positioning for students. These works give rise to official press releases citing SKEMA.

The last appeal for contributions from the MESR, CGE and CPU (Conference of University Vice-Chancellors) for Cop 21 (Dec. 2015) allowed the school to make 12 contributions, all summarized and put on line on the MESR (http://www.cpu.fr/actualite/cop-21-lenseignement-superieur-se-mobilise/) and CPU websites (http://www.enseignementsup-recherche.gouv.fr/cid87498/appel-a-initiative-climat-et-developpement-durable-les-327-propositions-des-universites-ecoles-et-grands-etablissements.html)

To strengthen its commitments, and at the request of the stakeholders concerned, SKEMA has signed charters: The Diversity Secretariat-General diversity charter – annual surveys, the CGE Equality Charter – equality barometer, the Charter for combating Addictive Behaviours, Responsible Campus charter, etc., see List of commitment charters.

A real contribution to the community and the regions in which the school is located

3- *Formalising its SD&CSR policy and integrating in all the establishment's activities*

☐**An interdisciplinary and integrated SD/CSR/Ethics policy**

The General Management directs the SD/CSR policy, and its operational implementation is entrusted to the various campus departments.
Messages are relayed to every campus, and the projects, actions and results are broadcast by our internal and external communications tools.
The Campus Director is responsible for environmental management and everything related to this, and is assisted by the technical division.

-Since 2011, we have adopted the Green Plan approach (Article 55 of the Law of 3 August 2009) and report annually on our actions to the CGE SC/CSR commission.
All the operational divisions believe themselves to be involved and integrate the SD/CSR projects and actions within their perimeters.
The insemination of the Green Plan approach must, in the short term (2015-17), allow us to integrate the overall performance indicators (SD/CSR) in all departments and allow our policy to be directed.
The BSIS-EFMD approach adopted in 2015, which reports on the impact of our actions on the regions, will doubtless be of assistance to us in this.

☐**A certified and renewed ISO 14001 Quality Approach**

Within the framework of its Quality Policy, the School has set up an environmental management system in order to better control its environmental and societal impact. In 2010, it obtained ISO 14001 certification for the Sophia Antipolis Campus.

-Since 2013, all our national campuses (Lille, Paris and Sophia Antipolis) have been certified ISO 9001 and/or 14001. Our Quality-based Management System concerns all our procedures, and the audits carried out demonstrate a clearly structured approach: design, deployment and control.
Our quality approach is enriched by the Green Plan indicators as our SD/SR Policy develops.
The quality approach is fully integrated in all the operational divisions.

☐**Integration of the community contribution indicators** in the Balanced Score Card (territorial impact)

4- *Structuring the SD/CSR policy*

☐**An SD/CSR Director subordinate to the General Management**

→Under the authority of the General Management, an SD/CSR Director is responsible for issues linked to Sustainable Development and SKEMA's Social Responsibility.

She develops relations with the external and internal stakeholders, and represents SKEMA in all public, academic and professional bodies. Within the framework of academic and professional networks, she contributes to the development of the SD/CSR approaches and tools for higher education establishments and contributes to implementing these internally. She advises and forwards to the various divisions the directives to be followed and directions to be taken, responds to various requests (surveys, reports, data collection, etc.) and makes project implementation easier.

Involved in several networks, she contributes to the development of regional projects with a high societal performance (Third Industrial Revolution, Zero Carbon University…Regional Programme for the Success of Long-term Studies…PACA region CFA SD/CSR policy).

→The SD/CSR/Ethics policy is set out in every activity, its structure and its divisions. Objectives are already underway: controlling and reducing consumption and the preservation of resources: water, energy, waste and ecosystems, purchase – SD/CSR/Ethics courses in training programmes…Quality of life for students and staff on the campuses.

In the changes to our organization and in order to base our regional integration on these various aspects, a Community Contribution management committee, and a person responsible for Campus SD/CSR projects allow for the campuses to be coordinated on these issues (Collections of toys, books, glasses, etc., Responsible Restauration, Sustainable Mobility Challenge, etc.)

☐**The "Community Contribution" committee** set up in 2014 groups the campus directors together around the Global Responsibility issues in our regions. The aim of this committee is to develop approaches, tools and projects, and to implement contribution and regional integration actions (see BSIS FNEGE-EFMD).
The Campus Directors are linked with all the internal stakeholders (General Management, Programme Division, Research Division, Corporate Relations Division, Admissions Division, Associative Life…Sustainable Development and Social Responsibility. They are members of the **CODIR (management committee) and represent the campus in the region.**

☐**An Agenda 21 committee**
 This was set up in 2014 on the initiative of the SD/CSR director in order to ensure the implementation and follow-up of agenda 21 actions on the Sophia Antipolis campus. These actions were defined with the support of the CFA within the framework of the regional sustainable development and town planning scheme in the PACA region (see environmental management). This committee comprises the campus Director, technical manager, quality manager, apprenticeship programme manager, disability referent, Purchasing manager, Student Office representative and the SD/CSR director.

☐**An SD/CSR budget** and budgetary lines for the actions by the divisions and departments concerned

Governance on a par with an excellence-based education and training mission for future managers in a transitional society

CHAPTER II –Education, training, debates and conferences

Train "Global Knowledge Economy Talents"...Mobile and prepared students, in multiculturalism, capable of managing under conditions of cultural, social and societal diversity, committed to and innovative in terms of sustainable performance.

1- *A SKEMA Assurance of Learning process*

A SKEMA Assurance of Learning process and the definition of learning goals at each educational level is guided by its mission, while respecting ethical and responsible principles and practices.

The school aims to promote and instill the values of entrepreneurship and innovation within a globalized economy, whilst respecting multicultural diversity and sustainable development.

The SKEMA Assurance of Learning process is based on the following steps:

-Define learning Goals and Learning objectives;

-Review the syllabi to identify courses that match the programme goals and objectives;

-identify or create tools for measuring Learning Outcomes;

-Evaluate the assessment process and changes.

LG1 Graduates should behave as responsible managers in order to deliver sustainable performance in complex environments		LG2 Graduates should be able to work effectively in a multicultural team		LG3 Graduates should be able to communicate in an international environment			LG4 Graduates should be able to manage in the global knowledge economy		LG5 Graduates should be knowledgeable of the functional areas of business management and their integration		LG6 Graduates should be able to think critically and to assess business issues in a specialised discipline
									LO5.1 : To apply theories and major concepts of marketing , finance, human resource managem ent, informati on systems, organizati on studies, law	LO5.2 : To analyze how integratio n of input from various functional areas of business act to influence the formulati on of strategy at the organizati onal level	
		LO2.1 : To contribut e substantiv ely to the product of a group and demonstr ate leadership skills						LO4.2 : To apply theories and key concepts in the field of the managem ent of knowledg e assets, technolog ical progress and innovatio n			
LO1.1 : To recognize potential ethical dilemmas	LO1.2 : To select the best course of action to follow in order to behave as responsibl e managers		LO2.2 : To recognize and use positively the various dimension s of diversity	LO3.1 : To produce clear, well organized verbal presentat ions	LO3.2 : To produce clear, well organized written communic ation	LO3.3 : To understan d in detail extended speech and complex texts in English	LO4.1 : To analyze globalizati on and evaluate its effects on business				LO6.1 : To analyze and apply advanced concepts in a specialize d discipline

2- *Interdisciplinary programmes integrating the SD/CSR/Ethics dimensions, etc.
and multi-site teaching programmes offering mobility and expertise,*

The SKEMA **G**rande **E**cole **P**rogramme is offered on all our national and
international campuses, and the education provided is identical.

The development and changes to our undergraduate and/or specialized courses
are also linked to the socio-economic, environmental and regional, and even local
background of our campuses, hence the Bachelors in Oceanography or Strategic
Events & Tourism Management at Sophia Antipolis; ESDHEM or MS in Direct
Marketing and E-Commerce programmes in Lille, etc.; the MSc in International
Strategy & Influence or international executive programmes in Paris; MSc in
Luxury Management in Raleigh and Suzhou, etc.

2-1 Courses dedicated to SD/CSR/Ethics

3 Specialized bachelors: Environmental Science- Environmental Management
and Marine Biology

These 3 programmes have been in existence for 20 years (1997). They come
within the history and development of the Sophia Antipolis campus and
demonstrate the first steps towards Sustainable and Environmental Development.

Students enrolled in these programmes spend 2 years on the campus and 2 years
abroad (Skema and/or partner university campus) and obtain a double diploma
depending on the course followed, including the Bachelors from North Carolina
State University.

During their education on the Sophia campus, students have **between 75% and
95% theoretical and practical education in SD/CSR/Ethics,** and between 26
and 61% academic lessons on these subjects.

2-2 Courses on significant SD/CSR/Ethics

☐**99% of our students** enrolled on the campuses **have followed SD/CSR
and/or Ethics courses**.

Only PHD students do not have academic courses on these issues. However, many
of these, within the framework of their works and theses, work on these issues
that are so essential today.

☐**95% of students received significant training in SD/CSR/Ethics** since this
comprises between 10 and 38% depending on the programmes.

PGE (Grande Ecole Programme) students receive on average 22% of the
education on SD/CSR and Ethics. For MSc in Auditing, Management Accounting &
Information Systems students, this figure is 38%.

☐**56 courses in SD/CSR/Ethics** are offered **across all programmes** and
gather together 99% of students.

Beyond the Bachelors courses dedicated to Sustainable Development, all
programmes offer

-**at least 2 mandatory dedicated courses:** **Globalization** (15 hours) and
Advanced Strategy (15 hours) i.e.30 hours/400 hours i.e. 7%.

☐The Sustainability Literacy Test

SKEMA decided that students enrolled on the Master in Management Program should take the SULITEST (3 000).
The objective is to:
-increase student self-awareness of the Sustainable Development and Corporate Social Responsibility issues they will face;
-foster student interaction with Faculty members and program directors;
-nurture debate and discussion on ethical and CSR dilemmas
-incite students to act proactively, implementing initiatives through action plans.
Since 2014, new students have taken the Sustainability Literacy Test at the beginning of the academic year.

☐In all our programmes, teachers integrate these dimensions into their lessons and lead case studies and/or develop **projects on these subjects** with their students, for example:

→Finance Project: interdisciplinary project taught over one semester, in a real situation with *financial and extra-financial analysis of a company listed on the stock market*

→or *"Market research and creation of marketing and communication tools: promotion of the Social and Aid Economy section"*,

→or even *"Implementation of a responsible purchasing approach"*, etc.

Regardless of the programme, it should be noted that some students carry out their dissertations or thesis works on these themes:

→*"The fight against pollution by adopting new consumption behaviours"*,
→*"the implementation of a CSR approach in an SME in the food industry sector"*
→ *"The challenges of the IFRS for SMEs"*, etc.

☐89% of teachers integrate SD/CSR/Ethics dimensions in their lessons.
Teacher-researchers have been integrating these issues into their research works for several years and transfer these into their lessons.
As a result of our regional integration, the education managers, teachers and students are called on by various companies and institutions with regard to these issues. This gives rise to projects integrated into lessons and/or on an interdisciplinary basis in the programmes.

3- *Innovative educational projects relating to SD/CSR/Ethics:*

Some examples:

☐Innovation Challenge in L3: Interdisciplinary **Social Enterprise project** on the national campuses: the purpose of the Innovation Challenge is to stimulate L3

student creativity (837) while having them understand how the knowledge economy is an essential opening to the challenges of today and tomorrow (SD/CSR). The challenge explores potential innovation responding to a social issue with the aim of creating a new activity. +150 projects/year) on various themes: Social innovations and Trans-generational projects…Social innovations and vulnerable people…examples of Participative Funding- new ways of working (job sharing, etc.)

☐ Interdisciplinary **M1 Sustainable Performance Project** on the national campuses.
Within the framework of Sustainable Performance lessons, the student is in a real innovation/Partnership process with the Start-Up Oslantis – "Solve the world's most pressing problem in open source: share your idea, fund it and built it with Others…" Students must develop a sustainable and innovative project, document this with the help of the experts that they will have identified and interviewed, assess the development budget, post it on the OSLANTIS platform, launch and coordinate a crowdfunding campaign and attempt to achieve the goal. It is the real market that evaluates the grounds and the realism of the project through its propensity or not to support it financially.

4- *Subjects debated within the framework of programmes*

→**Ethics & Governance**
Organised by Anne Laure BERNAERT, the Educational Manager for the MS in Audit, Control and Information Systems with guests Elise Tosi, SKEMA accreditations manager, Karima Essabbak, International Corporate Relations Manager from the World Forum Lille, Corinne Garrandeau, La Poste Commercial Division for the Haut Seine, Stéphane Wilmotte, HR Director Electro Dépôt, Nicolas Bernier, Former army officer, Ministry of Defence and Sylvain Masiero, SD/CSR Director for Thalès;

→**The digital transformation: a strategic imperative for companies"**
What are the main traps to avoid in digital transformation? How will digital transformation change requirements for recruiting employees in the next 5 years? Our speakers will answer these questions, share their expertise and their experience
Didier Bonnet is the senior Vice-Chairman of Cap Gemini. He successfully led the digital transformation within Cap Gemini Consulting and has over 25 years experience in developing and deploying digital strategies for multinationals. In 2014, he co-authored "Leading Digital: Turning Technology into Business Transformation". A SKEMA graduate (class of 1983), he is a member of the SKEMA Strategic Streaming Committee and the scientific committee for the MSc in Digital Business
Nicolas Rolland is the Innovation and Digital Transformation Director for AXA France. He plays a role in, eases and enhances the digital changes and innovations within the group. He is also a member of the scientific committee for the MSc in Digital Business.

→**"Team management and Manager's social responsibility",** M2 PGE

Apprenticeship–Project Management and Digital Marketing, 5 directors from regional companies with an international dimension participated in debates on developed themes:

-*The Art of Management: The expectations of the MD* with Karine Charbonnier, Chairman and MD, Beck Crespel –Valenciennes-Henri Klaba, Chairman and MD OVH- Roubaix-Rob Davies, World Commercial Director, INESIS-Décathlon

-*The HR Director and the Manager* with Stéphane Wilmotte, HR Director, Electro-Dépôt

-*The Talent Developer Manager* with Sébastien Lebettre, MD, KRBO

5- *Development of interdisciplinary and collaborative skills to encourage change, innovation and the creation of value*

5-1 The use of TIC in education to develop collaborative and social skills

The development and use of IT and communication technologies in our lessons allows us to place **students at the heart of the educational process, to render them active participants in their apprenticeships,** to develop their overall skills and to have our educational methods evolve.

Personalised student support and monitoring by expert-professors, coaches and tutors, made easier by remote collaborative tools: Video-conference, Skype, Audio-conference, etc. allows for the development of their cognitive and social skills: self-reliance, taking responsibility and decision-making, etc., but also time management and a sense of organization, meeting deadlines and commitments;

☐**Interactive and collaborative works**

→Some examples of innovative educational mechanisms:

-**L3 Business ethics course:** Multi-campus course via e-learning and interactive chat with the professor, using the Class call platform. This session will comprise simultaneous quizzes.

This apprenticeship has been a real success: the evaluation in the form of a multiple-choice questionnaire comprised 50 questions, 25 of which were easy and 25 very difficult; the results were between 16 and 20/20.

-**MOOC Globalisation in PGE M2/MS:** Creation and distribution of a PREMIUM MOOC entitled "Globalization: overcoming the challenges" on the UDEMY platform with all the M2/MSc students (1700) but also open to all (+1300 external participants). Free access: https://www.udemy.com/globalizationskema/#/

A *Premium* format that exceeds the simple "video lesson". In fact, it integrates some twenty videos, face-to-face and live-streaming lectures, personalised coaching, self-assessment, continuous group work (50% accreditation), the creation of an e-book and the awarding of a prize. In all, over 35 activities over 5 weeks.

-Within the framework of the Innovation and New Product Development course from Jonas Hoffmann, Professor at SKEMA, an innovative educational mechanism

has been set up with the ITN Group and TakeMotion for students to learn and practice digital collaboration.

This initiative, unique in the teaching world, allows students to put their fingers on the benefits linked to the use of performing and innovative collaborative solutions. They can get a concrete glimpse of new methods of working within companies and better understand the interest of collaborating on digital platforms.

Within the framework of this experiment, the students will notably have the mission of conducting surveys on the maturity level of digital collaboration in French companies, developing a training offer for the new position of *Internal Collaboration Manager* and identifying how digital collaboration makes innovation easier.

5-2 Connected spaces for co-learning, sharing and innovating

In order to reflect on and experience new ways of learning that are emerging: media libraries, Lab's Innovaccteurs.

