ACTIVITY & SUSTAINABILITY REPORT
2012/13 SHARING INFORMATION ON PROGRESS
KEDGE BUSINESS SCHOOL
CREATED BY BEM & EUROMED MANAGEMENT
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“KEDGE Business School graduates will gain a wide range of skills and knowledge. They will know how to manage data from all sources. In particular, they will be at ease with Big Data and managing complexity. Our future graduates will actually develop a whole new approach to their work and career.”

Bernard BELLETANTE
Dean and Executive Director KEDGE Business School
TWO SCHOOLS
ONE STRATEGY
ONE REPORT

This is the first KEDGE Business School (BS) integrated activity and sustainability report.

The information gathered for this report covers the period July 2012-July 2013, focusing mainly on our French campus activities. In July 2012, a merger agreement was signed between BEM and Euromed Management. This agreement laid the foundations for the birth of KEDGE BS, which was officially created on July 1st 2013. Although they remained independently managed in 2012-2013, KEDGE BS chose to integrate both institutions' activities into a single report. This report aims to present Euromed Management’s and BEM’s activities through the prism of KEDGE BS’ overarching strategy.

In both Bordeaux and Marseille, reporting on sustainable development started in 2006 with each institution’s first Communication on Progress Report (as part of the United Nations Global Compact initiative), and was followed by sustainable development reports. Through this reporting process, we have become aware of the necessity to integrate financial and extra-financial reporting into a single document. For the past three years, both schools have based their analysis on sustainable development indicators classified into five categories: strategy and governance, teaching and training, research activities, social policy and community involvement, and environmental management.

The French Green Plan* was launched in June 2010 by the Presidents of the Conférence des Grandes Ecoles (French Business and Engineering Schools) and the Conférence des Présidents d’Universités (Public Universities), the French Minister for Higher Education and Research and the French Minister for Ecology, Energy, Sustainable Development and Sea. The Green Plan initiative set a sustainable development framework for higher education institutions. It also provided us with clear qualitative and quantitative objectives. The fact that both institutions used the same assessment tool made the joint reporting feasible.

Incorporating broader indicators into the sustainable development matrix allows for a better understanding of the complex relationship between financial and extra-financial performance. It also serves as a management tool so that we have a clearer vision of the risks and opportunities of our strategy. We firmly believe that quality reporting leads to better decision-making and a more sustainable performance. It also helps us to strengthen the dialogue with our stakeholders and improve transparency across the board. As in previous reports, we endeavour to identify both our achievements and the areas in which further improvement is needed.

Following the Green Plan layout, the report covers last year’s activities and seeks to describe KEDGE Business School commitment to both United Nations Global Compact and the Principles for Responsible Management Education.

* Based on Article 55 of the “Grenelle 1” Law (August 2009)
A YEAR OF MERGING

SHARED VALUES
SHARED AMBITION

With the merger of Euromed Management and BEM in July 2013 and the creation of a new world-class institution, KEDGE business School, this year will be remembered as a particularly exciting year for our community. With the support of the Chambers of Commerce of Bordeaux and Provence Alpes Côte d’Azur, this project embodies a single vision and ambition for the development of our Schools. Our stated objective is clear: to become one of the top 15 Business Schools in the world, while maintaining a strong presence in our local regions. We must use the wealth of our local heritage and history as a platform for our development and the strengthening of our international standing.

Our 5-year strategy is ambitious yet realistic: we aim to achieve a turnover growth that will enable us to have a €150 million budget at our disposal by 2018. We will also increase the number of our teachers-researchers, as well as our research budget, with a view to position ourselves as a world-leading higher education institution.

The original commitment of our two founding schools with regards to Corporate Social Responsibility remains a top priority for KEDGE Business School. This integrated report is testimony to this commitment. It aims to present, in keeping with the principles of transparency and objectivity, our activities from the perspective of our CSR policy.

François PIERSON
President of the KEDGE Business School Board of Directors
Former CEO of AXA France
CEO of AGIP

KEDGE BUSINESS SCHOOL: A MAJOR STEP FORWARD

Our commitment with the KEDGE Business School project truly reflects the level of ambition of Bordeaux’s Chamber of Commerce and Industry for this major new hub of higher education, born out of the audacious merger of two leading French business schools. KEDGE Business School now accounts for over 10,000 students -including 2,000 additional students on the new Bordeaux campus- 168 faculty members and is undertaking a major push to grow its research capabilities. This new dimension will strengthen our global stance and credibility even further, which will be invaluable in maintaining the accreditations we require to widen our network of partnerships, notably in Africa and China. It was with that objective in mind that the Bordeaux CCI agreed to invest more than €40 million in the construction of a new 22,000-sqm building. This will help us to maintain the highest quality in the education we deliver and welcome students in the best possible conditions. It was also important to us that KEDGE Business School grows on the basis of governance parity, with both Bordeaux and Marseille founding partners working together as equal partners to deliver on a single ambition: position our school as a major player, on the strength of its research capabilities, its international standing and its world-class faculty.

Pierre GOGUET
Vice-President of the KEDGE Business School Board of Directors
President of the Bordeaux Chamber of Commerce and Industry
Eurosim Business Simulation 2013, hosted by KEDGE Global MBA Programme
June 2013 – Marseille

85 MBA participants representing 14 nationalities from 4 programmes – KEDGE Business School Shanghai, KEDGE Business School Marseille, Wilfrid Laurier University and Portland State University – came together to form this year’s cohort, pitted against one another for a 2-day battle of intellect and business prowess.

Launch of the “Business as un-usual” Research Chair
18-19 April 2013 – Paris and Marseille

A series of events was held to celebrate the launch of the “Business as un-usual” Research Chair, which is dedicated to new business models and paradigms, with the following highlights:
- 18 April: the KEDGE Business School team held a dinner in Paris to meet with key stakeholders (universities, institutional partners, businesses and experts) and journalists and present them the new Research Chair.
- 19 April: a videoconference was held between Paris and Marseille between the Steering Committee and MBA students.

Research Conference - IAME
3-5 July 2013 - Marseille

KEDGE Business School, IFSTTAR, the University of Genoa (Italy) and the University of Naples Parthenope (Italy) organised the International Association of Maritime Economists (IAME) annual conference. The conference was held in Marseille in 2013. This year’s theme was “Managing complexity in the shipping and port markets”, a topic that reflects uncertainties faced today by most shipping and port companies. It allowed a wide range of academic researchers, industry representatives and governmental policy forums to exchange views on these highly dynamic topics.

24th ISLI Forum Supply Chain: New Supply Chain Horizons
31 May 2013 - Bordeaux

Supply Chain Managers from the world over met up for a series of debates on the new horizons of Supply Chain management. The world’s top experts were present as well as more than 300 practicing Supply Chain professionals representing companies such as Philips, Louis Vuitton, HP, Nestlé, Adidas, Babyliss, Diageo or Delonghi.

16-19 May 2013 - Lourdes

The “Arts, Culture & Management in Europe” Research Chair from KEDGE Business School organised this conference in joint collaboration with The International Association of Management, Spirituality & Religion and the Journal of Management, Spirituality & Religion (Routledge). Over 80 lecturers-researchers, representing universities and business schools from all over the world, gathered to reflect on the following topic: «Miracles & Management». They notably analysed a range of socio-organisational phenomena’s in areas such as:
- culture, tourism and creative industries
- businesses and non-profit organisations
- business management and marketing.
Introducing KEDGE Business School
2 October 2012 – Bordeaux, Marseille, Toulon
The event marked the official launch of the new « KEDGE Business School» brand in the wake of the BEM / Euromed Management merger. Following the official announcement of our new brand name by the Directors of our School, the day was punctuated by a series of shows and displays in both schools, which were filmed and broadcasted on various social networks and on the web. A press conference was also held in Paris.

Official launch of KEDGE Business School
July 1st 2013
KEDGE Business School was formally created on July 1st, 2013, with three key missions:
Develop new ways of learning: CREATE.
Strengthen its presence on emerging markets and connect all its communities into one cohesive global network: SHARE.
Promote and foster responsible practices: CARE.

The Quest: an adventure game to welcome new students
13-20 September 2012 - Marseille
13-20 September 2013 - Bordeaux and Marseille
The School organised « The Quest », an adventure role-playing game as part of its student orientation. Based on a series of riddles, the game was organised for 3,800 participants (Bordeaux + Marseille) and involved all new ESC / Bachelors / MS-MSc / International students and 2nd year students. The event pursued a dual objective: enable new students to meet their peers and our staff, and present them our School (general teaching approach, student associations, projects, campuses, etc.), and the cities of Bordeaux and Marseille.

Corporate Responsibility Research Conference
12-14 September 2012 - Bordeaux
KEDGE Business School, in association with the Sustainability Research Institute, University of Leeds (UK), has organised the 2012 Corporate Responsibility Research Conference (CRRC) in Bordeaux.

Conference - Anne Lauvergeon: “The woman who resists”
17 January 2013 – Marseille
A conference hosted par Anne Lauvergeon, former advisor and personal representative of François Mitterrand, former president of AREVA and the most powerful French woman according to FORBES magazine. She gave a presentation on the theme “The energy challenges of tomorrow”.

Conference with Martin Hirsch & Jimmy Adjovi-Boco, as part of Diversity Week
21 March 2013 – Marseille
To celebrate the signing of a new partnership between the School, the Civil Service Institute, DIAMBARS hosted a conference on the topic of activism as part of Diversity Week.

Innovation Rises: innovative entrepreneurship
4 April 2013 – Bordeaux
KEDGE Business School is a hub of creativity and project development where our enterprising students will find extensive resources, people and structures to support them throughout their achievement. The AIESEC Student Association made the most of these ideal conditions and hosted an event dedicated to a topic dear to their hearts: social entrepreneurship. The programme of the conference was as follows:
- Workshop
- Creative workshop
- Presentation by Sylvain Lepainteur, creator of the «Club Service»
- Creative competition with prizes awarded at the closing cocktail
KEDGE BS

STUDENT STATISTICS

11,051
STUDENTS

GENDER BALANCE
52%  48%

STUDENT ORIGIN
77%  23%

47
STUDENT ASSOCIATIONS

1,029
STUDENT PROJECTS
(PRO-ACTS – BPMS)

70
BUSINESSES CREATED EACH YEAR

NUMBER OF STUDENTS BY PROGRAMME 2012/2013

4,472
Excluding Executive Education & International Students

2,446

780
KEDGE Bachelor

1,074
CeseMed

676
EBP International

448
ESC

MS / MSc

MBA / EMBA

31 MANAGEMENT PROGRAMMES DEDICATED TO EMPLOYABILITY:

2
BACHELOR LEVEL

2
MASTER LEVEL

1
DESIGN SCHOOL

12
MS / MSc

3
MBA / EMBA

11
EXECUTIVE EDUCATION

747
PROFESSIONAL PARTICIPANTS
(Executive Education, MBA, DBA)

MORE THAN
35,000
ALUMNI

700
MBA GRADUATES
IN CHINA

K€472
SCHOOL SCHOLARSHIPS

438
APPRENTICESHIPS
AND PROFESSIONAL CONTRACTS

KEDGE Bachelor

CeseMed

EBP International

ESC

MS / MSc

MBA / EMBA

1,000
2,000
3,000
4,000
5,000
6,000
7,000
8,000

63%  37%

60%  40%
AT A GLANCE

A WORLDWIDE PRESENCE

PERMANENT CAMPUSES
1. BORDEAUX
2. MARSEILLE PROVENCE
3. TOULON
4. PARIS
5. SUZHOU SHANGHAI

PARTNER CAMPUSES
1. AVIGNON
2. BASTIA
3. BAYONNE
4. DAKAR

PARTNERSHIPS
273 INTERNATIONAL ACADEMIC PARTNERS INCLUDING 164 WITH ACREDITATION

MORE THAN 1,000 CORPORATE CONNECTIONS

PERSONAL DEVELOPMENT
60 PERSONAL DEVELOPMENT COACHES
20 STAFF MEMBERS DEDICATED TO PERSONAL DEVELOPMENT

RESEARCH
267 CNRS STARS RECEIVED THIS YEAR
4 RESEARCH CHAIRS DEDICATED TO CSR
16% OF SD-RELEVANT ACADEMIC OUTPUT

STAFF
376 SUPPORT STAFF
168 FULL-TIME FACULTY MEMBERS
41% INTERNATIONAL FACULTY

AFRICA: 11
ASIA-OCEANIA: 62
EUROPE: 114
MIDDLE-EAST: 8
NORTH AMERICA: 50
SOUTH AMERICA: 28

2016 RESEARCH CHAIRS DEDICATED TO CSR
16% OF SD-RELEVANT ACADEMIC OUTPUT
STRATEGY & GOVERNANCE
The School is governed by a Board of Directors comprising of business leaders, representatives of local authorities and leading figures of the KEDGE Business School community. The Board of Directors is structured into 5 committees or Collèges.

- Collège Consulaire -65% of the voting rights
- Collège of Business Leaders -20%
- Collège of Qualified Personalities -15%
- Collège of Local Authorities
- Collège of associative organisations, representing alumni, students and an international academic council.

Four governance bodies were set up to ensure strategic steering at the Group level, in respect of a proper balance between Bordeaux and Marseille:

GENERAL ASSEMBLY
28 MEMBERS
- 16 members from the Consular Collège: 6 CCIMP/2 CCIV- 8 CCIB
- 8 members from the Collège of Business Leaders
- 4 members from the Collège of Qualified Personalities

It meets at least once a year, within six months following the closing of accounts for the financial year, with a view to:
- Receive updates on general progress of the Association;
- Hear reports from the Board of Directors and be updated on general management issues, operations and the legal and financial status of the Association;
- Validate accounts for the financial year, allocate profits and grant discharge to members of the Board;
- Approve the general policy of the Association; and
- Appoint members put forward by the Committee of Nomination and Ethics and renew/revoke mandates within the Board of Directors.

THE BUREAU
10 MEMBERS
- 8 members from the Consular Collège: 3 CCIMP/1 CCIV – 4 CCIB
- 2 members from the Collège of Business Leaders

It meets at least four times a year, either upon the initiative of the President or upon written request of at least half of its members.

It monitors the overall orientation of the Association with regards to implementation of policies and decisions adopted by the Board of Directors and the General Assembly. It may take any initiative deemed necessary with regards to its supervisory mandate. It monitors budget execution. It assists the Board in the definition of the general policy. It reports to the Board of Directors. It prepares the Internal Rulebook and submits it to the Board of Directors for approval.

FOUR SPECIAL COMMITTEES
AUDIT, COMPENSATION, PROCUREMENT, NOMINATION

Responsibilities related to these Committees are shared equally between the Chambers of Commerce of Marseille and Bordeaux. Special Committees have an advisory mandate and support the action and reflection of statutory bodies within the Association.
The organisational structure of KEDGE Business School is transversal. Its architecture is structured around three key elements: Group Head Office, Specialised Departments, and Business Units.

**Directorats and Business Units**

**DEAN AND EXECUTIVE DIRECTOR**
Bernard BELLETANTE

**VICE DEAN AND EXECUTIVE DIRECTOR**
Philip McLAUGHLIN

**BU 1**
PRE-EXPERIENCE PROGRAMMES
F. Dubreu

**BU 2**
EXECUTIVE EDUCATION
F. Lassalle-Cottin

**BU 3**
RDI & CSR
ASSOCIATE DEAN
P-G. Hourquet

**BU 4**
INTERNATIONAL DEVELOPMENT
J-O. Pesme

**FACULTY**
ASSOCIATE DEANS
A. Bajard
F. Prevot

**ACADEMIC AND CAMPUS OPERATIONS**
M. Mordant

**RESOURCES**
Y. Gheno

**COMMUNICATION AND PROMOTION**
S. Dulout

**There are four specialised departments in KEDGE Business School:**

- **FACULTY:** This Department oversees the Faculty’s output in terms of research, teaching and intellectual production and ensures its alignment with our general ambitions and strategy. It also oversees our entire value chain (recruitment, activity management, assessments).

