To:
PRME Steering Committee
c/o PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

La Rochelle, November 19, 2018

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, Excelia Group is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

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

We encourage other academic institutions and associations to adopt and support these Principles.

Bruno NEIL,
CEO-General Manager
Our higher education group, which will soon celebrate its 30th anniversary, is made up of 5 renowned and complementary schools.
GENERAL STATEMENT

Sustainability is deeply rooted in the nature of Excelia Group (formerly Sup de Co - La Rochelle), both through its long-established educational programs and its green and social policies. To achieve as many as possible of the UN SDGs, our school also places CSR at the core of its teaching and practices.

As far as PRME requirements are concerned, our faculty members and our students are increasingly made aware of the stakes related to our responsibility as players of the economy and society, within the corporate world.

As the first institution in France that created a Master program in Environmental Management and Sustainability Strategy (in 1999 and 2005), and with the creation of a research institute in social responsibility through innovation (IRSI, in 2012), we have made it clear that Ethics and CSR are central to the school’s vision through its research and academic activities.

Our current achievements complement our constant efforts, presented in our previous PRME and Sustainability Reports (2012-2014 and 2014-2016). We are including here a few of these achievements (2016-2018) and what we plan for the next two years (2019-2020). Therefore, this short report is to be considered as a transitional report with updates rather than a full new release. It announces a more substantial report in 2020 with – hopefully – major breakthroughs.

Phil Skolle, Sustainability Manager
THE 6 PRINCIPLES

PRINCIPLE 1 – PURPOSE

The goal of Excelia Group is to achieve a high level of sustainability. To do so, our school relies on a few major means of action: our Green scheme, our Research in CSR institute (IRSI), our social policy and the curriculum in every one of our teaching programs. Our involvement and behaviour in these fields must be models of good practices and consistent with the content of our teaching as far as sustainability and CSR are concerned, since this is what our students, partners and stakeholders expect from us.

La Rochelle Business School reaffirms its desire to promote, amongst its student community, solutions that deal with the social issues of today’s society. By integrating the results of its research lecturers’ work and by introducing the expertise of contributors from the corporate world, the teaching offered at the school will produce future managers who are ‘responsible’. Those future managers will need to leave the school having acquired the basics to allow them to understand the modern world in which they will operate, both in corporate and civilian life.

The SD strategy of Excelia was launched in 2008 with the Green action plan which included a deployment of measures and processes to reduce our internal and external impacts in GHG emissions, pollutions (including smoking), energy consumption, water management, the preservation of biodiversity, etc. But our SD scheme also includes social action and solidarity, in particular through our Humacité program, and taking part in challenges for disabled students, social integration, support to worse-off students, and breakthroughs on diversity and improved well-being in the workplace.

Corporate and student action are affixed to the core concern of our institution: education, which is the most efficient mainspring of awareness of social and ecological issues within the economic system, throughout the whole curriculum, and for all our teaching...
programs. Simply said, education in responsible management encompasses SD and CSR topics in order to ensure that our graduates reach the job market with an ethical mind and a sense of social and environmental responsibility. Our duty is also to ensure they can use the tools to apply CSR principles in their companies.

**PRINCIPLE 2 – VALUES**

As expressed in our General Statement, the values and principles that govern our activities are practiced within our institution and with our partners, and taught at every level of our academic structure. They are based on ethical conduct and accountability to society and the corporate world, but also to our own students.

Our Learning Goal #4 clearly says: “Our graduates will be able to identify and assess ethical issues pertaining to the company and its strategy in terms of corporate responsibility.” And #2 and #4 of our Values claim: “Commitment and responsibility. ; “Honesty and integrity.”

The commitment of the school has been incorporated into its teaching, with an Msc/MBA that is dedicated to social responsibility, producing managers who are specialists in these key areas, as well as including these issues into all the school's programmes through specific lessons and other teaching initiatives and projects such as Humacité and many CSR-oriented courses, both in our French and English tracks, and research with our in-house institute IRSI.