These are places of debate and discovery, hence the creation of discovery cafes tackling the challenges of the 21st century with experts, consultants, managers, entrepreneurs, professors, researchers, organisations, associations, etc. In September 2014, the concept was enriched thanks to Labs Innov'Acteurs interconnected with the regional project and the **T**hird **I**ndustrial **R**evolution (Lille Campus): Creation of the Living Lab "Magasin Habitant" Leroy Merlin; Atelier du 9 set up; Social and Aid Economy co-working space; Creation of the community of eco-responsible players in the Linen industry; Creation of a car-pooling service for a business park (Lomme); Development of new ways of raising awareness in order to identify the ingredients for corporate collaboration (collaboration bar concept); Mapping of 3D printing design and manufacturing areas.

☐**A Human, technical and digital resource centre;**
The KNOWLEDGE CENTER offers:

→**Unlimited access to all SKEMA resources on line,** including outside our campuses for teachers, researchers, employees and students: Educational (LMS) CrossKnowledge and Knowledge (Dokeos) platforms; legal databases, Press and Enterprise database, Research and E-book databases (Scholarvox by Cyberlibris);

Some examples:
Blended-Learning (combination of on-line and face-to-face courses), for all programmes. For the EMBA, all modules follow this format:
Some courses fully on line on the platforms or even in MOOC format.

→**Support for teachers and students:**
-One-to-one meetings for assisting and presenting the educational resources to teachers and administrative staff;
-1-hour workshop on Monday and Thursday on the educational tools, databases and feedback on the educational experiments: Workshops on one of the national campuses + Webinars + tutorials + videos on YouTube, etc.

→**Technical and educational assistance** for implementation and follow-up.

5-3 Challenges and competitions to stimulate to desire for enterprise, creativity and team work

Our partners, companies, collectivities and associations offer students the opportunity to conceive an innovative project on SD and/or CSR in order to meet the various challenges to our society: Professional ethics, handicaps, sport and disability, transport and sustainable mobility, solidarity and humanitarianism, sustainable towns, responsible supplies, etc.

Some examples:

-National competition promoting Professional Ethics: Competition proposed by Rotary International and the CGE to students in the *Grandes Ecoles*;
Organized since 2004 by the Rotary Club and the Conférence des Grandes Ecoles, this year the competition saw nearly 1,000 students take part. Five SKEMA students from the Sophia-Antipolis, Paris and Lille campuses won awards.

-The "special prize" in the **Nudge Challenge Climat**, awarded in Paris on Wednesday 9 December 2015 at the COP21
Fighting food waste in university restaurants, using less toilet paper, saving energy – these are some of the themes that 500 students spent time working on in 100 teams from schools in seven different countries at the Nudge Climate Challenge. Their mission was to imagine "green nudges", to encourage eco-friendly behaviour; they had to produce a 4-minute video to promote the idea.
The "Bread Busters Team" team (see their video here) won the jury's special prize.
The idea is to transform cafeteria bread baskets to fight against waste. The experiment was set up in the SKEMA cafeteria with positive results - a 15% drop in wasted bread
This event was organised by the "Secrétariat Général pour la Modernisation de l'Action Publique" (SGMAP), the association Nudge France and the BVA institute, in partnership with the Ministry of Ecology and Sustainable development and Energy and Place to B.

-**The "World of Grandes Ecoles and Universities" Challenge:** unique mechanism focussed on sport, recruitment, fun and raising awareness of disability:
SKEMA was selected to defend our flag against 80 establishments from across France during the "World of Grandes Ecoles and Universities" Challenge, which will take place next 4 June at the Charléty stadium.

-Michelin Bibendum Challenge in Chengdu
The Michelin Challenge Bibendum held its 12th event in Chengdu from November 11th to 14th around the theme of **"innovation in mobility at the heart of growth and urban well-being."**
Michelin has invited SKEMA, the only French Business School to participate, to present how innovation in business models and economic tools could accompany the social acceptability of the mobility evolutions to come. This gave us the opportunity to present our Chinese incubators and our innovation philosophy, especially through our emerging transformators' incubator *Innovateur-T*. In addition, 120 students from Bachelor, M1, MSc 2-year and our Chinese partner

USTC competed in teams of 5 to propose non-technological innovative measures that could be activated in 2015 to solve issues of transportation and mobility. After an on-campus exhibition in Suzhou, the 4 best projects were selected to be presented to experts in Chengdu. With concepts that included waterbuses in Suzhou, inter-generational car-share, truck-share, private electricity rental and package-volume reduction, our students proposed economically feasible and socially acceptable solutions that companies could build on to re-think mobility issues

-Tous HanScène® Student Disability Video competition www.toushanscene.fr
The TREMPLIN Études-Handicap-Entreprises association launched the 4th edition of the Tous HanScène® Student Disability Video Competition which gives the opportunity got students and administrations of Post-Baccalaureate establishments to put the spotlight on disability with videos from 2 to 3 minutes in length. The objective: encourage young disabled people to continue with higher education and persuade Post-Baccalaureate establishments to open up to them and to disability.
6 students from SKEMA became actors and producers during the Tous HanScène® Student Disability Video Competition. www.toushanscene.fr.

- The Fondation Deloitte prize to support students in completing **projects with a social or humanitarian vocation.** Nuevo Destino is a SKEMA association that helps the impoverished families and orphans living in the jungles of Honduras and in the favelas in the city of La Ceiba in Honduras, Central America. The association won the 1st Fondation Deloitte Award, announced on 18 May 2015. Nuevo Destino thus gained strategic support (advice), logistics support (use of the Deloitte offices) and financial support (EUR 4,000).
A first prize that will directly serve the families in the city of La Ceiba in Honduras.

5-4 Mechanisms to recognise and enhance achievements

☐**The Educational Innovation prize for teacher-researchers**
In order to encourage and support the development of original and innovative educational projects (e-learning, blended-learning, MOOC, etc.), for the last 3 years the EDUCATIONAL INNOVATION prize has been rewarding teachers (on-line vote);

☐**A "Special Achievements" award for students engaged** in an individual, collective or associative fashion to support personal development and apprenticeships, recognise sporting, associative and/or citizenship commitments and highlight award-winning achievements.
This experimental mechanism wishes to add value to 3 credits (60 hours work) for L3 and M1 Grande Ecole Programme students registered for this approach. This mechanism is very selective and is based on ad-hoc assessment grills.

For example:
→**Pauline Gane received recognition from the NC State University**

(Raleigh) "Center for Student Leadership, Ethics and Public Service".
Every year, NC State presents this **"Visionary Leader Certificate"** (VLC) in
recognition of students who have followed a full series of workshops on the
development of leadership, offered by its Center for Student Leadership, Ethics
and Public Service (CSLEPS). Students have a maximum of two university years to
achieve the VLC, which required the participation in 12 reflection workshops on
the theme of leadership and personal development, as well as 20 hours of
volunteer work, a leadership position and lastly the completion of a portfolio
(reflection on all the process that will be read and validated by the CSLEPS
members).
Pauline points out that this approach allowed her to fully appreciate diversity of
thought and the great openness present in American culture.

6- *Debates, conferences and round tables to contribute to the community and to
transfer knowledge*

6-1 Innovation and Knowledge cycles:

-Multi-campus programme of themed lectures intended for our stakeholders on
global management in the knowledge economy;
-In 2014-2015:17 lectures per year, each lasting 1½ hours: 10 at the Sophia
campus, 3 at the Paris La Défense campus and 4 at Lille;
-An internet platform for capitalisation http://www.skema-bs.fr/skema-
expert/cycle-innovation-et-connaissance;
-8 editions held since 2007 (115 Lectures);
-Webinar option offered for the lectures at Sophia Antipolis.

☐A few examples of the conferences:

→How is digital transforming business and companies? Hervé PARMANTIER & S.
GUEROULT, SMC

→MOOC or the promise of low-cost massive education. What are the challenges
for businesses? Pr. Marc AUGIER. Accounts from Catherine RAMON, YES & Vincent
DESNOT, TeachOnMars

→And where is man in all this? Placing the user at the heart of the company's innovation process. Pr. Marc AUGIER, SKEMA & Catherine BELLINO, Use Age. Account from Catherine CHAT & Sophie de BONIS, IBM

→Well-being in business. Report and new paths.
  Stéphanie CHASSERIO, Pr. SKEMA BS & Michel GSCHWIND, ARECO

→Innovateur T: a rupture solution to transform the economy and society. Dominique VIAN & Christophe SEMPELS SKEMA BS. Account from S. de RAIKEM, Conscious Partners

→Functional economics in operation. Feedback on the CAP EF support mechanism. Pr. Christophe SEMPELS & Georges FERRANDO, Albert Vieille

→Report on the Côte d'Azur FabLabs. Shedding light on the Makers movement. Pr. Marc AUGIER, SKEMA Business School, Pascal FLAMAND (SoFab), Bruno MESSIN (NavLab), Jérôme BOULINGUEZ (Larefabrique) & Jean-Noël MONTAGNÉ (NiceLab)

→From heroic leadership to authentic leadership: women entrepreneurs in a fast growth setting. Pr. Corinne POROLI & Stéphanie CHASSERIO, SKEMA BS & Véronique BOURON, BeMore;

6-2 SKEMA Executive mornings

□**"Diversity and Feminisation"**, a strategic challenge for Corporate Social Responsibility – Michel Ferrary, professor at Skema and founder of the "Corporate Feminisation observatory" and author of the Human Resources Management work: *Entre marché du travail et acteurs stratégiques* (Dunod, 2014);

□"Growth, regulation and transformation of bank economic models"-Dhafer Saidane, professor at Skema with accounts from the Groupe SAB and the Groupe Revue Banque.
 How is finance changing sustainably? Is there a systemic risk that would see the financial system run out of control? With the new rules in play, are banks currently capable of resisting a new crisis? What about the monitoring by watchdogs and supervisors? With this new disintermediation phase we are currently experiencing, how will alternative funding be organized? Etc.

6-3 Economic Intelligence Thursdays

□ "Risk intelligence: from detecting weak signals to taking strategic decisions" guest Yolaine de LINARÈS, Societal Prospective Director, l'Oréal group R&I Division;

□**"When Big Data revolutionises Economic Intelligence"**
Renaud Prouveur, CEO and founder of the Spallian group; etc.

The changes to and adaptation of our programmes and education, the expansion and enrichment of our working environments, the diversity of our educational approaches and the debates with varied publics allow us to enter into a relational and regional approach to societal responsibility. In creating real apprenticeship communities between the various and complementary stakeholders, we are

seeking to contribute to the emergence of a sustainable and responsible economy that promotes social innovation and changes mentalities in order to create a responsible society.

"...The leadership required now and in the future can be described as globally responsible leadership. This is the global exercise of ethical, values-bases leadership in the pursuit of economic and societal progress and sustainable development. It is based on a fundamental understanding of the interconnectedness of the world and recognition of the need for economic and societal and environmental advancement. It also requires the vision and courage to place decision making and management practice in a global context..." **EFMD 2005**

CHAPTER III   The SD/CSR/Ethics Research Policy

SKEMA's mission is to train managers and entrepreneurs, leaders of projects and innovation, able to understand the issues of the globalised economy and to support changes in society in a responsible fashion.

SKEMA has highlighted its positioning in the fields of entrepreneurship, technology and the knowledge economy and encourages works on SD/CSR/Ethics issues.

Its active participation in the ecosystems of which it forms part has allowed it to consolidate its integration and continually encourage synergies and connections between the various management and technological/scientific disciplines.

Consequently, it is a major player in the Sophia Antipolis technology centre, which has, since the beginning of the 2000s, become a global reference in terms of innovation.

Fully integrated and a partner in the Hauts de France regional projects "The Third Industrial Revolution" led by the Regional Council and the Chamber of Commerce, EuraTechnologie (Lille region centre for technological innovation), etc.

1- *A Research Strategy integrated into its DNA and centred around its regions*

At its inception, SKEMA directed the objectives of its research activities towards the knowledge economy by building on existing resources.

Four research centres were set up reflecting the four strands of research in which the two founding schools had active faculty members then publishing in journals, including peer-reviewed ones. The four research centres are:

- ECCCS (European Centre for Corporate Control Studies)

- KTO (Knowledge, Technology and Innovation Research Centre)

- ICRC (Innovation and Competition Research Centre)

- MERCUR (Marketing, E-commerce, Retailing, Consumption and Ubiquity Research Centre)

The first three research centres are managed by and form part of the LSMRC (Lille Skema Management Research Center), which is the CNRS (French national centre for scientific research) host Team. The LSMRC is common to the University of Lille 2 and has as its purpose an evaluation by AERES (French evaluation agency for research and higher education). The ICRC is an economic research centre common to the OFCE (Observatoire Français des Conjonctures Economiques – French Economic Context Observatory) Without the sites being specialized, finance and marketing research that involves researchers from the University of Lille 2 is dominant on the Lille campus. Research into the knowledge economy, organization and economics is dominant on the Sophia Antipolis campus. These integrations are due to the specializations of the schools that originally created

SKEMA. The Paris site, which was structured more recently, hosts researchers from these various centres.

They group Faculty members from different disciplines and with different profiles, from purely academic-oriented scholars to pedagogical or professional profiles. Each centre continued to build on the strong partnerships previously developed with local partners.

The chosen topics of each centre are compatible with the DNA of the school. For example, innovation and entrepreneurship are central to research in the KTO and IC centres. These topics are also addressed by ECCCS with research on entrepreneurial finance and venture capital and by MERCUR with ubiquitous consumption and e-commerce. Another aspect of SKEMA's DNA is also present in the research carried out by the four centres, with work on:

- Corporate Social Responsibility

- Strategy and environmental resources

- Consumption patterns of disadvantaged people

- Feminisation

- Sustainable finance.

This policy has enabled SKEMA to gain legitimacy and exposure in the different areas. However, we do not exclude people who do not fit into these four areas: research in other areas is encouraged (and the possibility of a new research centre is open if critical mass is reached in terms of publications and people in a particular area).

Far from positioning itself as a school dedicated solely to research, SKEMA decided to become involved in three types of intellectual contributions which underpin its DNA:

-Academic contributions: Faculty members of the School are committed to publishing in high-level academic journals and more generally, intellectual contributions that advance knowledge in management. The standard of academic journals in which researchers have published since the merger has been steadily improving.

-Contributions to practice: The objective is to develop tools and practices dedicated to the practice of management in a global knowledge economy. Most disciplined-based research output is empirically grounded and readily available for application. Faculty members rely on the insights gained from research to educate generations of managers in every industry and help them tackle the challenge of continuous adaptation in a knowledge economy.

- Pedagogical contributions: The objective is to enhance knowledge transfer between research activities and pedagogical contributions. A large number of intellectual contributions are related to entrepreneurship, innovation, technology,

risk management and sustainable performance, which directly feed the courses in all disciplines at different levels of the curricula. Faculty strive towards an intellectually stimulating and collaborative environment to create and share knowledge. Faculty members believe that developing community-based practice for their own intellectual activity is the requisite condition to best transmit those values to the students.

To reach these objectives, SKEMA grants points to valued Intellectual Contributions (ICs), according to a regularly revised policy. Points are given for academic research, contributions to practice and pedagogical innovation; each Faculty profile is expected to achieve a minimum number of points over a three-year period.

Intellectual contributions are taken into account in managing the careers of teachers, both in terms of determining their profiles and their promotion to higher grades.

 This policy has facilitated the achievement of the research objectives set out in SKEMA's first strategic plan. Many joint initiatives in centres have been developed and research that was previously concentrated on the Lille and Sophia Antipolis campuses, is now developing in Paris, where research activity is proportionate to the increase in size of the Faculty. Newly-recruited researchers in Raleigh and Suzhou will enable SKEMA to establish research activities on those campuses. Inter-centre and inter-campus projects which are now being set up enable SKEMA to be a truly global school.

2- *Responsible and stimulating governance*

☐Research at SKEMA is under the direct responsibility of **the Associate Dean for Research**, Pascal Grandin. He is a member of the Board of Directors and of the Faculty and Research Board. The LSMRC is headed by Eric De Bodt. The Associate Dean defines research policy, proposes budgets and initiates the necessary positions to achieve the objectives set out in the strategic plan. These proposals are made to the Executive Committee which makes the final budget decisions.

☐The Associate Dean for Research's proposals are based on **a Scientific Committee** comprising the four Directors of the Research Centres.

This Committee meets to discuss the decisions to be taken and the subjects to be discussed. Such meetings also serve to examine the activities of each Centre, and harmonise the way they work.