- **ACADEMIC AND CAMPUS OPERATIONS:** This Department defines, measures and monitors the academic performance of KEDGE Business School. It is responsible for student satisfaction throughout their study cycle within the institution.

- **RESOURCES:** The Resources Department ensures proper collection and allocation of all resources required to achieve our objectives in terms of business performance, strategic ambitions and corporate relations.

- **COMMUNICATION AND PROMOTION:** This Department promotes our brand for optimal visibility and impact. It also defines the business policy of the Group, in joint collaboration with the relevant Business Units. Business Units are organised by broad categories of activity:
  - Pre-Experience Programmes;
  - Executive Education;
  - RDI and CSR; and
  - International Development.
2007
- AMBA accreditation
- CSR Department Created
- "La Poste" Research Chair
- Responsible Manager Network launched

2008
- Becomes Euromed Management
  - "AG2R-Préaliance" Research Chair
  - U.N. PRME member

2009
- Publication of the first Sustainable Development Report
- Euromed Management Morocco opens in Marrakech
- Copenhagen Declaration Signatory

2010
- Euromed Management becomes a non-profit Association
- Creation of the Euro-Mediterranean Management Foundation
- Inauguration of the Suzhou campus in China
  - Toulon School for Business and Technology, (ESC-T) & the International School of Design (EID) join the group
  - "Sustainable Sourcing in the Network Environment" Research Chair

2011
- AACSB accreditation
- Academic Impact Member

2012
- The merger of Euromed Management and BEM is made official
  - Rev.20 HEI Initiative Signatory

2013
- KEDGE Business School is officially launched
  - GUFES [UNSP] Membership
  - "Business as Unusual" Research Chair
  - MENA Research Chair
  - Public Service Partnership

2014
SCOPE OF OUR RESPONSIBILITY

What is exactly the scope of responsibility of a higher education institution?

On a daily basis, a business school – like any organisation – has an immediate impact on its social, economic and physical environment. As purveyors of education, we also have an impact on the people we train as well as on our partners. It is therefore important that we understand the full extent of our responsibilities and the external impact of our activities and partnerships, both positive (e.g. employment) and negative (e.g. potential discrimination, pollution).

In a business school, such externalities are particularly important since they contribute to shaping the behaviour and decisions of future managers and business leaders. Merely focusing on the carbon footprint and social performance of our campuses is not enough: we should also strive to raise the bar for others.

With ever-increasing global awareness of the social, environmental and economic stakes of development and performance, KEDGE Business School acknowledges its own responsibility as an organisation and actively seeks to reduce the negative external impacts of its activity. By adopting a transversal and systemic approach and working with its stakeholders, the School seeks to measure both the quality of its daily actions and the true impact of its long-term objectives. This dedication is reflected in KEDGE Business School’s signature: Create, Share, Care.
KEDGE BUSINESS SCHOOL COMMITMENTS

Not only do we embrace the core values and principles of the UNGC in the areas of human rights, labour standards, the environment, and anti-corruption, but we also allocate financial and physical resources to CSR actions and projects within our organisation.

In more operational terms, our approach is based on our commitment to the “Green Plan” created by the CGE and the CPU as well as on the six Principles for Responsible Management Education (PRME).

THE SIX PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

PRINCIPLE 1 | PURPOSE
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

PRINCIPLE 2 | VALUES
We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

PRINCIPLE 3 | METHOD
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

PRINCIPLE 4 | RESEARCH
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

PRINCIPLE 5 | PARTNERSHIP
We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

PRINCIPLE 6 | DIALOGUE
We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
One of the main challenges every committed organisation faces is how to disseminate its CSR strategy into every level of operations.

At KEDGE Business School we opted for a systemic and transversal approach to address this challenge. A dedicated CSR department was created within the Research Development and Innovation Business Unit, and a team of CSR Officers, representing every department of the School, was set up. This systemic approach promotes initiatives at campus level and supports their implementation.

The CSR Department coordinates sustainability initiatives across each campus, and undertakes internal and external awareness-building actions. The CSR Department translates the School's strategy into an operational action plan and federates sustainability activities throughout the year. From awareness-raising to innovation projects, the CSR Department works daily to inoculate the "sustainability virus" into every aspect of the School's activities.

Mainly based in Marseille and Toulon, the current CSR Officer Network has 27 members, all appointed by their respective managers. In addition to their regular job duties, CSR Officers are mandated to act as a link between the School's CSR strategy and policies and the department they represent. This means that they are not only overseeing the diffusion of CSR into their department, they also provide feedback and collect the ideas and projects suggested by their colleagues, in particular during the monthly CSR Officer meetings.

This network will be adjusted in order to fit the new post-merger KEDGE Business School structure. An informal network has already been set up in Bordeaux. Its formal structure will be confirmed by spring 2014.

2012-2013 CSR STAKEHOLDER HIGHLIGHTS

- From disability to opportunity
CSR Officer Nelida Jimenez not only worked in the coordination of diversity activities, she also acts as the School's disabilities resource contact person. Last year, Ms Jimenez facilitated a partnership with the French Public Service Institute and launched a new internal project to improve the recruitment, integration and support of students with disabilities.

- Financing your education
The most recent additions to the CSR Officer Network, Nathalie Pascual and Johan Ursulet, both from the Accounting Department, initiated a working group aimed at improving the way the School communicates on tuition financing. Thanks to their work and that of a number of other CSR Officers, the School's new website now provides more relevant information on scholarships, special loans and other ways of financing one's studies.

- Business as Unusual
At the initiative of CSR Officer Anja Stoll, the School launched a new Research Chair in April 2013, called "Business as Unusual", which explores new economic and business models in the light of changing economic and social paradigms.

- 2nd Sustainability Award
As part of National Sustainable Development Week, CSR Officers from each department and student association all took part in a competition for the most "sustainable commuting". This year's winner was the Student Service department, who blew their competition out of the water with their use of public transportation.

- In April 2013, the School hosted its 10th "Humanism and Management Days".
At this occasion, its organisers proposed a series of conferences and roundtables on "company re-foundation, ethical capitalism and responsibility".
KEDGE BUSINESS SCHOOL: MORE THAN A SCHOOL

The traditional model of the French «Grande Ecole» is doomed, due to three fundamental shifts: globalisation, digitalisation and the emergence of new competitions.

KEDGE Business School aims to respond to these three major shifts and take on the new global challenges in research, curriculum development, educational innovation and corporate social responsibility (CSR).

The new higher education institution we created in July 2013 gives us the ability to innovate with responsibility and offer a new and bold general approach.

Our roadmap is already well under way: our aim is to make the Group a major player in the European and global higher education landscape, with a strategy focused on new business development. Innovative, creative, connected, international, responsible: these will be the attributes that every KEDGE Business School graduate will be known for.

A complex, connected and competitive world.

3 WORDS EMBODY OUR STRATEGY:
CREATE / SHARE / CARE

These words will guide and shape all projects that are undertaken under our strategic plan.

CREATE reflects our commitment to foster the creative spirit of our learners with educational innovations that transcend traditional approaches, with an emphasis on digital learning, learning by doing and developing new talents in emerging countries. As part of our commitment to the CREATE dimension, we will also double our research budget, strengthen all our existing fields of expertise (notably CSR, Supply Chain, Wine Industries, Health/Social, Creative Industries and Marketing) and we will significantly increase the size of our faculty.

SHARE illustrates our commitment to connect with all stakeholders and deliver a comprehensive learning experience, to develop the skills of all our learners regardless of their origins and backgrounds, and to make the KEDGE Business School a vibrant community.

The CARE commitment illustrates our ambition to train decision-makers who will differentiate themselves by their global and long-term vision, and who will strive to have a positive impact on society throughout their career, notably through CSR strategic positioning and their knowledge of new business models.

Our international strategy is based on three French brands with global recognition: Provence, Bordeaux and Paris. It primarily targets the emerging markets, notably Asia, where the School is already established, and Africa-MENA.

Bernard BELLETANTE
Dean and Executive Director

Philip McLAUGHLIN
Vice Dean and Executive Director
CREATE
SHARE
CARE

OUR COMMITMENT
& OUR PERFORMANCE
A school exists for its students and lives through the knowledge it creates and shares. The School is responsible for providing top-quality teaching inside and outside of the classroom. From the moment students register at KEDGE Business School until the day they graduate, they deserve the best support and services available.

STUDENTS ARE STAKEHOLDERS IN THEIR OWN EDUCATION.

In line with this commitment, our efforts were focused on a major construction project in Bordeaux in 2012/2013, with a 22,000-sqm extension delivered in late 2013 and the renovation of old premises which are due to be completed by October 2014.

The increased capacity and extended infrastructure of this new School are based on our growth forecasts and are testament to a committed strategic plan.

They create a unique working and learning environment, which fully meets the standards of a world-class higher education institution.

Our internal team coordinated between Group, prime contractor, owner and users. It also oversaw the procurement of furniture and equipment. Responsiveness, competence and mutual understanding amongst stakeholders have been the keys to the success of this project, which has achieved a genuine harmony between the new and older sections of the campus, as well as between the overall architecture and the interior design and feel.

In addition to this remarkable project, one of the main challenges during this unification phase was harmonising academic operations across KEDGE Business School following the merger. That was precisely the reason why the Department of Academic and Campus Operations was created. This new department brings together various services essential to student life. It manages student logistics and administration (registration, academic records, internships, work-study programmes, etc.), their guidance (career advice, employability, personal development, etc.), as well as campus life (facilities maintenance, quality of campus services, etc.).

Student satisfaction is at the heart of our mission. The School’s performance will be measured by common indicators and centralised by a new Data Management and Accreditations Department. In 2012-2013, the School worked on restructuring these services, notably on harmonising all intake and registration procedures. The next step will involve fine-tuning the approach and insuring that KEDGE Business School’s academic operations run smoothly and transparently.

EMPLOYABILITY

Employability is the key benefit that KEDGE Business School must deliver for all its students. If employability is a DACO service, it is its ultimate purpose. One of the School’s objectives is to better master employment and post-graduation data so that it can improve the speed and conditions of graduate employment.

The student scholarship system is being re-worked so as to harmonise the distribution of financial support on each campus. A commission will be created to allocate these funds based on social and economic needs as well as on merit.

OBJECTIVES FOR 2013-2014

- Insure that two schools, with previously distinct working cultures and organisational structures, are able to operate together with the same information and communication systems.
- Evaluate and put in place the School’s future, and strengthen the individualisation approach to curriculum and teaching – for instance, students may start their studies in Bordeaux and finish in Marseille.

Martine MORDANT
Academic and Campus Operations Director
Anyone doubting the usefulness of major international conferences needs only to look at the impact of the latest United Nations Conference on Sustainable Development (Rio+20) in the field of higher education. The Higher Education Sustainable Initiative (HESI), in which KEDGE Business School was deeply involved, helped to shape the framework in which we operate today. This initiative, which accounted for more than a third of the 700 Rio+20 voluntary commitments, inspired the whole community to clarify the scope of their responsibility.

Education has always been recognised as a key element of Sustainable Development. It is a basic human right and, as we all know, no development will ever be possible without education. More recently, a better understanding has emerged of how most economic, social and environmental crises actually result from decisions taken by individuals, often in a professional context, and mostly by people with a higher education background. In this view, higher education institutions must acknowledge and step up to their global responsibility.

Sustainability is not a just trendy concept. Major Accrediting Bodies such as EQUIS and AACSB have actually revised their standards and started to integrate sustainability into their criteria. Launched last February, the Platform for Sustainable Performance in Education (PSPE) is supported today by all UN bodies involved with education (UNESCO, UNEP, PRME & Global Compact). This platform brings together organisations which have created sustainability assessment tools designed to support universities around the world.

www.sustainabilityperformance.org

WHAT ABOUT KEDGE BUSINESS SCHOOL IN THIS CHANGING ENVIRONMENT?

As a representative of French higher education in the International Sustainability Relations, KEDGE Business School is already recognised for its contribution to the global community. During Rio+20, our School was in charge of managing the HESI back-office, was involved into various initiatives (including the People’s Sustainability Treaty on Higher Education), co-steered the PSPE platform, and launched the pilot for the Sustainability Literacy Test initiative. This free online test will help institutions ensure that their alumni have a minimum level of knowledge and understanding of sustainability issues.

On a more local scale, KEDGE Business School is fortunate that both its founding Schools were already strongly committed to sustainability and used the Green Plan as a framework for their strategy. This common ground laid the foundations for a clear and coherent CSR strategy, although adjustments will be required over the next few years. A merger between two institutions such as Euromed Management and BEM was never going to be easy, however, and defining common indicators has proved a challenge.

In sustainable development, like in other fields, context and practices differ from one site to another. Campus management is largely decentralised, which makes harmonising best practices a challenge. KEDGE Business School’s two main campuses are not in close proximity to each other and flying does remain the most efficient form of transportation. That will clearly deteriorate the School’s carbon footprint. On the other hand, the merger pushed KEDGE Business School to invest in digital conference equipment and rethink its overall transportation policy.

The Green Plan-based assessments conducted in 2012-2013 showed improvements on every campus. The overall rating was set at 3.6/5, a level compliant with French legislation and which paves the way to achieving targets on all five of our sustainability pillars. As with the majority of academic institutions in France, the environmental pillar is proving to be our greatest challenge.

Over the next year, we will continue to assess objectively the strengths and weaknesses of all our campuses, old and new. KEDGE Business School is committed to take on this challenge and seek overall coherence whilst pursuing sustainable excellence.

Jean-Christophe CARTERON
Corporate Social Responsibility Director
FOCUSBNG ON STUDENTS
IMPROVING QUALITY
DEVELOPING BUSINESS

The higher education sector, in many ways, is not unlike the corporate world. Even though KEDGE Business School is a non-profit organisation, financial independence and stability is critical to its sustainability.

In order to prosper and develop, an institution such as ours must consistently innovate and invest in its future and in its students. Our financial achievements allow us to optimise the allocation of our proceeds in order to focus on the quality of our services and the deployment of the School’s overall strategy.

In line with its strategy, KEDGE Business School has established a business plan that will take the School into the next generation of education. The merger of Euromed Management and BEM is forecast to take the School’s overall budget from M€86 to M€156 over the next five years. This merger, backed by a vigorous operations management, will allow the School to self-invest M€16.1 by 2018. Responsible financial management is absolutely essential for the School. KEDGE Business School is currently debt-free and intends to keep spending and investing in strict line with its projected earnings: independence and self-investment are paramount to its development strategy.

The School is moving away from a financing model which was heavily based on support from the Chambers of Commerce towards a new model whereby 94% of its income is to be derived from student tuition fees. Students are our primary stakeholders and customers and, as such, need to be placed at the heart of all School’s operations.

The School’s business plan revolves around three key objectives:

1. **Improve the quality of educational offerings and student satisfaction.** The School must reinforce its faculty by recruiting permanent professors and researchers and hiring instructors to boost pedagogical innovation and improve student services. By renovating infrastructure and creating accessible state-of-the art learning spaces, KEDGE Business School will give its student community the means to work and study in a quality environment.

2. **Create an offer that transcends geographic and academic frontiers.** Pop-Up campuses, dual degrees, distance learning, disruptive technologies, innovation labs: these are just a few examples of the limitless possibilities that must be explored in the world of modern education.