Sustainability – socially, environmentally and economy-wise – is a core component of Excelia Group. In accordance with the various engagements of the school (accreditation processes AACSB, EPAS, Tedqual, EQUIS, PRME, ISO 26000) and to further emphasize its social positioning, the LRBS reinforces its CSR endeavours wherever possible. The report published every two years conveys those efforts. It can be downloaded on the school’s website.
The values and principles we advocate are expressed in our previous SIP reports, but they appeared in our SD Charter of 2008, stating our 10 major commitments. This the foundation of our involvement in responsible practices.

In the last two years – 2017-2018 – we have applied these values through the development of our research and teaching tools, with endeavours favoring compliance with the 7 fields of CSR according to ISO 26000, and complemented with an increasing number of initiatives in the social area: support to needy students and action by staff members in and out of the school, since private initiatives reflect positively on us as a caring institution. Being open to the world, working for causes are anchored in the school’s will to train people who are able to practice the ethical and responsible principles they have learned at Excelia in their private life and not only in the workplace. We don’t educate mere technicians of the economic world, but persons who are aware of what society needs to reach sustainability.

P RINCIPLE 3 – METHOD

In 2012 La Rochelle Business School began creating its global strategy for social responsibility, based upon both the ISO 26000 standard and the CGE framework (Conférence des Grandes
École, specific to French schools in higher education). This involved ensuring consistency with its commitment to excellence in this field and a need to instigate a programme of continued improvement of the school’s actions relating to social responsibility, so as to progress both internally and externally in this domain.

Assessment and reporting systems: In addition to self-assessment undertaken within the ISO 26000 framework, La Rochelle Business School has appraised its performance in terms of social responsibility following the guidelines of the CGE Green Plan.

Also, the Group publishes a comprehensive Sustainability Report every two years. Our concern for responsibility also appears through the publication of our 2017 BSIS impact Assessment Report. This document can be provided on request.

In 2018, La Rochelle Business School-Excelia Group has changed identity and has been restructured as follows:

*New academic organization chart of Excelia Group*

Among the priorities mentioned in the BSIS Report, “Differentiation” is #1, stated as follows: “Pursuing investment in academic quality
(teaching and research) and strengthening the curriculum of all programs to include entrepreneurial skills, sets, corporate responsibility and social value creation."

Most importantly, Excelia Group has identified five Learning Goals, one of which focuses specifically on Ethics and CSR (LG4). It is articulated and assessed at undergraduate and master’s level. We comply with the LG4 requirements since they are a keystone of our teaching. And they are subject to improvements every year, i.e. more courses in the matter in more Programs: CSR is then included across the board.

<table>
<thead>
<tr>
<th>LEARNING GOAL 4 – ETHICS AND CSR</th>
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<tbody>
<tr>
<td><strong>Bachelor Level Learning Goal</strong></td>
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<tr>
<td>Our graduates will be able to identify and evaluate ethical issues as they relate to organisations and their social responsibility.</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>Exceeds the standard (3)</td>
</tr>
<tr>
<td>Define concepts and notions in ethics</td>
</tr>
<tr>
<td>Identifies Stakeholders</td>
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<tr>
<td>Analyzes alternatives and consequences</td>
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<table>
<thead>
<tr>
<th>Master Level Learning Goal</th>
<th>Ethical considerations and corporate social responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our graduates will be able to identify and evaluate ethical issues as they relate to organisations and their social responsibility.</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Master</td>
</tr>
<tr>
<td>Exceeds the standard (3)</td>
<td>Meets the standard (2)</td>
</tr>
<tr>
<td>Define concepts and notions in ethics</td>
<td>Determines with accuracy and clarity all the appropriate elements which are necessary for resolving the problem</td>
</tr>
<tr>
<td>Identifies Stakeholders</td>
<td>Determines who should be involved in the decision making process and reflects on the standpoint of the stakeholders</td>
</tr>
<tr>
<td>Analyzes alternatives and consequences</td>
<td>Identifies alternatives and/or pertinent ethical dilemmas and attributes the main consequences. Similar cases are cited with appropriate justification</td>
</tr>
<tr>
<td>Chooses an action</td>
<td>Defines an action plan which determines the execution of the decision. Offers a clearly identified conclusion including a set of constructive arguments backing up his/her decision. Demonstrates strong ability to carry out an in-depth reflection on the advantages and the risks involved in the action plan.</td>
</tr>
</tbody>
</table>

Every program of LRBS has achieved a fair result in reaching Learning Goal 4. The next step will be to improve these figures.
Excellia Group proclaims 3 fields of expertise that encompass our researchers’ work and nourish the content of our teaching programs (knowledge and skills) and instill the values of responsibility: environmental management & CSR, management in tourism & hospitality, and organizational agility.

