“Over and above traditional fields of study, we need our curricula to cover the major questions of society, those that are changing the nature of work - longer life expectancy, how to finance healthcare and pensions, how to manage health services or water utilities, etc.

“A member of our International Advisory Board has the habit of saying, “In business schools, you train people in marketing techniques for just 20% of the world’s population, but who are incapable of addressing the other 80%.”

“He’s right; and that will only happen by ensuring that we all work together across disciplines.”

[Extract from an interview of Oliver Oger, EduPros/L’Etudiant magazine, 28-06-2017, [translated from the original French]

STATEMENT OF COMMITMENT TO UN PRME

Created by and for entrepreneurs, EDHEC has embodied the fundamental values of business for over a century, through both programmes to train responsible managers and members of society, and research that proposes practical solutions for the business community. The school is convinced that companies can have a positive impact on both the economy and society when they are run on ethical principles and respect the environments in which they operate. For these reasons, EDHEC aims to equip new generations of managers and entrepreneurs with the keys to business success, while strengthening their awareness of their role as individuals in shaping the world of tomorrow. It will continue to develop research enabling companies and society to evolve in economically responsible and socially inclusive ways, while extending its own engagement in responsible practices.

Examples of how this commitment is being put into practice in:

**Education**

- Development of courses for all programme levels to train responsible business leaders in the skills and competencies needed for managing companies in complex, volatile, sometimes uncertain environments, and who are much in demand from recruiters
- Extension of the scope of scholarships, bursaries and other related actions for underprivileged or marginalised students to increase their access to business education and facilitate their social integration
- Encouragement of extra-curricular activities and events for students, staff and other stakeholders to raise awareness of, plus engagement and participation in, socially inclusive and sustainable issues.

**Research**

- Support to faculty working on sustainable and responsible business themes, such as the publication of academic articles of a conceptual or practical nature, reflection on public policy in an advisory capacity or to inform public debate, or specific initiatives for businesses undertaken individually or as part of a team
- Development of products deriving from research to give companies access to the benefits of EDHEC research findings (e.g. the EDHEC Research Institute’s ERI Scientific Beta Low Carbon Indices for reducing carbon footprints in equity investments)
• Organisation of research oriented events for peers and professionals, plus effective dissemination and discussion of research findings, such as in academic conferences, public debates, *EDHECVOX* free-access online platform or EDHEC’s *Otherwise* printed magazine.

**Institutional Practice**

• Continuation of EDHEC’s open campus policy, now adapted to meet national security imperatives, for sharing facilities with local communities, offering free entry to public debate, or organising business events using campus facilities when these are not required for the school’s own purposes.

• Engaging with voluntary activities, especially by students through EDHEC’s dynamic network of student-run associations, with the aim of improving the impact of their actions and developing their learning experience.
PRME Steering Committee

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

31st July, 2017

Adoptation of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, EDHEC Business School 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 examples of the values and attitudes we convey to our students.

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

Olivier Oger
Dean
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Principles 1 and 2: Purpose and values

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

“We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact”. 
1. STRATEGIC PURPOSE

1.1 - Institutional strategy

Due to over a century of financial and academic independence in delivering management degrees and training programmes, our school has developed a set of key values and behaviours that are in harmony with our autonomous and not-for-profit status. This independence has also conferred a responsibility on EDHEC regarding how it conducts its activities and pursues its strategic development. We manage our activities and educational portfolio on the basis that we are accountable to a broad stakeholder community, comprising not only our students, alumni, those we train, faculty, staff, corporate partners, peers, and benefactors, but also to the business and socio-economic environments in which we operate. Our strategy and mission are thus closely aligned to the philosophy of UN PRME and its focus on creating sustainable value for business and society through education and research:

- EDHEC’s business model makes the school responsible for its financial health, as it receives virtually no state or public subsidies, as well as for its governance, academic strategy and development.

- Its governance is structured around a number of different boards and committees, each with a specific mission and composition, all of which rely on collective decision-making. Representatives of EDHEC’s external stakeholder communities are present in many instances, especially where their expertise, advice and feedback to the school have direct bearing on our activities, such as in programme advisory boards, the EDHEC Ethics Board, the school’s Board of Governors or its International Advisory Board.

- These external stakeholders, many of whom are alumni, provide the school with immediate access to the daily realities of doing business, and are invaluable for ensuring that business relevance is a core concern for EDHEC in all domains. They also enable the school to keep up-to-date with the challenges that businesses will be addressing in the future, or are now currently facing, of which sustainable and inclusive issues have become increasingly prominent due to their consequences for long term economic viability.

1.2 - Responsible orientation

EDHEC’s commitment to responsible management education is founded on a set of core values stemming from our entrepreneurial origins and long experience of taking responsibility for the school’s own management and development.

The current 2015-2020 Strategic Plan was drawn up during the period 2012-2014, continuing and building on previous achievements. The process was led by the Executive Committee as a major cooperative effort. This involved wide scale consultation in and out of the school, and mobilised seven different task forces, composed of members of staff, faculty, student representatives and prominent external stakeholders. Each of these teams addressed a different development priority before reporting back to the Executive Committee. The final draft was presented to and adopted by the Board of Governors in June 2014.

The new plan confirms the ‘for Business’ focus that the school has been following since 2006, fixing four specific strategic goals to be reached by 2020. A first step after the plan was adopted was to reframe our mission statement which now reads as follows:
Mission Statement and Core Values

To deliver education and conduct research which are both business-relevant and have an impact on business and society.

EDHEC has been training future international business leaders for over a century and intends continuing on these same lines in the 21st. The key values guiding the school in the pursuit of its mission are:

- **Innovation** where responsible risk-taking, entrepreneurship and creativity are fundamental,
- **Engagement** with others - people take precedence over technology, our deeds must respect our fellow citizens and the environments in which we live,
- **Impact** - EDHEC’s faculty members use their research and teaching to reshape the economy while EDHEC alumni are encouraged to devote their skill and knowledge to improving professional practice and business results.

[Strategic Plan 2015-2020, EDHEC Business School, June 2014]

Our interpretations of innovation, engagement and impact position our educational mission in close agreement with the UN PRME. They reflect an institutional culture that encourages responsibility, autonomy and respect for others, where the UN PRME provides us with a further source of inspiration for fulfilling our mission to serve not only its stakeholders, particularly students and alumni, but also society more thoroughly.

1.3 – Educational policy

We develop students’ capabilities of becoming responsible business professionals through direct training in ethical principles. Additionally, we encourage them to go beyond this basic level by offering further study options, plus possibilities to work on projects or to engage in voluntary extra-curricular activities in sustainable business fields. We expect and encourage our students to behave ethically while studying at the school. There is a framework of formalised procedures and practices to address how this is managed on a daily basis.

Our pedagogical approach ensures that students have the personal resources and individual accompaniment for assuming their choices of career and professional specialisation timetabled into curricula, with training and support being structured to correspond with their level of maturity and experience.

Furthermore, students take part in institutional decision-making on educational policies and are involved in evaluating the school’s programmes through elected representatives who serve on different committees and governing boards. They therefore have a say in developing, as well as evaluating curricula, so as to ensure that these align with, as well as are inspired by, EDHEC’s mission and core values.
2. INSTITUTIONAL VALUES

As responsible behaviours and practices are central to EDHEC’s development plan for the period 2015-2020, they are integrated into our strategic monitoring through our institutional quality assurance cycle. There is no separate PRME-specific reporting or evaluation system.

To ensure that our values have an impact on how the institution operates, effort is devoted to promoting exemplary conduct within and by all members of the school, and to providing a clear framework for structuring expectations.

2.1 - General commitments

- Exemplary conduct is expected from all staff and faculty in their professional duties
- Participation by the school in activities to promote sustainable and responsible practice for the public good, e.g. membership of UN Global Compact, World Forum for a Responsible Economy, or the French Campus Responsables\(^1\) network.

2.2 - Student behaviour

Students must adhere to the school’s rules and regulations on enrolling. They may be required to abide by specific charters of behaviour under certain circumstances, most of which have been co-produced and agreed with them. These different documents clearly explain the standard of individual conduct expected from an EDHEC student on and off campus, notably as regards:

- Humiliating or degrading ritual initiation or hazing of new students, including passive compliance with, whether in or outside the school, all of which are prohibited\(^2\)
- Individual behaviour and attitudes counter to school regulations or liable to have a negative impact on the school’s reputation or brand
- Plagiarism, whether intentionally, by carelessness or by negligence, as well as by association with any other person with a view to performing such an act
- Other forms of cheating such as replacing or being replaced by another person for an assessment, falsifying data for or amending the results of an evaluation, claiming authorship for someone else’s work, etc.

While the standards expected, and the sanctions for their non-respect, are detailed in school documents, EDHEC also uses these supports as a pedagogical tool to guide students by clearly setting down what is proscribed. Students will find, for instance, information on what can be copied or on presenting copied materials, on acknowledging sources, and on disseminating educational materials and misuse of intellectual property. Information is also given on freedom of expression and religious belief, which are welcomed, and on preaching and militating, which are not. They will also find details on their duty to respect the school’s reputation, and on why infringing this is harmful, could be considered fraudulent and lead to disciplinary action.

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\(^2\) Non-compliance leads to disciplinary procedures. Such acts in France are illegal. Perpetrators are liable to a prison sentence and fines of up to 7.5 KEUR.
Prof Geert Demuijnck’s thoughts on the role of teaching of ethics in a business school and what this means for EDHEC

“...good professionals are not only technically competent, but they are equally respected for their integrity. This applies to managers as well as to all professionals. Therefore, business schools wishing to produce true business leaders must ensure that students following their curriculum are trained not only to acknowledge the ethical dimensions of their behaviour and their professional decisions, but also to master the conceptual framework that allows them to both formulate and analyse problems they will inevitably be confronted with – such as conflicts of interest, questionable business practices, etc.