3. **Overcome all barriers to access. The right to education is universal.** Students receive nearly M€6 of financial assistance (government grants, scholarships, student jobs, etc.). In addition, the School’s management is currently working on a project which will allow disadvantaged students to have access to loan facilities without the obligatory guarantors. These efforts will help eliminate the financial and social barriers that effectively limit access to KEDGE Business School.

**Yannick GHENO**
Deputy General Director & Executive Director of Resources
ORGANISATIONAL PERFORMANCE
2012-2013 HIGHLIGHTS

The past year was spent preparing the unification of our two founding institutions. This requires not only harmonising all operations, but also redefining the whole framework of legal, financial and human resources management. Since July 2013, KEDGE Business School has been operating under a new structure and organisational framework. Thanks to the work accomplished last year, the School has now entered a new phase of fine-tuning its operations and adjusting to its new size and culture.

HUMAN RESOURCES (HR)
As a provider of intellectual services, human resources management is essential to our organisation. The first year of any merger is never a straightforward process. Particular attention must be paid to change management and internal communication. The School’s governance bodies opted for an operational structure revolving around three main sites (Bordeaux, Marseille and Toulon) and explicitly guaranteed that the merger would involve no compulsory staff mobility. This measure means that departments and services have had to be split between the various campuses. Requiring management and staff to change their work practices also meant increased reliance on digital and distance communication. This is only a first step, however. More needs to be done to improve satisfaction for both staff and faculty, and managerial competencies need to be reinforced through specific change-management training.

KEDGE Business School’s new social context is characterised by a multiplicity of employment contracts and employee lending agreements between the Association, the Chambers of Commerce, employees, faculty members, independent contractors, and other parties involved. The situation has given rise to a hybrid form of human resources management which should be seen as an opportunity, not a problem. As indicated on page 13, a matrix-based organisation was put in place in order to support the School’s operations and development. The deployment of this organisation will be challenging and it will take some time before it is fully operational and efficient.

FINANCE
In 2012-2013, both BEM and Euromed Management succeeded in managing their operations and meeting their budgets. They both achieved their stated targets and together self-invested M€44.5. The School also worked on redefining financial conditions and agreements for 2013 intakes, whilst preparing for the harmonisation of processes, procedures and software. One of the next challenges will be to work on mutualising resources and increasing self-investment in order to offer better services to all our students.

INVESTMENT
If the School is to deliver on the expectations and requirements of its students, KEDGE Business School must invest not only in its services and educational offerings, but also in its infrastructure. The digital revolution presents the School with both new business opportunities and methodological challenges. In 2012-2013, the majority of self-investment funds were used to refurbish and build new infrastructure for hi-tech, modular and adapted learning environments. The first IT investment notably included the purchase of video-conference equipment, merging and dematerialising operation systems (procurement) and the preparation of the School’s new digital blueprint.
Apprenticeship tax refers to a tax collected from French private businesses to fund professional training. Companies can choose the institution which will benefit from the tax they pay is going to. The "taxe d’apprentissage" contributes to our students' training by ensuring them a top-notch educational environment.

Stakeholder contributions originated mainly from subsidies of the Chambers of Commerce to the benefit of both Schools up to June 2013. Since the merger and in accordance with our new business model, subsidies are no longer paid.

The category "Other Income" shows a decrease since 2008 due to a change in accounting processes for billings and repayments related to the Ecricome competitive exam process. As payables and receivables received decrease the same way, there is no impact on the P&L of either school.
### KEDGE BUSINESS SCHOOL EXPENSES 2009-2013 (K€)

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<tbody>
<tr>
<td>FT/PT Wages &amp; Contractual Personnel</td>
<td>31,406</td>
<td>39,409</td>
<td>42,521</td>
<td>47,446</td>
</tr>
<tr>
<td>Activity, Promotion &amp; Infrastructure-Related Expenses</td>
<td>21,826</td>
<td>26,091</td>
<td>27,254</td>
<td>35,129</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>53,232</td>
<td>65,500</td>
<td>69,775</td>
<td>82,575</td>
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### KEDGE BUSINESS SCHOOL INVESTMENTS 2009-2013 (K€)

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<tbody>
<tr>
<td>Buildings and Technical Services</td>
<td>3,098</td>
<td>3,090</td>
<td>3,343</td>
<td>3,252</td>
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<tr>
<td>Information Technologies</td>
<td>1,174</td>
<td>957</td>
<td>962</td>
<td>1,278</td>
</tr>
<tr>
<td>Total Investments</td>
<td>4,272</td>
<td>4,047</td>
<td>4,325</td>
<td>4,530</td>
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</tbody>
</table>
PERFORMANCE

NEW STAFF RECRUITMENT (2012-2013)

STAFF AGE DISTRIBUTION

ADMINISTRATIVE SUPPORT STAFF
by Contract Type, Gender and Nationality (01/08/2013)

TOTAL STAFF
CCIMP 86 / CCIV 12 / CCIB 148 / ASSOCIATION 130 / TOTAL 376
### Highlights

#### Resource Consumption

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<tr>
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<tr>
<td>Electricity (KWh)</td>
<td>4,103,641</td>
<td>4,832</td>
<td>4,169</td>
</tr>
<tr>
<td>Gas (KWh)</td>
<td>3,012,277</td>
<td>6,241</td>
<td>2,472,513</td>
</tr>
<tr>
<td>Water (m³)</td>
<td>8,241</td>
<td>5,119,164</td>
<td>2,774,744</td>
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<tr>
<td>Paper (T)</td>
<td>11.45</td>
<td>14,033</td>
<td>22.52</td>
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* Marseille & Toulon only

#### Evolution of Student Scholarships & Grants

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<tbody>
<tr>
<td>Number government scholarships (CROUS)</td>
<td>949</td>
<td>1,251</td>
<td>1,338</td>
</tr>
<tr>
<td>Number / Amount of school grants</td>
<td>226</td>
<td>325</td>
<td>275</td>
</tr>
<tr>
<td>Number / Total amount of european grants for mobility</td>
<td>973</td>
<td>1,398</td>
<td>1,424</td>
</tr>
<tr>
<td>Grant receiving students (ESC programme %)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of student Associations</td>
<td>47</td>
<td>44</td>
<td>47</td>
</tr>
</tbody>
</table>

#### Rankings

- **Global MBA (World Med MBA):** 43rd Financial Times (International)
- **ESC Master in Management:** 38th Financial Times (Europe) 7th Figaro Etudiant (France)

#### Number of Research Stars & Publications

<table>
<thead>
<tr>
<th>Articles Published in Peer-Reviewed Journals (2008-2013)</th>
<th>Total KEDGE Business School</th>
<th>NB Authors</th>
<th>CNRS “Stars”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>761</td>
<td>142</td>
<td>638</td>
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16%
The story of KEDGE Business School has just begun to unfold with the shared understanding that the future of education is limitless. The transmission of knowledge is no longer constrained by time and space; the digital revolution has bridged the information gap and democratised access to learning.

Society’s rhythms and relationships to time in general have also evolved. With the world at their fingertips, students now have instant access to information and therefore faculty members must not only transmit and produce knowledge, they must also ascribe meaning and context to it by placing greater emphasis on “sensemaking” and “action learning.”

This rapidly evolving context and the challenges it raises led to the creation of a Research, Development and Innovation (RDI) Business Unit encompassing the three major building blocks of the intellectual value chain.

The RDI Business Unit is committed to creating new ways of learning and to developing quality research that is relevant to business. It also seeks to promote student creativity, entrepreneurship and innovation. One could say that the RDI Business Unit’s objective is to become an internal innovation incubator.

Specifically the RDI Business Unit aims to:
- Pioneer pedagogical innovation through the development of digital and action learning;
- Enhance the skills and talents of researchers, instructors and students from emerging countries;
- Increase research resources (objective: 280 faculty members and a M€14 research budget within five years);
- Reinforce our areas of expertise through the development of research clusters; and
- Oversee the development and coordination of the School’s CSR values and actions and their transmission to our stakeholders.

In a world where education goes beyond every border, we must challenge traditional teaching methods, be it through connected learning, disruptive technologies or internal innovation incubation. KEDGE Business School must strive to remain at the edge of knowledge.

Pierre-Guy HOURQUET
Associate Dean of Research, Development and Innovation
High quality research and international recognition are closely linked in Business School development strategies.

Research in our key areas of expertise – Entrepreneurship & New Business Models; Supply Chain Management; Marketing; Corporate Social Responsibility; Culture & Sport Industries; Wine Management; Territories, Health & Well-Being; Euro-Mediterranean Economies & Strategies – has enabled KEDGE Business School to achieve worldwide recognition.

Our ambition now is for the School to be creative in encouraging research that not only advances knowledge but that also creates sustainable, social, and economic value. In this way, we ensure that course content is associated with real company experience and with high quality research to provide our students with original and responsible knowledge, know-how, and interpersonal skills.

To achieve this goal we have defined four strategic objectives:
- Make a significant intellectual contribution to the development and transmission of knowledge;
- Enhance the quality and scope of our faculty;
- Contribute actively to our academic and economic environment; and
- Develop, promote, and implement global responsibility.

Related to these objectives, Kedge Business School has now become the leading French centre for research in business management with 168 permanent faculty members. Over the last five years, our researchers have published 741 scholarly articles in refereed journals and 578 scholarly articles in international refereed journals. While we currently allocate over 12% of our overall budget to research, our ambition is to reach 20% by 2018.

Beyond standard academic publications, our aim is to consider research as a vehicle for progress in the business world. As a consequence, KEDGE Business School has established direct links with corporations and organisations through the development of sponsored research Chairs and the management of networks dedicated to knowledge sharing and the promotion of best practices.

The key strength of research at KEDGE Business School lies in our determination to address societal challenges by looking at corporate issues through the perspective of sustainability and with the objective of creating value for all of our stakeholders.

Christophe ESTAY
Associate Dean of Research
NOTABLE PROJECTS & CONFERENCES

PROJECTS

SUSTAINABLE VALUE

The “Sustainable Value” approach for the assessment of corporate sustainability performance applies the logic of the capital market to the use of scarce resources. Applying this unique approach, Dr. Ralf Barkemeyer of the University of Leeds and Professors Frank Figge and Tobias Hahn of KEDGE Business School looked at how much profit companies generated with the resources available to them during production, and compared each to its peers. This major benchmarking exercise included environmental and social indicators applied to the car manufacturing sector in the “Sustainable Value in Automobile Manufacturing” Report.

www.sustainablevalue.com

TRANSCREATIVA

In 2012 the Arts, Culture and Management in Europe Chair (ACME) was chosen, along with other partners, to participate in the MEL3 European research project “TRANSCREATIVA.” Led by Sinnergiak Social Innovation and funded by the European Union IV B Interreg SUDOE Program, TRANSCREATIVA brings together partners from the regions of Aquitaine (France) and Coimbra (Portugal) as well as Basque representatives. The objective of the project is to foster youth employment in the cultural and creative industries, with a view to promote economic development and social cohesion in Europe.

VIGEO PARTNERSHIP

In 2013 KEDGE Business School and VIGEO, a leading European expert in responsible performance on environmental, social and governance (“ESG”) issues established a research partnership headed by Dr. Christophe Revelli to address the "Financial Crisis and Corporate Social Responsibility (CSR)."

CONFERENCES

IAME 2013

KEDGE Business School hosted IAME 2013, the International Association of Maritime Economists Conference. This prestigious international event was organised by Prof. Pierre Carliou of KEDGE Business School, in partnership with the University of Genoa, the University of Naples Parthenope and the French Institute of Sciences and Technology for Transport, Development and Networks (IFSTTAR). The conference brought together more than 200 maritime and port economists who presented 174 scientific papers over a 3-day period.

INFINTI CONFERENCE ON INTERNATIONAL FINANCE

The 11th annual Infiniti Conference on International Finance was organised by Trinity College Dublin, KEDGE Business School, and Sciences Po, Aix-en-Provence on the theme “The Financial Crisis, Integration and Contagion.” Co-chaired by Dr. Thomas Laugarde-Segot of KEDGE Business School, the conference included 220 peer-reviewed papers and featured roundtables dedicated to topics such as structured products, socially responsible investment (SRI) and banking reforms.

24TH ANNUAL SUPPLY CHAIN FORUM

In May 2013, KEDGE Business School hosted in Bordeaux the 24th Annual Supply Chain Forum on the theme: New Supply Chain Horizons. More than 300 professionals took part in the event as well the Supply Chain Directors of companies such as Philips, Louis Vuitton, HP, Nestlé, Adidas, Babyliss, Diageo, and Delonghi. The Forum organised by Prof. Dominique Estampe, Director of the Global Supply Chain Management Programme, examined the following topics:

· How to reduce inventory through segmentation;
· How to use new technologies to be faster and more flexible; and
· How to reconfigure the supply chain process to improve customer service.

FINANCE & SOCIETY CONFERENCE SERIES

In 2013 KEDGE Business School hosted in Bordeaux the first installment of the conference series Finance & Society which showcases research exploring how finance can best serve society. This first conference entitled “Rethinking Financial and Economic Models for a Post-Crisis Era” was co-organised by Dr. Christophe Faugère and featured keynote speakers Professors Steve Keen and Tony Tinker. The conference addressed issues such as “Do the current economic, accounting and financial models have to be reworked and, if so, how can they be best used as a framework for our financial and political systems?”
RESEARCH AND PEDAGOGICAL CHAIRS

AG2R LA MONDIALE

Since 2008, AG2R LA MONDIALE and KEDGE Business School, two major actors in Sustainable Development and Responsible Investment, have built a partnership through the creation of the “Finance Reconsidered: Investment, Solidarities and Responsibility” Chair. Its key objective is to understand how to engage stakeholders and identify levers for an ethical approach to investment and governance. The AG2R LA MONDIALE Chair is headed by Prof. Bernard Paranque, Professor of Finance at KEDGE Business School.

The core research axis of the Chair is driven by the analysis of SRI (Socially Responsible Investment) benefits at company levels and its impact on stakeholders through social ratings. Publications by the AG2R LA MONDIALE Chair address issues related to values, relationships and share ownership, systems of solidarity, collective action and cooperation, as well as investment, ethics and social responsibility.

ARTS, CULTURE & MANAGEMENT IN EUROPE

The aim of the “Arts, Culture and Management in Europe” (ACME) Chair is to produce and disseminate knowledge on the management of the arts, culture and creative industries. Headed by Dr. Anne Gombault, the Chair includes ten faculty members who specialise in these subjects and conduct research for a wide range of partners in the cultural sector.

The ACME Chair works closely with the professional community, both for producing and financing its research. In 2012-2013, funding was raised through from the following partners: Europe (SUDOE-FEDER, Social Innovation in Southern Europe Creative Industries, ME1.3 project with a €125,000 share for KEDGE Business School), French Ministry of Culture & Communication (Culture patronage and sponsorship in France, €78,000 research project).

BUSINESS AS UNUSUAL

Launched in April 2013, the “Business as Unusual” Chair explores new economic and business models in the light of changing economic and social paradigms. The Chair was developed in joint collaboration with 4 companies (SNCF, La Poste, Orange, Capenergies), 5 NGOs (Ellen MacArthur Foundation, OREE, Institut de l’économie circulaire, Institut Inspire, Green Cross) and three partner universities (Winchester University, Bradford University, Bentley University) and works on a range of projects, all sharing a focus on marketing and consumer culture theory. Projects currently underway or planned include a survey on consumer behaviour involving renewable energy sources, and a proposal for a major European funded cooperative venture with eight other European academic institutions, with a focus on the theme of circular economy.