The 1st one is paramount within our group, because it stands out as a cross-disciplinary concern. And the 2nd is infused with the same concern about the issues we are and will be facing.

La Rochelle Business School was the first Grande École to introduce a Specialised Master in Environmental Management in 1999, and later in Sustainability strategy. The pre-career MBA was developed in partnership with Poitiers University (IAE de Poitiers). Today, in a single certified MSc Sustainability and CSR Program, future managers are trained in setting up and managing CSR initiatives within businesses. In year 2 of the MSc, students alternate their time, spending 3 weeks in a company for an internship and 1 week in the school attending classes and working on projects. As a completion, they are required to produce a dissertation based on this experience which brings together business issues and research.

Among our main academic priorities: CSR and SD. This is now a traditional scope of education for us. Through a core curriculum, pre-graduate specialized cursus and research-based activities, our
students understand and experiment situations pertaining to major issues that have an effect on companies and society. The purpose is to bring them to become naturals in the process leading to sustainability, including a CSR scheme in operational and strategic management, and clarify how they can implement it according to the economic sector they have chosen to work in. This means, for instance, energy and ecological transition, closed loop economy, fair governance, social positive externalities, etc. The purpose is also to introduce new disciplines such as critical social marketing or countermarketing, or a course in Sustainable Economics currently given in our MGE (Master Grande École), SDDRE (Stratégie Développement Durable, Responsabilité, Environnement) and THS (Tourism and Hospitality School) programs. The latter course, in particular, encourages students to develop their critical sense and curiosity about the mechanisms of our economic system that call for urgent change in order to meet the requirements of the UN SDGs.

CSR and SD are among our 6 major academic priorities:

**LES 6 IMPERATIFS PEDAGOGIQUES**

- **HUMANITES & MANAGEMENT**
- **RSE & DEVELOPPEMENT DURABLE**
- **ENTREPRENEURIAT & INNOVATION**
- **INTERNATIONAL**
- **DIGITALISATION & BIG DATA**
- **RECHERCHE**
Here are examples of responsibility-oriented courses at Excelia-LRBS:

- Économie internationale et Développement durable
- Sustainable Economics and CSR
- Supply chain et Développement durable
- Entrepreneurship and social innovation
- Développement durable et RSE
- Management de l’environnement
- Responsible Supply chain and Geopolitical risk management
- Management de projet écotouristique
- Sustainable development and CSR in Tourism
- Responsabilité sociale des Entreprises
- Business Ethics and CSR
- Governance, CSR and Ethics
- Management stratégique et RSE
- RSE Banque et Assurances

Class activities include documentary features to elicit debates on specific environmental or ethical issues with hard-core questioning like “Are CEO remunerations ethical?”, or “Are the GAFA conveyors of sustainability and social responsibility?”, or “Can economic development be really sustainable?”, or near philosophical questions such as “Is capitalism moral?” or “Is money compatible with ethics?”, and more down-to-earth class activities including case-studies and simulations placing students in a social or ecological dilemma, e.g. asking them to set up a touristic resort in a country where local governments are corrupt, etc. E-learning is a requirement in some of the courses and sometimes field-trips or green operations are organized followed by a report and debate on the confrontation to the “real world”.

To strengthen students’ awareness and knowledge in SD and CSR, the SULITEST is now under way and will be operational in 2019. This will be a valuable tool of assessment of where they stand in terms of social and ecological issues. And will enable us to increase their awareness in the matter, meaning “sense of responsibility”. In that respect, the SULITEST will serve as a vector of applied CSR as soon as they step into our school.
Outside the scope of pure education our students have recently shown growing interest in our SD policy through Sup Cit’ and ERA associations (Environnement-Responsabilité-Alternatif). While ERA focuses on environmental action, Sup Cit’ works on social initiatives. They cooperate on common actions as well. This collaboration is a real model of responsible involvement for all students of the school and complements the courses that include SD and CSR through in-house application. See Principle 7 for detail.