EDHEC has a long tradition of teaching business ethics. [...] In the 1980s, the professors who taught the subject at EDHEC, Michel Falise and Jean Moussé, were among the first to publish research on business ethics within French companies. Today, students have mandatory ethics lectures (in some schools only electives are offered) and specialised ethics seminars (ethics in finance, marketing, etc.), and in terms of research, a comparative study conducted last year showed that of all the French business schools, EDHEC had produced the most publications in the domain in recent years”.

[Interview, January 2014]

A Master in Management student reflects on her values and professional ambitions

“I have a strong set of values passed on to me by my working-class family and my friends, which I don’t really find in my internship. It doesn’t really correspond to me as a person. But, it’s given me the chance to try something new and test myself. I think I’m going to change directions with regard to my career and move towards a position where social and human issues play a much bigger role than in my current financial job.”

Final-year, French Master in Management student

[Otherwise, No 4, 2017, p40]

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2 Geert Demuijnck joined EDHEC Business School in 2008, where he is Professor of Ethics. He teaches courses in business ethics, economic ethics and philosophy. His research and publications focus on business ethics, economic ethics and political philosophy. He studied philosophy, economics, and politics and holds a PhD in Philosophy from the University of Leuven. He is currently president of the European Business Ethics Network (EBEN).
Principle 3: Method

“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership”.
3.1 – Resources

All educational training in business ethics is overseen by Geert Demuijnck, the school’s long standing Professor of Ethics. He is now able to count on support from the school’s Professor of Corporate Social Responsibility, Bastiaan Van der Linden who joined EDHEC faculty in September 2016.

For over 20 years, the school’s Culture and Society Department has been developing students’ cultural and social awareness through compulsory courses for EDHEC’s bachelor and master programmes. Professors Isabelle Sequeira and Anne Witte, specialists in intercultural management, are responsible for supervising these elements of the curriculum.

Programmes benefit from course content inspired by original research into business ethics produced by EDHEC faculty, including by members in academic disciplines such as Business Strategy, Criminal Risk Management, Economics, Family Business, Finance, Law, Management and Marketing.

The responsible managerial skills targeted by EDHEC’s educational programmes can also be developed by students undertaking voluntary assignments. The school encourages student engagement of this kind by providing favourable conditions for such activities.

3.2 – Compulsory curricular components

While mandatory courses in business ethics are followed by students in all academic programmes, students will also explore the implications of ethical questions in a wide variety of contexts, through courses in finance, strategy, leadership, etc. They will also have a choice of optional courses to allow them to explore certain dimensions in more detail or develop competencies for their chosen career paths.

Examples of courses are given below:

**Bachelor Programme: 1st year Socially Responsible Capstone Project:**

- One-year, mandatory outreach project on a socially, environmentally or economically inclusive and sustainable topic of use to the local community

- Group work where students:
  1. Choose together a theme for an association
  2. Organise and structure work
  3. Create a business plan for an association
  4. Set up and run their association as a team
  5. Make a final report and present to a jury of supervising faculty

- Faculty supervised and mentored

- Capstone activity through learning-by-doing

*Selection of project logos, 2015/2016*
Master in Management and MSc Programmes: Business Ethics Seminar:

- Compulsory course
- Supervised by EDHEC’s Professor of Ethics
- Taught by adjunct business ethics specialists
- Common core syllabus adapted to the requirements of each MSc
- Learning of direct relevance to each field of professional specialisation

EDHEC Explora Certificate in Sustainable Innovation - optional programme for master-level students

- New initiative launching in Sept. 2017 (modelled on our popular Explora certificate in digital innovation created in 2015)
- In-depth programme co-designed with corporate partners and industry specialists
- 7-month curriculum
- Mentored by an expert team of specialist coaches
- Corporate sponsors - Groupe Seb, Renault, Orange and StepOne
- Students must apply (limit of 20 for first in-take)

A Master in Management student on mutual trust at work

“I need to work in an atmosphere of trust with my employer. Trust means loyalty, but also loyalty on the part of the company towards its employees. These values will always count for me as my career develops.”

Final-year, German Master in Management student, 2016/2017

[Otherwise, No 4, 2017, p41]

MBA programmes: Philosophy

- Compulsory one-semester course
- Taught by EDHEC’s Professor of Ethics
- Mix of group and individual work
- Syllabus focused on
  - Acquiring fuller awareness of major social and economic challenges
  - Understanding relations between responsibility and power
  - Applying philosophical argument
  - Thinking critically and making decisions
  - Perceiving business in its social and environmental context
  - Broadening personal perspectives

4 Details of the programme are available at: http://www.explorabyedhec.com/programme2
• Practical study trip to South Africa in partnership with Stellenbosch Business School (USB), Cape Town, with
  - Themes on social entrepreneurship, sustainability and self-sufficiency
  - Briefings and visits
  - Project work
  - Supervision by USB’s Small Businesses Unit
  - Final report

3.3 – Specialised programmes

While EDHEC has been a pioneer in France in teaching business ethics to all of its students (see comments by Prof Geert Demuijnck above), it has also developed more highly specialised expertise in responsible and reflexive management education. This enabled the school some 15 years ago to create a first master specialisation in Arts and NGO Management, since then fully re-designed and relaunched as the MSc in Creative Business and Social Innovation. This has also provided inspiration for the curriculum of the recently created MSc in Management Studies.

Brief details of these two MSc programmes are as follows:

MSc in Creative Business and Social Innovation

• One-year intensive programme
• Based on 15 years of academic specialisation at EDHEC in training students for careers in creative businesses and NGOs
• Major revision and redesign of syllabus in 2014 in response to growing demand for professional training for the social innovation and charity management sectors
• Relaunched with the patronage of the Canadian performing arts company Cirque du Soleil\(^5\) and in partnership with the local creative arts cluster La Condition Publique\(^6\)
• Corporate partner – INITIATIVESetCITE\(^7\), a regionally-based, sustainable business network
• Academic partners: HEC Montreal and Lille School of Journalism (ESJL)
• 12 core modules, of which 5 are focused on responsible or sustainable themes:
  - Global justice and human rights
  - Lifestyle analysis and social practices
  - Management of charitable organisations
  - Philanthropy, lobbying and fundraising

\(^5\) Cirque du Soleil: [https://www.cirquedusoleil.com/](https://www.cirquedusoleil.com/)
\(^6\) La Condition Publique: [http://www.laconditionpublique.com/](http://www.laconditionpublique.com/)
\(^7\) INITIATIVESetCITE: [http://www.initiativesetcite.com/](http://www.initiativesetcite.com/)
Message to the graduating class of the MSc in Creative Business and Social Innovation
Graduation Ceremony, May, 2016

“Dear young People,
Just a little advice before the big jump in your professional life: be agile wherever you are and remember that the International Society needs “movers and shakers” like you!”

Daniel Lamarre
CEO, Cirque du Soleil

MSc in Management Studies

- One-year intensive curriculum for candidates from highly diverse academic backgrounds, especially outside management
- Rigorous study of management practice
- In-depth exploration of ‘self’ (on the premise that an effective manager must know him or herself thoroughly in order to relate well with others and manage successfully)
- Pedagogical approach focused on developing relational, reflexive and ethical competencies through:
  - Learning in communities of practice
  - Personal reflection to cultivate leadership skill
- Designed to graduate people who will be responsible business leaders for a globalised world

3.4 – Student volunteering

The school has a long history of student volunteering in a very diverse network of student-run associations and clubs. This dynamic part of student-life is one of the reasons evoked by many students for choosing to study at EDHEC8.

While we insist on students registering their associations or clubs in order to operate from the school’s campuses, we provide them in return with premises, counselling, guidelines for good conduct, website space, and other types of material support. Curricular planning has been adapted to offer students an opportunity to honour their commitments to both their academic obligations and the needs of their volunteering activities by dividing their time more equitably between the two. Students must apply for admission to this timetable option. The opportunities for individual learning can be very significant in some of the larger associations9 and very rewarding personally on whatever scale of activity.

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8 The 2016 annual ANEO ranking of French student associations identified EDHEC as the best French business school for the quality of its student association environment (see http://www.le-classement.fr/annuaire/ for more details).
9 The largest association, the Course Croisière EDHEC, organises an annual international sailing regatta for 2,500 students from around the world and manages an annual budget of 2.5 MEUR (figures for the 49th edition in 2017).
Rotary club and Conférence des Grandes Ecole
National Competition for the Promotion of Professional Ethics, 2016
Region 1670 – North East France

The top two prize winning essays were:

‘L’éthique professionnelle à l’épreuve de la nouvelle économie’ (Professional ethics in the new economy)
Amine Achiba (Master in Management Graduate, 2017)

‘Ethique et Management donner du sens à la performance’ (Ethics and management give meaning to business performance)
Annabelle Moine (Final-year Master in Management Student, 2017)

EDHEC Student Associations and Clubs

- Around 80 registered student associations and clubs
- Each one governed and managed by elected officials
- Compulsory registration with EDHEC at the start of academic year
- Every entity must submit an annual social impact report on its activities over the previous year when it re-registers
- 1 in 2 have a socially inclusive or sustainable final goal
- Students collect and channel c. 350 KEUR to such targets each year
- In 2016, 4 student associations from EDHEC were ranked in top 10 best French business school student associations, and 14 in the top 30, with 7 of these specifically having socially inclusive or sustainable objectives

Selected examples of student associations:

Develop EDHEC raises awareness among tomorrow’s leaders of the concept of social business and alternative finance approaches. The association is split into three sections, namely Microfinance, Social Entrepreneurship and Communications/Creation. Amongst other activities, the members organise annual fund-raisings through “The Rise” and “The Social Run” events in order to finance solidarity projects, advise associations of public interest on subjects such as strategy, communications and accounting, take part in due diligence exercises in developing countries and support the development of the responsible start-up Coffee Loop and the future micro-finance institution IADES-TOGO.