The faculty team currently includes: Dr. Louise Canning, Dr. Robert Spencer, Dr. Pierpaolo Andriani, Dr. Lionel Maltese and Dr. Stefano Pace.

E-COMMERCE AND RETAIL

Created in 2001, the “E-Commerce and Retail” Chair is the result of a close partnership between KEDGE Business School and various companies, notably the French retailer Auchan. The Chair aims to develop knowledge and relevant expertise related to the use of ICTs (Information & Communication Technologies) by consumers and businesses, and to provide a unique scope for research and pre-professional experience for students.

The Chair focuses on basic and applied research, studying phenomena related to how ICT affects consumption and distribution. Emphasis is placed on the company-consumer interface, with particular focus on retail trade and customer service. Headed by Dr. Gregory Bressolles, the Chair includes a number of faculty members who work in close collaboration with a panel of academic and professional experts.

EURO-MENA CHAIR OF MANAGEMENT

Launched in February 2013 as joint collaboration between KEDGE Business School, the American University of Sharjah (UAE) and the think tank CAPmena, the Euro-MENA Chair of Management seeks to address the socio-demographic realities of the Emirates and the business challenges facing the post-oil revenue economies in the region.

The objective is to make the Chair a unique hub for research, training and exchange for the benefit of students, entrepreneurs, executives and managers of European and Arab companies wishing to develop their
skills, expand their network of influence and contribute to better mutual understanding. The Chair is headed by Prof. Bernard Paranque and the three major outputs will include: knowledge (research), meaning (think tank) and action (training programs, development of social entrepreneurship in the area, events organisation).

**Sustainable Development and Corporate Responsibility**

Founded in September 2003, the “Sustainable Development and Corporate Social Responsibility” Chair has benefited from the sponsorship of SUEZ Lyonnaise des Eaux since 2010. Its research activities focus on sustainable development as a challenge for businesses (public relations, quality, responding to stakeholders’ expectations, controlling environmental costs) as well as for cities and local territories (quality of life, environmental safety, and economic development).

Research conducted by members of the Chair has led to publications in scholarly and professional conferences, journals, books and research papers. All this work is made possible by a number of agreements and research partnerships with corporations and government agencies.

**Sustainable Sourcing in the Network Environment**

This Research Chair was created with the aim of better understanding the central role of the procurement function in sustainable development. Launched in 2010, the Chair benefits from corporate funding and includes a Steering Committee composed of four major French corporations (SNCF - French Rail, L’Occitane, Sodexo and ERDF - French Electricity) and three NGOs (WWF, Max Havelaar and Extra-Muros).

Research activities include:

- An industry survey aimed at identifying factors preventing or hindering implementation of a responsible corporate procurement policy;
- Research into organisational issues raised when implementing a responsible procurement function in the form of an analytical case study, a company report/audit, and an academic article;
- A state-of-the-art bibliometric analysis covering the topic of responsible purchasing;
- An analysis of the impact of labels on responsible procurement practices, with recommendations on how to approach various management issues from a purchasing perspective.

The Chair is headed by Dr. Robert Spencer and Dr. Frédéric Prévot, who work in close collaboration with a team of researchers that include Danielle Castagnoni and Dr. Simona D’Antone as well as two research assistants financed by the Chair: Vichara Kin and Naeem Ashraf.
KEDGE BUSINESS SCHOOL JOURNALS

GLOBAL BUSINESS & ORGANIZATIONAL EXCELLENCE (GBOE)

Global Business & Organizational Excellence, A Review of Research & Best Practices, (GBOE), is published six times a year by John Wiley & Sons and KEDGE Business School’s Marseille Campus. The journal includes case studies and practical guidance on operational issues in organisations, highlighting their implications for practicing managers. GBOE’s primary audience includes executives and managers in business and government, academics, human resources specialists, and consultants, all operating in a global context to effectively enhance business and organisational performance as well as competitive position.

www.logistique-management.com

LOGISTIQUE & MANAGEMENT

Since it was first launched by BEM in 1995, Logistique & Management has become the French academic journal of reference in Logistics and Supply Chain Management. This peer-reviewed journal is widely acknowledged for the quality of its published works, comprising research articles, business cases and professional studies on all issues related to logistics and supply chain management -over 300 logistics-related articles and 30 special-theme publications in total.

www.logistique-management.com

MANAGEMENT & SOCIAL SCIENCES (MSS)

First created in 2000 by l’Harmattan and the Editions de Gestion, the Management & Social Sciences journal is now published at the Bordeaux Campus of KEDGE Business School with the support of the Association Francophone de Gestion des Resources Humaines (AGRH). Its transdisciplinary research articles are published twice a year, highlighting the interconnections between social science fields such as geography, sociology, history and management.

www.supplychain-forum.com

OUR THINK-TANK: THE RESPONSIBLE MANAGEMENT NETWORK

Euromed Management founded the Responsible Manager Network (RMN) in October 2007. Initially launched with 13 companies and NGOs, the network was extended to 22 members in 2011. Today, the following partners are members of the RMN: Adecco, Armor Lux, Des Enjeux et des Hommes, ERDF, Kinnarps, Le Groupe La Poste, L’Occitane, Max Havelaar, ONET, Satori, SNCF, Sodexo, STMicroelectronics, Utopies, Veolia, ACCID, Cora, EDF, Institut Inspire, Novethic, La Varappe.

Acting as a think-tank, the network’s mission is to contribute to the emergence of “responsible management” in order to reconnect business and societal dynamics. The network’s secondary objective is to help advance our community by becoming the reference in responsible management.

Since 2011, the RMN has significantly increased its outreach to society. The network has published several guide books on sustainable development and responsible management, created a range of training tools for its corporate partners, hosted and contributed to numerous events and trainings on responsible management, published a series of press articles on its works, created an animated video, conducted nationwide surveys on responsible management allowing researchers to explore the subject further and financially supported several research activities conducted by KEDGE Business School.
SELECTED PUBLICATIONS


SHARE
Stakeholders are individuals or groups that affect or could be affected by an organisation’s activities, products or services and associated performance (from Freeman, 1984, Mitchell, Agle & Wood, 1997). This principle includes a company’s primary stakeholders (staff, clients, investors) as well as its competitors, regulating bodies, governments, suppliers, local communities and civil society organisations. Impacting virtually every aspect of business, from products and processes, to company practices and governance – stakeholders are the critical friends of modern management.

Research and training activities have also been shaped to respond to stakeholder demands. Teaching risk management, showing how one can find harmony within the constraints and realities of the workplace, and raising awareness about occupational stress, we teach our students how to handle setbacks whenever they may occur and to think critically and collectively.

Students are not just customers; they are our partners in development. With the arrival of KEDGE Business School, student representation bodies have reached a new level of integration into the School’s governance and management. During the merger, students were invited to contribute to selection process for the School’s new name and identity, the brand signature and motto.

As a global education institution, KEDGE Business School needs to take into account local, national and international stakeholders and show commitment in the way it promotes responsible management values. By better understanding the expectations and needs of its stakeholders, the School will increase its performance and relevance across the board. Working in a spirit of partnership with our stakeholders is not only “responsible”; it is a sound and sustainable approach to the conduct of our business.

LEVEL 1
PRIMARY STAKEHOLDERS
Students
Staff
Faculty Board
Alumni
Student Associations
Academic Partners
Chambers of Commerce
Businesses
Local Government

LEVEL 2
SECONDARY STAKEHOLDERS
Parents
French Higher Education Institution Associations (CGE & CPUE)
Unions
Secondary & Prep Schools
Accrediting Bodies
Prospective Students
Suppliers & Subcontractors
Investment Banks

LEVEL 3
SOCIETAL STAKEHOLDERS
Government Bodies
Competitors
Civil Society – NGO & Associations
Press
Calanques National Park Division
International Networks
Ecosystem

STAKEHOLDER HIGHLIGHTS

An MBA Alumnus from the Class of 2001, Phillipe Pateroux, is an active member of the KEDGE Business School community. For over 10 years, Pateroux has worked as a consultant and trainer in the field of sustainability management, creativity, innovation and leadership. In 2012, this Alumnus brought his expertise to the School’s Personal Development department and now acts as the CSR Coach of KEDGE Business School.

KEDGE Business School Professor Vincent Frey is a great example of a teacher that truly believes that learning is mainly accomplished outside the class room. Beyond teaching courses in Negotiation, he can be frequently seen giving speeches at graduation ceremonies, as a jury member during student competitions and assisting the promotions department with their strategy.

“EXTÉRIEUR NUIT” FESTIVAL:
2 days, 40 films, 400 participants. On 25-26 April 2013 KEDGE Business School students organized the 16th annual European Short film festival in Bordeaux. Under the patronage of Vera Belmont, this year’s festival was nocturnal success with an extra screening session “Aquitaine Talents”.

ORANGE:
KEDGE Business School supports Orange in the development and harmonisation of their professional practices, notably with a view to strengthen the educational offer of its Supply Chain Business School. This tailored training program was delivered throughout around 100 seminars for a thousand employees worldwide. A virtual dedicated campus was also created by KEDGE Business School, in order to foster digital actions.
The newly formed KEDGE Business School faculty is composed of nearly 180 permanent professors and hundreds of academic and practicing professional lecturers. The School’s dynamics, globalisation efforts and growth expectations have resulted in a diverse and substantially sized faculty. This faculty is one of our strongest assets in our quest to take on the new challenges of research and education.

Through innovation and the development of new teaching methods, the School’s faculty seeks to integrate digital evolutions while ensuring the proximity and individualisation of the learning experience. We also expect our professors to produce research contributions in their respective fields of expertise that take into account emerging academic and corporate trends.

The emergence of differentiating pedagogical models takes teaching further than the mere transmission of knowledge. Teaching must seek meaning, value inquisitiveness and be integrated into action-based learning schemes. It is also important to break down the walls between theory and practice, which can only be achieved by disseminating the outcome of our research work outside of the academic community.

As the School’s faculty works on developing talent, it must also integrate the values of social responsibility into its research and teaching. Moreover, through its activities, the faculty participates in the development of emerging economies.

The KEDGE Business School teaching community responds to these challenges by improving the quality and diversity of its courses and by being at the forefront of pedagogical innovation. Its contributions also depend on high quality research and the School’s ability to disseminate and capitalise on its intellectual production.

Armand BAJARD & Frédéric PRÉVOT
Associate Deans of Faculty

Dr. Patrick Topscalian perfectly embodies the KEDGE Business School values and principles. Not only has he created an eLearning system and online exam tool (www.management-exam.org), he has also set up a Virtual Masters in Finance in 2012-2013. Tailored to the specific requirements of Executive Education in Africa, this Masters Programme is administered virtually and onsite for 115 participants in Ivory Coast, Burkina Faso and Cameroon. In addition, the programme requires that each student tutors and mentors a person who did not previously have access to education.
The ultimate mission of our programmes is to train managers who will be willing and able to reinvent the daily practice of business, who will not be afraid to think outside the box and who will always display a strong sense of innovation.

To achieve this, we focus on three key dimensions:
- Projects and actions: CREATE
- Knowledge and reflection: SHARE
- Personal development: CARE

This new approach to programme design is, in itself, a way of reinventing daily business practice.

Our general approach is also testament to our strong stance on innovation: to truly think «global», one must accept that not everyone learns in the same way, a fact which is almost never acknowledged by French Grandes Ecoles.

We also believe that the best way to learn is to start with examples and then to move on to theory: such a general teaching approach was basically unheard until now.

We intend to work on our «projects and actions» and «personal development» objectives not as separate entities but, on the contrary, in a way that is fully integrated with the rest of our education offer. «Learning by doing» makes students more open and receptive in the way they acquire knowledge. With entities such as DPP and BPM in Bordeaux and Pro-Act and BeU in Marseille, all the key ingredients were already in place to push the concept further.

During this year of convergence, the general design of our post-grad programmes (KEDGE Bachelor, EBP International and CeseMed) has been reworked. Our objective? To create a seamless network between all our campuses -Bordeaux, Marseille, Toulon, Bastia, Avignon, Bayonne and Dakar- and implement a common model that will make the KEDGE Bachelor easy to adapt in all geographical locations. This new model is even more internationally-focused, with a compulsory semester abroad, an increase in the number of courses delivered in English and a range of new specialisations offered for the third year -including an extended internship.

For MS/MSc programmes, KEDGE Business School offers a wide range of specialisations and has leveraged the merger process to strengthen its academic excellence and ability to personalise study paths.
- All MS/MSc programmes are backed by a team of expert teachers and researchers (organised in clusters).
- Students can now access optional specialisations sanctioned by a certificate, in order to make their study path as personal as possible.
- Students are offered a wide range of work/study options, which can provide support with tuition financing and are a great way to achieve real professional maturity.

For the ESC Master, our first course of action was organising joint oral exams for the Marseille and Bordeaux Grandes Ecoles programmes.

Since April 2013, candidates no longer have to go to both campuses for their selection interviews. They can choose to have their selection interview in Bordeaux even if they actually have their eyes set on the Marseille campus, and vice versa.

The harmonisation of the structure dedicated to the reception of candidates on both campuses played a key role in promoting the KEDGE Business School brand with students.

Students now register to take the KEDGE Business School entrance exam and are still able to take their final selection interview on the site of their choice. Successful candidates will also have the opportunity to choose the campus where they start their curriculum. The ESC programme is designed in such a way that students will be able to take their second and third year in either Bordeaux or Marseille. The notion of being tied to a particular campus will no longer apply. To make this happen, our challenge is to strike the right balance between each site, given its particular identity and attractiveness and making sure all campuses are aligned with our general brand and approach as a Group.

François DUBREU
Executive Dean for Pre-Experience Programmes
OUR PROGRAMMES

BACHELOR LEVEL

- KEDGE Bachelor (3-year programme)
- CeseMed (4-year international programme)

MASTER LEVEL

- ESC (Master in Management)
- EBP International

KEDGE DESIGN SCHOOL

- Innovation & Design Thinking

MS / MSc / Certified Level 1 Diplomas

- International Purchasing & Innovation (MAI)
- Global Risk Management (IMR)
- Global Supply Chain (ISLI)
- Business Engineering
- International Business (MACI)
- Marketing
- International Sport & Event Management
- Financial & Organisational Management
- Shipping Management, Global Transport & Logistics
- Quality Management (ISMQ)
- Wine & Spirits Management (MVS)
- Real Estate & Asset Management (IMPI)

MBA / EMBA

- Global MBA
- Wine & Spirits MBA
- Antai KEDGE Executive MBA

EXECUTIVE EDUCATION

- General Business Management Degrees
  - PMG (General Management Programme)
  - ESC (Master in Management)
  - Strategic, Financial & Organisational Management

- Specialist Degrees
  - International Shipping Management
  - Wealth Management Engineering for Business Leaders
  - Urban Planning & Real Estate Project Management
  - Management of Social Intervention & Public Health Organisations
  - Property & Real Estate (IMPI)
  - International Purchasing & Innovation (MAI)
  - Global Supply Chain (ISLI)
  - Quality Management (ISMQ)

- Short-term programmes & certificate-based courses
Learning does not stop once a person joins the professional world.

Improving one’s skills and competencies in a rapidly changing world is a life-long effort commitment. This is one of the reasons why KEDGE Business School has placed Executive Education at the heart of its development plans by creating an independent Business Unit which fuses the former Executive Education activities of Marseille and Bordeaux and seeks to emphasise further our areas of expertise.

Much more than an additional source of income, Executive Education greatly contributes to the School’s strategic approach by breaking down our 3-axe positioning in the adult learning sector. Not only do we SHARE our knowledge and our professional networks, we also CREATE new ways of learning to help experienced individuals strengthen their skills and businesses improve their performance, and we CARE about the life-long employability of the managers (including our own alumni) we work with.