When budgets are established, each Research Centre Director informs the Associate Dean for Research of the specific needs for the year to come, and these are discussed in meetings where the merits of each case are considered before a consolidated request is made to the Executive Committee.

Requests for the creation of positions for professors with a research profile are also discussed at these meetings with the Associate Deans of the Faculty.

☐Decisions about SKEMA's research policy, research output and resource allocations are presented to **the Research Advisory Committee** (RAC) once a year. The RAC is made up of independent researchers from international institutions and provides a forum for discussion and advice.

The RAC then produces a report evaluating the research which has been carried out and makes recommendations to improve research quality.

The President of the RAC is currently Prof. Mette Monsted. The Committee membership is as follows:

NAME	UNIVERSITY
Mette Monsted	Copenhagen Business School
Søren Askegaard	University of Southern Denmark
Paul Coughlan	Trinity College
Guido Gozzi	St Gallen University
Denis Gromb	INSEAD
Piet Sercu	KatholiekeUniversiteit Leuven

☐**Research Centres have their own Scientific Committees**. The Director of each centre manages a budget which serves mainly for running costs, purchasing data bases, special resources, travel expenses for conferences and invitations to seminars.
The researchers are all actively involved in publishing. The criteria to become a member of one of the Research Centres is to have published at least two articles in refereed journals or have written books, or chapters in books, during the past four years, in the areas of the Research Centres.

☐The School encourages all professors to carry out research, including in areas which do not correspond to the four Research Centres. This is, for example, the case in Sustainability Development, CRS and Ethics. These professors report directly to the Associate Dean for Research and are given the same means as the others to carry out their research.

☐Each Research Centre has its own budget which covers the following expenses:
-Travel costs to conferences,
-Financing invitations to research seminars
-Organising workshops, research days, training seminars
-Various expenses (proof reading, data collection, subscriptions to associations)
-Buying specific software
-Buying databases

☐And each professor can make use of a budget of a maximum of €3,000 per year to pay for participation in congresses etc. They are thus able to plan and manage travel according to their research objectives. This amount may be revised and increased with the agreement of the Director of the relevant Research Centre or

the Associate Dean for Research. This is the case for researchers whose articles are accepted in several top level congresses in the same year.

They are able to plan and manage travel according to their research objectives. This amount may be revisited and increased with the agreement of the Director of the relevant research center or the Association Dean for Research.

3- *Integration of research into the Faculty workload*

Each Faculty-member has a profile (teacher, teacher-researcher, researcher)

Regardless of their profile (teacher, teacher-researcher or researcher) or whether they belong to a Research Centre or not, all Faculty members are encouraged to produce three types of intellectual contributions:

☐**Discipline-based scholarship (DB**S): For academic research, the School targets research journals on the French CNRS list, section 37.The CNRS classification divides management and economics journals into four categories, based on their impact. Only journals with national and international visibility are classified in this list.

☐**Contribution to Practice (CTP):** In each academic department, faculty members produce ICs aiming at applying theoretical research findings to companies, to disseminate new knowledge in companies through the development of practices and methods, or to make it available and understandable to a wider audience.

☐**Learning & Pedagogical Scholarships** including pedagogical innovations (LPS): The development of our programmes, our education, the educational methods and content is based on the ability of our teachers to use and master internet tools, and more globally TIC, in their professional practice.

Highly encouraged and desired, educational innovation has developed quickly over the last 4 years, as the examples confirm (see Chapter II).

The sharing of our teachers' best practices through Monday workshops encourage, for example, openness, creativity, change and creation.

A bonus and rewards mechanism encourages professors to develop their research works.

Over the last 3 years, the board has set up the educational innovation award. The choice is determined by an on-line vote by the professors.

4- *SD/CSR/Ethics in academic research programmes*

Socio-economic developments and changes, the appearance of new economic models, and the various demands and expectations of organisations and companies in particular constitute new issues, new challenges and new uses. All management fields are called into question, sparking controversy and responses.

Professors, regardless of their profile, and from all disciplines, have developed works in this vein in order to broaden and enrich their expertise. This expertise is continually built with specialised knowledge. It is essential for their assignments, their activities and their careers.

In each of these centres, and since 2010, the production of academic articles has continually increased, as has the number of researchers working on these issues and their impacts in their fields of expertise. They currently represent almost ¼ of publications (see List of publications).

This demonstrates our researchers' interest in these challenges, but also the actual changes occurring in our society and the questions that this poses in terms of concepts, analyses, methods, tools, etc. and of the solutions to be provided.

4-1 In the Market, E-commerce, Retailing, Consumption and Ubiquity Research Centre (MERCUR), headed by Nil Ozcaglar-Toulouse. It addresses three areas: (1) consumer identity and culture, (2) transformative consumption and related social issues, (3) consumer behavior in a multichannel context.

Sustainability is probably best represented in marketing with work on sustainable consumption, sustainable tourism, or sustainable luxury.

Issues related to ethics, CSR and sustainable development are one of the research areas of MERCUR. Nil Ozcaglar Toulouse, who is very active in this area of research, has coordinated a special issue of Research and Marketing Applications on the theme of "Marketing and Sustainable Development" published in 2014.

She is currently coordinating a special issue of the Journal of Marketing Management on the theme of Transformative Consumer Research (improving the well -being of consumers via sustainable development) in 2014.

She already organized the 4th International Conference on Transformative Consumer Research where these issues were widely discussed.

Finally Nil coordinated SOBRIETE , a research project funded by the ADEME and the Regional Council Nord Pas de Calais , whose theme is energy sobriety with the CERAPS Lille 2 and Lille 1 (2010-2013).

In tourism, the School is part of a European research project on the theme "Knowledge networks for the competitiveness and sustainability of European tourism."

- Elodie Gentina will initiate more research on the subject of the adoption of ethical behavior in young consumers and this should be the subject of several publications.

- Michel Felix is working on environmental transformation and marketing the low-carbon energy transition. Jonas Hoffmann conducts research on sustainable development within the luxury industry. Frédéric Dimanche specialises in sustainable tourism.

4-2 In the European Centre for Corporate Control Studies (ECCCS) headed by Helen Bollaert. ECCCS's mainresearch themes are (1) mergers and acquisitions, (2) financial intermediation, (3) private equity and entrepreneurial finance, (4) accounting and financial disclosure. There is also an emerging "law and finance" theme in the research center.

-In 2006, a team of researchers meeting under the European Research Group for "Money, Bank, Finance" (GdRE No. 335), a federating research structure from the

French National Centre for Scientific Research (CNRS), had the idea of starting a line of research, co-led by Dhafer SAIDANE, on ethical Finance, interest-free finance and Islamic finance (http://www.univ-orleans.fr/deg/GDRecomofi/Pres/axeFislam.htm).

-At the start of 2010, a collective work project was launched in the laboratory on the issue of "Sustainable Finance". 17 experts were called upon for this project. The aim was to define the scope of sustainable finance on the basis of very different skills, views and sensitivities. This reflection was recorded in a work led by Pascal Grandin and Dhafer Saidane: *La Finance durable*, Editions Revue Banque, published in November 2011 (Turgot Prize – Special Prize for collective works – Distinction - 2012).

The International Observatory on Sustainable Finance (OIFD) relies on the scientific legitimacy of the teams that support them. Its action as a research facility combines research professors SKEMA, the Universities of Paris I, Paris X, Paris Dauphine, Lille 2, Lille 3 and the Geneva IHED. Among the work completed that fits the OIFD criteria is the creation of statistical indicators to measure progress in the field of sustainable finance. The OIFD aims to publish each year, as part of its annual report, an index of sustainable finance (IFD). This synthetic index would be based on financial and non-financial indicators (market volatility, wage differentials, quality of governance, etc.).

-Other research focuses on Ethics, Justice and Finance, on Eco-Efficiency, on the Image of Corporate Sustainable Performance, and on the negative effects of personality traits that some leaders may have.

4-3 In the Knowledge, Technology and Organisation Research Centre led by Ludovic Dibiaggio, came from SKEMA's ambition to become a provider of insightful views of evolving management practices in the context of an emerging knowledge economy. The group aims to develop interdisciplinary research dedicated to helping decision makers and organisations better handle the challenges induced by technical change and by the management of increasingly global activities.

In this view, KTO has developed several fields of expertise:

 ☐Entrepreneurship and innovation, understood as a continuous process of change to promote value creation in society. KTO researchers demonstrate a significant expertise in venture creation and innovative processes in companies. Building on research achievement tools and training have been developed to help entrepreneurs (in start-up companies or in large corporations) to successfully launch and develop their project. This expertise is also dedicated to help local policy makers design and implement innovation and entrepreneurship policy for example *Merminod, V., Rowe, F., (2014) "Effects of Products Lifecycle Management on the reliability and productivity of new product development: the case of co-development", IT-enabled R&D in an international context: how open are the knowledge systems ?, Palgrave* or *S. Borzillo, D. Chauvel and G. Poulingue; in ed. L. Lecoeuvre (2015), "Intraorganizational networks and communities of practices as a platform for project innovation and sustainability",*

The Performance of Projects and Project Management . Sustainable Delivery in Project Intensive Companies. Gower 2015.

☐Alliances, mergers and acquisition. Innovation and global strategies generate changes in the organisation of activities and generate coordination problems that often require evolutions in the boundaries of the firm. Researchers in KTO have long studied alliances on the one hand and mergers and acquisition on the other to analyse how firms best develop new competences and adapt to novel environmental conditions such as technological change, environmental tax constraints for instance

☐Creation, diffusion and exploitation of information and knowledge in organisations. KTO have different approaches to deal with the conceptualisation and the development of tools to help companies to create value from knowledge management and information systems. Combining quantitative studies with large databases, experimental studies and more fine grained qualitative studies, KTO is well-recognised both by the academic community and by partner companies working with member to implement new methods and tools. KTO has also a unique expertise in the study of the evolution of gender diversity in companies. After developing a gender diversity observatory, a series of studies have shown the impact on firm performance in different environment and different economic contexts. These studies have received a significant recognition by media all over the world and are often cited as a reference in the field; for example *DiBiaggio, L., (2012) "The Governance of Knowledge Integration", in Dibiaggio, L., Meschi, P.X. (eds) Management in the Knowledge Economy, Pearson* or Ciussi, M., Rosner, G., Augier, M., Suder, G., (2011) *"M-Learning and Y Generation: The Reality behind the Myth" in "Combining E-Learning and M-Learning",*

4-4 In the Innovation & Competition Research Centre (ICRC)

The Innovation and Competition Research Centre (ICRC), led by Maurizio Iacopetta was created in 2010 to support its members in publishing articles in the best academic journals and to disseminate their research in international conferences and academic seminars.

The Centre investigates the circumstances that favour competition and innovation in a variety of industries. It also studies how financial institutions and technological progress affect the evolution of industries and of the economy.

The approach uses econometrics methodologies, equilibrium as well as non-equilibrium modelling, and agent-based models.

In particular, researchers have strong expertise in: (i) the analysis of economic performance of firms and economies concerned with entry into new markets,

including foreign markets; (ii) the analysis of innovation by firms, sectors and countries. They use census data at the firm level going back to the mid-eighties. In terms of theoretical work, they have also developed models of industry and macroeconomic dynamics focusing on the interactions between the financial sector and industry evolution, innovation and employment.

The activities are strongly linked with the Observatoire Français des Conjonctures Economiques (OFCE), the economic Research Centre of The National Centre of Political Sciences (Sciences- Po). The two Centres jointly run a seminar series where top scholars are regularly hosted (about three per month) as well as occasional workshops and international conferences.

For examples : *Amendola, M., Gaffard, J-L., (2012) "Capitalisme et Cohésion Sociale", Economica, Jan. 2012 or Vona, F., Consoli, D.,2014 "Innovation and skill dynamics: a life-cycle approach", Industrial and Corporate Change, oct.*

☐**Other research out of the centers**

Several researchers are involved in related themes: Business Ethics, Governance, CSR, Women Entrepreneurs, etc. For example:

-Turner, J.R., (2014) "Ethics, Trust and Governance in Temporary Organizations: Building Trust Through the Governance Paradigm", Project Management Journal, vol.45 (4), pp. 39-54, Aug. Sept.

-Barraquier, A., (2014) "Le rôle de la responsabilité sociale dans la connaissance organisationnelle: approche conceptuelle", Management International, vol.19(1), pp.130-140

-Poroli, C., Chasserio, S., Pailot, P. (2014) "When entrepreneurial identity meets multiple social identities. Interplays and identity work of women entrepreneurs", International Journal of Entrepreneurial Behaviour & Research, vol. 20(2), pp.128-154, march

-Bonnin de Toffoli, C., Lazaric, N., (2014) "Consommation durable et sécurité alimentaire", Revue Juridique de l'Environnement, n°4, pp. 625-635

-Bufflier, I. *(2015) : actualités et veilles juridiques - Juin. "Revue Internationale de la Compliance et de l'Ethique des Affaires"*

5- *Contribution to Practice and territorial anchor*

Within the framework of their triple social, economic and environmental responsibility, companies, various civil society institutions (associations, think tanks, collectives of parties involved, etc.), regional collectivities and/or political bodies (Ministry of Higher Education, etc.) are requesting parties: data gathering, decision-making tools, diagnostic tools, analysis methods, control and measurement tools (relevant indicators) in order to understand, analyse and implement solutions and ensure the follow-up of:

-identification and risk prevention tools, etc.

-behaviour anticipation tools (clients, neighbourhoods, opinion, etc.);

-creation of transparent technical standards and regulations, etc.

In its 2015-2020 strategic plan, SKEMA has set out a line for regional development:

→ *"Be known as the school committed to the regions in which it has integrated...*
Develop a partnership policy: academic, commercial, business and CSR on all campuses"

5-1 Works carried out for the stakeholders

☐**"Women entrepreneurs in the Nord Pas de Calais:** feminine-style entrepreneurship promotion tools and policies with regard to the diversity of women entrepreneurs"- contract and partnership with the Regional Council economic action division;

☐**Paris Région Entreprises have chosen the ISMA 360® method for its management training on an innovation project** by calling on SKEMA. Launched on 1 July 2014, Paris Région Entreprises is a charity association that groups together the Regional Development Agency for Paris Ile-de-France and the Ile-de-France Centre for Innovation and was created by the Ile-de-France Regional Council, Paris Ile-de-France Chamber of Commerce and Industry, Bpifrance and the State. Its mission: push the development of Ile-de-France or international companies bringing added economic, social and ecological value for the Ile-de-France region. ISMA 360® is a SKEMA Business School trademark. It was devised and developed by Dominique Vian (SKEMA) to support corporate creation and innovation projects for small and medium-sized companies.

☐**MoviLab: "we are transforming <u>actions</u> into <u>knowledge</u>...and vice versa"**

Movilab is <u>an incubation mechanism</u> aiming to set up sustainable "in vivo" lifestyle laboratories in partnership with the <u>regions piloting the experiment</u>.

Movilab is attempting to eventually become a <u>collective brand name</u>, based on the combination of "free (open source) and sustainable" and is based on the societal innovation we see in practice in <u>the "Tiers Lieux"</u> ["*Third Place" working spaces*] (e.g. FabLabs, coworking areas or EPN) or in collaborative models on the Internet and in everyday life, while giving them a goal, which is the conversion to sustainable lifestyles through experimentation and example.

A collective intelligence initiative led by local parties on an Open Source basis;

☐**The Feminisation Observatory** created in 2008 by Michel Ferrary. Its aims are: -Draw up a report on the feminisation of staff and management of major French companies; The explanatory factors for the feminisation of major companies; Analyse the relationship between feminisation and corporate performance; Provide analysis elements for socially-responsible investment.

Since 2008, the Observatory has analysed the change in the percentage of women in the staff and management of 60 of the largest private French companies

(CAC40 + CAC Next 20). This year, the Observatory is also analyzing the feminisation of Management committees. It analyses the possible link between corporate profitability and the feminisation of the various supervisory levels (Management committee, management and staff). This research into corporate feminisation is regularly picked up by French newspapers (Le Monde, L'Express, Les Echos, etc.) and foreign press (Financial Times, Washington Post, Business Week, etc.).

☐**The SAB Sustainable Finance Trophy:**

The International Observatory on Sustainable Finance (OIFD) and the SAB group aim to encourage and reward research in the field of sustainable finance. The aim of the works by the **OIFD** is, in particular, to produce content and tools based on scientific requirement:

☐Observe and highlight sustainable finance practices.

☐Contribute to the public debate on finance practices by calling on expert opinions and drawing up summary notes.