Ecothink EDHEC is the school’s sustainable development association. Its achievements include building and financing an organic farm in India until it attained self-sufficiency in 2015. A new goal is to undertake a similar project in one of India’s neighbouring countries. Ecothink’s regular activities involve raising awareness of sustainable development among students on campus and young people in neighbouring communities, setting up win-win partnerships with companies possessing environmental aspirations and distributing weekly baskets of organic vegetables to students and staff.
Human’East is an association for international solidarity founded in 1987. Since 2008, it has been focusing on the Carpathians, a rural region of Ukraine with pressing needs. Each year, the association organises a mission involving all of its members. In 2015, this helped 9 establishments by, for instance, purchasing 15 windows, 32 beds (of which 7 were medicalised), and 100 pyjamas. Its members organise various other events – including East Again, a Ukrainian dinner preceded by a cultural show – in order to raise awareness among local residents of the problems being faced in Eastern Europe.

Objectif Réussite comprises some 30 EDHEC student volunteers who each year follow around 80 local pupils aged 5-21 and with widely varying profiles. Its goal is to promote equal opportunities by helping young people in difficulty or from disadvantaged backgrounds. Objectif Réussite operates in a structured way through partnerships with schools and the Phares programme for young people with mild disabilities. This includes weekly and individualised educational support, but also cultural outings every two months and a year-end trip for young adolescents to a major European city. All these activities are entirely free for the young people concerned. The association’s motto is “There’s no such thing as easy success or definitive failure”.

Oikos is an international association operating in 20 countries worldwide. It seeks to promote sustainable development, corporate social responsibility (CSR) and social entrepreneurship. EDHEC’s oikos group focuses on these last two aspects, by arranging conferences, film screenings, debates and meetings with entrepreneurs, both for EDHEC students and nearby residents. Oikos Lille set up a junior CSR consulting agency in September 2016. The association’s members promote CSR and develop their professional networks by meeting numerous social entrepreneurs locally, while also benefiting from access to the wider oikos family, with opportunities for meeting and exchanging with many other nationalities, such as Germans, Indians, Turks and South Africans.

Schola Africa¹⁰ believes that education forms the basis for sustainable development. It builds and equips classrooms in isolated and inaccessible rural villages in Africa neglected by the authorities. It also sets up ancillary projects for improving learning conditions for children. The creation of a sewing and needlework training centre helps young people in Burkina Faso enter the job market in a buoyant and fast-growing sector with many opportunities for employment. Its values: self-reliant and participatory development, respect and humility, innovation, responsibility.

More details on other similar associations at: [https://www.edhec.edu/en/community-life#dexp-accordion-item--3](https://www.edhec.edu/en/community-life#dexp-accordion-item--3)

¹⁰ Schola Africa was awarded the 2017 annual AVI eco-tourism prize for its “Poule” project during which primary school pupils in Burkina Faso made money from raising hens in order to buy educational supplies for their school. Worth 1,000 EUR, and including travel insurance, the prize will go towards financing an eco-responsible trip for its members.
“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value”.

Principle 4: Research
4.1 - Research for Business research strategy

Our Research for Business strategy is based on our “Make an impact” positioning. It affirms the school’s commitment to the world of business – a commitment reflected in both our research and our academic programmes, and which governs their development.

Since 2006, this research policy has led to the creation of research centres and chairs that have established international reputations in disciplines such as economics, financial risk management, family business, law, financial analysis and accounting, infrastructure investment, leadership and managerial competencies, and criminal risk management. It continues, however, to encourage individual research by our faculty members, all of whom have time set aside for research in their annual activity plans.

Furthermore, it encourages EDHEC’s highly qualified, international faculty to share their research expertise not only by providing innovative and original business-oriented content for the school’s educational programmes, but also by leading academic and public debate, and by contributing their expertise in an advisory or consultative capacity.

We actively pursue the dissemination of conceptual and practical knowledge to reinforce the impact of our research production. Designed to be of use to business and society from the outset, EDHEC’s research is thus not confined only to the promotion of individual publication strategies on which many higher educational institutions focus. As a consequence, EDHEC has now become the European business school whose research is most widely cited by the Financial Times, the Wall Street Journal (Europe and Asia), The Economist and Business Week, the world’s five largest business media publishers.

4.2 – Specialised research

EDHEC faculty members engage in creating sustainable social, environmental and economic value for business and society through research in a broad array of management science disciplines, and not just in the field of business ethics. Their overall concern is to make a positive impact on business practice by the quality and originality of their expertise.

When not initially positioned in the field of ethics or sustainability, they have founded their production on their fields of core competency, thus, for instance, faculty specialising in legal issues have developed expertise in responsible governance (due diligence, whistle-blowing, etc.), marketing faculty have been exploring links between CSR, consumer behaviours and economic development, and finance faculty have applied their understanding of smart beta indices to develop a series for reducing the carbon footprint in equity market investing.

This research may be conducted as part of a faculty member’s individual research plan or may be undertaken within one of the school’s research units, such as our LegalEDHEC, Economics and EDHEC Risk Institute research centres; Criminal Risk Management Chair; Leadership and Managerial Competencies Chair, and Centre for Open Leadership.
4.2.1 Focus on the LegalEDHEC Research Centre

LegalEDHEC specialises in studying legal performance and company competitiveness. In consequence, it must take into account a wide variety of complementary themes when carrying out its research. Its expertise has developed to cover the following:

- Law as a resource for influencing corporate strategy
- Legal risk management, particularly in retailing and the digital economy
- Compliance and ethics
- Ethics and human rights
- Development of a legal corporate culture

LegalEDHEC works closely with a number of companies, professional organisations and think tanks, namely the French Association of Corporate Lawyers (AFJE), the European Company Lawyers Association, the European Business Ethics Network, the French Association of Corporate Legal Counsel (ACE), the French Law Society and Business & Legal Forum. This close relationship with the professional world is especially useful in applied research on CSR related matters, where it facilitates not only access to data sources but also the dissemination of research findings.

Faculty members communicate their findings nationally and internationally. During 2015/2016, those devoted more specifically to CSR-related topics were:

- C. Roquilly, « Cartographie du risque de corruption dans la chaine de valeur des entreprises », research seminar in French at the « Conformité en entreprises : perspectives canadiennes et internationales » conference, Faculty of Law, Montreal University, CICC, CDACI, Montreal, 6 November 2015.
- B. Fasterling, "Due Diligence under OECD's MNE Guidelines" exploratory workshop, on invitation from the Danish Business Authority (host of the Danish OECD National Contact Point), Copenhagen, 25-26 November 2015.
- B. Fasterling, "Human rights due diligence as risk management", Research Community on Business and Human Rights, the Research Foundation Flanders, organised by the Leuven Center for Global Governance Studies, Leuven, 24 November 2015.

4.3 – Production and dissemination of CSR-related research

EDHEC faculty members are actively involved in sharing their research and informing the wider community of their findings. This comprised in 2015/2016:

- 47 presentations at national and international conferences and workshops
- 2 books, 8 book chapters
- 13 papers in top academic journals\textsuperscript{11}, of which 5 in the Journal of Business Ethics

Details of these five articles are given below; the full list of EDHEC faculty’s publications in CSR-related fields for this same period is provided in Annex 1.

4.3.1 Academic publications in the Journal of Business Ethics\textsuperscript{12}

- BORLAND, Helen; AMBROSINI, Véronique; LINDGREEN, Adam and VANHAMME, Joëlle, Building theory at the intersection of ecological sustainability and strategic management, No 135, pp293-307 – May 2016
- LUND-THOMSEN, Peter; LINDGREEN, Adam and VANHAMME, Joëlle, Industrial clusters and corporate social responsibility in developing countries: What we know, what we do not know and what we need to know, No 133, pp9-24 – January 2016
- JANSSEN, Catherine and VANHAMME, Joëlle, Theoretical lenses for understanding the CSR-consumer paradox, No 130, pp775-787 – September 2015
- DEMUJINCK, Geert, Universal values and virtues in management versus cross-cultural moral relativism: An educational strategy to clear the ground for business ethics, Vol. 128, No 4, pp817-835 – May 2015

\textsuperscript{11} EDHEC defines as a ‘top ranked’ those international academic peer reviewed journals listed by the Financial Times as well as those compiled for the management sciences by the CNRS, the French national centre for scientific research.

\textsuperscript{12} EDHEC faculty members are given in colour.
4.3.2 Business impact derived from research

EDHEC launched its ERI Scientific Beta Low Carbon Indices in 2015. Deriving from research conducted by EDHEC Risk Institute on smart beta indices, they provide the financial investment market with a tool to help institutional investors produce more value for their clients.

02/12/2015 Low carbon investing – new indices to reconcile financial performance and respect for the environment

EDHEC Risk Institute has been conducting research on how to reconcile financial and ecological performance. It will be presenting its findings during the COP21 world climate conference being held in Paris between 30 November and 11 December 2015. This is a major event for responsible finance because EDHEC will be offering a series of ‘intelligent’ indices to all institutional investors, which are capable of halving the carbon footprint of their equity investments, outperforming traditional indices and creating a 50% increase in value at midterm.

These indices will be produced by EDHEC Risk Institute’s ERI Scientific Beta spin-off and will be the world’s first-ever intelligent green indices for the financial investment market.

[PC – EDHEC Business School, December 2015]
“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges”.