**PRINCIPLE 4 – RESEARCH**

Excelia Group has two Research Institutes: Tourism Management Institute (TMI) (a member of the Global Code of Ethics of the UNWTO), and Institut pour la Responsabilité Sociétale par l’Innovation (IRSI), specialized in CSR. Plus one department dedicated to academic research. Their objectives are threefold:

- Quality academic research – primarily through published articles in recognised scientific reviews but also through any works or communications at scientific conferences.
- Manager-level research – generating recommendations, methods and solutions for organisations that are doing a transition to responsible practices, and also organising conferences for business managers.
- Educational-based research – a major part of teaching is directly derived from research work so as to best meet the expectations of economic and social players and to anticipate tomorrow’s issues in terms of social responsibility.

Initially “think tanks” were created with companies and a network of researchers affiliated with partner laboratories to explore current issues and trends. These activities led to the creation of the Institute for Sustainability and Innovation (IRSI) in 2012, which is a collaborative teaching and research center providing training, support and bring together communities of practice. These communities include not only faculty in the school and partner institutions, but also students, business organizations and others with relevant experience or knowledge.
<table>
<thead>
<tr>
<th>Research axis</th>
<th>Portfolio of Intellectual Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic or Discovery Scholarship</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2013</strong></td>
<td>112</td>
</tr>
<tr>
<td>Corporate Social Responsibility (number)</td>
<td>29</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2014</strong></td>
<td>86</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>28</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2015</strong></td>
<td>125</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>26</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2016</strong></td>
<td>125</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>29</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2017</strong></td>
<td>118</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>39</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total of intellectual contributions / 2018 (on going)</strong></td>
<td>104</td>
</tr>
<tr>
<td>Corporate Social Responsibility</td>
<td>28</td>
</tr>
<tr>
<td>Corporate Social Responsibility (%)</td>
<td>27%</td>
</tr>
</tbody>
</table>

Intellectual contributions in the fields of Sustainability and CSR account for 30% of all research publications of the school.

Standardisation of CSR has not yet become sufficiently important to influence how companies are managed. With this in mind, the Social Responsibility and ISO 26000 Chair is working to ensure that CSR is put into practice in accordance with ISO 26000 guidelines.

The role of the Chair is to design, carry out and manage projects, developed in conjunction with our partner companies, with the aim of firmly establishing CSR practices within businesses through the application of ISO 26000 recommendations. These projects use a methodology developed by the IRSI research lecturers within the framework of ‘research-intervention’.
**Sustainable Transport Chair**

Due to the importance of its environmental and social impact, today as in the future, transport is a prime area in which social responsibility practices should be adopted. The aim of this Chair is to contribute to the development of sustainable solutions in this sector. The optimisation of both transport logistics and multimodal transport necessitate competencies such as training and education as well as research into multimodal transport solutions that are compatible with CSR practices.

**Diversity Chair**

The question of diversity is a constant preoccupation for the business world and is an area of interest for both industry professionals and researchers. Officially launched in 2015, this Chair is committed to looking not only at diversity itself but also its makeup. It aims to examine diversity in a generic way and to understand how it adapts to different disciplines (such as management, HR, finance, history etc.) as well as how it changes over time.

Together with the founding members of the Diversity Observatory, the aim of Excelia Group is to provide a real forum for debates on diversity.

**Energy Transition Chair**

The primary purpose of this Chair is to act as an observatory for new careers in the field of energy transition. Its objective is to identify new professions in both the service and management industries on the one hand and the new skills that will be required on the other hand.

**Performance Assessment Chair**

This Chair focuses on three areas that, to date, have been little explored by management science research yet remain a growing concern for companies that have already adopted CSR practices:

- broader accounting that considers social and environmental issues
- extra-financial management control
- extra-financial reporting
Recent achievements by IRSI

October 2016: organization of the World Forum for a Responsible Economy in collaboration with le Réseau Alliance. For this international event, around 800 participants came to La Rochelle. This year the general theme was ‘What should be expected from companies?’ and focused on the following questions: Not only economic responsibility but also social - What role for companies? Just how far can it go? Are we asking too much from companies... or should we expect more from them?