☐Promote academic research in the sustainable finance fields. **The sustainable finance Trophy is an annual award for the best works on these topics by researchers (national or international)**

☐Create, test and implement monitoring indices for practices compliant with sustainable finance.

5-2 Collaborative, innovative and structured projects in the regions

-Health-2-Market is an **initiative** supported by **the European Commission**/Health DG, the aim of which is to guide life science researchers wishing to add value to the results of their research by creating innovative enterprise. Since September 2013 and throughout the following three years, the Health-2-Market project has offered a specific and varied training panel: 15 regional training seminars lasting 1-2 days, 7 one-week international academies and modules provided in e-learning. Health-2-Market will also offer advice and personalised support services to the project sponsors over a wide range of themes linked to the development of innovative companies in the life sciences field. In order to allow the widest number of professionals to access this knowledge, an MOOC was created in 2015.

-The SD/CSR Plan Quality Certification Approach (Green Plan) – CGE SD/CSR commission (French Higher Education – national)

The SD&SR Quality Certification mechanism is a collective project that began in 2011 under the responsibility of the CGE and CPU, then extended from 2013 to 2015; the initiative includes some twenty establishments, universities and *grandes écoles* with the participation of the REFEED (French students SD network). The support of the Ministries and the CDC at various stages of the project is one of the

key elements in its achievement. In total, some fifteen people, with the support of their employers, worked hard with all their conviction and their expertise in order for this guide with the SD&CSR label tools to become a tangible reality.

The mechanism is now operational and is designed to continue to develop collectively. It is and will be something we do together, higher education and research establishments, relevant ministries, student networks, establishment congresses, operators and certain other parties over the coming years.

6- *Transfer and distribution of knowledge*

Centred on the knowledge economy, innovation and research, the transfer and distribution of knowledge are key aspects of SKEMA's contribution.

☐In our initial, continuing and executive education programmes (see chap. II);

☐In academic publications, professional media, works (see List of publications)

☐By the organisation, participation and presentation of conferences, workshops and lectures:

-International lecture on "Transformative Consumer Research" May 2013: The lecture was dedicated to specific themes: poverty and subsistence markets – developing markets – immigration, culture and ethnicity – family, risk and durability – nutrition and health – materialism – innovative research methods. Over 100 researchers from the world over met up to debate these themes on the Lille campus. The lecture attracted nearly 300 people from the academic and professional world.

-**ARCIR WORKSHOP** June 2015: "Unpacking Sustainability in consumer research"; lecture co-organised with the University of Lille II, etc.

☐**By organising monthly meetings for corporate managers: "The Skema Business School Innovation & Knowledge Cycle"** (chap. II)

Launched in September 2007, this is a monthly meeting for information and discussions on the major challenges associated with management in the knowledge economy. Its aim is to decode a world that is in the midst of an economic, digital, social and environmental transition, to discover the keys for action. The Innovation & Knowledge Cycle, intended for company heads, executive directors and corporate managers and collectivities in the regions in which the School is located, operates in the form of breakfasts once a month, which take place in the morning from 08:30 to 10:00.
The cycle includes 12 lectures per year, 4 at the SKEMA Sophia Antipolis campus, 4 at the SKEMA Paris La Défense campus (Léonard de Vinci University centre) and 4 at Euratechnologies in Lille.

A few examples of the subjects tackled:

→Well-being in business. Report and new paths;

→Technology, innovations and uses: From acceptability to performance;
→Technological innovations in retailing (Mobile, increased reality, etc.): challenges, reality and perspectives;
→Authentic leadership from the fast-increasing number of women entrepreneurs;
→Report on the Côte d'Azur FabLabs. Shedding light on the Makers movement.

This cycle is supported by some ten partners that relay the lectures to their members. At Sophia Antipolis, this is the Pays de Grasse Entrepreneurs Club, PMI, UPE06, Réseau Entreprendre 06, Telecom Valley, CJD Cannes, the Nice Côte d'Azur Chamber of Commerce and Industry (CCI), and Use Age (source: http://www.skema-bs.fr/skema-expert/cycle-innovation-et connaissance).

The Innovation and Knowledge Cycle is a true contribution to creating knowledge sharing with the region. It benefits from the expertise of the SKEMA professors; it is directly applicable; they introduce themselves personally.

☐**By the participation of our professors on an individual basis in conferences and debates organised in the regions**.

Some examples:

ESIR (Higher Education, Innovation and Research) Commission Lecture led by the UPE06 on functional economics and cooperation – directors, lawyers, chartered accountants, university vice-chancellors and the management of the *grandes ecoles,* professors, researchers, professional networks)

- ARPE – Event on sustainable public purchasing – approximately 50 people – regional event – directors and public purchasers

- "Creative, cooperative and sustainable, functional economics are here" lecture, co-organised by Club Cap EF and the Institut Inspire - > 350 people – regional event – directors, consultants, regional collectivities

- Lectures in the directors clubs on the functional economy and cooperation (UPE06, CAIPV, Pays de Grasse Entrepreneurs Club, Club de Saint-Jeannet, etc.)

- Lecture at the ADEME (French Environment and Energy Management Agency) on the functional economy and cooperation – ADEME regional directorates (20 people)

- Lecture at the IFORE on innovative sustainable economic models – DREAL (Regional Directorate for the Environment, Town Planning and housing) directors (25 people)

- Lecture at the CARMA centre for competitiveness dedicated to eco-design, on functional economics and cooperation – directors and consultants (50 people)

- Lecture in the "Health branch development" workshop by the Economic Redeployment Group for the Province of Liège, on functional economics and cooperation – Walloon region hospitals division and Walloon Minister for Economy (75 people)

- Lecture at the Vaucluse *Prefecture* on functional economics and cooperation – The *Prefect* + regional collectivity management + directors + bankers (40 people)

□**In our incubators**

-and by supporting the creation of companies:

→**At Lille,** Skema manages the **TONIC** incubator reserved for technological product innovations. TONIC Incubation gives preference to the suppliers in its region and to the circular economy. Over 40 companies have been created with the help of TONIC Incubation including *ESPACIEL* (optimising natural lighting and heating in the home without works, etc.); *NENUPHAR* (design of wind turbines that float on a vertical axis) or *Effigenie* (Innovative solutions to enhance energy in buildings), and even *Solis Métropole* (for the development of solar energies, etc.).

→**At Sophia Antipolis,** the partner incubator is the Incubateur Paca-Est. The Incubateur Paca-Est is the incubator for companies quality certified by the Ministry of Research and Higher Education for the Alpes-Maritimes and Var departments. Its aim is to enhance the skills and transfer of technologies from university laboratories and public research bodies by the creation of innovative companies and the creation of jobs in the region with high added value;

→**In Suzhou,** XJ SKEMA, Skema has created the Chinese incubator with a partner.

-In order to encourage innovation and corporate creation in our students, SKEMA has set up a progressive mechanism (in 3 stages) to allow them to be supported in an incubator regardless of the campus, in France or abroad. Student-entrepreneurs whose projects have been selected (interest, innovative potential, motivation, etc.) have their projects advanced by the collective dynamic and the contribution of coaches from Skema and partner incubators (*an initial "Bootcamp" was held in Lille on 4, 5 and 6 April in partnership with Euratechnologies).*

Once the companies have been created, the student-entrepreneurs often become young Alumni-entrepreneurs that can be co-incubated by a partner incubator, which will then continue the support and help them in the implementation and funding phases.

MSc Entrepreneurship & Innovation students are automatically in the inKubateur (2nd stage of the mechanism) and have heightened support within the framework of lessons and projects.

→**SKEMA participates in the collective initiatives in the French regions** and

in particular in **PEPITE (*Pole Etudiant Pour l'Innovation le transfert et l'Entrepreneuriat* – Student Centre for Innovation, Transfers and Entrepreneurship).** These mechanisms led by the Universities allow for mutualizing courses and events and permit students to obtain Student-Entrepreneur status. At Sophia Antipolis, SKEMA is a founder member of the PACA-EST PEPITE **Cre@tude (The aim of this project is to generalise entrepreneurial culture and innovation in students and young graduates wishing to create a company).** Discussions are underway in Lille and Paris for local PEPITEs.

As of 2016-2017, a new impetus will be given to the SKEMA Research Centre with the arrival of a lady who is taking over from the research director… The demonstrated and determined desire of Helen Bollaert is to head towards further collaboration, greater multi-functionality, partnerships, etc.; to create communities in the regions to the benefit of plural, innovative, academic and concrete research that allows the transmission of theoretical and practical knowledge…over web-media and social networks.

CHAPTER IV An Environmental Management integrated into its regions

1- *A strategic line for responsible Environmental Management*

Solidly integrated in its regions, and this from the very beginning, economic, social and environmental development has always been a strategic and priority direction for Skema.

Skema is a Global school, located on 4 continents and in 4 countries: France, China, the USA and Brazil. Tomorrow Africa and Russia…

Our environmental policy is focused on the requirements considered in international and national directions in terms of protecting our environment and thus contributing to overcoming the major challenges for our society.

In this vein, we adhere to principles 7, 8 and 9 of the Global Compact.

The settings and specific natures of our campuses vary by their location, from a political, legal, economic, social, cultural and environmental point of view.

The projects developed and the actions carried out with our local partners take into consideration regional and local strategies, and socio-economic priorities.

In terms of environmental management, our course of conduct is to deploy all our actions, approaches and tools in line with the specific nature of our campuses and their possible transfer. It is the Community Contributions Committee that brings together the Campus Directors, for discussions and debates on sharing Best Practices and taking decisions in this field.

In our programmes and courses, and on the professors' initiative, a certain number of educational projects have been carried out on these themes. A number of student associations on campus work on these subjects and contribute to the campus dynamics.

The environmental management of the campuses is carried out on the one hand within the framework of improving the quality of life and well-being of our students and employees, and on the other by our demonstrated desire and our commitment to actively contribute to the preservation and protection of our natural resources.

Respect for the living environment and the exemplary management of the campuses contribute to developing the responsible behaviour expected of everyone.

Our environmental policy is integrated into an approach to continuously improve our processes and our operations, and allows all parties to be involved.

2- *A recognised and deployed environmental management approach*

2-1 ISO 9001/14001 certifications

As of 2005, the Sophia Antipolis Campus has been certified ISO 9001 and received the EFMQM (*sic*) award for excellence.

In July 2010, the same campus was certified ISO 14001, and since then this approach has been deployed on the other campuses. In 2013, the national campuses were all certified ISO 9001/14001; In 2016 the objectives to be reached were ISO 14001/2015 for the Lille and Sophia Antipolis campuses, and ISO 9001/2015 for the Paris la Défense campus.

The renewal of our IS0 9001 and 14001 certifications, depending on the specific nature of our campuses, allows us to have a follow-up to our environmental management indicators and allows us to define annually the progressive actions to be put in place in order to reach the objectives set.

The community contribution committee and the campus directors define the projects and actions to be led on the campuses in order to mobilise employees and students; for example, the "Sustainable Mobility Challenge" on the Lille campus for all employees; or even the various collections on the campuses in favour of less-advantaged people.

2-2 Greenhouse Gas Reports (BEGES)

-The BEGES began on the Lille campus and was finalised in October 2015, was deployed on the Sophia Antipolis campus in December 2015, and should be completed in 2016 for the Paris campus. These tables allow us to have an annual follow-up on the posts emitting greenhouse gases, to define progress objectives within the framework of the **COP 21** directives and our **Zero Carbon Campus** plan.

The comparison between campuses must challenge the employees and students with regards to the effort to be made and the choice of actions to be carried out.

With regard to transport and mobility, a survey of students and staff was carried out in January 2016. Its analysis will allow us to better understand the travel habits and restrictions, and to plan the most relevant solutions together (group or other project, etc.).

The BEGES-Lille instructions are integrated into the approach of the Hauts de France COMUE (Higher Education Establishment Collectives for the Nord, Pas de Calais and Picardy regions) in partnership with regional institutions (the regional council, the Chamber of Commerce and Industry, the Lille European Metropolis, the Regional Directorate for the Environment, Town Planning and Housing (**DREAL**), etc., and plays a part in the regional Sustainable Development strategy known as the "3rd Industrial revolution".

The first reports relating to the posts emitting greenhouse gases confirm our actions and limits for us.

The national campus BEGES will soon be broadcast on our websites (internal and external). This should allow for the stakeholders to be informed and mobilised in order to jointly carry out effective actions on the campuses, and in the regions, in order to change our consumption and operating habits, and combat climate change.

2-3 The Climate Commitment Charter

Within the framework of COP 21, which took place in Paris in December 2015, we signed "the Hauts de France COMUE Climate Commitment Charter" under which

we have signalled our desire to reduce our carbon footprint by 10% at horizon 2020, 20% by 2030 in order to reach the 40% needed to contribute effectively to combating climate change and the desired reduction for the region by 2050.

-To this end, **5 action sheets** have been drawn up:

→Start the energy transition: Lower energy consumption and de-carbonize energies;
→Reduce the impact of assets and services;
→Encourage sustainable construction and restoration;
→Highlight sustainable and carbon-neutral mobility;
→Generalise sustainable and responsible purchasing;
→Mobilise all parties involved (students, teacher-researchers, administrative and technical staff, suppliers, etc.) to move into action.

The Climate Commitment Charter will be deployed on our campuses in partnership with the regional institutions of Sophia Antipolis and Paris La Défense.
The Action Sheets are directions that we have already taken and that strengthen and give a rhythm to the actions underway.

In addition, the actions carried out within the framework of monitoring our environmental management approach, and the BEGES which complete and refine this, are grouped together in the various plans below.

3- Effective Action Plans on the campuses

The following plans summarize all the actions decided on and implemented on our campuses, in accordance with their setting and specific natures.

3-1 The Plan to control and reduce consumption and to preserve resources: water, energy, waste and ecosystems:
All the flows are monitored using dashboards, the objectives are set in relation to consumption per person or per M².

☐**Controlling water consumption**: Objective (Green Plan) 3M3 per person and per year
→Installation of double flushes, automatic flushes for urinals;
→Installation of aerators or automatic shut-off valves on all taps
 →Installation of double flushes, automatic flushes for urinals;
→Leak management by remote meter-reading (efficient detection of leaks on the network)
→Automatic watering of green spaces.
→Use of tree bark in some areas in order to limit the surfaces to be watered

☐**Controlling electricity consumption** (Objective of 80 Kw M² 2015-2017)
• Replacement of obsolete lighting with better-performing equipment that consumes less energy (LED lighting)
• Installation of solar films on windows

• Leak-tightness checks on the air conditioning units.
• Periodic check and yield measurement of boilers.
• Installation of an automatic system to shutdown PCs
• Lights switched off by the nightwatchman
• Awareness raising in staff and students regarding energy saving (turning off lights, monitors, PCs, printers)
• Automatic doors

☐**Controlling green spaces**
• No pesticide is used when managing the green spaces
• Cutting down of trees takes into consideration local species (in collaboration with the ONF [French national forestry commission])
• Automatic watering of green spaces
• Use of tree bark in some areas in order to limit the surfaces to be watered

☐**Saving paper resources:**
• Networking copiers and replacing office printers
• Establishing a printing quota for students
• Reusing envelopes for internal mail
• Advocating double-sided printing
• Having documents go paper-free (registration files, schooling certificates, interactive brochures, supplier invoices, etc.)

☐**Control of chemicals:**
Retrieval of "product" sheets and installation of pollution prevention measures. (Absorbent kit to prevent product spillage into the waste water network, containment cabinet, safety instructions for storing hydrocarbons, product incompatibility rules poster)
Maintenance products that are not harmful to the environment

☐ **Waste management**
• Selective sorting in force for paper, cardboard and household waste.
Collection of this waste from the Lille campus is entrusted to a company that actively employees people with disabilities.
•Recovery, storage, and processing of WEEE, abandoned car batteries, disposable and rechargeable batteries, used oil, light bulbs, etc.

Waste registers and Dangerous waste monitoring registers are kept and are available: complete dockets from collection to confirmation of recycling.

3-2 Travel Plan and mobility challenges
Travel and the nuisance caused by means of transport are today causing serious environmental, social and public health issues, and are not compatible with a sustainable development vision, whether on a local or international scale.
Our action in this case aims initially to encourage our employees and students to use public transport in as far as is possible, and even for those who so desire to use gentler forms of transport, such as the bicycle or other lightly motorized options. Over a second stage, it also means innovating the way we do our job, in

the era of globalization, multi-sites, on-line courses, distance and network working, and liberal management… To prepare and train for change.

On the other hand, it is important that the national and international mobility of our student and employees is possible, and there we have also given ourselves the means to inform our representatives and give them responsibility with regard to choosing transport emitting the least amount of CO_2.