Principle 5: Partnerships
5.1 - Core business partnerships

**Mission Statement**

“To deliver education and conduct research which are both business-relevant and have an impact on business and society.”

EDHEC’s autonomous development and business-oriented mission have been shaped by over a century of serving the business community. The corporate world continues to preside over our strategic development via membership of our governing boards. It remains an important contributor to the funding of our operations, while also acting as a privileged partner alongside our other stakeholders in shaping our governance and institutional strategy, research, educational portfolio, programme delivery, student recruitment or alumni career development.

Our close proximity with businesses has made it evident that our corporate partners are becoming increasingly concerned about the need for more effective treatment of the social, economic and environmental challenges now affecting professional activity, as well as personal wellbeing. We, as a business school, have the responsibility of helping them adapt and respond positively to these challenges. Our singular governance provides us with a sound basis for consolidating our cooperation with them, enabling us to work together towards overcoming these growing imperatives in ways that will be beneficial not only to them, our students but also the general public.

5.2 – School governance

The school is a not-for-profit private association governed by members of our stakeholder community of alumni, business partners, faculty, staff, students, etc. These members vote and approve the school’s budgets and activities at an AGM. Additional advice on strategic matters and ratification of the Dean’s policies are provided by an elected Board of Governors, with the Board’s Steering Committee being mandated to follow progress on a more regular basis. This leaves the Dean the freedom to structure the rest of the school’s governance as required. EDHEC has been able to constitute a series of advisory boards to guide, assess and reflect on strategy and practice, which ensure that our stakeholders are intimately involved in the school’s performance and development.
Principle instances in which stakeholders are consulted and contribute to strategic governance

<table>
<thead>
<tr>
<th>Board/Steering Committee</th>
<th>Role</th>
<th>Stakeholder membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Governors</td>
<td>Advises on strategic direction and ratifies the Dean’s policies on development, growth and positioning of the school (meets 3 times a year).</td>
<td>✓</td>
</tr>
<tr>
<td>Steering Committee</td>
<td>Coordinates relations between the Board of Governors and the school’s top management (meets 5 times a year)</td>
<td></td>
</tr>
<tr>
<td>International Advisory Board (IAB)</td>
<td>Advises the Board of Governors and the top management team on its strategy. More specifically, it offers advice on EDHEC’s international development and the inclusion of international and cultural diversity, on promoting links with business and industry at every level of the school’s activity (meets once a year in plenary meeting, more specific meetings on thematic areas are additionally organised).</td>
<td>✓</td>
</tr>
<tr>
<td>Ethics Board</td>
<td>Advises the Board of Governors and the school’s top management team on the expectations of the corporate world on ethical issues (research) and on the teaching of CSR in line with business needs (meets once a year in plenary meeting).</td>
<td>✓</td>
</tr>
<tr>
<td>Programme Advisory Boards for all programmes</td>
<td>Advise programme management on revising curricula in order to respond to the needs of the business community (meet once a year).</td>
<td>✓</td>
</tr>
<tr>
<td>Programme &amp; school management committees</td>
<td>Assist school administration, faculty and staff in the operational management of educational programmes, services and campus facilities</td>
<td>✓</td>
</tr>
</tbody>
</table>

Through our mission to educate responsible future business leaders, we are particularly concerned to involve our students not only in our strategic development, but also in the everyday running of our programmes: we profit from their feedback and participation; and they have the opportunity of expressing their opinions and ideas. This gives them practice in responsible behaviour for the benefit of their fellow students, and themselves, since this enables them to have a say in shaping their own educational experience as well as that of succeeding cohorts. A brief indication of the instances in which they are active members includes:
- **School councils - all programmes, meet 4 times a year**
  Forum for open discussion between students, programme administration and faculty representatives on teaching effectiveness and projects, role of validating student academic results and deciding on borderline cases or eventual exclusions

- **Programme committees – all programmes, meet monthly**
  For elected class representatives and programme administration to treat functional questions

- **EDHEC Student Council - meets monthly**
  For elected student class representatives, presidents of student associations, Dean’s Office, and the Office for Student Solidarities and Campus Life to work towards solutions for transversal issues

The memberships of our Board of Governors, IAB, and Ethics Board for 2016/2017 are given below. We have completed these with brief details of two programme advisory boards for a better appreciation of the profiles of the stakeholders who help us in the evaluation and development of our programme portfolio.
5.2.1. Board of governors

Steering Committee members:

- **Chairman**: Bruno de Pampelonne, Chief Executive Officer, Tikehau IM, (Edhec Alumnus 1981)
- **Vice-Chairman**: Thérèse Lebrun, Pro-Vice-Chancellor, The Catholic University of Lille
- **Vice-Chairman**: Thierry Marraud, Company Director, (Edhec Alumnus 1966)
- Sylvain de Forges, Chief Operating Officer, AG2R La Mondiale
- Emmanuelle Guilbart, President of the EDHEC Alumni Association, Joint Chief Executive Officer, About Premium Content (Edhec Alumna 1988)
- Antoine Kerrinckx, President, EDHEC BBA Alumni, Chief Executive Officer, Atos Belgium (Edhec Alumnus 1995)
- Bruno de Saint Florent, Partner Oliver Wyman (Edhec Alumnus 1988)
- Elodie Schocron, Partner, Spirit Advisors (Edhec Alumna 1987)

Other board members:

- Bernard Asso, Councillor for the Alpes-Maritimes Department, Deputy Mayor of Nice
- Christophe Bonduelle, Chairman and Chief Executive Officer, Bonduelle (Edhec Alumnus 1982)
- Bernard Fleury, Former Chairman, Banque Populaire Côte d’Azur
- Pierre Giorgini, Chancellor-Rector, The Catholic University of Lille
- Jérôme Guillemard, independent company director (Edhec Alumnus 1972)
- Jean-Pierre Guillon, Chairman, Vilogia Group
- Bernard Hernandez, Chairman and Chief Executive Officer, CMAlifts, Monaco (Edhec Alumnus 1980)
- Philippe Hourdain, Chairman of the Regional Chamber of Commerce and Industry, Hauts-de-France
- Candace Johnson, Vice-President, NeuStar Inc., Co-initiator of the Astra Satellite System and SES Global
- Thierry Mulliez, Chairman HTM and Agapes
- Alexis Rollin, Chairman, RND (Edhec Alumnus 1993)
- Charles Scibetta, Mayor of Carros, Vice-President of the Nice Metropolitan Council, and responsible for economic development
- Richard Simonin, independent company director (Edhec Alumnus 1976)
- Philippe Vasseur, Special Commissioner for Revitalisation and Reindustrialisation, Regional Chamber of Commerce and Industry, Hauts-de-France, and Chairman, Alliances
- Two elected student representatives
5.2.2. International Advisory Board (IAB)

- **Franck Moison**, IAB Chairman, Vice Chairman, Colgate-Palmolive Company (Edhec Alumnus 1975)
- **Paola De Martini**, Group Vice President Global Head of Tax, STMicroelectronics International NV, Switzerland
- **Christian Fadier**, Vice Chairman and Managing Director Hollister Incorporated, UK
- **Stephen Foricone**, CEO, Red Fuse Communications - WPP Global Managing Partner, USA
- **Dr. William K. Fung***, Chairman Li & Fung Group, Hong Kong, HK
- **Candace Johnson**, Co-initiator of SES ASTRA, Chief Architect of SES Global, entrepreneur and investor, board member and telecommunications network infrastructure expert, LUX
- **Prof. Kevin Keller**, E.B. Osborn Professor of Marketing, Tuck School of Business, Dartmouth College, USA
- **Tony Magro**, Senior Managing Director of Evercore's corporate advisory business, USA
- **Gunilla Nordstrom**, Member of the Board of Directors of Kongsberg Automotive ASA and Bombardier Transport Co. Ltd., SE
- **Bruno de Pampelonne**, Chairman of the EDHEC Board of Governors, Chief Executive Officer, Tikehau IM, (Edhec Alumnus 1981), FR
- **Alberto Pedrosa**, Managing Partner, APC Associados, BR
- **Olof Pripp**, Vice Chairman, Board & CEO Services, Korn Ferry, UK/CH
- **Dr. Indu Shahani**, President and Executive Chairperson, ISDI and ISME. Founding Dean, ISME, Mumbai, IN
- **Lisa M. Shallet**, Former Goldman Sachs Partner, advisor to start-ups, board member, investment angel, mentor and brand builder, USA
- **José R. de la Torre**, Executive Director at the EMBA Consortium for Global Business Innovation, Visiting Professor at Georgetown University’s McDonough School of Business, USA

*Affiliate member

5.2.3. Ethics Board

- **Vincent Montagne**, Chairman of the Ethics Board (since 2014), Chairman and CEO, Media Participations, FR
- **Eric Bourdais de Charbonnière**, Honorary Chairman, Michelin, FR
- **Vianney Mulliez**, Chairman, Immochan, FR
- **Bruno de Pampelonne**, Chairman of the EDHEC Board of Governors, Chief Executive Officer, Tikehau IM, (Edhec Alumnus 1981), FR
- **Sabine Roux de Bézieux**, President and Founder, Araok Foundation, FR
- **Philippe Vasseur**, Special Commissioner for Revitalisation and Reindustrialisation, Regional Chamber of Commerce and Industry, Hauts-de-France, and Chairman, Alliances, FR
- **Student representative**
5.2.4. Advisory Board for the Financial Economics Track (covering specialised programmes at master level, Nice and London campuses), members represent:

- Charitable foundation for training African women (member is the foundation’s creator and a former international expert on hedge fund investment)
- Swiss Life Asset Management
- Scope Ratings AG
- Pricewaterhouse Coopers
- Thomson Reuters France
- OFI Asset Management
- Altice Capital Enterprises
- LVMH
- AVH Conseil
- Talence Executive Search
- Société Générale
- RBS
- Unigestion SA
- Shan Finance
- Bloomberg
- EDHEC faculty (two members representing programme direction and teaching faculty)
- EDHEC staff (two members representing the student careers centre and the corporate relations department)

5.2.5. Advisory Board for EDHEC MBA programmes (dedicated to the EDHEC Executive MBA, Lille and Paris campuses, and the EDHEC Global MBA, Nice campus)

- Adeva Partners - Partner
- Astarte Capital Partners - Managing Director and Co-founder
- BIC Group - Director General
- Nomura International - Managing Director,
- EDHEC MBA Graduate - Project Leader, L’Oréal
- Executive MBA Programme joint Directors (EDHEC Professors of Accounting and Strategy)
- Global MBA Programme Director (EDHEC Professor of Decision Science)
- Director of EDHEC Executive Education and MBA Programmes
- Head of Marketing, EDHEC Executive Education and MBA Programmes

5.3 – Academic partner portfolio

2017 - key academic partnership indicators
- 223 academic partners
- 45 countries as study destinations
- 25 double-degrees in 12 different countries
- 1,170 places for out-going students
- 697 places for incoming students
The school has developed a large, diverse portfolio of academic partners both at home and abroad. Through this, we can offer our students opportunities to broaden their cultural horizons, experience other socio-economic environments, consolidate their knowledge and skills, sometimes in disciplines not covered by our faculty, while developing their awareness of the wider world. Students choose their destinations in relation to their career goals, academic results and the availability of places. They benefit from prior advice and counselling from the school’s student careers and international exchanges offices before confirming their choice.

Although the majority of these study abroad placements are devoted to traditional business subjects, certain are chosen by students for the opportunities they provide to explore socially inclusive and sustainable themes that will help the student to fulfil his or her career ambitions. Some recent examples of study choices are given below:

<table>
<thead>
<tr>
<th>Country partner - Academic</th>
<th>Courses selected by EDHEC exchange students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil – EBAPE</td>
<td>- Innovation management in emerging countries</td>
</tr>
<tr>
<td></td>
<td>- International business: an emerging market perspective</td>
</tr>
<tr>
<td>India – IIM Ahmedabad</td>
<td>- GRIT Seminar (Globalizing and resurgent India through innovative transformation)</td>
</tr>
<tr>
<td></td>
<td>- Good governance and people living in poverty</td>
</tr>
<tr>
<td>India – IIM Bangalore</td>
<td>- Inclusive business models</td>
</tr>
<tr>
<td></td>
<td>- Rural banking and financial inclusion</td>
</tr>
<tr>
<td>India – IIM Kolkata</td>
<td>- Cross cultural management</td>
</tr>
<tr>
<td></td>
<td>- Leadership excellence – an insight from Indian ethos</td>
</tr>
<tr>
<td></td>
<td>- Marketing to bottom of pyramid consumers</td>
</tr>
<tr>
<td>Mexico – ITSEM/EGADE</td>
<td>- Política empresarial ética y responsabilidad social corporative</td>
</tr>
<tr>
<td></td>
<td>- Negociaciones y decisiones interculturales</td>
</tr>
<tr>
<td>Peru – ESAN</td>
<td>- Ética corporativa</td>
</tr>
<tr>
<td></td>
<td>- Gerência intercultural</td>
</tr>
<tr>
<td>Singapore – SMU</td>
<td>- Crisis management and communication</td>
</tr>
<tr>
<td></td>
<td>- Sociological theories of crime and deviation</td>
</tr>
<tr>
<td></td>
<td>- Managing in a volatile, uncertain, complex and ambiguous context</td>
</tr>
</tbody>
</table>

5.4 - Strategic academic partnerships

EDHEC has developed strategic partnerships with a number of highly renowned international institutions – the London School of Economics, Princeton, Yale School of Management, Stanford, Cambridge, Oxford, etc. - over the last sixty years. These have provided scope for developing educational programmes for students and executives, as well as joint research initiatives.

In more recent years, new forms of strategic partnerships have been created to extend the choice of in-depth international specialisation for our students. While these new study tracks have been developed to respond to growing demand for certain profiles by businesses, they also offer our students greater exposure to other cultures through a more immersive experience of their host environments than has previously been possible through the more habitual, shorter, one or two semester periods of academic exchange. Examples of these include:
Master in Management specialisations:

- **QTEM**\(^{13}\) - a joint one-semester programme in quantitative techniques and decision science for students from EDHEC and other QTEM participating institutions, comprising obligatory overseas study (master-one period of the Financial Economics track).
- **Global Economic Transformation and Technology** – One semester at SKK Graduate School of Business in Seoul, final year at Haas School of Business at Berkeley (covers 2-year master cycle, GETT opens September 2017)

BBA programme specialisation:

- **Global Business** - Second year of academic study at UCLA Extension in Los Angeles, fourth year at Nanyang Business School in Singapore

This track has been specifically designed to reinforce students’ levels of preparation for overseas study to make it easier for them to integrate with students from different cultural backgrounds and be able to work effectively in the native language of their host institution alongside the institution’s other students. Once at their host institution, they will follow courses to develop a better understanding of the local social, cultural and business environment. While the curriculum does not focus specifically on sustainable development issues, students benefit from favourable conditions for developing relational skill that is sensitive to cultural and social differences, an essential asset if they are to become responsible managers in later professional life.

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\(^{13}\) Quantitative Techniques in Economics and Management (QTEM) was launched in September 2012 with financial support from the Bernheim Foundation. It is a collaborative network of academic institutions and international corporate members representing over 20 different countries across the world. EDHEC and Paris-Dauphine University are the only French participants.
Principle 6: Dialogue

“We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability”.
6.1 – Creating the basis for dialogue

EDHEC adopted an original strategy of differentiation - Research for Business – back in 2006. This approach requires our research effort to produce a positive, measurable impact on business and society. It must also contribute to the school’s strategy and positioning, offer new knowledge to practitioners and the wider community and be of use to students by providing them with training founded on EDHEC’s latest research-based insights. Our concern to create a positive impact through our activities has led us to adopt a new brand signature:

Make an impact

It succinctly represents what we stand for and are seeking to achieve when undertaking research or delivering training. It crystallises what EDHEC has been actively pursuing for many years through the dissemination of its research findings and professional expertise to the academic community, public authorities and members of society. For us, therefore, the publication of academic research is a starting point, with real progress occurring when practices change. For this to happen, people have to be not only informed, but also convinced of the need to do things differently. This means we focus on engaging in dialogue with a variety of audiences in order to share our expertise with people from outside our immediate stakeholder community.

6.2 – Dialogue with students, peers, businesses and civil society

Examples of how we engage in a sustainable, ethical and socially inclusive dialogue with these groups is detailed below.

6.2.1 EDHEC Research Day for sharing expertise

One-day presentation and discussion of work produced by EDHEC faculty, debates open to other academics, students, business people and civil society, including topics on sustainable and inclusive themes, held at venues in London, Paris, Nice and Lille, first organised in 2001, 9th edition in 2017, free entry.

Examples of debates:

2014/2015 Nice Campus - Is there still a future for France and French businesses?

Around thirty percent of the day’s conferences, workshops, other sessions and final panel discussion with invited experts were devoted to sustainable, ethical or inclusive themes, among which:

- The place of ethics in company performance (Prof. Geert Demuijnck)
- Tourism and sustainable development in the Provence-Alpes-Côte-d’Azur Region (Prof. Loick Menvielle)
- Is the luxury goods industry compatible with sustainable development? (Prof. Marie-Cécile Cervellon)
- Do our children have a future in France and does France have a future without its children? (Participants: Vice Chairman of the Provence-Alpes-Côte-d’Azur Regional Council, Mayor of Nice, Dean of EDHEC, EDHEC Professor of Finance, EDHEC Professor of Economics and former Assistant Dean of Faculty and Research, Director of EDHEC NewGen Centre, Director of the editorial staff, Groupe Nice-Matin), closing round table discussion
2016/2017 Lille Campus – What future for France?

Approximately forty-five percent of the day’s conferences, workshops, other sessions and final discussion on criminal risk with an invited expert were devoted to sustainable, ethical or inclusive themes, among which:

- Social innovation in thriving family businesses (Prof. Rania Labaki)
- What the Grandfather did... Feeling guilty for past behaviour in the family business (Prof. Fabian Bernhard)
- Profit and other values: challenges for management and opportunities for new business models (Prof. Bastiaan Van Der Linden)
- Cyber criminality, counterfeiting, fraud and terrorism – criminal risks facing companies in 2017 (Bertrand Monnet of EDHEC and Nicolas Krmic (Subsea 7))

6.2.2 Conferences for raising awareness

The World Forum Lille for a Responsible Economy

Our school is one of the three major business partners of the World Forum and EDHEC’s Professor of Ethics Geert Demuijnck has been coordinating its college of experts since the Forum’s first edition in 2007. EDHEC master-level students have been regular participants for the last ten years, and are encouraged to attend the three-day event without moderation. In 2016, EDHEC organised one of the first decentralised sessions for the Forum, the venues having previously been confined to the premises of the Catholic University of Lille:

How to conceive corporate social responsibility in the collaborative economy

Two-hour round table panel discussion, Lille Campus, with Prof. Geert Demuijnck, Vincent Huguet (Hopwork), Nihil Sinha (Coursera), Taoufik Vallipuram (Ouishare), for conference delegates as well as students and other members of EDHEC

Lille campus, 2016

"Les Entretiens de Nice”

Annual cycle of early evening, interactive conference debates in French to inform the public on economic issues, proposed by EDHEC faculty and moderated by a journalist (Groupe Nice-Matin), town centre venue for ease of access, entrance free, launched 2016:

14 The World Forum [https://www.responsible-economy.org/en/] was launched in 2007 as an initiative of the Alliances Network and its President, Philippe Vasseur, former journalist and former French Government Minister. It aims to present solutions rather than identify problems, especially by calling on speakers to demonstrate the successes of their personal investment in favour of a responsible economy. The Forum offers over 100 sessions every year focusing on new working methods, innovative processes and short and long term practices for changing ways of doing business.
2016 series – 2 out of 4 conferences:
- Would leaving the Euro-zone reduce unemployment and bring back economic growth? (Professors Noël Amenc and Marie-José Rinaldi-Larribe)
- Are the French victims of the banks and the financial sector? (Professors Noël Amenc and Daniel Haguet)

2017 series – all 3 conferences
- How should we help young people enter professional life? (Prof. Arnaud Chéron with Prof. Bruno Decreuse of Aix-Marseille University)
- Should we impose social diversity for schoolchildren? (Prof. Tristan-Pierre Maury)
- How should we finance Higher Education in France? (Prof. Pierre Courtiox)

EDHEC expert insight
EDHEC faculty members give regular conferences to analyse a topical issue and then answer questions from the floor, e.g.
- The consequences of Trump’s election for the American and European economies (Prof. Noël Amenc), conference in French, Nice Campus with simultaneous live transmission to our Lille and Paris Campuses, and via Facebook for the general public, November 2016

EDHEC invited speakers’ talks
We invite external specialists as part of our mission to serve the community by giving our stakeholders and the public access to thought provoking debate on a wide variety of topics relating to professional life, the economy, society, etc., to complement or reappraise perspectives, such as:
- Annual conference cycle of the Chair of Leadership and Managerial Competencies with talks on benevolence, unfair treatment at work, Chinese philosophy for management practice, rethinking charitable giving, or ‘management without bosses?’

Collaborative events
EDHEC participated in a first TEDxAix event in 2014, and became an official sponsor in 2017, when “impActs” was the inspiration for the talks. On this occasion, almost half the speakers focused on sustainable or inclusive content, such as:
- ‘The urgent need to reinvent our societal systems’ by Jean-Paul Delevoye, former Minister
- ‘Biodiversity and humanity – mutually dependent?’ by Laurent Debas, co-founder of Planète Mer

6.3 – Dialogue with civil society and government
Among our research centres and chairs, our Economics Research Centre, in particular, conducts work on the sustainable and inclusive issues facing the French economy and society. This limitation to a national perspective has given it focus and resonance within France. Its central aim is to inform public opinion and thereby influence policy-makers.

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15 More information is available at: https://www.tedxai.com/
16 Planète Mer is a charitable NGO, devoted to the preservation and sustainable use of the marine environment. For more information see: http://www.planetemer.org
Economics Research Centre:

The centre brings together ten researchers whose collective aim is to conduct academically founded, innovative applied research on themes which are strategic to the French economy and which very often have significant consequences for society and individual well-being. Beyond producing research findings which are based on proven academic criteria and lead to the publication of scientific articles, the centre aims to inform public debate by editing position papers and other publications, as well as by providing expert advice or commentary through a variety of media channels. The centre’s main areas of expertise include, but are not restricted to, the following four themes:

Institutions and the performance of the labour market
- The role of institutions on the labour market as regards the evolution of wages and prices
- The impact of employment policies (unemployment benefit,’flexicurity’, etc.) depending on age
- The link between retirement age and the employment of seniors

Education and training across the life cycle
- Private vs. publically funded schooling
- Funding higher education and measuring the returns
- Analysing policies that support continuous professional development

Health and careers
- The evolution and sustainability of healthcare expenditure
- Factors behind behavioural trends concerning health (prevention, the role of savings, etc.)
- The link between expenditure on health and the labour market (risks, wages, mobility and retirement)

The property market
- Studies on the returns and localisation of property investments
- Links between the property market and the labour market
- The impact of regulation on the property market (social housing, rental controls, etc.)

In addition to these topics, the Economics Research Centre has also conducted research on the feminisation of the boards of directors and executive pay.

Its two latest publications:

Redonner au parc HLM son rôle d’amortisseur social pour les jeunes, EDHEC Position Paper in French*, May 2017


*Can be translated as ‘Let social housing return to its role of reducing social inequality for young people’
6.4 – Dialogue initiated by students for civil society

6.4.1  Agora and Pnyx

Agora is a student association that organises debates and conferences which are free of charge, open to the public, last around 90 minutes and follow a particular format. Conferences begin with a humoristic introduction by student members, then continue with a recorded street interview sequence, a discussion with the guest speaker(s) and questions from the public. At regular intervals over the academic year, it invites high-profile personalities, such as politicians, leaders of cultural life, plus activists in human rights, environmental protection or sustainable and inclusive development. Some notable guests in the last few years have included Nicolas Hulot (internationally renowned ecologist, recently nominated France’s Minister of the Environment), Djamel Debouze (French comedian, producer of the docu-fiction film “La Marche”17), Pierre Moscovici (European Commissioner for Economic and Monetary Affairs) and Pierre-Jean Luizard (expert in contemporary Islamic issues).

Solidarity and responsibility – forgotten values

Nicolas Hulot, both a journalist and politician, is fully engaged in promoting awareness of ecological risks.

As the French Presidential elections approach, dozens of associations have joined up to launch an appeal in favour of solidarity, among which are the Nicolas Hulot and Abbé Pierre Foundations, Greenpeace and Emmaüs, all of which are deeply committed to socially inclusive and environmentally sustainable issues. They share the desire to create a new, socially sustainable vision for society by the year 2022.

What should this project cover and for what type of future? How should France’s Presidential candidates be alerted about current environmental challenges?

EDHEC – Lille campus, 19 April 2017

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17 The film explored an historical event that took place in France in 1983, when a small group of inhabitants from a socially deprived area of Marseilles started on a walk across France to Paris to protest against social discrimination and exclusion. By the end of the walk, over 1,500 ordinary French people had joined in.
The PYNX is a debating and public speaking association run by bachelor students which organises events open to the public. Some recent topics of discussion have included:

- Does the financial system serve the needs of ordinary citizens? (Nov. 2016)
- Would we be better off without religion? (Feb. 2017)
- The French Presidential Election (March 2017)

Other student associations also organise events on a more irregular basis to highlight their work, e.g. EDHEC Pan Africa which invited four prominent figures from West Africa for a panel discussion on the Nice campus on the future of Africa. The association was able to call on the competencies of fellow students at Agora in setting up the event.
Has Africa’s time now come?

The richest continent in terms of raw materials, with the youngest population, Africa is a promised land. Will it manage to emerge? Panel discussion with:

Aminata Touré, former Prime Minister and former Minister of Justice, Senegal, engaged with the UN Fund for Populations (UNFPA) in Senegal, Burkina Faso and Côte d'Ivoire

Hamada Touré, Investment Director, Amethis Finance, a private equity firm specialising in responsible long term financial solutions, the ambition of which is to build the first private investment platform for Africa

Seydina Tandian, CEO of the West Africa Rating Agency (WARA), for his expertise concerning the financial health of countries and businesses in West Africa

Harry Tomi Davies, President of the African Business Angels Network and advocate of an early stage high tech ecosystem in Africa

EDHEC – Nice campus, 23 April 2015

6.4.3. Student and alumni-led initiatives

Initiatives undertaken by students and alumni show provide evidence that our ecosystem encourages students and alumni to seek actively to engage with dialogue with other people on responsible business practice, such as:

Students

- “Brands for value” web site co-founded by a duo from the Master in Management programme, one of whom has been active member of the Schola Africa student association. Their objective is to inform businesses of the benefits of sustainable business practices for creating social value and long term stability for their activities. They set out to convince their readers that businesses are the best actors to foster innovation and drive social change. More information on their initiative is available at http://brandsforvalue.com/Welcome

Alumni

- Constitution of interest groups to organise regular get-togethers to reflect, debate and exchange on a particular field of focus, for instance EDHEC’Elles (gender issues and women’s careers), Health (public health issues and healthcare development), EDHEC Business Angels’ Network, Careers and personnel development (HR and personal development challenges), and Sustainable development (ethical, sustainable and social innovation questions).

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18 See Section 3.4 – Student volunteering for a presentation of the Schola Africa association.
6.5 - Dialogue with educators

EDHEC participates in dialogue with its peer community through a number of different channels, both nationally and internationally, and more especially through:

6.5.1 The Conférence des Grandes Ecoles

The Conférence des Grandes Ecole, a French national institution, created in 1973, representing all French business schools that deliver a Master's degree, as well as all engineering schools accredited to deliver a degree in engineering. Its membership currently stands at over 225 institutions.

It is a non-profit organisation dedicated to supporting higher educational institutions through joint activities, accreditation of educational programmes and promotional activities in France and abroad, with a four-fold mission covering:

- Reflection
- Research
- Representation
- Accreditation

Examples of EDHEC contributions:

- Commentary from the head of EDHEC’s Student Career Service, Lille campus, plus quotes from EDHEC students on their experiences, and a spotlight focus on the involvement of one of EDHEC’s corporate partners, for an article in French on the integration of students with reduced mobility, published in the CGE Newsletter GRANDangle (S4), 2014

- Position of EDHEC on sources of funding for students wishing to studying at a French business school for the CGE white paper “Le Financement des études en école de commerce” (Financing studies at business schools in France), 2016

6.5.2 Commission d’évaluation des formations et diplômes de gestion – CEFDG (National Commission for the Evaluation of Training and Qualifications in Management)

This commission was created by Decree in 2001 for accrediting privately run French business schools to deliver nationally recognised degrees. Attached to the Ministry of Higher Education, Research and Innovation, it is composed of around 16 members and is responsible for examining applications for accreditation from schools and for approving accreditations. The Dean of EDHEC has been serving on the Commission since 2009, where he is one of its four business school representatives.