April 2017: our IRSI teacher-reseacher Fanny Romestant, was the recipient of the ADERSE Best Thesis (in partnership with ORSE - Observatoire sur la Responsabilité Sociétale des Entreprises). The topic was “Project marketing faced with the emergence of sustainability - Case studies on urban public transport in France”.

May 2017: Third edition of the international Conference PROLOG “Sustainable Project & Logistics Management”. Four prominent guest-speakers took part in that special event: Pr. Lenny Koh from Sheffield University, UK - Pr. Ralf Müller from BI Norwegian Business
School, Norway – Tania Snioch, manager in charge of health, GS1 Global office, Belgium – Pr. Amir Sharif from Brunel University London, UK. And 37 talks were presented from many countries: France, UK, Italy, Germany, India, Singapore, Morocco, Luxemburg, Côte d'Ivoire, Switzerland, Belgium and Malaysia.

June 2017: creation of a new chair “Assessment of, and reporting on, global performance” with the food industry Fleury Michon. An increasing number of companies and organizations are willing to improve the evaluation, monitoring of, and reporting on, their progress in social, corporate and environmental responsible commitment.

August 2017: Organization of the 5th Université d’été E5T. Over 80 speakers gave lectures to 700 attendees from corporate, research and political spheres on “Regions as promoters of energy transition”.

October 2017: Organization of ANDESE symposium with BordeauxFintech about social and corporate impacts of Fin Tech.

Also in 2017: Two seminars on extended accounting, one of which with ADERSE; Research seminar on Governance and SD with CEREGE (Centre de Recherche en Gestion de Poitiers): Co-organization of a standing track “Accounting and control for Sustainability” during the EURAM (European Academy of Management) Conference in Reykjavik, Iceland.

February 2018: “SD, CSR and Technological Innovation: overview, stakes and prospect.” hosted by the Faculté des Sciences de Gestion ISIAM-Agadir (Morocco), partner of IRSI.

May 2018: Organization of the 15th ADERSE Convention in Paris, for the Management Week. The main topic was Governance and CSR, with 100 talks and 120 attending researchers.

August 2018: Organization of the 6th edition of l’Université d’été e5t on “Boosting the energy transition: Everyone’s concern?” 800 attendees. This is the #1 national event on the issue.
In addition to the World Forum for a Responsible Economy, Universités d’été e5t, The IRSI also organizes, or participates in, several regular national and international events: CleanTuesday, Rencontres Internationales de la Diversité, Assises Internationales de la Médiation, ADERSE and RIODD conferences (Association pour le Développement de l’Enseignement et de la recherche sur la Responsabilité Sociale de l’Entreprise and Réseau International de Recherche sur les Organisations et le Développement Durable), IRSI Thursday Conferences, etc.

**FUTURE OBJECTIVES**

IRSI will now focus on activities that will yield results in terms of academic research. This means increasing the number of publications – internationally speaking – and also taking steps forward in hosting and organizing symposiums and conferences. In October 2019, IRSI will be in charge of the 14th RIODD Symposium on: “Sustainability: Regions and Innovations”.

In addition, our “Assessment of, and Reporting on, Global Performance” Chair with Fleury Michon and “CSR Engineering” chair, with Groupe Hautier operate continuously along the same lines. The chairs offer regional companies some know-how in CSR, but they also serve as laboratories for academic purposes: students are increasingly associated with activities related to responsibility issues, for instance a forthcoming conference on collapsology and a project with high-school students on climate change. This foray into the classroom expands the field of action of our research professors.

By doing this, we engage the future managers in the right way to responsible management. IRSI transfers advances from research to partner businesses, which produces solutions, and those revert to curriculum contents (case-studies, simulations, analysis). They will prove useful for graduates when decision time comes to apply responsible policies wherever employed. In the near future, IRSI will follow this course.
Excelia Group keeps developing new partnerships in all directions...

- 57 big companies (groups) constitute the basis of our “usual partners” and 350 as stakeholders on a daily basis.