Due to its flexibility and ability to respond quickly to evolving market conditions, Executive Education is set to become a key driver of innovation for the School. This strategic extension of our Executive Education activity, on both national and international scales, will take various forms: broadening the range and scope of upper level part-time degree programmes (including the Executive Global MBA opening in 2014 in Paris and Bordeaux campuses, following Marseille and Shanghai); emphasis on sectorial “niches” (supply chain, shipping, social & health services, wealth management, real-estate, wine industry); and General Management programmes. The School also intends to pursue further the internationalisation of its tailor-made programme offerings, starting from its existing operations in the MENA and Sub-Saharan regions, and extending to the USA, Hong Kong and several European countries.

Françoise LASALLES-COTTIN
Executive Education Director

In line with the KEDGE Business School values, the Executive Education team actively works on integrating sustainability and CSR issues into its degree requirements and design of its curriculum. Specific CSR modules have also been introduced. After adapting the General Management Programme (Marseille) and general campus infrastructure in order to accommodate for visually impaired participants, a certificate programme was designed for those wishing to specialise in CSR strategy and deployment. A specific Learning Path was also created in the MBA, in addition to an obligatory sustainability course.

The School’s reputation in this field now enables us to bid for highly specialised tenders and help companies to integrate CSR issues in transversal project management.
LEARNING BY DOING

“TELL ME AND I FORGET. TEACH ME AND I REMEMBER. INVOLVE ME AND I LEARN.”
BENJAMIN FRANKLIN

Action-based learning has long been a distinctive trait for both BEM and Euromed Management. Although they had different names (Pro-Act, BPM-Project) both approaches demonstrated the same commitment and will to enable students to be genuine stakeholders in their own education.
In this creative context, KEDGE Business School places “Learning by Doing” at the heart of its pedagogical approach and its strategic development. The School is a firm believer in the virtues of project-based approaches, as they greatly contribute to the personal and professional development of our students and better prepare them for the challenges they will face as future managers. KEDGE Business School aims to facilitate the emergence of talent through structuring and innovative projects tailored to each student’s personal ambitions.
The role of student associations is essential in this innovative learning process. The high number of award-winning projects completed over the past few years is proof of the vitality and efficiency of action-based learning. Every year, more than 1,000 projects are undertaken in transversal areas such as entrepreneurship, sports, CSR, arts, and many more. Each project receives individualised professional coaching and is integrated into the academic curriculum. Students are thus guided, evaluated and graded throughout their projects.

KEDGE Business School decided to mutualise action-based learning practices and services and extend them to all students. In many ways, we are practicing what we teach: we learn as we go.

Nathalie HECTOR
Learning by Doing Programmes Managing Director
Master Programmes Manager

2 KEY CONCEPTS : PROJECT AND ACTION

The KEDGE Business School learning-by-doing pedagogy aims to help students build a consistency and coherence between their studies and their future careers.

Both “Pro-Act” and “BPM” are based on two key concepts:

- **PROJECT** => Definition and development of a project: objectives determination, environment analysis, target analysis...
- **ACTION** => Implementation of the project: undertaken concrete and build up experience, take risks, learn how to adapt to various situations and environments, and apply learnt knowledge and skills.

PEDAGOGICAL OBJECTIVES

- **KNOWLEDGE**: master knowledge (content of courses). This is an opportunity for students to apply what they are learning in class.
- **KNOWHOW**: adopt professional methodologies and behaviors (project management, objectives and action plan definition, issues anticipation, budget and time management...).
- **KNOW HOW TO BE**: develop capacity to take risks and initiatives, be open-minded, work as a team, experience responsibility and empowerment, and grow personally and professionally (ability to adapt to a real environment, self-confidence, leadership skills, ability to analyse and learn from successes and failures, etc.)
- **KNOW HOW TO EVOLVE**: integrate performance thinking, develop creativity, innovation, self-awareness, self-evaluation, self-training...

KEDGE BUSINESS SCHOOL SPLIT BY TYPE OF PROJECTS

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Companies</td>
<td>15%</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>11%</td>
</tr>
<tr>
<td>Communication</td>
<td>11%</td>
</tr>
<tr>
<td>Promotion</td>
<td>8%</td>
</tr>
<tr>
<td>Art and Culture</td>
<td>8%</td>
</tr>
<tr>
<td>Sport</td>
<td>7%</td>
</tr>
<tr>
<td>Student organisations management</td>
<td>40%</td>
</tr>
</tbody>
</table>
Both campuses took part in this sports competition held in Reims last year. For the very first time, KEDGE Business School won the famous Ambiance trophy and came second in sports competitions. These great results are the well-deserved reward for our team’s hard work. More than 400 students came together for this unique community moment: the Challenge Ecricome was more than a sports competition, it was an occasion for Marseille and Bordeaux students to compete as one team and proudly defend their new KEDGE colours.

20-21 April 2013 KEDGERS organised the 22nd Wine Rally during which 450 students went into “wine country”. With a ludic roadbook filled with enigmas and riddles, students visited six prestigious wineries and learnt about their products and production. A surprisingly responsible event, drivers didn’t drink and were controlled at each stop and the winning team was the car who finished with the least amount of kilometres driven – not the fastest.

Pix your campus is one of the first student-initiated projects to be rolled out in every KEDGE BS campus across the world at once. It aims to promote KEDGE Business School through showcasing our students’ artistic talents in a photography contest. The competition was launched on every campus simultaneously via social networks, with a closing ceremony organised in both Marseille and Bordeaux. This year’s themes—“So proud of”, “Through the window” and “My life shot”—attracted 9,000 visits and 2,000 likes.

Fenêtre sur Cours is a KEDGE Business School project which aims to improve the living conditions of inmates at the Baumettes prison in Marseille, help them with their social reintegration and support their families. A great illustration of the School’s CSR strategy, the project was awarded the “Coup de Coeur” prize of “Trophées Solidaires” DNE in 2013.

During her exchange programme in Johannesburg, South Africa, Barbara Copelovici, a KEDGE Business School Marseille student, decided to help locals fight against poverty by sharing her entrepreneurship knowledge and the experience she had gained with her association Accede Provence Entrepreneur. She set up an entrepreneurship mentoring programme within the Hillbrow community centre and provides financial and legal advice as well as free business plans.
FROM BOARDROOMS TO CLASSROOMS:
CORPORATE RELATIONS AT KEDGE BUSINESS SCHOOL

KEDGE Business School counts many companies amongst its key stakeholders. These organisations are more than partners: they are active members of a community and play a central role within the School. They contribute for instance to the shaping of our governance and pedagogy, helping us to maintain the professional and academic coherence and relevance of our programmes. Businesses are also present throughout our admissions process, help us address diversity and inclusion issues, and support our students throughout their studies.

Their second major area of contribution is financial and human resources support for our research activities. This support enables us to set up think tanks, Research Chairs and projects, all selected for their ability to associate academic discipline and real-world business relevance. Support from the corporate world is essential to our development and to our ability to remain at the very forefront of our fields of expertise. Our corporate partners connect with our community via numerous events organised throughout the year. They also cooperate with the School through the development of our Executive Education programmes.

The creation of KEDGE Business School was, in part, a response to the evolution in the corporate world. In particular, our renewed strategic focus on expanding our Executive Education reflects the evolution of business requirements. As part of its commitment to foster innovation and the creation of sustainable value, we also seek to support entrepreneurs across the globe. In particular, we can provide support in developing tailored partnerships for companies seeking to improve their human resource management, as well as for businesses who wish to enter European markets.

Christophe MOUYSSET
Director - Corporate Relations

PHILANTHROPY IN ACTION

The Euro-Mediterranean Management Foundation (La Fondation Euro-Méditerranéenne du Management) was launched under the aegis of the Fondation de France with the mission to promote the development of KEDGE Business School by facilitating access to higher education and contributing to the training of efficient and responsible managers.

THANKS TO THE GENEROSITY OF ITS BENEFACTORS, THE FOUNDATION HAS ALREADY FUNDED:

- Studies, through the financing of scholarships and grants based on merit and social criteria;
- Mentoring/networking programmes: since 2012, all grant receivers have the opportunity to be mentored throughout their studies;
- Research Chairs, conferences and networks in fields that are of specific interest to our corporate donors (e.g.: RMN, Sustainable and Socially Responsible Procurement, Business as Unusual, Euro-Mena);
- Development of new clusters & specialisations, and innovative educational tools (sustainability literacy test, Business Nursery, software and mobile Web applications).

Since April 2012, the Foundation has been involved in the development of the Business Nursery, an incubator-style project dedicated to supporting KEDGE Business School students and graduates and partner institutions in the set-up of innovative entrepreneurship projects.

DONATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>2010</td>
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</tr>
<tr>
<td>2011</td>
<td>196,500</td>
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<tr>
<td>2012</td>
<td>335,350</td>
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<tr>
<td>2013</td>
<td>418,300</td>
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DONATIONS IN KIND/MENTORING (£ EQUIVALENT)

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<th>Amount</th>
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</thead>
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<tr>
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</tr>
<tr>
<td>2012</td>
<td>196,238</td>
</tr>
<tr>
<td>2013</td>
<td>150,000</td>
</tr>
</tbody>
</table>

TOTAL (£): 1,019,150 | 411,238 | 1,430,388

SINCE ITS CREATION

- Scholarships awarded: 200,000
- Donors: 26
- Projects funded: 7
- Grant to Business Nursery: 30,000
Teaching business and management without seeking support from the private sector would make no sense. Private businesses know best what their workforce requirements are and how these are likely to evolve. They are also an essential element in graduate employability. That is why KEDGE Business School has integrated the corporate world into every step of the learning process.

- **Programme Design:** KEDGE Business School associates companies in the design and upgrade of its teaching techniques programme content. Each group of programmes is supervised by a Corporate Steering Committee, comprised of professionals whose activity is closely linked to the programme concerned. Involving over 40 companies, Corporate Steering Commissions not only ensure the professional and academic coherence and relevance of the programme, but also act as quality control bodies.

- **Admissions and Evaluations:** A key element in the School’s educational mission is to optimise the employment prospects of our students and participants. That is why it is vital that companies play a part in both our admissions and evaluation processes.

- **Research:** Partners in Research Chairs, projects, case studies and publications; pertinent management research depends greatly upon information and resources from corporate partners.

- **Teaching:** Companies and professionals participate in a wide range of teaching activities through the provision of guest-lecturers who bring their professional experience to our students.

**128 CORPORATE MISSIONS**

- **Corporate Missions:** During the first year of the KEDGE Grande Ecole programme in Marseille, the third year of the CeseMed programme, and the first year of all KEDGE Bachelor programmes, students work in groups of five to solve real business issues presented to them by companies.

**11 CORPORATE PROJECTS**

- **Corporate Projects:** Corporate Projects are tutored missions on a topic defined by a company and an appointed advisor. Similar to consulting missions, Corporate Projects enable students to apply their skills and knowledge on a real business challenge with an international angle, whilst being supervised by School coaches and professors.

- **Management Residency:** Launched in 2012, this elite programme allows companies to select students they want to work through a comprehensive process (company assignment, internship, recruitment upon graduation).

**1,029 PRO-ACTS / BPMS**

- **Student Business Projects:** Companies can benefit from our ‘learning by doing’ pedagogy and have a team of students set up a specific project for them.

- **Internships and Work-Study Programmes:** Work experience and hands-on learning are essential to business management education. That is why KEDGE Business School requires its students to carry out at least one internship during the course of their studies. The School also put in place a work-study programme which allows students to alternate study times and paid employment throughout the year.

In 2012-2013, the School’s corporate partner of the year was the Ellen MacArthur Foundation, a non-profit foundation based in the UK. This partnership has significantly contributed to our international exposure and content development. It has also played an important role in the launch of our new Research Chair “Business as Unusual”. Among the activities carried out with the Foundation was the annual participation to the Schmidt MacArthur Fellowship, which was granted to PGE student Hugo Coton-Pélagie and his mentor Dr. Loic Maherault.
Like any organisation, KEDGE Business School has an impact on its communities, be they local, international or even digital.

It is the School's responsibility to mitigate, reduce and compensate for its negative externalities. KEDGE Business School must play an active role in local economy, in academia and in the sphere of higher education. In other words, KEDGE Business School seeks to have a responsible and sustainable impact on its various communities.

From Aquitaine to the Côte d’Azur and Paris, KEDGE Business School is committed to local community development. Through our Business Nursery initiative, student entrepreneurs receive support in creating and launching their own businesses. With projects such as ETHOMED, the School helps identify, accompany and fund social entrepreneurship projects in the region. Through Corporate Projects and Missions, KEDGE Business School brings together local businesses and students to help improve their financial and social performance. By participating in local working groups and scientific committees, KEDGE Business School reinforces local expertise, notably in the field of CSR.

KEDGE Business School faculty members participate in a wide range of international joint research projects. Each year we organise the MENA Economic Forum to promote economic relations in North Africa. KEDGE Business School also works actively in the promotion of sustainability in higher education. Not only does the School represent French higher education (CGE & CPU) in international sustainability negotiations, it also spearheads the Sustainability Literacy Test programme and coordinates the Platform for Sustainability Performance in higher education.

The contributions of the student community are particularly noticeable due to the School’s project-based, learning-by-doing, teaching approach (cf pg.44). Last year, 1,029 projects were carried out locally and internationally. Out of these projects, 116 were concerned with sustainability or the environment. From tutoring local youths to promoting social entrepreneurship in Africa, the student associations play an active role in our community outreach and in local development.

The Digital Ecosystem, Heart of the KEDGE Business School Community

KEDGE Business School students and alumni study and work in many different countries and from a wide range of campuses, offices and home set-ups. Digital media allows us to keep in contact with our different communities and communicate with all our stakeholders. That is why KEDGE Business School put in place a digital media service which provides online content and supports students throughout their projects.

Social networks, both internal and public, have become the heart of the School’s communication. Whether tweeting with the Dean or facebooking with the Community Manager, this new form of communication enables KEDGE Business School to break through the barriers of classic academia.

Among Our Contributions

INTERNATIONAL

- Equal Board
- FEMISE
- Sustainability Literacy Test
- Platform for Sustainability Performance in Higher Education
- ETHOMED
- IFLA
- ASLIB
- ARL
- OCHEMP
- UNESC working groups
- PRME working groups
- Institut Franco-Chinois ORL
- AASHE
- Academic Impact
- GUPES – UNEP
- SCC – Supply Chain Council
- ELA – European Logistics Association

NATIONAL

- CEED
- CGE
- CGE- Sustainability Commission and working Groups
- ACIEGE
- Public Service Institut
- APM (Association for the Progress of Management)
- MEDEF
- Responsible Management Network
- Responsible Campus project groups
- Comité 21
- ORSE
- National Environmental Circular Economy Institut
- AFNOR
- ASLOG

LOCAL

- ASESIM (Local branch of the CGE)
- Training Job Seekers
- Tutoring & Mentoring (Cordées de la Réussite)
- Company research projects
- Grand Luminy Incubator
- Impulse Incubator
- Regional working group & projects on sustainability / CSR
- UPE 13
- Université des Entreprises MEDEF Gironde
- National Calanques Parc RSE PACA
- Wiki 2D
- CRÉER
- Business Nursery
- Réseau documentaire Education, formation, emploi
THINKING GLOBAL

In 2012-2013, the International Development Business Unit (BU4) focused on renegotiating all existing KEDGE Business School agreements worldwide, entering into new agreements with accredited partners and creating a new specific offer for emerging economies (Eastern Europe, Korea...). We also implemented an exit strategy for some of our partners, with a view to streamline our network and meet the quality standards required to achieve our goals of global positioning for our School.