6.5.3 AACSB International, EFMD and the Association of MBAs

EDHEC belongs to all three of these organisations and is AACSB, EQUIS (EFMD) and AMBA accredited. These agencies provide forums for information, research, networking and debate on innovation and best practice in management education and development. Each agency has certain specificities that render its work unique. AACSB International and EFMD are the joint sponsors of the Globally Responsible Leadership Initiative (GRLI). Linked to the UN Global Compact, GRLI helped to establish the UN PRME.

20 Often referred to as the ‘Triple Crown’, these are the three foremost international accreditations in management education. More information about these labels can be found at: AACSB International - http://www.aacsb.edu/ - EFMD - https://www.efmd.org/ - Association of MBAs - https://www.mbaworld.com/
These agencies’ accreditation processes depend on peer evaluation of educational programmes and institutions, through a system of voluntary participation. The Dean of EDHEC, senior faculty and top management at the school are regular contributors to the assessment and advisory activities conducted by these agencies for higher educational providers around the world. This allows members of EDHEC to share their expertise and give other institutions the benefit of their academic and professional experience.

Examples of how EDHEC contributes to the activities of these agencies:

- Since becoming Dean of EDHEC, Olivier Oger has participated in more than 40 peer review assessments of international business schools
- Assistant Dean of Faculty and Research Prof. Christophe Roquilly is a member of the EPAS\textsuperscript{21} Accreditation Board and frequent EPAS peer reviewer for EFMD
- In 2017, our Teaching Factory initiative was selected by AACSB as one of 35 global ‘Innovations that Inspire’ for the way in which it engages with businesses to co-produce training and professional experience for students (for more details see: \url{http://www.aacsb.edu/innovations-that-inspire#business})

\textsuperscript{21} EPAS is an international programme accreditation system operated by EFMD to evaluate the quality of any business and/or management programme that has an international perspective and is of an appropriately high quality. The process involves an in-depth review of individual programmes through international comparison and benchmarking. It is carried out by self-assessment and through peer review.
“We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students”
7.1 - Responsible organisational practices

EDHEC’s organisational structure and practices have evolved for more than a century since its foundation in 1906, but continue to be inspired by principles of responsible behaviour and our long term views on development. As mentioned earlier, our different stakeholder communities contribute to our governance, giving us the benefit of their different perspectives and backgrounds. However, the composition of these stakeholder groups is determined by the nature of our mission, which, by definition, is focused on tertiary business education and the dissemination of research and is per se selective in outlook. To pursue greater inclusivity in our organisational practices, we need to consider ways, on the one hand, of introducing more diversity into our stakeholder populations, while on the other, of making how we function internally more inclusive in nature and impact.

7.2 - Social inclusion

7.2.1 Diversity of student cohorts

At present, we are focusing on financial assistance to students in need, with the aim of diversifying both the profiles of our current student cohorts and those of our future graduates. Over the last five years, our budget for social inclusion has been increased by a factor of five, our objective being to mobilise 16 MEUR for this purpose by 2020. We have been coordinating this effort through the EDHEC4all campaign since 2015/2016. Brief details of results so far include:

**EDHEC4all**

- 25% of EDHEC students received a socially inclusive bursary in 2016/2017
- 9 MEUR accorded, around 10% of the school’s budget in 2016/2017
- Extra 1 MEUR from operational budget dedicated to socially inclusive financial support in 2016/2017 compared with previous year
- Minimum annual individual bursary increased from 2 KEUR to 3 KEUR, a further 1 KEUR available for the most needy
- Renewal of sponsorship by the Crédit Mutuel Nord Europe bank - 1 MEUR over next five years
- Individuals may make direct donations
- Several options available to students
- Awards may take into account academic results

7.2.2 Support to the community

The school has been actively pursuing a variety of initiatives both to help our local neighbourhoods, by providing support and resources for socially inclusive projects, but also to strengthen the mutual appreciation and understanding of our two communities.

Some examples include:
By students

- Mentoring and coaching of primary and secondary school children by EDHEC students through the Cordées de la Réussite (national initiative, supervised by EDHEC faculty\(^{22}\)), the Objectif Réussite (EDHEC student association), etc.
- BBA first year, capstone community outreach project (see specific example below).
- Student associations working with the socially excluded or disadvantaged, such as Music’All (production of a Musical with local children suffering from intellectual disabilities), L’Ombre et la Plume (literacy training for prison inmates), Vive les Vacances (trips, holidays and special events for disadvantaged youngsters like the ‘Minis OJO’ sports day on the EDHEC Lille campus in 2017), etc.

![One-day - Village Handi’Couverte](image)

**One-day - Village Handi’Couverte**

**Take My Place**

**Lille campus - April 2017**

BBA first-year, capstone, community outreach project set up by the ‘Take My Place’ team of students and co-organised with six other teams\(^{23}\) from the same class-year.

The ‘Village’ consisted of stands to demonstrate sports that have been specially adapted for reduced mobility participants (e.g. in karting for the disabled, wheelchair athletics, hockey, Boccia (bowls for seated players), dancing for the blind, etc.). The objective was to give local schoolchildren the opportunity of becoming more aware of physical disability by testing these sports for themselves, while having fun at the same time.

[Lille campus, April 2017]

By staff and faculty with/without students

- Charitable fundraising events with and for local communities e.g. participation in the annual, regional, 24-hour Relais pour la Vie sponsored team relay event for the Ligue contre le Cancer, which EDHEC hosted in 2014. (EDHEC faculty and staff are represented every year by the Presqu’Infatigables team.)\(^{24}\)
- Cancer Fun Run, organised by the Cheer’Up student association on the Lille campus with the help of corporate sponsorship, open to all members of the public, dedicated to raising funds to help young hospital patients suffering from cancer.

By alumni

- Adaptation of EDHEC Alumni’s professional referential for indexing the activities of their members, and implementation of this new framework, hence making it possible to identify more easily those occupying positions with socially responsible or sustainable functions\(^{25}\). This now facilitates networking, mentoring and other types of support, including those for young students wishing to orientate their careers in these directions.
- Annual EDHEC Alumni Social Enterprise of the Year award – candidates nominated and elected by fellow alumni for the professional excellence and social impact of their careers in charitable organisations or social enterprise. The last laureate was Lionel Audigier (Master in Management, 1992), Secretary General and Head of Fundraising for Emmaüs\(^{26}\).

\(^{22}\) Les Cordées de la Réussite is a partnership system between higher educational establishments and secondary schools to promote equal opportunities and improve access to post-secondary education for young people, especially from disadvantaged backgrounds. The system is overseen by the Ministries of Education and for Territorial Cohesion.

\(^{23}\) Handicolor, Watch Me, Back on Track, Share together, BekGoal and Keepfit.

\(^{24}\) In 2017, EDHEC’s Presqu’Infatigables team of 70 participants took 7th place out of the 45 teams enrolled for the regional event.

\(^{25}\) Previous referentials followed the national codification – NAF - of professional activities which does not allow these functions to be identified.

By the school

- Transversal, multi-campus management of our activities ensuring that all projects, programmes, students, personnel and other users benefit from the same standards and quality of service, e.g. one financial services department, one HR department, one Faculty Management Office, as well as one director of programmes at each academic level for all campuses.

- Open campus policy\(^{27}\) for the sharing of campus premises with neighbouring communities and local clubs, e.g. indoor sports building - use of facilities for training sessions by independent clubs or associations in return for the free coaching of students or staff; swimming pool facilities - free daily use for local schools during the period 2016-2018, while those in nearby Roubaix are being refurbished by the local council. Not only has this necessitated some adapting of the changing rooms in order to accommodate young children, but it has reduced the periods when it is available for EDHEC users.

7.2.3 Inclusive practices for the EDHEC community

These combine both internally inspired initiatives as well as practices stemming from legislative requirements but adapted to EDHEC’s own needs.

Some examples include:

**Sport:**

- Comprehensive offer for sporting activities – co-organised by the EDHEC Sports Office and student sporting associations (for students)
- On campus fitness and sports training – sponsored by the school’s Works Council\(^{28}\) (for faculty and staff)
- Free access to campus sports facilities with prior online reservation (for all)

**Health:**

- Regular blood donation sessions on campus – organised by a student association in partnership with the French national blood bank (for all volunteers)
- Bereavement counselling service (for all)
- Regular AIDS consultations are available (for students)
- Free annual ‘flu inoculations (for faculty and staff)
- Listening service for personal stress and anxiety management – proposed by student associations, particularly by *Inside Out* and *EDH’écoute* (for students – staff and faculty also welcome)

**Social wellbeing:**

- Free social events on campus – organised by Works Council (for faculty and staff)
- Access to social and cultural activities off-campus – policy decided and sponsored by Works Council (for faculty, staff and families)
- Bulk buying of school stationery, proposition of professional coaching/homework supervision for children, etc. – proposed by Works Council (for families of EDHEC personnel)
- Free, 24-hour, serve-yourself book borrowing - ‘EDHEC Book Box’, all types – fiction, non-fiction, poetry, plays, comic books, etc., set up by the campus library but taking donations from anyone (for all)

\(^{27}\) This policy has been adapted to respond to new national security requirements but has not been abandoned.

\(^{28}\) Works Councils in France are a statutory requirement. However, the choice of activities and allocation of funds to activities are the responsibility of their elected members - they are invested by their fellow employees and represent their wishes.
- Free use of campus music rooms – on reservation (for all)
- Free use of film projection equipment – on reservation (particularly for students)
- Accommodation information service – proposes shared accommodation on campus to help them organise their stays and facilitate their social integration, maintains and relays information supplied by local residents who have rooms to let to students, etc.