- IRSI has contracted new partnerships among which ADEME (Agence de l’Environnement et de la Maîtrise de l’Énergie) and engineering labs for a sociological survey applied to electrical automobile recharging terminals; with Carrefour and COROLO (Compagnie Rochelaise du Logiciel) for a survey on goods and product traceability in the supply chain of big retailers to foresee and avoid health hazards hitting consumers; with Boulanger, where our students are placed for internships, on a sustainability and CSR case study,

- Our reforestation scheme with Reforest’Action enables us to plant trees every year – 6,000 to date – in several regions of the world in order to offset our GHG emissions a minima, but also to allow communities to survive on their own territories and maintain biodiversity, thus curbing the effects of global warming and migrations caused by poverty and climate change.

- In the academic area, 8 partners are the core of our exchanges: EIGSI: École d’ingénieurs en Génie des Systèmes Industriels, La Rochelle; ESG-UQÀM: École des sciences de la gestion de l’Université du Québec à Montréal; ULCO: Université du Littoral-Côte-d’Opale; IAE Poitiers (Institut d’administration des entreprises); IAE La Rochelle (Institut d’administration des entreprises); ESTHUA, Université d’Angers; ESPI, Ecole Supérieure des Professions Immobilières; UQTR, Université du Québec à Trois-Rivières; ISC, Institut supérieur du commerce de Paris, plus 163 educational partners abroad in 49 countries.
Among the 11 languages that are taught at LRBS, the sign language is a new basic tool for dialogue.

Excelia Group now has 9 representative desks abroad (in Africa, the Americas, Asia and Europe). Besides enrolling new students, these desks make it possible for us to develop educational and research partnerships and more communication with our fellow schools and universities. They extend creative opportunities for students, companies, schools and research departments.

Excelia Group-LRBS signs up for a membership with ‘Campus Responsables’ every two years, which helps us remain in the flow of action and exchange practices with all the other schools of the network, through seminars and conferences nationwide.

One of the prominent conveyors of action outside our local sphere, which keeps us in relation with world, is our Humacité Program: 597 missions within 323 organizations in 50 countries. Our students leave the school for missions solidaires (aid and assistance) for 9 weeks in many different countries where social, economic and educational support is needed. Humacité also serves a an awareness-raising medium with them. This double-effect assistance/awareness is beneficial to the future managers when it comes to the basic notions of CSR. They learn on the spot and not just in class. Humacité covers 7 fields of action: aid to children (46%), social integration (27%), assistance to persons in need (8%), assistance to disabled people (7%), assistance to people looking for jobs (6%), aid to immigrants (3%), support to local economic and sustainable touristic development (3%).

A new step ahead has been taken in 2017-2018 with the incorporation of Humacité Management into the Career Center of Excelia in order to suppress a flaw of the system: the insufficient perception that students have of Humacité as a strong professional asset. That weak point will now disappear. And this program based on responsible action will relate directly to what can be expected in a company.
Our first BSIS assessment was carried out in 2012. Since our 2016 Sustainability Report we have published our 2017 Business School Impact assessment BSIS Report which features our positive impacts indicating how the group’s conduct matches its official will to reflect responsibility at all levels (financial, economic, social, and through innovation and image), both inside and outside the school. Among our positive impacts: strong community and regional commitment, including economic, educational, and environmental effects, e.g. dissemination of knowledge, field action, and participation in a great number of seminars, conferences nationwide where we share our expertise and open new partnerships.

Social considerations are taken care of through information and incentives favouring good behaviour towards the diversity of people, assistance to the disabled, students needing scholarships, since those complement technical teaching, i.e. business matters.
and they encourage our population to keep open minds, develop empathy and, therefore, responsibility towards persons.

PRINCIPLE 7 – ORGANISATIONAL PRACTICES

Teaching CSR and sustainability would be pointless if we did not apply to ourselves what we preach. As mentioned before, one of our major programs is about environmental management and sustainability strategy and corporate responsibility. That is the very reason why we have implemented a full green policy ten years
ago. And that sustainability also encompasses social issues within the corporate sphere and outside as well. Our Green Plan was introduced by law and internal concern as early as 2009 which, to us, was already considered as “late enough” for a business school.

To date, we have accomplished a lot with our green and social policies, supported by our top-management.