Most of our students use public transport and give priority to car-pooling when making longer journeys.

The geographical location of each of our campuses is specific and different, and impacts on the choice made by our employees and sometimes (more rarely) by our students who have to travel to/from distant and poorly-served areas (missions within companies, apprenticeship, block learning, etc.).

-the Lille campus is located in the Euralille Business Centre, between two train stations, and is connected to all possible public transport networks (train, underground, tram, bus, taxis…self-service bicycles, self-service cars, etc.).

-the Paris La Défense campus is in a protected pedestrian zone: SNCF (train), RER (urban train), Underground, Bus; the wide public transport network allows for fast travel to Paris, the region and to other national and international destinations.

-the Sophia Antipolis campus is located in an exceptional site in terms of biodiversity, where all flora is protected. Distanced from transport centres, it is more accessible by car, despite the development of bus routes.

-the Chinese campus at Suzhou (SSTT) is close to Shanghai. Nicknamed the Venice of the East because of its many canals and known for the beauty of its environment with numerous traditional gardens, Suzhou is nevertheless one of the most cutting-edge technological centres in the world. The preferred method if transport is the train and the underground. Our students are housed on site.

-The Raleigh campus is located within North Carolina State University.

In the heart of the Centennial campus, SKEMA Business School has almost 2,500 m² for its students, who are thus in contact with both American and foreign students from the world over. They have an ultra-modern, connected infrastructure available to them, with all the services to make student life easier. Students are housed on site. Travel is mainly made by public transport.

-The SKEMA Belo Horinzonte campus has been set up within the sumptuous 40,000 m² campus of the Fundação Dom Cabral (FDC) in Nova Lima (20 Km from Belo Horizonte). Beside a lake, the location offers an exceptional working environment, but is also perfect for sporting activities, especially nautical ones.

The Foundation has signed the PRME and promotes a Sustainable Development ands CSR policy.

Consequently, preference is given to public transport on our campuses. For the Sophia Antipolis campus, where the transport problem is more complex, we are working, with our partners, to develop alternative solutions to driving solo.

☐**Reducing travel**

→Telecommuting has been set up for teaching staff within a limit of 80 days/year, and in some cases for administrative staff;

→The use of Video-conferencing for the majority of inter-campus meetings + 1 Video-conference available to students in common areas;

→The installation of Lync (Web Cam) software on the administrative and student PC equipment pool since 2013;

→On-line administrative and educational services for all students in order to avoid travel and loss of time (computerized documents);

→Student follow-ups by telephone, Skype, video-conference and document sharing platforms;

→E-learning, Blended E-learning, MOOC and SPOC courses,

→Making bibliographical resources available on-line, etc.

☐**Encouraging the use of public transport and car-pooling**

→The Travel Plan (PDE) is in effect for all employees and on all our campuses: 50% refund of transport season tickets for SKEMA employees:

→The journeys and professional travel management platform displays the Carbon Footprint/type of public transport chosen, and if necessary allows for an advised choice to be made;

→The Zou mechanism (SNCF, Region, Department) allows free TER (regional express trains), LER (Regional Express Coach Lines) and general rail transport for apprentices, students on work placements and students in the PACA region + the Alpes-Maritimes Regional public transport charges EUR 1.50 per ticket; The campus makes all the timetables and routes available in the reception areas;

→Parking areas for motorcycles: 45 spaces on the Sophia Antipolis campus;

→**Car-pooling sites** www.ottoetco.org (Sophia Antipolis Conurbation Committee, Sillages and SITP);

→Auto Bleue: Car sharing (Airport, Sophia Antipolis, Nice)

3-3 A purchasing policy in favour of social economics and green labels (European eco-label, NF Environment, Rainforest Alliance, FSC, environmental certification)

→Within the framework of our **ISO 14001** approach: selection of service providers, tools and environmental clauses.

Consideration of environmental criteria in contracts (allocation of points in line with the candidates' environmental performances: 10 points out of 100 for the environmental performance (applicable to approximately 10 contracts per year, copiers, printers, etc.) ;

☐**Purchase management:** integration of environmental criteria for certain contracts; Allocation of an environmental grade (out of 2) for some suppliers

☐**Management of internal mail:** use of "green" letters for standard letters, reusing envelopes for internal transfers;

☐**Computerised document management:** Reduction of printed papers,

documents saved in digital format, internet, Document sharing platforms;

☐**Purchases and sustainable consumption** Purchase of pollutant-free paper, Purchase of organic maintenance products, travel tickets purchased from platforms and carbon offsetting per type of travel; new green electricity contract since 2016;

3-4 A Recycling and Aid Plan

For many years now, and within the framework of their aid and humanitarian community projects, our student associations have been collecting various supplies and other items to help the most disadvantaged. It is also a way for them to collect funds to support their aid actions.
In order to mobilise all the employees on our campuses for these operations, which make sense, play a role in the social development of our regions and contribute to better well-being for the most disadvantaged, we decided to carry out an equipment collection operation in order to raise awareness and reduce waste, rubbish and to give new life to items by encouraging their use by others...

☐**Christmas toy aid action**: An initial operation was carried out in December 2014 on the Lille Campus with very promising results (217 games, toys, books etc.). The Campus Works Council offered 69 cameras. This operation was carried out in partnership with the Red Cross.
A 2nd operation in December 2015 was carried out in partnership with the Restaurants du Coeur.

☐**Collection of spectacles** since March 2015 on our 3 national campuses.
This operation is in partnership with the association "Lunettes Sans Frontière" (Glasses Without Borders), which routes the spectacles collected to new users, throughout the world.

☐**Collection of copper coins** for social start-ups and for hospitalized children in partnership with the Fondation des Hôpitaux (Hospitals Foundation).

☐**Empty wardrobe operation:** Collection bins have been put in place in the campuses in order to recycle clothing. This is then distributed to various associations and/or start-up firms.
Other actions will be taken on the suggestion of the internal stakeholders.

3-5 A Responsible Nutrition Plan

Since 2013, with our partner "Campus Responsables" (Responsible Campuses), we have been carrying out an experimental "Responsible Nutrition" baseline for fast food.
This baseline will be deployed across all the teaching establishments. The cafeteria is run by the Student Office and was in fact a sensitive project. This project resulted in a progressive improvement approach led in collaboration with the cafeteria managers, the Campus management, the SD/CSR manager, the Student Life manager and the representative from Campus Responsables. The cafeteria

was refurbished, equipped and re-furnished in order to provide an area for meals, meeting up and sharing for both students and employees. A new offer with local and organic produce and affordable prices (student budget). The dishes are prepared by a major chef from the Lille region, Clément Marot.

This project was the opportunity to raise student awareness through lectures on Responsible Nutrition, to focus on what they eat and the impacts on their health, to demonstrate the importance of a healthy and varied diet and how our consumption methods significantly influence our environment.

This concern is current on every campus and various complimentary approaches have emerged; for example, a SKEMA survey was organized with ELIOR, the restauration service provider for the Léonard de Vinci University Centre, in order to implement an action against waste. SKEMA Paris sits on the restauration committee and conducts out a quality survey every year.

And on the initiative of our students:

→**The association EquiTerre** has been offering **Organic baskets** for 4 years.
The association is present throughout the year by way of all sorts of events: weekly distribution of organic baskets, organic breakfasts and lunches, lectures, film screenings, Meltin'asso evening, Fair Trade fashion show

→On the **Sophia-Antipolis** campus, **the association "Green Life"** offers tastings of **fair trade coffees and fruit juices.**

→The aim of the **Association Lille des Saveurs** is to initiate pupils into **gastronomic cuisine** http://asso-skema.fr/309/lille-des-saveurs/.

4-   *Projects and actions for the environment, co-constructed with our regional and local partners*

4-1 An extremely high environmental quality Student Apartment Complex and Lifestyle Centre for the Sophia Antipolis campus, in partnership with the CASA (Sophia Antipolis Conurbation Committee), the Nice Cote d'Azur CCI, the PACA Regional Council and the Alpes Maritimes General Council

A student apartment complex with 170 flats, 13 flats for employees and a lifestyle centre, constructed in full compliance with sustainable development and the high environmental quality (HQE) approach. The lifestyle centre houses a student restaurant, the media library and areas reserved for student associations.

4-2 The Lérins Biodiversity project in partnership with the Iles de Lérins & Pays d'Azur "CPIE" (permanent centre for environmental initiatives) and Alchimie Méditerranée was launched in October 2012. It proposes annual monitoring of the biodiversity and the abundance of marine life in the archipelago's coastal area.

The data is collected by scientifically-trained students from the Bachelors in Marine Science. This data is used to map the biological and environmental aspects of the ecosystem with the goal of better understanding how to best protect this.

The project aims to continue the survey over several years in order to study the long-term dynamics of the ecosystem.

Another aspect of this project is to have the public discover the marine environment in order for them to better understand this and give them a desire to protect it.

Every year, the students organize exhibitions (the Science Fair) and visits by schoolchildren, in partnership with Nice Museum and Art We Can, etc.

4-3 The PACA region Consular Interministerial Training and Apprenticeship Centre (CFAIM)'s Agenda 21.

Partnership combining 4 of the region's Chambers of Commerce and Industry and 2 associations, the **Mediterranean Interconsular Regional CFA** provides training by means of apprenticeships from CAP (Certification of Professional Competence) to Bac+5 (Masters level qualification). Created by agreement with the PACA Regional Council, the CFAIM sub-contracts training to partner schools: Marseille Provence CCI (the body managing the CFA), Var CCI, Nice Côte d'Azur CCI, Pays d'Arles CCI, KEDGE Business School and SKEMA Business School. The CFAIM head office provides the management, coordination, promotion and leadership functions for its partners, and manages the interface with the relevant bodies: the PACA Regional Council and the LEA's Academic Inspection and Apprenticeship Department (SAIA).

The implementation of Agenda 21 forms part of the PACA regional strategy for Sustainable Development and urban development.

In 2014, following an SD/CSR report and a diagnostic carried out with each school, an initial steering committee meeting (of which SKEMA Sophia Antipolis is a member) allowed strategic lines to be defined for the CFA's Agenda 21.

The action plan was co-drafted in 2015 and each school defined its own action plan in order to fulfil its undertakings.

The campus created an Agenda 21 committee comprising the Campus Director, Technical manager, Quality manager, Purchasing manager, Apprenticeship Training manager, Student Office manager, Disability Referent and the SD/CSR manager. The committee meets 3 times per year and monitors the progress of the action plan implemented within the campus.

4-4 The Campus Urban Mobility Project/The COMUE (Lille Northern France) groups together all the Higher Education Establishments in the Nord Pas de Calais region.

This project has allowed for a precise diagnostic to be drawn up on the mobility of the students and employees of the establishments within the COMUE Lille Northern France.

The COMUE Lille Nord de France, created on 26 August 2015, is a dynamic structure for dialogue, projects, construction and development of Higher Education and Research in the Nord-Pas de Calais region.

Its action benefits the regions, the establishments and their students. It boasts 130,000 students, 4,600 researchers and teacher-researchers, 3,000 PhD students within 6 subject-orientated graduate schools, 7 quality certified Competition Centres and numerous recognized centres of excellence. It is a major player in training and regional research.

☐The **Campus Travel Plan** is a response to the mobility issue. Everyday travel by several thousand students, and also the administrative staff and teacher-researchers has a not insignificant impact on an approach to reduce Greenhouse Gas emissions.

The **Campus Travel Plan** approach, **"Campus Urban Mobility",** covers several objectives, including mutualisation and exemplarity while making economies of scale.

And as this unique approach in France should be innovative, the "Campus Urban Mobility" Campus Travel Plan comes under the auspices of **well-being and health.**

→**The Mobility Challenge** on 21 and 22 September 2015: 1st edition of the Mobility Challenge in the Nord-Pas de Calais.

This challenge, organized by the Greater Lille CCI, the Northern France region CCI, the Nord-Pas de Calais DREAL, the Nord-Pas de Calais Regional Council, the ADEME – Nord Pas de Calais regional division, the Mixed Regional Intermodal Transport Syndicate (SMIRT), the Lille European Metropolis, Réseau Alliances and the Lille Northern France University and Establishment Committee (COMUE), was the chance to participate in a regional and fun mobility-themed challenge. The objective was to propose to travel to work **other than by an individual car and thus test a new mode of transport of your choice: bicycle, walking, car pooling, scooter, public transport, etc...** Involvement on the campus was high: 85% of SKEMA employees took part in the challenge, and an award ceremony acknowledged one of them.

4-5 The **Zero-Carbon Campus Mission** was created in September 2014 in order to respond to the desires of establishments to **mutualise and lead an ambitious approach ensuring campus sustainability and durability.**

Within the context of the **Third Industrial Revolution** (TRI), new in the Nord Pas de Calais region, and among the major lines of **Jeremy RIFKIN's Master Plan** for the Nord Pas de Calais region, is **innovative mobility.** The Lille Northern France COMUE is especially involved in the TRI with the **Zero Carbon Campus program** (CZC). A stakeholder in the TRI, the Lille Northern France COMUE brings together all the projects of member and partner establishments around the issues of renewable energies, energy-producing buildings, energy storage, intelligent networks, and of course, innovation in mobility.

→**Within the framework of the Zero Carbon Campus program,** the desire of

the Lille Northern France COMUE is **to reach neutral and innovative mobility by 2050.** Several research, training and site management projects are planned under the auspices of mobility, in particular with car-free campuses. 5 SKEMA projects have been selected by the regional council.

→**Design Thinking workshops:** Supporting student involvement in the 3rd Industrial Revolution.

This mission to support student involvement in the third industrial revolution (Rev3) intends to refine a method and tools so that not only students but also teachers and staff discover and take on board the aim the LNF COMUE has set for 2050: Zero Carbon Campuses.

The proposed and tested method consisted in placing participants in the shoes of designers. Thanks to the Design Thinking approach resources, students, teachers and staff imagined and described their vision of a zero-carbon campus. The various workshops comprised students and staff (teaching and administrative) from various schools and universities. In total, 123 participants created 23 scenarios, capitalized on in the form of short videos.

5-   *The actions carried out by our students for the environment*

Three student associations, Equiterre, Green Life and Jason are dedicated to Sustainable Development. Throughout the year, with their teams, they carry out actions with a view to involving students and staff in SD.

Individually or in a group, whether within the framework of a challenge or not, several students also got involved in these themes of sustainable development or the environment. Here are the most significant actions:

☐**SKEMA Racing exhibition for Sustainable Development Week...** Bachelor in Engineering students from SKEMA are currently building an electric racing car in order to take part in the international Formula Student competition. This groups together universities from the world over and will take place on 3 to 6 July 2014 at the Silverstone Formula 1 circuit in England. SKEMA Racing is a team comprised of engineers and marketing students. The engineers are under the direction of the association's chairman, Frédéric PENEAU, professor and director of the Aviation and Engineering program at SKEMA Bachelor. Our students support the engineers in developing their project and are monitored and advised by SKEMA professors, in particular Muriel WALAS, director of the Master of Science in Web marketing and International Project Management.

-The national Science Fair event organized by students from the **Jason Environment** association (Bachelor in Environment student association). The theme proposed was aimed at marine biodiversity. More than a thousand visitors took part in the workshops.

Among the activities offer, **the "Mediterranean twister", the marine biologist game and the ecosystems quiz** reported great success. The scientific aspect of biology in a marine environment allowed for creating a discussion forum giving rise to the transmission of knowledge on local marine

species.

In tandem with these activities, Jason Environment presented part of **"The Eyes of the Sea" exhibition,** developed in conjunction with the Nice Museum of Natural History, Kahi Kaï, the Iles de Lérins CPIE and SKEMA Bachelor. This exhibition at the Parc Phoenix in Nice tells the history of marine fauna representation from the 19th century to date.

-Raising awareness on wastage by GreenLife, The European Waste Reduction Week is an initiative aiming to promote the achievement of actions to raise awareness on the sustainable management of resources and waste. In order to raise the awareness of SKEMA students, Green Life, the sustainable development association on the Sophia-Antipolis campus, offered several fun and educational activities. Food waste was weighed at the CROUS (regional student welfare office) university restaurant in order to question students on the problems of wastage. Result: 42 kg for 120 meals on the Wednesday and 53 kg for 160 meals on the Thursday, thrown away by the students, but also by the CROUS, which has difficulty in anticipating the quantity of food to provide. Members of the association also repeated their famous "Salad Bar", allowing each student to make up their own salad from several ingredients, both organic and seasonal! Lastly, all the students could take part in the waste sorting game. Each student that managed to correctly sort the various types of waste into the correct bins left with a free smoothie, fresh and 100% organic!