7.3 - Responsible management

Our operational practices provide us with a framework for implementing our collectively decided strategic objectives, while encouraging personal commitment, being respectful of the individual and reflecting our values of innovation, engagement and impact.

Examples include:

Innovation

- Strategic monitoring of responsible practices in management education for top management, faculty and staff for informative, inspirational and benchmarking purposes (Green Elf service)
- Special task forces to benefit from the different perspectives and insight of stakeholders, to address particular issues or treat specific challenges e.g. current reflection by student focus groups on the quality of life on campus, services to students, catering and communication channels (inter-programmes, with administrative services, etc.)
- Brainstorming exercises for management at EDHEC’s twice-yearly management seminar meetings to impulse strategic reflection
- Planet EDHEC – pilot of the higher educational version of Workplace from Facebook, to enhance the exchange of information between and encourage personal contributions by members of the school

Engagement

- EDHEC’s online bilingual, interactive and confidential human resource management platform for personnel – informs and proposes flexible tools for finding useful documentation (legal texts, institutional publications, HR formalities, etc.), expressing training wishes, assessing professional performance, candidating internally, submitting requests for and authorising holidays and leave, etc.
- Training offer that goes beyond EDHEC’s legal requirements\(^{29}\) to maintain and develop the competencies of its personnel e.g. the voluntary ‘Promote your Skills and Talents’ programme to identify, recognise and obtain internationally recognised certification of skills and competencies in languages, IT, administration, careers, etc.
- Annual administrative staff performance review to clarify or redefine assignments and responsibilities, appraise value added and performance, further career progress, and is an opportunity for an in-depth discussion between staff member and manager

\(^{29}\) All EDHEC personnel have life-long access to certified professional training under the national CIF system, which is a statutory requirement in France. The CIF consists of a personal training account that employees can convert as and when required to fund training for changing careers or for evolving professionally. This training does not necessarily have to have any bearing on the job they currently occupy. Employers also provide training to their staff in line with their organisational requirements.
• Circulation of information via Planet EDHEC (‘Workplace’ facility - see above) about free training programmes susceptible of interesting EDHEC personnel and offered by other educations providers.

• Time Savings Account for all members of personnel - gives the possibility of stocking and using leave for future personal needs (specific conditions apply for adding and removing time)

• EDHEC favourably examines requests from employees for special leave to undertake major career changes, or to face critical personal situations, such as in parental or family caring

• Faculty management process can now provide rewarding careers in both research and teaching (traditional faculty management frameworks have tended to provide higher incentives to research-orientated faculty publishing in top-rated journals, rather than to those concentrating on pedagogical innovation and teaching).

• Distribution of luncheon vouchers to personnel despite existence of campus catering facilities, to allow staff the personal choice of lunch venue (institutional decision).

• Annual holiday voucher offer - optional and partially sponsored by Works Council, with lower echelon classified staff contributing less than their more highly classified colleagues.

Impact

• Gender equality – women represent 59% of permanent staff members, 50% of them are members of faculty or occupy executive functions

• Older age groups – the number of senior staff members (50 years and more) increased slightly to just over 28% during the period 2014/2016

• c.50% of all staff complete 25 hours of professional training per year

• Institutional bonus plan to reward the joint efforts of all personnel in the school’s annual performance. The amount is calculated on the basis of the level of annual attainment against a pre-determined set of performance indicators that cover the full scope of EDHEC’s activities. We have the possibility of investing our bonus in a range of different financial supports or of recovering it directly. (Fiscal advantages offered by the State also help make this an attractive solution for investing savings.)

• Policy of faculty bonuses for articles published in top reviews also recompenses publication in the ethical, sustainable and socially inclusive development disciplinary fields\textsuperscript{30}. It was designed to encourage publication in high impact academic journals.

7.4 - Sustainable campuses

• Major renewal of campus premises in Lille and Nice align our educational infrastructure to high international standards of quality, improve building performance and user satisfaction, in accordance with France’s stringent high quality environmental building (HQE) standards which regulate not only the quality of the buildings, but also the construction work (reduced inconvenience to neighbours and risks of pollution from waste materials).

• Lille campus designed with on-campus guest residence to facilitate logistics for visiting faculty and staff while reducing the carbon footprint of their trips, and with on-campus student residences, especially to provide more social inclusive and responsible accommodation solutions to international students and young bachelor students.

\textsuperscript{30} EDHEC’s faculty have a formal guidelines on how the bonus system operates and EDHEC’s definition of a ‘top’ journal, which refers to the Financial Times list and the ranking of journals by the French National Commission for Scientific Research (CNRS).
- Sustainable transport policy for our Lille campus, includes:
  - V'Lille\(^{31}\) bike stations – one at campus entrance and another at local underground (metro) station (these were the first two in our area of the city)
  - Covered and protected bike storage for campus users
  - Timetabled evening shuttle service to town centre, especially for students with evening classes
  - Shuttle service for more than 2,500 candidates who attend the once yearly oral exam sessions
  - Negotiation of deviation to the local bus route to connect the campus with the local tramway, metro and town centres

- Sustainable catering engagement by API, our Lille campus caterer through its annual reporting\(^{32}\) on sustainable development.

\(^{31}\) V'Lille is the public bike-share system for the Lille metropolitan area.

\(^{32}\) This document is edited in French. The 2016 report is available at: [http://www.api-restauration.fr/services/images/BDD16-bd.pdf](http://www.api-restauration.fr/services/images/BDD16-bd.pdf)
PUBLICATIONS RELATED TO CSR MATTERS - 2016

1 - Academic publications


- Lund-Thomsen, Peter; Lindgreen, Adam and **Joëlle Vanhamme** - Industrial Clusters and Corporate Social Responsibility in Developing Countries: What We Know, What We do Not Know and What We Need to Know, Journal of Business Ethics n°133, pp. 9-24 – January 2016


2 - Conferences

- **Demuijnck, Geert** - Ethics and political decision making - Universitàt Konstanz, 06/12/2016

- **Fasterling, Björn** - Teaching workshop on business and human rights, University of Tilburg, Global Law Programme, 29/11/2016


- Evénement à l’EDHEC. Dans le cadre de la 10ème édition du World Forum for a responsible economy “How to conceive Corporate Social Responsibility in the collaborative economy?” Table-ronde avec Vincent Huguet (Hopwork – France), Nikhil Sinha (Coursera – USA), and Taoufik Vallipuram (Ouishare – France), animée par Geert Demuijnck (12 octobre 2016).

- “The Role of Ethicists in Corporations”. The Ninth TransAtlantic Business Ethics Conference (TABEC) - University of St.Gallen, Switzerland, 28/09-01/10/2016


- **Demuijnck, Geert** - Business ethics and disruptive innovations of business ethics - The Sixth ISBEE World Congress. Shanghai, 14-16/07/2016

- **Pradies, Camille; Petit, Valérie** - Paradoxes of diversity and inclusion management: the case of Sodexo - EGOS Annual conference, Napoli - 01/07/2016 -

- **Courtioux, Pierre** - Educational Homagamy and Inequality in France - SASE 28th Annual Meeting, Berkeley, USA - 25/06/2016

- **Demuijnck, Geert** - What do corporations mean by ‘value’ and ‘shared value’? - EBEN annual conference - Nottingham Trent University - 20-22/06/2016

- **Fasterling, Björn** - Big Data & Big Ethics – The Problem of Unintended Biases in the Treatment of Big Data - EBEN annual conference - Nottingham Trent University - 20-22/06/2016

- **Courtioux, Pierre; Demuijnck, Geert** - Incentives, equality of opportunity and ‘political footballs’ Assessing Friedman’s Contribution to the Economics of Higher Education - 3rd International Conference Economic Philosophy, GREQUAM, Université Aix Marseille - 16/06/2016

- **Vanhamme, Joëlle** - Curbing product obsolescence issues: understanding life span information framing effects on consumers’ intertemporal choices - BI Norwegian school, Oslo - 26/05/2016

- **Fasterling, Björn** - Key Note at the International Conference on Business & Human Rights: Implications for Management, Knowledge Needs and Teaching – Copenhagen Business School, organized by CBS and PRME, 18-19/05/2016


- **Courtioux, Pierre** - Dix ans de mixité sociale au collège : le public fait-il vraiment mieux que le privé ? - Université Paris 1 - Panthéon - Sorbonne - 17/03/2016

- **Courtioux, Pierre** - Public policies behind middleclass stability in France - European Commission & International Labour Organisation, Brussels - 01/03/2016

- **Petit, Valérie** - Leadership, diversity & performance: Developing a Culture of Inclusive Leadership to Enhance Performance, Fuel Innovation and Drive Growth - EDHEC Business School - London - 22/01/2016 -

3 - Edited books

- **Daly, Peter; REID, Kristen; BUCKLEY, Patrick; DOYLE Elaine** - Innovative business education design for 21st century learning - Springer International Publishing AG - – July 2016

4 - Book chapters

- **Chéron, Arnaud, Courtieux, Pierre** - Choc démographique, rebond économique - Mettre enfin la formation continue au service des seniors – Lorenzi - March 2016
- **Petit, Valérie** - From Leadership to leadership ethics, In Routledge Companion of Business Ethics, Routledge – 2016

5 – Newsletter - Research Highlights

**February 2016: Feature: VW scandal: A Collective Reflection at EDHEC Business School**

The VW scandal presented an opportunity for collective reflection within the community of professors and researchers at EDHEC Business School. This reflection simultaneously focused on issues of ethics, law, organisation, communication, strategy and finance.