Lately, our environmental achievements have consisted mostly in:

- Developing our recycling processes (now 96 recycling bins deployed over our 3 sites), and extending recycling to about everything possible (plastic, paper, cardboard, lamps, batteries, electronic equipment, furniture, organic waste, etc.).
- Reducing our bottled water consumption and using tap water (3 fountains have been installed)
- Increasing number of trees planted with Reforest’Action in Africa, India, Haïti.
- Elimination of Asian hornets in the vicinity over the two last years to preserve local beehives, including our own.
- Constant replacement of lamps with low-consumption LED lights.
- Continuation of our Bike for Students scheme (our fleet of lent bikes), which reduces the use of cars and GHG emissions, and new incentives now underway favoring green transports (city’s Yelo system, bikes, carpooling, electric shuttles).

Social achievements have also been Excelia’s concern in the last two years:

- The percentage of women reaching positions in our top-management have raised from 28% in 2015 up to 38% in 2018.
- The number of disabled people employed has gone up from 5 to 7.
- In 2018 Excelia Group has signed a charter for Men/Women Equality.
- In 2017 the group has also established a Right to Digital Disconnection that allows employees to avoid pervasive permanent connection to internet and digital communication in order to preserve private life from professional obligations.
In 2018, employees took part in the “Running against Hunger“ operation for Action contre la Faim (NGO).
Meditation and yoga have been introduced as part of the school’s “Well-being in the workplace” policy.

**TWO-YEAR PROSPECTIVE**

Environmental involvement is in progress through:

Action by ERA in 2019: Recycling of electronic equipment, awareness program on campus cleanliness, composting organic waste (already operational on one of our two campuses), distribution of organic food baskets, second-hand clothes sales, cleaning operations around the school compound and in town, “Vote with your butt” ashboxes to encourage compliance with the use of our smoking areas, the organization of “Green Days”, etc.

We are planning to obtain the CGE DD-RS Label that would help us go a few steps further and join the 80 organizations of the CIRSES (Collectif pour l'Intégration de la Responsabilité Sociétale et du développement durable dans l'Enseignement Supérieur).

LRBS will also redeploy new beehives on the school premises (in a protected area) since IRSI and our Environment Manager have made it clear that bees are essential to humankind.

In the next 24 months, a new energy audit and a new carbon footprint assessment will be conducted. Excelia will work on reducing electricity consumption and then opt for 25% renewable energy (and reach 50% before 2025) with Enercoop. Excelia is planning to purchase a couple of electric shuttles for site-to-site and station-to-school commuting.

Plastic cups will be banned as of January 2019, and replaced with biodegradable cups in our coffee machines. The next step is having most users adopt reusable cups (Gob'Ré) instead of disposable cups. And offering more organic food at the cafeteria.

Most importantly, our waste management will be taken care of
through a partnership with Biotop, a local closed loop economy service.

Excelia Group is also developing our sustainable purchasing (stationery, printing, furniture, equipment). And a new policy for “Responsible digital practices” to reduce the negative impact of our IT and internet usage. His will include courses in the matter too.

In the long term, Excelia could become (one of) the first Tobacco-free schools in France. In 2015, we have produced a survey in that perspective. Banning smoking on our campuses would be a tremendous achievement. A vast renovation and expanding project is underway: we hope to rig your roofs with solar panels, install rainwater tanks, expand our bike park, and use less concrete (sand depletion) and more wood for construction.

Regarding social progress, in the near future enrollment of disabled students will be made easier. And in the longer term, made easier for all students, i.e. more assistance for tuition payment and procedures, including 50% cuts for the poorest. Excelia Group plans on facilitating entry on order to give candidates a better chance to access our programs.

Student involvement is not forgotten with action by Sup Cit’ : Collecting for food banks (e.g. Restos du Cœur) and participating in various events: Marche pour le climat, “Vente aux Gens Chers”, Journée verte (Green Day) with ERA, Handy Day, etc.

More efforts will be devoted to reducing stress at work, increasing chances for women to reach top-rank positions, and developing diversity among our students and teachers/researchers. What is called ascenseur social is in progress, and should enable us to fulfill # 3 and 5 of the UN SDGs, and reach a fair level of performance on #4, Quality Education.