There are two main reasons for this: firstly, they represent a strong potential, in both demographic and economic terms; secondly, their development leads to growing needs in terms of teaching and training.

The contribution of BU4 is twofold. Firstly, it contributes significantly to the positioning of KEDGE Business School as a global higher education institution, and to expanding our global presence in emerging countries with strong demographic potential, with ambitions that go beyond mere business objectives and extend to achieving universal access to knowledge. Secondly, it is concerned with putting in place innovative educational systems that will meet both business requirements and the expectations of local populations, while overcoming infrastructural constraints -which can sometimes be significant. This involves seeking active partnerships and distance-learning approaches, always keeping an eye on the alignment between our pedagogical approach and our global ambitions.

In this view, we have devised new ways to share knowledge, skills and resources. To share knowledge, we plan to create Pop-Up Campuses. They embody an approach which favours immediacy and distance-learning. They can be set up very quickly wherever they are needed, and then can be dismantled just as rapidly once the need is deemed to have been satisfied.

Eager to share its expertise with other institutions, KEDGE Business School created the KEDGE Global Signature, which provides support for the development of business schools based in emerging regions and which show great potential despite not being accredited. KEDGE Business School aims to share skills and expertise to help these schools strengthen their ability to design their own teaching content. With the benefit of a double signature, they will be able to obtain recognition for their qualifications and rise to the international standards required to obtain accreditations.

KEDGE Business School also aims to streamline the use of its resources. To this effect, we are setting up a network of carefully selected partner universities -ideally restrained limited to one institution per continent-, with a view to take international cooperation to a strategic level and to pool infrastructure resources. All «regional development» projects undertaken by BU4 are part of a wider commitment to global expansion taken by KEDGE Business School, but they are also testament to a genuine desire to benefit local businesses and populations.

Jacques-Olivier PESME
International Development Director
CARE
CARING FOR STUDENTS

BE-U

A complete and integrated Personal Development Process, which has proven a strong and differentiating asset for both the School and its students.

KEDGE Business School understands that each student is an individual with specific learning needs. This is one of the reasons we send our students on a pedagogical journey which allows for a break from traditional business school learning models. Business, markets and organisations evolve in a discontinuous, non-linear and dynamic way, allowing for the possibility of emergent and self-organising behaviour. It is therefore essential to nurture competencies such as flexibility, anticipation and openness to change. In this view, KEDGE Business School set up Be-U, a three dimensional Personal Development service which is integrated into our pedagogical processes.

KEDGE Business School understands that Personal Development is not a subject matter which can be approached as an objective and pre-defined body of transferable knowledge. It must involve creativity, discovery and action-based learning. No single concept of management can fully capture the diversity of roles and activities in which managers are involved. That is why Be-U was designed to help students be creative in adapting to different social roles and positioning.

Marion DEPONT
Head of Employability

THE THREE DIMENSIONS OF BE-U

BE
A dimension centered on helping the learner to know him/herself better, with a view to improve self-awareness, make the most of his/her personal strengths and acquire the adaptability and leadership skills required in entrepreneurship.

LIVE
A dimension centered on interacting with others, learning from one’s own actions and improve one’s ability to work as part of a team. This is achieved through initiatives such as Pro-Acts, BPUs, Internships, Apprenticeship, Corporate Missions, ...

BECOME
A dimension centered on managing one’s own career progression. A dedicated Career Centre has been set up for this.

I learn to know who I am and I define a career plan accordingly.

I build my career plan and I implement it on the job market.

I develop my skills through practical experience (internships, Pro-Acts,...)

60 COACHES
38 PROFESSIONAL CONFERENCES
24 JOB CONFERENCES
6,326 HOURS OF COACHING

60 COACHES
38 PROFESSIONAL CONFERENCES
24 JOB CONFERENCES
6,326 HOURS OF COACHING
PROMOTING DIVERSITY...

One size does not fit all.

In a world of perpetual evolutions, diversity is integral to excellence and a key element in corporate survival. Diversity management is not just about acceptance and respect; it is also about acknowledging that diversity can bring added value to any organisation. KEDGE Business School aims to better represent the realities of French society demographics (National Green Plan Objective for 2020) even if this means employing a certain degree of positive discrimination. During the admissions period, jury members are asked to look for candidates who are able to differentiate themselves and present thoughts, actions and experiences which are very much their own. To achieve our national objective and to change mindsets, both long-term and short-term actions must be carried out. KEDGE Business School has thus developed scholarships, grants, apprenticeships and partnerships to promote diversity.

Despite the School’s commitments, a number of challenges remain. Tuition fees remain costly, some of our buildings lack proper disabled access and facilities, and we have only slowly begun to address the issue of gender inequality. Each year, our new students arrive with bags of preconceived notions. It is our job to ensure that they leave with a broader mind and an ability and desire to embrace diversity.

Efforts for Diversity

**Students**

- Give everyone an access to higher education
- Allow them to integrate KEDGE Business School
- Enable them to carry out their studies in the best learning conditions
- Enable them to enter the job market

**Civil Society**

- Mentoring, tutoring, community awareness raising
- Scholarships, parallel admissions, apprenticeships, wellness, building conformity

**KEDGE Business School**

**Job Market**

- Awareness raising and training, exemplarity, alumni support

Social Origin of Students

- Agro-fishing industry: 1,7%
- Self-employed Workers, Business Owners (over ten employees): 14,2%
- Senior Management & Knowledge-based Professions: 47,24%
- Intermediate level workers: 11,05%
- White-Collar Workers: 7,44%
- Blue collar Workers: 3%
- Retired: 5,77%
- Unemployed: 4%
- Other: 5,6%

Diversity Week - Marseille

On March 18-22, 2013, KEDGE Business School hosted its 4th annual Diversity Week. Various events and actions were organised based on four main themes: cultural diversity, homophobia and disabilities. The highlight of the week was a conference organised with Student Association Diambars: «One Passion, One Commitment». A former minister (Martin Hirsch) and a former football player (Jimmy Adovivi-Boco) were invited as keynote speakers to share their views on the importance of public service and working for the community.

Feminism Conference - Bordeaux

A student association invited Marie-Jo Zimmermann, Member of the French Parliament and Chairman of the Delegation of the French Parliament on Women’s Rights and Equal Opportunities, and Réjane Senac, a CNRS researcher and former Secretary General of the Observatory for Gender Equality, to come and debate about a range of topics related to feminism.
As an elite Business School, we are committed to training the best candidates, regardless of their social background, religion, gender or disabilities.

We acknowledge that daily efforts are required to avoid the reproduction of social “casts” and ensure the best social representation possible within our institution. Through tutoring programmes such as “Coach me I’m Famous” and the “Passeport Avenir”, corporate mentors help our students build their social network and corporate culture capital.

Combined with efforts to diversify its student base, KEDGE Business School also works towards making higher education more accessible. Thanks to a partnership with a preparatory school in Marseille, we are able to provide full tuition scholarships for youths coming from underprivileged households. Last year alone, this programme waived over €85,000 in school fees.

In 2012-2013, KEDGE Business School students received over €66 in financial support. That is still not enough, however. As long as there are students living in poverty, the School will not have fulfilled its responsibility. That is why KEDGE Business School decided to increase its yearly scholarship fund, going from €471,000 (not including waived fees) to €61.

The School is not alone in its commitment. Over 17 student projects and 200 committed students support this policy. Across KEDGE Business School campuses, students are reaching out to their local communities and helping youths from underprivileged areas. Student led projects work either to help high potential youth’s access higher education or working with those who will not continue their studies but still need help.

Marseille – providing more than 19,000 hours of tutoring and mentoring each year
Since 2006, the Phoenix Association has been awarded the “Cordées” label for 3 of its 9 projects aimed at priority education zones. In 2012-2013, 103 Euromed Management students mentored 242 secondary school youths as part of the Phoenix scheme. Cordées-la-beled projects include: “To each their Excellence”, “Roy d’Espagne” and “Jean-Claude Izzo”.

2012-2013 Chourmo Student Project
A joint venture between student associations Phoenix and Diambars, this partnership was signed with the Jean-Claude Izzo Middle School. This new project works with students who have been temporarily suspended so as to prevent any further worsening of their situation. Two students are assigned to each of those youths and provide five mentoring and tutoring sessions during the suspension period. During its pilot year, Chourmo worked with 10 youths and received many praises from educational authorities.

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As a higher education institution, KEDGE Business School is responsible for providing its students with a learning environment that is conducive to the optimisation of their studies.

Offering a holistic and personalised approach, our Group works on creating an environment conducive to the personal and intellectual development of each student. With this in mind, KEDGE Business School provides a unique service for its students called “Wellness”. This initiative seeks to improve the quality of life and health of students, to be at the service of individual performance and to help prevent psychosocial risks. Wellness seeks not only to accompany students in distress, but also aims to prevent such situations from occurring by raising awareness on a range of health-related issues.

Launched in Marseille in November 2011, Wellness has progressively evolved from a project to a permanent Service provided on each of our French campuses. Wellness is adapted to each campus and their population, the most recent being the Bordeaux (Talence) site. Independent from the Student Services, Wellness guarantees the confidentiality and autonomy of its approach. Each student who comes and seeks help from the Wellness Team and its medical partners is guaranteed absolute confidentiality with regards to their student records.

As part of this initiative, a number of services and spaces on each campus are dedicated to the Wellness of our students:
- **Student Wellness Centre** – An open and comfortable space where one can find information related to health, nutrition, sports, stress, financial support and other relevant information.
- **Wellness Counselling Centre** – This space is reserved for students who would like a confidential meeting with the school’s psychologist or with a member of the Wellness Team. A psychologist is available for free consultations on the Bordeaux, Marseille and Toulon campuses.
- **Wellness Team** – The Wellness Team (Marseille and Toulon) comprises of 11 members of the School’s staff. It offers first-line support –organising medical visits and consultations if necessary-, manages the dedicated Wellness rooms and their documentation, and acts as an information relay between students and the School’s management.
- **Wellness Animator and Coordinator** – A full-time social-psychologist was recruited in 2012 to lead the Wellness Service in Marseille and Toulon. The Bordeaux branch is currently coordinated by their resident psychologist.

**PREVENTION AND AWARENESS RAISING ACTIONS CARRIED OUT IN 2012-2013:**
- 32 activities promoting student well-being and health (nutritionists, stress management, STD testing, etc.);
- Wellness Workshops for students and staff on how to identify and manage psychosocial risks and addictions;
- Training students on alcohol prevention techniques for student parties and events;
- New communication tools such as the “Wellness guide” and video; and
- A study carried out by the School of Medicine on addictive behaviours specific to students.

**FACULTY HIGHLIGHT**

Sylvie BRUNET, Professor of Management and Social Performance at KEDGE Business School & Vice-President of the National Association of Human Resource Directors (ANDRH) wrote a report on the prevention of psychosocial risks in May 2013 as mandated by the French Social, Economic and Environmental Council. This report was submitted to the French Government, with a wide range of recommendations on how to improve prevention of these risks in the workplace. The Full report can be downloaded from the KEDGE Business School website.
Historically, most French business schools were created and run by local Chambers of Commerce and Industry. As such, many of them did not directly handle their own human resources management. With the creation of the Euromed Management Association in 2010 and the advent of the KEDGE Business School Association in 2013, HR management was transferred away from the various Chambers of Commerce and Industry (Marseille, Toulon and more recently Bordeaux) and is now coordinated by a multi-campus team.

The Association has created an HR department within the School, tasked with establishing a dynamic and proactive HR policy. In particular, the mission of this department is to facilitate the emergence of a common and shared culture within the School’s staff and faculty. This is particularly challenging given the diversity, both in terms of culture and status, of our working community. This new DNA must be accepted and appropriated by every staff member, regardless of their status within the School.

The Association has had to take on a number of challenges over the past year, most of them typical of any merger process: merging organisational cultures, managing change, addressing staff well-being and stress issues, etc. A key challenge was making sure that the new organisational structure allowed for the desired balance and diversity within the School’s management and operations.

To this effect, the School has put in place various Human Resource development tools. Tools which were introduced before the merger must now be adapted so as to accommodate 200 new staff members.

**CURRENT PROJECTS INCLUDE:**

- The ESMP (Employment and Skills Management Plan): a skills and competency evaluation tool which helps the School capitalise on its skill-base and better address its needs.
- An internal employee satisfaction survey: a management tool which helps the School assessing the level of commitment to and understanding of the School’s strategy amongst the staff. Every year, an action plan is put in place based on these results.
- A training programme, focusing mainly on the consolidation of acquired skills by employees and improving mastery of English (27% of the programme budget), with specific courses also added for faculty members.
- Recruitment: the hiring plan comes in support of the School’s strategy. In 2012-2013, the School recruited a number of people whose skills were needed to reinforce the organisation and the faculty.

**Marie-Pierre CODOGNET**

*Human Resources Director*

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**TOTAL STAFF**

by contract type, gender and nationality (01/08/2013)

- **PERMANENT**
  - Male: 40%
  - Female: 60%
  - French: 85%
  - Foreign: 15%

- **TEMPORARY**
  - Male: 11%
  - Female: 60%
  - French: 85%
  - Foreign: 15%
For most people, sustainability in higher education equates with the environmentally responsible management of buildings and facilities.

Not only is this the most visible and easily measurable aspect, it also makes perfect financial sense. Saving energy means saving money, an argument that will easily reach out to any organisation. Nevertheless, as was confirmed by last year’s Green Plan, Green Campus Management remains our greatest challenge (and that of most French higher education Institutions), despite notable improvements.

As the indicators on pg. 69-71 demonstrate, the School is slowly but surely improving its Green Management practices. A number of projects were launched during the 2012-2013 school year and these efforts must now be adapted to integrate every KEDGE Business School campus. In Marseille, the Luminy campus must pay particular attention to its environment as the land surrounding the campus became part of the new Parc National des Calanques in 2012. KEDGE Business School seeks to lower the negative externalities of its activities and contribute to the protection of biodiversity and fight against climate change by improving the way it manages its resources and waste. One of our greatest challenges is reducing our carbon footprint during a phase of expansion and renovation. The fact that we do not own our all our infrastructure only adds to the complexity of the task.

This is why The CSR Department works closely with the Student Sustainable Campus initiative to raise awareness amongst staff and students. Our efforts to lower our carbon footprint are focused around six key objectives: energy consumption and production, waste management, responsible purchasing, building renovation, biodiversity and transportation.

ENERGY

2012-2013 was a year of contradictions in energy management. Despite the remarkably cold winter, natural gas consumption decreased by 4% in Bordeaux and 3% in Provence. Despite the increased reliance on energy-saving light bulbs and the introduction of energy management tools, electricity use went up by 5% in Bordeaux and 2% in Provence. This can partly be explained by an increase in student population, as well as by the installation of new digital tools, such as screens, projectors and video equipment, which inevitably impact on energy consumption. The increase is also linked to the numerous renovation and construction projects currently underway on all KEDGE Business School campuses.

Explanations aside, these numbers remain a partial set-back in the School’s overall energy-saving objectives. The School needs to maintain its efforts in behavior change, streamlining and mutualising, energy-efficiency for all facilities, renewable energy, etc. The School’s 300sqm of solar panels generated a daily average of 108.84w/h.

WASTE

Waste management is more challenging than it may seem. Each campus operates in a specific context, in terms of suppliers, location and available public waste services. This explains why the degree of recycling and waste valorisation varies greatly from one campus to another. Specific regulations and requirements are now embedded into agreements with our contractors; and paper and cardboard recycling services have been put in place in Marseille and Toulon. Our management of metal, computer, electronics and technical waste remains elementary and the logistics and IS Teams manage efficiently these particular types of waste.