CHAPTER V- THE HUMAN AND SOCIAL POLICY

The SKEMA social project is essential for the successful completion of its mission, and its desire to be a Global International School integrated into its regions. It is based above all on the success of its students and its staff through strategic, educational, technological and organisational developments.

The exemplary nature of its governance, the quality of life and the working conditions on its campuses have a direct impact on "live, work and study well at SKEMA". To do this, the Board and the HR Director bring together staff, the various staff representation bodies, student representatives and associations.
Consequently, everyone contributes to developing practices and behaviour and to proposing innovative solutions through collaborative projects:
- ➢ working group on values,
- ➢ responsible behaviour charter for community service,
- ➢ report on diversity at SKEMA
- ➢ project groups to work on aspects revealed through satisfaction surveys.
- ➢ Etc.

We will develop this policy along 5 lines:

1- Parity/Diversity	2- Skills/Internal Mobility	3- Quality of life	4- Equal opportunities	5- Regional development
•Encourging parity and diversity among staff members	•Adding value and developing skills and internal mobility	•Developing a quality of life policies for staff and students	•Encouraging an equal opportunities policy for students	•Committing the establishment to the development of its regions

1- *Encouraging parity and diversity among Staff members*

Cultural diversity, the variety of profiles, the richness of careers and experience, and the different generations are a major plus for the completion of our social project.

From there, we wish to capitalise on this and strengthen our differences:

1-1 A "0 discrimination" principle

Laws and rules that apply to all staff and students without distinction in terms of social or cultural background, religious belief or even sexual orientation.

☐**Our undertakings**:
- ➢ Commitment to and signature of the diversity charter of the General Secretariat for Diversity, April 2011;
- ➢ Annual General Secretariat for Diversity surveys;
- ➢ Membership of the AFMD (*French Association for Diversity Managers)* since 2010;
- ➢ Signature of the Higher Education Equality Charter (Staff and Students), September 2013;
- ➢ Diversity Referent, member of the CGE Social Openness and Diversity group: active contribution to the works of groups on various topics: Equality, Disability, Social Openness; Participation in annual seminars;
- ➢ Racism and Discrimination referent in the MESR.

By way of regular communications, Skema issues reminders of this basic principle with which it intends to comply and have respected.

1-2 Implementation of actions in favour of equality in staff recruitment and promotion

- ➢ In 2011, within the framework of the MSc in "Strategic Human Resources Management", the HR Director entrusted students with a project entitled "Towards implementing SKEMA's Diversity Policy". These works have allowed for the completion of a detailed report on the staff and student population, and for making proposals for improvement, etc.
- ➢ 2011-Revision of the position and job descriptions: recruiting men and women for mixed posts;
Since then:
- ➢ Communication on our intranet site of the jobs, transfers and promotions available, allocation and ease of access to positions of responsibility;
- ➢ Comparative analyses of salaries and revaluation of the lowest of these;

> ➢   Equal access to qualifying training;
> ➢   Work/home life management;
➢ Nomination of an Equality Referent in the CGE Diversity work group;
➢ Since 2013, an Equality Referent in the CGE Male/Female Equality working group;

☐ **The Equality Barometer**

Since 2014, and on the Referent's initiative, an Equality Barometer was created and distributed to all French Higher Education establishments.

At CGE group level, it allows for knowledge of the *Grandes Ecoles* trends in terms of Equality, for implementing actions and thus encouraging better balance, as for example in the Engineering Schools, where there are still too few women among the students, and in the engineering trades in general; this tool is essential to monitor developments.

The SKEMA Equality Barometer demonstrated that, between 2014 and 2015, there was little change. Of course, there were changes in the structure, recruitment, departures and promotions, but the Male/Female division is little changed.

A Few Figures

→Globally, women are more numerous than men at SKEMA, whether in an administrative position or a teaching position;
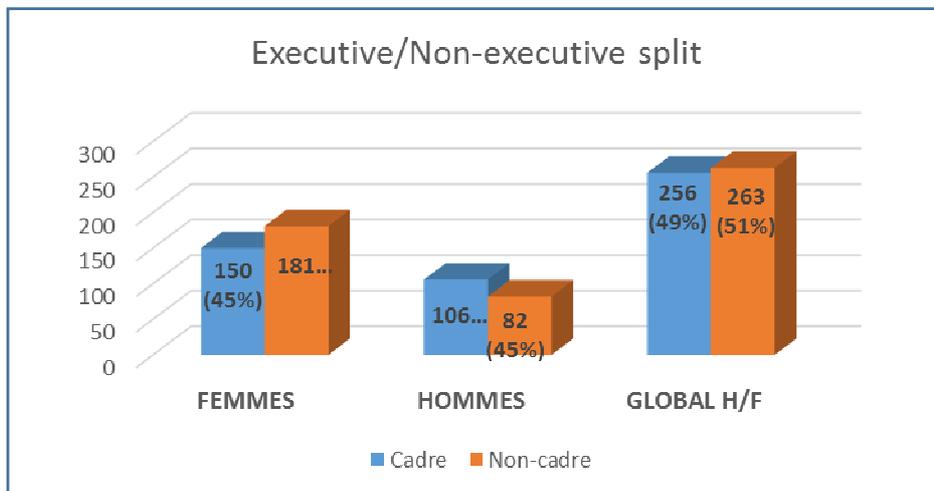
Key:
FEMMES   = WOMEN
HOMMES   = MEN
GLOBAL H/F   = OVERALL M/F
Cadre   = Executive
Non-cadre   = Non-executive

→Conversely, the representation of women in the governing bodies is lower, and nil in the strategic bodies (board of directors, strategic streaming committee).

In the steering and management committees, there are fewer women in managerial positions: COMEX (Executive Committee): F=25%, CODIR (Management Committee): F=42%.
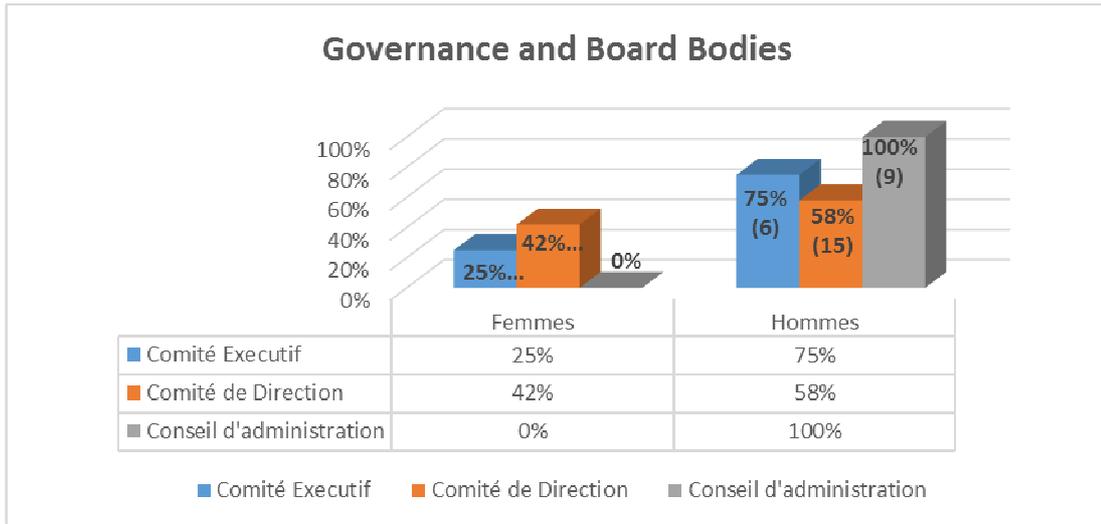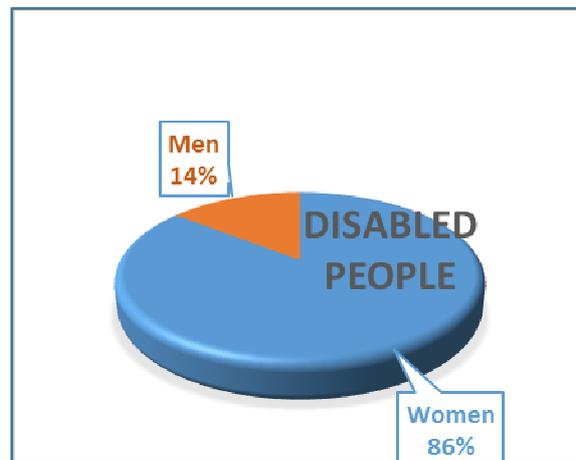
Key:
Femmes   = Women
Hommes   = Men
Comité Executif   = Executive committee
Comité de Direction   = Management Committee
Conseil d'administration   = Board of Directors

1-3   Implementation of actions in favour of diversity

☐Policy in favour of disabled employees

→The private higher education sector attracts few candidatures from disabled people. And even fewer employees declare themselves as such.

→Since 2013, SKEMA has participated in the National Awareness Raising Program for the Integration of Disabled People, and leads an annual communication campaign on this subject.
The Board is committed to supporting its employees, and in each step of their professional lives. It is acting to have mentalities change:

   o   communication campaign (posters, personalized letters);
   o   lectures on Disability, open to all;

60

o   3-day training course offered to employees for better understanding of and support for disabled people (staff and students).

o   The student association, "J'handi'Plus" and the sporting associations organize a certain number of events to raise staff and student awareness of disability… Parasports competitions, dinners in the dark, debates and film screenings, "live my life" wheelchair races, etc.

→To date, only 7 people out of 519, i.e. 1.5% of employees are declared as being disabled. We still have to work to find innovative ideas, act on behaviours and have stereotypes change with regard to the work skills and assiduity of disabled people, and thus encourage their recruitment by managers.

→The positions available are automatically posted on the AGEFIPH website (Fund management association for the professional insertion of disabled people)

☐**Diversity and Nationalities**

A Global school, SKEMA is located on 4 continents: Europe, North and South America, and Asia. To date, on our national campuses in Lille, Paris and Sophia-Antipolis, 28 nationalities including French, have been accounted for.
We have 68 employees of foreign nationality, including 10 of English nationality and 9 of Italian nationality.
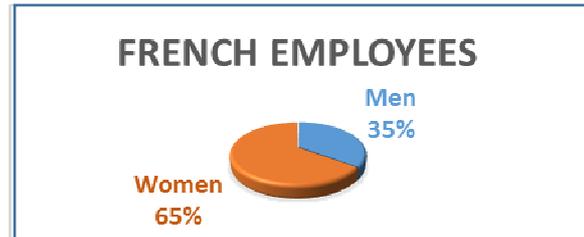
-Table of nationalities:

Algerian	1	Indian	4
German	2	Iranian	4
American	5	Italian	9
English	10	Lebanese	2
Armenian	2	Luxembourgian	1
Austrian	1	Moroccan	2
Belgian	3	Mexican	1
Bulgarian	1	Romanian	3
Cameroonian	2	Russian	2
Canadian	1	Singaporean	1
Chinese	1	Spanish	3
Dutch	1	Tunisian	2
French	451	Turkish	2
Georgian	1	Vietnamese	1

-On our international campuses, we encourage local recruitment in as far as possible, above all for administrative positions (contribution to the community). For executive positions, we favour international profiles. And for teaching posts,

we call on professors from local schools and universities, as well as on recognized professionals from the filed in which our programmes specialize.

☐**Generation contract for young recruits and our seniors:**

The following agreement reaffirms SKEMA's desire to **guarantee access to employment and job security for any worker, regardless of age and level of qualification,** and thus encourage the transmission of knowledge and skills. It allows for guaranteeing the achievement of **professional objectives for equality between the sexes in business and the diversity of jobs, as well as equal opportunity access to employment within the framework of combating discrimination on recruitment and throughout the career.**

On 26 March 2014, an agreement was signed between the Board and trade union representatives to:

-Encourage the recruitment and insertion of young people within our association (sustainable insertion),

-recruitment, continued activity and career change of older personnel (job security),

-and interaction between the 2 populations (transmission of knowledge and skills).

→**Objectives:**

-SKEMA undertakes to continue employing 10 "Teaching Assistants" and retain a rate of 5% young people under the age of 26 in the administrative staff over a period of 2 years;

-and sets itself the objectives of maintaining the % of people aged over 55, i.e. not dropping below the current threshold of 18%, and to recruit at the rate of 2% over the next two years.

-Keen to participate in the apprenticeship of young people, SKEMA offers 4 apprenticeship contracts/year to young people from universities and/or schools to whom it provides information on the positions open as an apprenticeship and/or work placement.

→**Adapted courses:**

-Reception, tutoring or mentoring (teacher), support and development of skills for young people throughout the first year they take up a position.

-Adjustment and layout of workstations for seniors and job security for them. In this case, this means considering the physical and mental health risks from the work stations.

→**Organisation of intergenerational cooperation: volunteer partnerships**

Experienced employees pass on their knowledge and know-how, and contribute to the development of young people's skills; the young people have the senior employees benefit from new theoretical knowledge and new technologies.

Diversity is a source of riches; it encourages opening up awareness and new approaches (through debate and confrontation). It is a source of and innovation, and contributes to change.

2- *Adding value and developing skills and internal mobility:*

SKEMA Business School is a multi-site, interconnected school where educational innovation and the use of digital media is omnipresent, whether face-to-face or at a distance.
SKEMA is also an organization that moves, innovates, adapts and renders itself extremely flexible in order to anticipate and promote change.
In this context, the acquisition and development of skills, the support for researchers, teachers and administrative staff is one of the keys to our success.

2-1 An internal job market:

In order to value and recognize skills, the positions available or being created are firstly posted internally, via the intranet, with the exception of highly strategic positions for which we would not have the skills (internally).
Beyond the limit date for candidatures, the positions are then offered for external candidatures.
This advertising of positions to all employees, and the requests and changes generated, create a real breath of fresh air for several administrative staff members. This also allows for a rotation over several positions and ultimately an overall understanding of how the organization operates.

2-2 Functional and/or geographical mobility

☐**National and international mobility, change of status, etc.** Anything can be combined and envisaged, provided it falls within the framework of the agreement of 22 July 2015, see 2-4 below.
The creation and development of campuses, and the organizational changes allow for career opportunities for the majority of employees (researchers, teachers, administrative staff), and constitute an area for resources and developments, and/or a change of position and broadening of skills. It is in this vein that Jobs and Skills Forecast Management has been set up.
Mobility is a great springboard to the development of skills and careers.

☐**Mobility of faculty staff:** Teacher-researchers may request a sabbatical (6 months and 12 months) in order to devote themselves to their research works. During this time, they are paid by the institution and must first provide specifications. This is therefore the opportunity to work in partnership with the

university or school laboratories, and to jointly build research projects, and share results and tools. This may be done with our partners abroad, which allows research on crossover and more interdisciplinary data.

For our professors, this is a space to broaden their expertises and develop their skills

☐**Support measures**

In order to encourage positions to be accepted, training that results in diplomas/qualifications are offered by the direct supervisor, and confirmed by the HR Department, or at the request of the employees themselves during evaluations. In the case of training leading to a diploma, the positions are often adjusted in order to encourage the employee's success.

Within the framework of geographical mobility, personalized support allows for making it easier to take up positions, and also the installation and integration on site of the employee and his/her family.

PhD students who are employed benefit from a lightening of their course load and support in their works.

Since 2010, we have had between 10 and 15% of our employees who opted for functional and/or geographical mobility.

Functional mobility is more common due to the change in structure, and the requirements of employees to change position and/or job.

Geographical mobility often accompanies a change in position, but it is also an opportunity for the employee to move and change region.

The information and communications regarding available positions allow employees to have life and career projects and to envisage change more easily. It also offers the promise of taking on responsibilities and climbing the social ladder.

2-3 Management of talents and high potential/development strategy:

The highly competitive setting, SKEMA's differentiation strategy and the necessary viability of its project highlights willing, supporting and promising personalities.

SKEMA needs all its talents, and the development of a provisional flow chart (Success Plan) for the strategic positions gives it greater visibility and flexibility.

The recruitment of our administrative and teaching staff is currently at master's level as a minimum. A few of the more talented and willing ones with a professional ambition are followed, and see themselves offered missions that allow them to broaden their skills and challenge themselves.

2-4 The GPEC (Jobs and Skills Forecast Management) **Agreement of 22 July 2015**

The signature of the Jobs and Skills Forecast Management agreement negotiated on 22 July 2015 with the representative trade union organizations, highlights in its preamble the objectives of the GPEC approach put in place:

- **Anticipate requirements in terms of the resources and skills** essential to improving SKEMA's competitiveness and development

- **Anticipate the quantitative and qualitative development of trades** so that SKEMA and all employees prepare collectively and individually for these changes

- **Assist employees in developing their skills and their professional careers**
The implementation of Jobs and Skills Forecast Management completes the HR anticipation and management tools, and allows the Board to have a more precise vision of its requirements and its resources/strategy.