Despite marked improvements, last year’s targets set for the recycling of bottles and cans were not met. The CSR Team and students from Campus Durable launched a waste management project that was validated by the School’s governance, allowing for the introduction of a new waste and recycling services and facilities in autumn 2013. A similar project has been launched in Bordeaux and will lead to “greener” waste management services being introduced after the current round of construction.
KEDGE Business School has made the commitment to integrate CSR criteria into its overall assessment of prospective suppliers. Rather than implement a "Green Plan" national objective, giving CSR criteria 30% of the evaluation weight, the School has chosen to embed CSR requirements into its contracts and tender documents.

Last year a CSR Officer was appointed within the Purchasing Department, tasked with preparing a responsible purchasing charter that will apply not only to the School, but also to the Chamber of Commerce and Industry and the Marseille Provence Airport.

The School’s largest source of carbon emissions is student and staff transportation. Investments have been made in videoconference equipment and other technical facilities that should help reduce commuter emissions. Two hybrid vehicles are already in service and an electrical car was added in late 2013 on the Marseille campus. In Bordeaux, the new building construction works drastically limited available parking spaces on the campus, which has inadvertently pushed both students and staff to use public transportation.

As can be expected, the School’s largest source of carbon emissions is student and staff transportation. Investments have been made in videoconference equipment and other technical facilities that should help reduce commuter emissions. Two hybrid vehicles are already in service and an electrical car was added in late 2013 on the Marseille campus. In Bordeaux, the new building construction works drastically limited available parking spaces on the campus, which has inadvertently pushed both students and staff to use public transportation.

In 2013, the Sustainable Mobility student project carried out a survey on student & staff transportation (Marseille), and drafted a Campus Mobility Plan. The CSR Department also launched a project with Emmanuelle Champaud, a member of the non-permanent teaching staff, which led to the installation of the electric car charging stations (summer 2013). This project, undertaken by start-up Totem.mobi, has 2 key objectives: make electric mobility less expensive for students, and make the car a communication tool in its own right. Through this project, electric vehicles will be made available to students and staff members, beginning in autumn 2013.

In Bordeaux, a "High Environmental Quality" approach has been applied throughout the campus extension programme. During construction, the School paid close attention to construction materials, water management, air quality, etc. A study was carried out to optimize energy efficiency, building maintenance, acoustics and material choices.

The Bordeaux, Marseille and Toulon campuses each have their own character and biodiversity. The one thing they do share is their "raison d’être". In this view, the School drafted a biodiversity action plan focused on awareness-raising and promoting responsible campus use.

On the Luminy campus, in accordance with National Park regulations, sub-contractors and members of the technical staff do not use any toxic or harmful products. A formal action plan has yet to be adopted, however.

A number of student projects and activities seek to preserve local biodiversity, such as the Calanque cleaning operations and the "Beehive Project". With the arrival of the hives in 2011, the CSR Department initiated a student project to help draft a biodiversity policy and action plan. The School gave students the opportunity to work on this topic and organised staff training on how to assess services rendered by natural ecosystems. In 2012 a project was launched to create a "nature walk" - or biodiversity walk- on the campus, in joint collaboration with the PACA Region, the City of Marseille, the Calanque National Park, and the Institut Inspire.
This section is an index of KEDGE Business School’s 2012-2013 financial and extra financial performance indicators.

Over the past years, both schools have measured the impact and progress of their extra-financial, sustainable development, indicators. As in any merger, one of the first challenges has been harmonising these indicators and providing comparable data when possible.

The reporting timeframe covers a period preceding the merger. For this reason, a number of indicators provide separate performance results concerning BEM and Euromed Management.

Due to the merger, the majority of performance objectives for 2013-2014 have been left blank and the performance trend analysis only pertains to extra-financial indicators.
# 2012-2013 PERFORMANCE INDEX

## IMPACT MEASUREMENT

- **A**: Objective achieved or surpassed
- **B**: Objective is being realised
- **C**: Objective not achieved
- **NA or (-)**: Non Available / Applicable

## ACTIVITY MEASUREMENT

- **↑**: Means/actions carried out this year contributed to the achievement of long-term goals
- **→**: Means/actions carried out this year are not adapted to the achievement of long-term goals
- **♀**: Means/actions carried out this year did not contribute to our goals

### MAIN INDICATOR / SD OBJECTIVES (NO: NATIONAL / IO: INSTITUTIONAL)

#### KEY PERFORMANCE INDICATORS

|------|-----------|-----------|-----------|-------------------|----------------------|--------|

### 1. STRATEGY AND GOVERNANCE

#### BUDGET (M€)

- **Euromed Management**
- **BEM**
- **KEDGE Business School**

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall budget (M€)</th>
<th>Total FT Faculty &amp; Staff Wages (M€)</th>
<th>Total PT Faculty wages &amp; contractual personnel (M€)</th>
<th>KEDGE Business School Investments (M€)</th>
<th>Tuition fees - Global (M€)</th>
<th>Average cost of a Master’s Degree</th>
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<td>2009/2010</td>
<td>39.4</td>
<td>13.46</td>
<td>6.61</td>
<td>2.9</td>
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<td>45.1</td>
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<td>2011/2012</td>
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<td>19.70</td>
<td>8.82</td>
<td>3.1</td>
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<td>Results 2012/2013</td>
<td>53.7</td>
<td>22.31</td>
<td>9.2</td>
<td>3.2</td>
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<td>14.6</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15.4</td>
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<td>41.03</td>
<td>12.8</td>
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<td>79.9</td>
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#### CORPORATE CONTRIBUTIONS

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<th>Year</th>
<th>Advanced partnerships</th>
<th>Corporate relations</th>
<th>Apprenticeship tax collected (M€)</th>
<th>Internships</th>
<th>Company origin (international/national)</th>
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<td>48% / 52%</td>
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<td>7.7</td>
<td>2,732</td>
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<td>900</td>
<td>6</td>
<td>2,503</td>
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<td>-</td>
<td>8.5</td>
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#### NUMBER OF STUDENTS

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### Notes

- 1K€ = 1,000€
- 1M€ = 1,000,000€
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<td>GEOPGRAPHICAL ORIGIN OF STUDENTS</td>
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<td>19%</td>
<td>25%</td>
<td>23%</td>
<td>-</td>
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<td></td>
<td>Aquitaine Area</td>
<td>29.2%</td>
<td>26.7%</td>
<td>31.2%</td>
<td>33.3%</td>
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<td>France</td>
<td>72.4%</td>
<td>72.2%</td>
<td>77%</td>
<td>72%</td>
<td>-</td>
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<td>Europe (excl. Russia and Turkey)</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
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<td></td>
<td>International (incl. Europe)</td>
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<td>28%</td>
<td>23%</td>
<td>28%</td>
<td>-</td>
<td>18%</td>
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<td>REQUIRED ENTRANCE EXAM SCORES</td>
<td>Ecricome</td>
<td>7.55</td>
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<td>-</td>
<td>9,8</td>
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<tr>
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<td>Le Parisien</td>
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<td>3</td>
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<td>(NO) SIGNATURE OF SD CHARTER INVOLVING ALL STAKEHOLDERS</td>
<td>New School Commitments</td>
<td>Id + Signature of Climate Declarations</td>
<td>Id + Signature of Academic Impact</td>
<td>Rio +20 HEI Declaration</td>
<td>Id + GUPES Membership</td>
<td>Biodiversity Charter Signature &amp; Commitment renewal</td>
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<td>(IO 2015) 2 SD CRITERIA IN MANAGERS' EVALUATION</td>
<td>Use of extra-financial criteria in managers' performance assessments</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
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<td>(NO) QUARTERLY MEETINGS OF SD COMMITTEE (REPRESENTING STAFF, STUDENTS, MANAGEMENT AND STAKEHOLDERS)</td>
<td>Existence of a CSR department</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>A ⇦</td>
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<td>Staff dedicated to CSR issues</td>
<td>4</td>
<td>2</td>
<td>2 full-time 2 part-time</td>
<td>3 full-time</td>
<td>3 full-time</td>
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<td>Number of CSR Officer meetings</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>A ⇦</td>
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<td>Dedicated CSR budget in KC [excl. research, investment, wages, etc.]</td>
<td>70</td>
<td>55</td>
<td>101</td>
<td>76,8</td>
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<td>(SO 2015) 1 ANNUAL MEETING FOR EACH TYPE OF STAKEHOLDER: STUDENTS, STAFF, EXTERNAL</td>
<td>Frequency and method for stakeholder consultation</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<td>(NO) ANNUAL ACTIVITY REPORT COVERING SD INITIATIVES</td>
<td>Activity report covering SD initiatives</td>
<td>SD report</td>
<td>Integrated Report</td>
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<td>Id</td>
<td>A ⇦</td>
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<td>(SO) REACHING ALL STAKEHOLDERS</td>
<td>SD-related awareness raising actions</td>
<td>5</td>
<td>5</td>
<td>22</td>
<td>29</td>
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## 2. Teaching & Training

### Number of Students per Programme

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<td>All Programmes + International</td>
<td>4,503</td>
<td>5,604</td>
<td>5,794</td>
<td>6,429</td>
<td>11,442</td>
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<tr>
<td>All Bachelors</td>
<td>2,786</td>
<td>3,572</td>
<td>3,578</td>
<td>4,622</td>
<td>2,955</td>
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<tr>
<td>All Masters</td>
<td>1,627</td>
<td>1,406</td>
<td>1,547</td>
<td>1,644</td>
<td>7,703</td>
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<td>ESC</td>
<td>1,780</td>
<td>1,944</td>
<td>2,192</td>
<td>2,370</td>
<td>4,859</td>
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<td>MSc</td>
<td>1,425</td>
<td>1,958</td>
<td>2,052</td>
<td>2,102</td>
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<td>MS</td>
<td>955</td>
<td>1,255</td>
<td>1,089</td>
<td>1,279</td>
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<td>MBA-EMBA</td>
<td>53</td>
<td>81</td>
<td>51</td>
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<td>DBA</td>
<td>137</td>
<td>263</td>
<td>297</td>
<td>362</td>
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<td>Number of Partners (accredited)</td>
<td>164 (54)</td>
<td>169 (72)</td>
<td>178 (79)</td>
<td>189 (88)</td>
<td>273 (164)</td>
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### International Partnerships

- Number of incoming students: 447, 473, 562, 976, 967
- Number of outgoing students: 757, 867, 796, 723, 1,626
- Number of students involved in special programmes (summer school + MBA summer school): 70, 64, 95, 120, NA
- Number of students involved in special programmes: 59, 140, 166, 94

### Personal Development

- Number of coaches: NA, 42, 44, 60, 96
- Total coaching hours: NA, NA, NA, 2,750, 3,100

### Students Pro-Acts per Category (all students from Marseille Campus)

- Number of Pro-Acts (total): 606, 962, 849, 934, -
- Pro-Act Terre: 67, 119, 101, 102, -
- Entrepreneurship: 89, 124, 110, 128, -
- Information / Communication: 303, 495, 453, 388, -
- Associative Management: 42, 84, 71, 65, -
- Sports: 60, 59, 45, 57, -
- Arts: 40, 61, 42, 61, -
- Business: 5, 20, 27, 163, -

### Student Research or Professional Projects

- Employment: 772, 729, 875, 1,174, -
- Research: 957, 1,348, 927, 1,611, -
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<td>BPM (Business Project Management) (ESC Programme Students from Bordeaux Campus)</td>
<td>Number of BPM’s (total)</td>
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<td>71</td>
<td>89</td>
<td>95</td>
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<td>Sports &amp; Leisure</td>
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<td>Social Citizenship</td>
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<td>Economy &amp; Finance</td>
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<td>20</td>
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| (NO 2013) SD TRAINING FOR 100% OF FACULTY MEMBERS | Percentage of faculty members receiving SD-related training | 0% | 3.6% | 9.9% | 0% | NA | C ⇧ |
| | - | - | 30% for PSR | - | - | - | - |

| (NO 2011) EXISTENCE OF AN SD CORE TEACHING CONTENT (NO 2017) 100% OF PROGRAMMES INCLUDE AN SD COURSE | Proportion of compulsory courses content dedicated to SD issues | CeseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CeseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CaseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CaseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CaseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CaseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) | CaseMed (15%) EGC (10%) PMF (8%) ESC1 (8%) ESC2 (14%) MS/MSc (0%) |
| | Bachelor (6.2%) EBP (5%) ESC Bachelor (11.4%) MS/MSc (10.7%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) | Bachelor (8.3%) EBP (6.9%) ESC Bachelor (11.4%) MS/MSc (12.2%) |

| >> Proportion of elective courses | ESC2 (30%) MS/MSc (14%) | ESC 2 (14%) MS/MSc (20%) | ESC (18%) MS/MSc (35%) | MBA (4.8%) | ESC (19%) MS/MSc (%) | MBA (4.8%) | ESC (19%) MS/MSc (%) | MBA (4.8%) | NA | B ⇧ |
| | | | | | | | | | | | |
| >> Executive Education | 3 short-term courses | 4 short-term courses + 1 programme | 4 short-term courses + 1 10-day programme | Elective MBA track + 10-day programme | NA | B ⇧ |
| | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | FC ESC (5%) FC ISLI (5%) FC MAI (1 short-term course) | NA | B ⇧ |

| Proportion of students/graduates taking on an internship/job tackling SD issues | - | 17.5% | 19% | 20% | NA | - | - | - | - | - |

Harmonise programmes and ensure that each degree delivering programme has a minimum of 1 compulsory SD Course.