In a continuously-changing environment, the development of our structure, the disappearance and/or creation of missions and posts, it is essential to think more in terms of skills than jobs, and this even more so in order to protect employees.

The annual performance review and the professional evaluation (every 2 years) complete the GPEC mechanism in order to make this a planning tool available to the company and the employees since the latter are better trained. Employees may assume the changes to their job, and thus ensure their employability. From 2016, a summary per employee (individual monitoring) every 6 years must allow for justification of a change, whether to salary or professional. This monitoring in fact allows for verifying that the training action actually leads to successful certification, to the validation of knowledge garnered from experience or by a wage and/or professional change.

2-5 An annual training plan: **The employee is a party to the development of his/her skills**

In accordance with the law and negotiations with the staff representation bodies, the training plan is annual and integrates the strategic training actions in order to ensure the permanence of our School: those requested by the employees and those offered during the annual performance review and the **professional evaluation** with the supervisory management.

In accordance with the training plan law, the employee benefits from the CPF (personal training account), the CPF (individual training sabbatical), VAE (validation of experienced gained) and the skills report.

Of course, this means contributing to the development of the employee's trade skills in maintaining their position, but also to allow them to develop and to encourage their mobility, and in doing so their own career management. **This mechanism allows for better training coordination.**

2-6 The annual performance review:

The mechanism comprises 2 stages:

- **An initial meeting mid-stream in order to allow the employee and the manager to discuss the conditions for fulfilling the mission and to consider the difficulties, if necessary.**

It allows for taking stock of the load, the fulfilment conditions, and gives rise to adjustments if the circumstances so require. This opportunity for dialogue also allows each person to express themselves and strengthen social links

- **The report interview** at the end of the year, more formal, is carried out on the basis of the results and performances of the previous year. It allows for setting the annual objectives for the coming year. **Written media** formalize the various data and leads to its being signed by the various parties before a decision is taken: training, wage increase, change of status, bonuses, etc.

Consequently, by way of this mechanism as a whole, SKEMA and its employees are both winners. This contributes to social dialogue, to discussion and to joint construction.

3- *Developing a quality of life policy for staff and students:* **Health and Well-being**

This policy is led by the General Management, the Human Resources Division and the Campus Divisions.
The General Management wishes could be summarized as making the SKEMA campuses *"The great place to Work and Study"*.

Our mission is education and training. The working conditions and quality of life on our campuses contribute to the achievements of our employees and students, to the success of our training programmes and of our School project. The transmission of values and behaviours is also made by example, and life on the campuses is a demonstrator for this.
The quality of life on our campuses is, of course, based on their internal environment, and the management of this: building layouts (physical spaces, green spaces, furniture, etc.), work station ergonomics, air quality, hot/cold air conditioning, accessibility to all, upkeep; as well as the working environment and the quality of the human and social relations. All these elements contribute to the well-being and moral and physical health of everyone, and to an overall performance.
Some of these aspects are tackled in the Environmental Management section, and are subject to our ISO 14001 quality approach.

3-1 Health, Safety and Prevention: a secured and controlled approach

The environments of our campuses differ by their geographical setting, their location, the age of the buildings, the culture, etc.
A guideline was adopted and a common approach put in place in order to make understanding easier on the part of everyone.
The campus directors are responsible for the various legal and statutory aspects of the environment and quality of life for staff, students and visitors.

Safety is an essential element that concerns all SKEMA activities
The challenges of controlled safety are numerous and are not only based on economic, social and statutory levels, but also and above all on a human scale.
Consequently, **the preservation of the health and safety of everyone, by preventing professional risks, constitutes the *raison d'être* for our safety approach.**

In this spirit, SKEMA intend to:

Comply with legal and statutory obligations;
Improve and continually monitor its safety performances using relevant and strict organization favouring detection and control of the risks inherent in our activities;
Systematically **analyze** incidents and accidents in the workplace and implement preventative and corrective actions;
Encourage training, discussion and implementation of internal and external audits;
Refuse economic priorities to the detriment of safety;
Ensure that the Department's objectives include the real requirements in terms of health and safety expressed by the staff, the management and the Workplace Health and Safety Committee (CHSCT).

Accident prevention must be a permanent and general priority.
The safety approach requires the compliance of all staff members. In order for any decision to be taken, each of us, at every level, must be aware of our personal responsibility in terms of health, safety, hygiene and the protection of people and property.

Information and communication
Beyond this, from the sole mandatory and essential document that allows for listing and assessing all the risks linked to the specific characteristics of our jobs and campuses, all the actions prescribed and carried out give rise to annual monitoring.
The various documents: sole document, rules of procedure, annual breakdowns and minutes of meetings are on **our intranet site,** available to employees for their information and so they can take responsibility.

→Awareness-raising video on health and safety in the workplace (approach for courses and for employees).

Initial training in first aid, recycling, stretcher bearing, gestures and postures, use of fire extinguishers (for staff and also offered to students (associations);

3-2 Prevention of psychosocial risks and harassment

Two major issues for both staff and students.
The rules of procedure (employees) specify the means and sanctions incurred by any employee exhibiting this type of behaviour towards another person.

Any lack of respect or breach of personal integrity is subject to a disciplinary hearing for the student concerned.

Above and beyond the provisions of the corporate agreement, **a work group** tackles these questions within the framework of the CHSCT and benefits from the presence of a professor specialized in these issues.

An awareness-raising video on these questions has been produced for the purpose of training staff and students, and has been put on line on our Knowledge platform.

→The assistance and psychological help services (universities and others close to the campuses) have been listed and are available to students and staff. The programme managers are available to assist students and direct them towards the most suitable programmes to help them.

→The staff representatives and HR Director are available to assist employees who are experiencing delicate and difficult situations and to support them in the various steps to be taken.

3-3 Satisfaction surveys

The satisfaction indicators (staff, students) form part of the General Management dashboard (Balanced Score Card). Their follow-up is an assurance for the quality of our processes, our operation and the responses made to stated expectations.

□The student satisfaction survey

Within the framework of the improvement in working conditions and the quality of life on campus, a student satisfaction survey has been carried out every year since 2010.

These surveys are anonymous, and the questions relate to all aspects of life on campus: reception, buildings, equipment…restauration…environment…follow-up, programme management, etc. This survey is carried out by our quality department within the framework of our ISO 14001 approach.

In order to raise student awareness of the importance of their feedback, each completed questionnaire gives rise to a donation of €1 to the NGO Handicap International.

Below a rate of 85% Satisfaction in Services, actions for improvement are discussed and implemented during the year. Some examples: The on-line Accommodation Department (STUDENT Office); WiFi coverage; YEP (Your Education Portal); changes to apprenticeship rhythms, etc.

□The internal opinion barometer,

Since 2011, the Board has wanted a tool that allows it to *"take the pulse"* of its organization and draw up a precise diagnostic of the social and managerial issues, in order to correct these and anticipate problems.

The opinion barometer is an on-line questionnaire, sent anonymously and confidentially to all employees in order to measure their perceptions and expectations on 8 subjects (the content of their job, working conditions, environment and relations, local management, Top management, communication and multifunctionality, their professional development, their overall perception of

SKEMA and the future). This barometer is entrusted to an independent bureau, Inergie (www.iergie.com). The analysis of the annual results, and of the variance and developments allows for verification of the relevance of the correction/anticipation actions implemented.

Project groups are set up on a voluntary basis and provide concrete and rapid solutions. Thus from:

- o   Days without email 1/month
- o   Managers and HR breakfasts
- o   Monthly interviews with an employee over the intranet, etc.
- o   Experimenting with a "Zen" room for rest and relaxation
- o   HR/employee breakfasts
- o   Well-being/Campus days: Various relaxation activities are offered to employees in order for them to be able to meet with colleagues, have discussions, exchange ideas and also to take some time for themselves!

3-4 TIC –Going paper-free – Telecommuting –Autonomy - Responsibility

The change to paper-free for administrative documents, course media and several procedures, as well as the on-line provision of management tools for a certain number of activities, such as purchasing, travel, trips, schedule management, etc. is a real timesaver, allowing greater efficacy and autonomy. Employees have a time savings account that they manage themselves (balancing working hours, personal life and time off). Teachers benefit from 80 days/year without mandatory presence and work from home.

☐On-line and back office Support Services
Employees and students benefit from numerous on-line media.
Students benefit from on-line support services either via the Welcome Pack for any new enrolment, or the Yep, or via specific platforms such as **http://housing.skema.edu/** for accommodation. For the various services, they also benefit from a back office and a front office for on-line or face-to-face assistance.

The **Welcome Pack** allows for on-line enrolment and makes the various administrative formalities easier.

The **YEP** (Your Education Portal) allows them to be directly and personally informed throughout their schooling of any educational or other event.

All this allows for avoiding time-consuming and stressful travel.

3-5 Socially dynamic and friendly spaces and buildings

☐Living facilities for students, rest and relaxation areas for employees, interconnected media libraries to encourage collaborative work and sharing, campus events for meeting up with colleagues and spending time together.

Student participation in the life of the school is fully encouraged by way of the missions and projects that they may develop individually or collectively, as well as by their commitment to communal life.

☐Freedom of enterprise to better develop skills and fulfil a passion or achieve a personal or professional project (EUR 150,000/year/SKEMA grant)

SKEMA encourages freedom of enterprise amongst its students in order to inspire initiative and a taste for business. This is a great opportunity for students to develop communal projects that allow them to demonstrate their skills (project management, team leadership, responsible and managerial commitment) and develop their abilities, and that also contribute to the achievement of social objectives, such as the inclusion of men and women excluded from the world of employment, environmental dimensions and, more generally, societal objectives that serve the general interest.

-More than 60 associations allow students to invest in their various fields: Art, Communications, Enterprise, High Tech, International, Environment, Humanitarian and Social, Sports and Student Life **(over 1,000 students/year invested** in the associations).

The Board makes available to each association the room, furniture and the electronic and IT tools to ensure the development of their activity. They also receive a grant to start implementing their communal project.

The Studies Office (Student Life Association that organizes campus activity and all the student services). The Sports Office organizes sporting activities, and the Arts Office, cultural and artistic life. Within the framework of the PGE, students must participate in a sporting or artistic activity.
These associations are supported and sponsored by professors or administrative-coaches in their fields of expertises.

4- *Encouraging an* **Equal Opportunities** *policy for students:*

Reminder of our "0 discrimination" principle

With several partners (associations, foundations, companies, etc.) we are carrying out a certain number of actions in favour of our students in difficult or sensitive situations, but also in favour of the socioeconomic development of the regions in which we are located, and we thus contribute to the greatest number of young people continuing their studies.

4-1 Contributing to the Equal Opportunities mechanisms in the regions

With our student associations in the field, we are involved in inciting in as many young people as possible the desire to continue their studies and in supporting them while they do so:

☐ **Supporting young high school students and encourage their ambition**

Every year, **the Association Perspectiv'** at the Lille campus supports young people from disadvantaged social backgrounds (Matisse high school) in order to provide them with a cultural opening and therefore allow them to envisage various professions: providing educational support and cultural outings. This year, 30 high school students were thus supported by the association's students.

☐**Encouraging access to higher education for everyone**

"Cordées de la Réussite" aims to encourage access to higher education by young people regardless of their sociocultural background, by giving them the keys to successfully engage with sectors of excellence.

Some 20 students from the **Association Accès Cible** on the Sophia Antipolis campus supported 20 sixth form students (Lycée Audiberti d'Antibes) until they were awarded their baccalaureate.

☐**Avoiding breaks in education and establishing a professional project**

Le Parcours Régional de Réussite en Etudes Longues, in partnership with the Regional Council of Nord Pas de Calais, the LEA, the Regional Conference of *Grandes Ecoles* and several sixth form colleges from the region (Lycée AVERROES Lille, Lycée Professionnel Transport Halluin, Lycée JEAN PERRIN Lambersart, Cité Scolaire E Zola BTS Wattrelos, Lycée Malraux Béthune, Lycée SCT Tourcoing). Students on the Lille Campus Apprenticeship programme provide tutoring for young BAC+2 (HND-level qualification) and BAC+3 (degree level qualification) students with educational difficulties in order to avoid them dropping out of school and allowing them to continue under the best conditions. The student-tutors are paid for the time spend supporting the young people they are supervising. This mechanism also allows SKEMA students in a difficult financial situation to receive remuneration.

4-2 Developing financial aid in favour of SKEMA students

Any student, regardless of his/her financial, familial and/or personal situation, with the potential, results and desire to continue his/her studies at SKEMA must be able to do so under the best conditions and to devote him/herself fully to his/her studies.

Consequently, SKEMA has developed a financial partnership, support and application file compilation policy in order to financially assist students who apply to continue their studies, and/or fund their mobility and work placements abroad.

☐**The development fund** set up in partnership with the companies and Alumni must allow for devoting **EUR 1 million in favour of social aid.**

☐**Grants on social and academic excellence criteria: 350 000/year**

21% of our PGE students receive state grants. Independent of any aid our students may receive, and for which the school assists them in compiling the application files (EUR 1M/year), every year, SKEMA awards grants to 100 PGE students selected on social and academic excellence criteria.

☐**Grants for mobility and international exchanges** (Erasmus, Eiffel, Prame)
EUR 390,000.

☐**International work placement grants: EUR 370,000**

☐**"A little help" financial assistance in partnership with the Fondation de
Lille: ≤ EUR 10,000 and 15,000/year**
The Fondation de Lille wishes to contribute to EQUAL OPPORTUNITIES by way of
education and training for everyone, without discrimination based on origin or
social standing. It offers financial assistance, in the form of Grants, via its Ethics
and Arbitration Committee to motivated and deserving students or apprentices
encountering financial difficulties in continuing or completing their studies. SKEMA
matches every euro distributed by the Foundation. Any SKEMA student may
submit an application. Applications are accepted or not by the Foundation's Ethics
Committee and are validated by SKEMA.

☐ **The ARELI Grants: EUR 20,000/year**
*Accompanying students from disadvantaged social and immigration
backgrounds in continuing their higher education.*
For over 10 years, SKEMA counts some fifteen students/year among its students
in the ESDHEM programme who are followed and funded by the Association
ARELI-Emergence. This Association detects these students as of the first year of
sixth-form and selects them on the basis of their Baccalaureate results. The
selected students' studies are funded for 5 years.
SKEMA contributes annually to providing part of this funding.

☐**The Apprenticeship route as a Social Elevator for 335 students**
335 students follow the Master in Management as an apprenticeship as of the
second year of the programme. Several students choose this mechanism in order
to benefit from having their studies paid for by companies. They alternate
between life in a company and student life. They receive a salary with regard to
the time worked.

☐**Payment options and reduced-rate loans**
-Reduced rate loans (less than 1%) without a parental guarantee and with
payments deferred for 5 years after the loan date are offered to our students by
several financial institutions. As the employability of our graduates is assured,
many students have access to these.
-At the request of the students, the Financial department accepts payment for
their tuition fees in instalments.

☐**Work placements and missions in companies for volunteer students**
→The "Adequation" Association offers ad-hoc missions to students: commercial
events, direct marketing operations, inventories, etc. over 400 students/year work
on these.
→Juniors Entreprises offers advisory missions in companies by way of market
research, surveys, audit requests, various diagnostics, etc.
All these missions are remunerated at well-negotiated rates.
→During their course, students must complete one or more work placements as
part of their education (/curriculum) when their course does not require them to
attend under block learning. PGE students may, if they so desire, take a
placement year during which they may tackle a maximum of 2x6-month work
placements in companies in France or abroad, as they prefer.

Throughout their work placement period, they are supported by a professor or administrative manager and receive remuneration from the company.

4-3 Personalized support and follow-up for disabled students

Too few disabled students declare themselves as such. Only those who require everyday assistance do so. This year, 2 students made such a declaration.
These students want to be full students, and in as far as possible do not speak of their disability, and only declare this when it is visible.

Since 2008, SKEMA has been involved in the CGE (Conference des *Grandes Ecoles*) as part of an approach to acknowledge and consider disability as a strategic challenge in terms of diversity and equal opportunity.
The school's disability referent contributes to the collective works and represents SKEMA in the various bodies, events and occasions.

☐**Communication and information for students**
→As of Fresher's week in September, all students are informed of the disability approach, the support measures and the name of the referents on campus.
→Disabled students have the right to request extra time for competitive and general examinations. Also, from this information provided by the admissions department, the referent has knowledge of the disabled students who have made this request.
The referent personally contacts these students in order to assure them of the support and monitoring they desire.

☐**Arrangements and personalized support**
→On the student's request (the student must be declared-medical file provided) and in accordance with the disability, everything is done to ensure the best conditions for their education: travel, accommodation, electronic assistance equipment, note taking, secretarial services, student relay, etc.
→For competitive examinations, general exams and continuous assessments, the students benefit from special conditions that are automatically taken into consideration if a request is made.
→In the case of mobility, the student benefits from increased mobility assistance, and of course from specific support.

☐**Insertion in companies: work placements, assignments, block learning, employment**
A large number of companies look for disabled graduates in order to satisfy their equality and diversity policies.
They offer forums and meetings with disabled students.
Consequently, work placements and assignment, in companies for these students are well-viewed, as this obliges them to review their insertion policy for young graduates and to integrate into their processes a specific mechanism that often doesn't exist.

→A professional insertion mechanism for disabled students on work placement assignments, block-learning and employment is being created with Electro-Dépôt, Leroy Merlin and Décathlon (international companies).

☐**Raising student awareness of disability and events on campus**

→An annual conference/debate on our 3 French campuses.
From concrete examples, videos and discussions around key questions:

difficulties, assistance and behaviour.

→ An Awareness-raising day

Every day, SKEMA is a little further involved in raising its students' awareness of disability. Following the line of last year's professorial body, who carried out an awareness-raising day, and the association "J'handi +" which raises awareness and mobilizes the Lille campus around disabled people, the BDS "Sport Fever" in Sophia-Antipolis, supported by the sports department, this year launched its own awareness-raising day on disability in partnership with the Association des Paralysés de France.

The aim was to confront students with various types of disability in order to have representation developed. 4 workshops: 1/Blindfolded breakfast; 2/ a "parasports" demonstration with professional disabled basketball players; 3/a "race", placing students in front of obstacles from everyday life facing people in a wheelchair; 4/ the "Joëlette" walk around the Campus: the Joëlette is a single-wheel all-terrain wheelchair that allows anyone with reduced mobility to go hiking with the assistance of two escorts,

4-4 Integration and support for international students

Every year, 400 international students are present on our campuses, mostly in France, and in particular at Sophia Antipolis.

These students benefit from the same support services and the same assistance as all our other students (accommodation, medicine, financial assistance, grants, etc.), support from the international department and a communal student dynamic. Student are taken care of as of their enrolment application.

True relays between international students and the school, the Interculture and S'Konnection associations offer several activities in order to make their integration, their life on campus and their time in France easier: sponsorship, cultural visits, trips in Europe, intercultural evenings, fun French lessons, etc. These links between students are essential for the students' success…The coordination of international events such as the Chinese New Year, the Olympic Games or the Super Bowl allow multiple cultures to mingle and enjoy real moments of sharing and friendship.

5- *Involvement against exclusion and a Humanitarian and Aid commitment*

☐**The humanitarian, social and ethical values are shared** by all students and staff at SKEMA. The individual initiatives of our students, professors or administrative staff are always **great human adventures shared by the entire institution:** promotion of microloans in India by two students on a bike…Sporting challenge and collection of funds for sick children, etc.

☐**Involvement of employees and** *congés solidaires* **[work aid sabbaticals]**

Since 2015, the Human Resources Department offers employees who so desire the opportunity for a short-term international aid work mission with PLANETE URGENCE (2 to 4 weeks). This mission is carried out during the employee's

holiday time. SKEMA pays a contribution of EUR 2,300/employee to PLANETE URGENCE and 50% of the plane ticket. This facility was offered by the company and there was a high expectation from employees.

☐ A humanitarian, aid and/or social mission to complete their management training

Several student associations carry out projects against inequality, poverty, exclusion, etc. Of course, SKEMA encourages all these initiatives, and many students now believe that during their studies they should devote time to defending these causes and making their skills and abilities available. Many believe that this forms an integral part of their training and their personal development. As we have already said (chapter 2/5-4; chapter 4/ 3-4) SKEMA supports all student associations and, as of this year, values these actions as part of their education.

More specifically, 8 associations carry out national or international aid projects and actions. However, others integrate dual challenges into their projects, including humanitarianism; this is the case, for example, for the "Ch'ti du desert" association: a sporting competition in a North African country and distribution of school books all along the route; In general, all student associations are involved in humanitarian and aid projects, for example, the sporting associations create events based on parasports.

A few examples of the associations and actions carried out:

→Association Défis du cœur:

Collection of funds for Sidaction and the Telethon; blood donation for EFS (Etablissement Français du Sang – *French Blood Service*); actins to prevent sexually transmitted infections, etc.

→Association Esperanza

-Food collection for the Alpes Maritimes food bank's action against hunger.

-International project that consists in restoring the Makak school: renovation of the St Jean Baptiste school, the canteen and the creation of a well + distribution of supplies and clothing collected at SKEMA.

-Sidaction via the sale of items, partnership with Kiwanis (association that works in favour of underprivileged children).

☐ENACTUS SKEMA Business School

Social and aid entrepreneurship association, the aim of which is to use our skills to meet a social and/or environmental need, and thus to sustainably improve people's power to act.

2 projects: -Garanteam, a project that aims to create a **network of guarantors** for students, for the purpose of obtaining a loan or a rental contract (without financial transfer)

-Apprentiss'âge, the aim of which is to **create a link between students and the elderly** by giving them IT lessons. It is also a way of combating the isolation felt by this population.

ENACTUS is also the national competition between all the French Higher Education ENACTUS teams in order to elect the best entrepreneurial projects.

→**HOPE** (Humanitarian Organisation Promoting Equity), SKEMA's new humanitarian office on the Lille campus, was born from the merger of 5 associations carrying out humanitarian and social actions.

This association leads 5 projects: 3 international missions to support orphans and street children in Vietnam, Cambodia and Senegal; and 2 local missions (social, aid and environmental actions).

Coordinated by the Human Resources Department, the SKEMA social project constructed with social partners has been implemented and developed in compliance with Human Rights, French legislation and SKEMA's humanitarian values.
Socially responsible, the SKEMA HR policy is interdisciplinary across all our national and international campuses, and takes into consideration the specific nature of our regional locations

CONCLUSION
Attaining the 17 SDG

This report summarizes the projects and actions carried out by SKEMA and its various internal stakeholders, in terms of sustainable Development and Social Responsibility.

It aims to demonstrate that the guide line encouraged by the General Management, and based on SKEMA's DNA and values, has translated into concrete objectives in terms of Governance, Education and Training, Research, the Environment and Human & Social Policies.

Furthermore, in order to place our action within a global approach to Sustainable Development and Corporate Responsibility, and comply with Human Rights principles (Global Compact), the 6 Principles for Responsible Management Education (PRME), and SKEMA's commitments, the following table highlights what has been achieved and what remains to be achieved with regard to the "17 Sustainable Development Goals" defined by the UN for the next 15 years:

SDGs	What has been achieved	What remains to be achieved
Goal 1 End Poverty in all forms everywhere	**-Various partnerships with SKEMA student associations and local institutions and/or NGOs:** to come to the assistance of the world's children: Vietnam, Cambodia, Cameroon, Senegal, etc. (collection of funds, school equipment and assistance, building schools, etc.); **-Various collections** (food, books, games, spectacles, clothing, etc.) for distribution to the most needy (in France and internationally) **-*Congés solidaires*** for employees (Planète Urgences) **-"Our microcredit"** funding (micro-loan) and assistance with projects by local micro-entrepreneurs: Bicycle tour of India by a student for the development of a micro-loan in this area of the world. **-Lectures/debates: Antonio Meloto, founder of the Philippino NGO Gawad kalinga; Muhammad Yunus:** a Bangladeshi social entrepreneur, banker, economist, and civil society leader who was	-**Develop and support student and association initiatives in the fight** to assist the most needy at local, regional, national and international level; -**Develop social entrepreneurship and aid projects;** -**Encourage the development of socially responsible investment** -**Develop projects in France and abroad with local and regional institutions** -**Create a SKEMA foundation** to develop and support education in poor countries; etc.

	awarded the Nobel Peace Prize for founding the Grameen Bank and pioneering the concepts of microcredit and microfinance; **-Research/Sustainable Finance; Sustainable Finance Observatory**	
Goal 2 End hunger, achieve food security & improved nutrition & promote sustainable agriculture	**-Student association Equiterre:** development of projects in the fields of agriculture, responsible consumption, transport, trade, energy, and combating climate change; -Various actions by the student associations and promotion and actions for healthy food products; **-Fast Food Responsible Nutrition Baseline** for cafeterias; local and regional agreements; **-COP 21 Nudge France challenge;** **-Responsible Nutrition and Health lectures** **-Food collections** for the needy (Resto du Cœur)	-Continue **assisting student actions** relating to Responsible Nutrition; -**Staff involvement** and campus actions on the subject: sale of local and organic products by local producers; -**Raise the awareness of our students on sustainable agriculture** with ENACTUS and subsidiary companies (Bonduelle, Mac Cain, etc.) -Discussions and works on the Agricultural Revolution
Goal 3 Ensure healthy lives and promote wellbeing for all at all ages	Internally, **-Seminar on student integration and aid & intergenerational projects;** -**SKEMA contractual agreement** for young recruits and older staff, and intergenerational management; -**Career management and professional training for employees;** -**Well-being and quality of life on campus** for students and staff (e.g. Lifestyle centre for students and "ZEN" room for staff); -**ENACTUS student association** (develops the entrepreneurial spirit and skills of students and assists them in implementing entrepreneurial projects encouraging corporate progress). **-Education and Research on the Quality of Working Life**	-**Assist ENACTUS actions:** access to decent jobs: combating unemployment, maintaining and creating jobs, entrepreneurship and training: -**Encourage and assist corporate creation and social and aid entrepreneurship** -**Research** on Well-being and the Quality of Working Life -Create a **corporate chair** on the theme of encouraging the emergence of efficient and suitable solutions;

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	-**Programmes and diplomas targeted by the MESR, AACSB, EQUIS, etc.** Student satisfaction surveys ≥75% -**Executive programmes** for corporate managers; -Local partnerships and **assistance approaches, and tutoring of high-school and sixth-form students and those with educational difficulties;** -**Professional training policy for staff (administrative, and teacher-researchers)** and validation of professional experience; -Policy for supporting PhD students (mentoring)	-Develop executive training programmes, both *intra* (group formed of members from the same company) and *inter* (group formed of members from several companies);
Goal 5 Achieve Gender equality and empower all women and girls	-**Human resources policy:** professional equality objectives between women and men within the company and the diversity of jobs, as well as equal access to employment within the framework of combating discrimination on recruitment and throughout the career; -**Equality charter** -**Higher Education Equality Barometer** -**Feminisation Observatory;** -**Research works on gender, and on women entrepreneurs;** -**Lectures and transfer of knowledge (seminars, publications, communications, etc.);** **Collaborative works** with various partner institutions	-**Report and analyses** of the career development of SKEMA graduates and highlighting the glass ceiling after 3 years; Awareness raising programme for SKEMA students (on the situation of their elders) and promotion of corrective actions; -**Research, publications, communications and transfers of knowledge;** -**Research/enterprise programmes;** -**Chair on women entrepreneurs**
Goal 6 Ensure availability & sustainable management of	-**Plan to reduce and save resources;** -**Research project:** "Entre 2 eaux" (Between 2 Waters)	-Management of projects for access to water -Communication to and raising awareness of students

water and sanitation for all	project on cross-border waters; -Environmental management and use of water	on the inequalities in access to water and its consequences -Development of student projects to encourage access to water
Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all	**-Renewable energy purchase policy** **-"Third Industrial Revolution" project** in the Hauts de France region;	-Active contribution to the 3rd Industrial Revolution (Hauts de France) project and exemplary nature of our campuses; -Quantitative and qualitative survey projects on the use of alternative energies in France and European and/or international comparisons; -Development of partnerships with engineering schools on the issues of renewable energies and project management;
Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	**-Education on Economics, Management, HR and Human Rights;** **-Lectures/debates/challenges on the subjects** **-Rotary International competition on Professional Ethics**	-Development of partnerships with suppliers for responsible purchasing and implementing charters; -Chair of Innovation and Entrepreneurship -Development of strategic partnerships on Innovation with higher education establishments and foreign companies (funding from Brussels)
Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	**-Construction of a student apartment complex and a very high environmental-quality living centre;** -Renovation of campuses to SD standards -Incubators, entrepreneurship and corporate creation -courses and lectures on functional and circular economics. -Movilab (innovative SD projects); -Competitions and challenges on sustainable construction -Design-Thinking workshops on the Zero Carbon Campus -Labs Innov'acteurs	-Chair of Innovation and Entrepreneurship -Encourage innovation and entrepreneurship, and develop corporate creation; -Develop executive training courses on functional and circular economics;
Goal 10 Reduce inequality within & among countries	-Responsible Management training programmes on our national and international campuses;	-Increase in the awarding of SKEMA internal grants; -Increase in the number of SKEMA grant-holders

	-Human and social policy in favour of national and international students in financial difficulties; -SKEMA internal grants; -Interdisciplinary human and social policy on our campuses; -Student social and aid associations	-Development of Block-learning on all campuses; -Lectures/debates on inequality and corporate social responsibility; -
Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable	- Campus Mobility Project, Zero Carbon Campus Project, - Third Industrial Revolution project - Hauts de France region; - Student competitions and challenges	-Continue the Campus Mobility and Sustainable City projects with partners and involve all internal stakeholders; -Develop travel plans for campus staff and students and encourage alternative transport; -Works on ebbs and flows of school and urban life; - Student challenges and competitions between schools and universities, managers and engineers; -Design Thinking workshops: "The city in 2050"; -
Goal 12 Ensure sustainable consumption & production patterns	-Responsible Nutrition, reducing waste, sorting and recycling; -Courses on functional and circular economics, sustainable marketing and responsible consumption; -**Researches on sustainable consumption, sustainable tourism, or sustainable luxury** (The adoption of ethical behavior in young consumers, environmental transformation and marketing the low-carbon energy transition…); -**International conferences on Transformative Consumer Researches** where these issues were discussed.	-Strengthen research and develop partnerships with companies on concrete responsible marketing and implementation projects; -Responsible packaging projects - Develop executive training programmes on responsible marketing and communication;
Goal 13 Take urgent action to combat climate change & its	**Climate Commitment Charter 2015-2020** Campus decarbonisation plan;	-Climate Commitment Charter and action sheets across all campuses;

impacts	Plan to reduce and save resources Recycling and waste reduction plan -National campus Greenhouse Gas reports -**Staff travel plans** to encourage eco-friendly and alternative transport;	Partnerships with the regions and local institutions for action plans to reduce greenhouse gases; -Educational projects and campaigns to eliminate plastic bags from all our campuses ( ); --Atmosphere protection plan and actions
Goal 14 Conserve and sustainably use the oceans, seas, and marine resources for sustainable development	-**The Bachelor Management of Marine Environments** provides training **in biology, oceanography and environmental sciences** as well as a degree in environmental management. Students are involved with a variety of applied projects (inventories, conservation), and foundation courses in biology and chemistry complement courses in oceanography, and the ecological environment. -**Local partnerships** on the Lérins Biodiversity Project and Natural History Museums; -**Public events** to promote the biodiversity of the PACA region;	-Biodiversity Charter -Lérins Biodiversity Project -Plan to eliminate plastic bags from our campuses -EDHEC courses and promotion of saving our seas and oceans; -Campaigns on protecting biodiversity and development of projects
Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	**Biodiversity Charter** **Plan to protect and safeguard** the Sophia Antipolis ecosystem;	-Foundation to maintain biodiversity and safeguard the forests; -Contribution to the coastal protection plan, etc. -Communication about and promotion of the ecosystems on the various sites; Green and biodiverse campuses -Student associations to "Plant trees in cities" (tree=air purifier, biodiversity, combating soil erosion)
Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive	-International student integration programmes -Integration policy and support for international employees -Ethics courses -Human Rights courses -Integration seminar for L3 students: Diversity in a	- Student association to assist migrants and ex-pats; -Projects and actions to promote peace and justice throughout the world; -Discussion groups on social networks -Higher education establishment research group + various associations

institutions at all levels	Multicultural Setting; -	
Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development	Network of international, national, regional and local partners for SD/CSR projects and actions; -Higher education work groups; -Distribution and transfer of best practices over the networks;	SD/CSR stakeholder newsletter -Discussion groups on social networks -Cycle of lectures on the 17 UN objectives

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