Executive Education
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<td>61</td>
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<td>(NO 2013)15% OF RESEARCH PROJECTS DEDICATED TO SD TOPICS</td>
<td>Proportion of SD-relevant academic output</td>
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<td>36%</td>
<td>35%</td>
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<td>Number of research Chairs dedicated to SD / CSR</td>
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<td>Existence of an Interdisciplinary Group on SD issues</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>(NO 2011) INTERDISCIPLINARY RESEARCH GROUP ON SD (NO 2011) NATIONAL EXCHANGE PLATFORM FOR SD KNOWLEDGE</td>
<td>Involvement in National / International research Programmes on SD</td>
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<td>(NO ) SD RESEARCH IN PARTNERSHIP WITH OTHER TYPES OF ORGANISATIONS</td>
<td>Number of initiatives aimed at widening circulation of research</td>
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<td>73</td>
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<td>Percentage of Men/Women</td>
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<td>42% / 58%</td>
<td>42% / 58%</td>
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<td>Percentage of French/non-French</td>
<td>84% / 16%</td>
<td>84% / 16%</td>
<td>82% / 18%</td>
<td>83% / 17%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Number of Staff training hours</td>
<td>NA</td>
<td>3,693</td>
<td>2,788</td>
<td>2,389</td>
<td>4,265</td>
<td>-</td>
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<tr>
<td><strong>HUMAN RESOURCES</strong></td>
<td>Management</td>
<td>10</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-Management</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>RECRUITMENT - MEN</strong></td>
<td>Management</td>
<td>14</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-Management</td>
<td>23</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Student employment contracts (fixed-term)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td><strong>RECRUITMENT - WOMEN</strong></td>
<td>Management</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-Management</td>
<td>23</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Number of Student Associations</td>
<td>-</td>
<td>26</td>
<td>23</td>
<td>47</td>
<td>+5</td>
<td></td>
</tr>
<tr>
<td><strong>IMPACT ON COMMUNITY</strong></td>
<td>Social origin of students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Agro-fishing Industry</td>
<td>5%</td>
<td>3.7%</td>
<td>3%</td>
<td>2%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Self-employed Workers, Business Owners (over 10 employees)</td>
<td>12%</td>
<td>11.8%</td>
<td>18%</td>
<td>16%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Senior Management &amp; Knowledge-based Professions</td>
<td>42%</td>
<td>40%</td>
<td>49%</td>
<td>46%</td>
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<td>-</td>
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<tr>
<td></td>
<td>Intermediate-level Workers</td>
<td>16%</td>
<td>17.9%</td>
<td>12%</td>
<td>10%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>White-Collar Workers</td>
<td>8%</td>
<td>9.6%</td>
<td>8%</td>
<td>5%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Blue-Collar Workers</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1.4%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Retired</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Unemployed</td>
<td>2%</td>
<td>2.8%</td>
<td>3%</td>
<td>7%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>11%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
<td></td>
<td>-</td>
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<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>STUDENT GENDER</strong></td>
<td>Women</td>
<td>62%</td>
<td>39%</td>
<td>45%</td>
<td>47%</td>
<td></td>
<td>A →</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>58%</td>
<td>61%</td>
<td>55%</td>
<td>53%</td>
<td></td>
<td>A →</td>
</tr>
<tr>
<td><strong>HR</strong></td>
<td>Proportion of women in management and senior management positions / sitting on the Board of Directors</td>
<td>17% / 23%</td>
<td>14.23% / 23%</td>
<td>14.23% / 23%</td>
<td>14.23% / 23%</td>
<td></td>
<td>B →</td>
</tr>
<tr>
<td></td>
<td>Proportion of seniors</td>
<td>9.2%</td>
<td>12%</td>
<td>12%</td>
<td>29%</td>
<td></td>
<td>B →</td>
</tr>
<tr>
<td><strong>EQUAL OPPORTUNITY EFFORTS</strong></td>
<td>Number of Apprenticeship / professional contracts Marseille / Toulon (work study)</td>
<td>145</td>
<td>374</td>
<td>357</td>
<td>318</td>
<td></td>
<td>A →</td>
</tr>
<tr>
<td></td>
<td>Number of equal opportunities projects / Number of students involved</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>14 (+200 students)</td>
<td></td>
<td>A →</td>
</tr>
<tr>
<td><strong>FINANCIAL AID / (NO ) 100% OF STUDENTS AND STAFF LIVING ABOVE POVERTY THRESHOLD</strong></td>
<td>New students exempted from tuition fees [per year / cumulated]</td>
<td>4/14</td>
<td>0/14</td>
<td>3/14</td>
<td>3/20</td>
<td>13/29</td>
<td>B →</td>
</tr>
<tr>
<td></td>
<td>Number of government scholarships (CROUS)</td>
<td>453</td>
<td>444</td>
<td>498</td>
<td>717</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Number / amount of School scholarships</td>
<td>318/62 K€</td>
<td>70/100:5 K€</td>
<td>147/200 K€</td>
<td>113/190 K€</td>
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<td></td>
<td>Number/amount of EU funding for mobility</td>
<td>395/651 K€</td>
<td>280/587 K€</td>
<td>521/627 K€</td>
<td>580/735 K€</td>
<td></td>
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<tr>
<td></td>
<td>Proportion of students supported by a scholarship</td>
<td>20.4%</td>
<td>21.31%</td>
<td>23%</td>
<td>21%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>(NO) 6% PERSONNEL (STAFF AND FACULTY)</strong></td>
<td>Proportion of staff / number of students with disabilities</td>
<td>0.9% / NA</td>
<td>2.3% / 6</td>
<td>1% / 12</td>
<td>1%/12</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>(NO) CELL DEDICATED TO WELCOMING AND INTEGRATING INTERNATIONAL STUDENTS</strong></td>
<td>Existence of a department dedicated to integration of international students</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>A →</td>
</tr>
<tr>
<td></td>
<td>Staff involved in Wellness team</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>A →</td>
</tr>
<tr>
<td></td>
<td>Infrastructure</td>
<td>-</td>
<td>-</td>
<td>2 rooms</td>
<td>3 rooms</td>
<td>5 rooms</td>
<td>A →</td>
</tr>
<tr>
<td></td>
<td>Budget allocated to Wellness [K€]</td>
<td>-</td>
<td>-</td>
<td>32.6</td>
<td>48.2</td>
<td>66.7</td>
<td>A →</td>
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</tr>
<tr>
<td><strong>(NO) RAISE AWARENESS OF ALCOHOL AND DRUG ABUSE ISSUES FOR 100% OF STUDENTS</strong></td>
<td>Awareness initiatives on wellness issues</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>32</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Staff satisfaction rate</td>
<td>NA</td>
<td>12.9%</td>
<td>13.1%</td>
<td>12.1%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>57.20%</td>
<td>NA</td>
<td>57%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Participation rate in the HR staff satisfaction survey</td>
<td>NA</td>
<td>72%</td>
<td>60%</td>
<td>42%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>58.40%</td>
<td>NA</td>
<td>58%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>(SO) BE ONE OF THE “BEST PLACES TO WORK”</strong></td>
<td>Staff turnover rate (%)</td>
<td>NA</td>
<td>6.2%</td>
<td>4.3%</td>
<td>5.2%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.17%</td>
<td>2.06%</td>
<td>2.18%</td>
<td>NA</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Internal mobility rate</td>
<td>NA</td>
<td>NA</td>
<td>1.6%</td>
<td>0.91%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Absenteeism rate (including long disease)</td>
<td>NA</td>
<td>4.38%</td>
<td>2.05%</td>
<td>3.8%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.73%</td>
<td>4.22%</td>
<td>2.49%</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Number of days absent due to accidents at work / number of persons concerned</td>
<td>260/4</td>
<td>0</td>
<td>15 days / 1 person</td>
<td>0</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/NA</td>
<td>45/NA</td>
<td>0</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Number of sick days / number of people concerned</td>
<td>1,738/19</td>
<td>1,709/32</td>
<td>1,435/27</td>
<td>640/52</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,001/NA</td>
<td>2,032/NA</td>
<td>1,288/NA</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>(NO 2013) 100% OF STAFF (FACULTY &amp; NON-FACULTY) RECEIVING SD TRAINING</strong></td>
<td>Percentage of staff receiving SD training during current year</td>
<td>10%</td>
<td>7%</td>
<td>2%</td>
<td>1.3%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>15.6%</td>
<td>4.9%</td>
<td>-</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td><strong>(NO) 30% OF SOLIDARITY AND COOPERATION INITIATIVES AIMED AT DEVELOPING COUNTRIES</strong></td>
<td>Local/International solidarity projects</td>
<td>id</td>
<td>id</td>
<td>45% / 55%</td>
<td>53% / 47%</td>
<td></td>
<td>id</td>
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</table>
### 5. Environmental Campus

#### (SO 2020) Reduce greenhouse gas emissions by 40%

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<tbody>
<tr>
<td>Total Emissions (Mtce, metric tons carbon equivalent)</td>
<td>9,663</td>
<td>NA</td>
<td>11,690</td>
<td>NA</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>560 Mtce (excl. campus 3, Mériignac and Frêt)</td>
<td>NA</td>
<td>NA</td>
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</thead>
<tbody>
<tr>
<td>Carbon footprint per student (mtce) with/without trips abroad</td>
<td>2.47/0.37</td>
<td>NA</td>
<td>2.09 / 0.18</td>
<td>id</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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#### (NO) Integrate social and environmental indicators in markets, with a minimum weighting of 30%

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<tbody>
<tr>
<td>Weighing of social and environmental criteria in procurement</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>NA</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</table>

|-----------|-----------|-----------|-----------|------------------|----------------------|--------|
| Percentage of purchasing contracts with CSR requirements attached | 100% / 9 tons | 100% / 11.45 tons | 100% / 12.12 tons | 100% / 13 tons | NA | -  
| - | NA | 0% / 10.4 tons | NA |  

#### (NO 2010) 100% of wood certified or sourced from sustainably managed forests

|-----------|-----------|-----------|-----------|------------------|----------------------|--------|
| Quality/Quantity of paper consumed (excl. promotional tools) | 100% / 9 tons | 100% / 11.45 tons | 100% / 12.12 tons | 100% / 13 tons | NA | -  
| - | NA | 0% / 10.4 tons | NA |  

#### Product/Resource Consumption

*Estimates including student activities

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<tbody>
<tr>
<td>Cardboard m²</td>
<td>35 m²</td>
<td>91 m²*</td>
<td>60 m² / 20 m³ (compacted)</td>
<td>60 tons (compacted)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tbody>
<tr>
<td>Cans</td>
<td>10,500</td>
<td>80,000*</td>
<td>55,208*</td>
<td>45,350*</td>
<td>17,942</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>27,412</td>
<td>21,793</td>
<td>17,942</td>
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<tbody>
<tr>
<td>Glass</td>
<td>20,000</td>
<td>28,000*</td>
<td>11,000*</td>
<td>8,400*</td>
<td>11,730*</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>84,985</td>
<td>77,372</td>
<td>79,583</td>
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<tbody>
<tr>
<td>Plastic Cups</td>
<td>105,000</td>
<td>110,000*</td>
<td>58,100*</td>
<td>321,900*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>84,985</td>
<td>77,372</td>
<td>79,583</td>
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<tbody>
<tr>
<td>Plastic Bottles</td>
<td>18,850</td>
<td>28,000*</td>
<td>11,010*</td>
<td>17,493*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>9,458</td>
<td>21,845</td>
<td>10,311</td>
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<tbody>
<tr>
<td>Light Bulbs</td>
<td>2,500</td>
<td>2,800</td>
<td>380</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>302 tons</td>
<td>-</td>
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<tbody>
<tr>
<td>Computers &amp; Electronic Products</td>
<td>NA</td>
<td>30 Screens 40 CPUs 10 Printers</td>
<td>10 Screens 40 CPUs 14 Printers</td>
<td>190 CPUs 45 LCD monitors - 61 CRT monitors 50 laptops Approx. 12 m³ of various waste (old cables, keyboards, mouses, etc.)</td>
<td>-</td>
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<tr>
<td>-</td>
<td>Screens 32 Printers 14 CPUs 43 Projectors 45 Total = 134</td>
<td>Screens 57 Printers 5 CPUs 177 Projectors 15 Total = 254</td>
<td>Screens 23 Printers 1 CPUs 122 Projectors 0 Total = 146</td>
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<tbody>
<tr>
<td>Ink Cartridges</td>
<td>458</td>
<td>277</td>
<td>226</td>
<td>195</td>
<td>-</td>
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</tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>(NO) EARN AT LEAST B GRADE (ENERGY AND CLIMATE) FOR RENOVATED BUILDINGS AND A GRADE FOR NEW BUILDINGS</strong></td>
<td>Electricity consumption (KWh)</td>
<td>1,306,741</td>
<td>1,587,892</td>
<td>1,298,079</td>
<td>1,325,190</td>
<td>2%</td>
<td><strong>B ↘</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1,423,387</td>
<td>1,374,474</td>
<td>1,448,954</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gas consumption (KWh)</td>
<td>1,533,801</td>
<td>2,207,889</td>
<td>1,539,804</td>
<td>1,492,111</td>
<td>&lt; 3%</td>
<td><strong>B ↘</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1,895,804</td>
<td>1,579,358</td>
<td>1,520,152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(NO) 20% OF ENERGY FROM GREEN SOURCES</strong></td>
<td>Average green energy production / day</td>
<td>-</td>
<td>115.26 kWh</td>
<td>106.84 kWh</td>
<td>108 kWh (approx. 38.99 kWh per year)</td>
<td>-</td>
<td><strong>C ↗</strong></td>
</tr>
<tr>
<td><strong>(NO) 20% OF ORGANIC AND LOCALLY-SOURCED PRODUCTS IN CATERING</strong></td>
<td>Proportion of organic, locally-source and fair-trade products</td>
<td>-</td>
<td>-</td>
<td>Launch of Sustainable Food Service project</td>
<td>&lt; 0%</td>
<td>-</td>
<td><strong>C ↗</strong></td>
</tr>
<tr>
<td><strong>(NO) REDUCE WASTE BY 2% (ON A CONSTANT BASIS)</strong></td>
<td>Tonnage of waste</td>
<td>-</td>
<td>50 bins</td>
<td>12 bins [July-Nov] + 15.7 tons</td>
<td>20 bins</td>
<td>-</td>
<td><strong>C ↗</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>97,061 tons</td>
<td>56,842 tons</td>
<td>66,916 tons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(NO) ACHIEVE PROPER SELECTIVE SORTING FOR 100% OF WASTE AND A 75% RECYCLING RATE</strong></td>
<td>Paper</td>
<td>-</td>
<td>20%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td><strong>A ↘</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>41.7%</td>
<td>9.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardboard</td>
<td>0</td>
<td>0</td>
<td>20%</td>
<td>9%</td>
<td>95%</td>
<td><strong>B ↘</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cans/Tins</td>
<td>25%</td>
<td>10%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td><strong>C ↘</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glass</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>NR</td>
<td>80%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plastic Cups</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plastic Bottles</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Batteries</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>100%</td>
<td><strong>C</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Light Bulbs</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td><strong>B</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computers &amp; Electronic Products</td>
<td>In stock</td>
<td>Stored</td>
<td>Stored</td>
<td>Stored</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1.1 t</td>
<td>0.79 t</td>
<td>0.89 t</td>
<td>-</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Ink Cartridges</td>
<td>67% Reconditioned 23% Dismanted</td>
<td>91% Reconditioned 9% Dismanted</td>
<td>95% Reconditioned 5% Dismanted</td>
<td>87% Reconditioned 13% Dismanted</td>
<td>-</td>
<td><strong>A ↗</strong></td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>(NO) WATER CONSUMPTION LESS THAN 3m³ PER YEAR PER FULL-TIME STUDENT</td>
<td>Water consumption [m³]</td>
<td>7,603 (1.7 m³ per student)</td>
<td>8,241 (1.5 m³ per student)</td>
<td>8,351 (1.4 m³ per student)</td>
<td>8,331 (1.3 m³ per student)</td>
<td>-</td>
<td>A ➞</td>
</tr>
<tr>
<td>(NO) RATE OF PUBLIC TRANSPORTATION USE HIGHER THAN REGIONAL AVERAGE (REFERENCE: URBAN PUBLIC TRANSPORTATION PLAN) (NO) ACHIEVE A ZERO-CARBON FOR BUSINESS TRIPS OF FACULTY/RESEARCH STAFF MEMBERS AND OPERATIONAL ACTIVITIES</td>
<td>Carbon footprint for daily travel (public transportation / petrol-based vehicles)</td>
<td>101/263</td>
<td>-</td>
<td>155/185</td>
<td>-</td>
<td>-</td>
<td>B ➞</td>
</tr>
<tr>
<td></td>
<td>Greenhouse gas emissions linked to transportation</td>
<td>92%</td>
<td>-</td>
<td>91.48%</td>
<td>-</td>
<td>-</td>
<td>C ➞</td>
</tr>
<tr>
<td></td>
<td>Compensation tax for transportation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>C ➞</td>
</tr>
<tr>
<td>(NO) 100% OF GREEN SPACES ECOLOGICALLY MANAGED, WITH 0% PESTICIDES</td>
<td>Preserving Biodiversity and Natural Resources</td>
<td>-</td>
<td>0% pesticides</td>
<td>0% pesticides and Biodiversity ESR</td>
<td>-</td>
<td>-</td>
<td>B ➞</td>
</tr>
</tbody>
</table>

Adoption of Biodiversity Charter and Action Plan
A SELECTION OF BEST PRACTICES IN CAMPUS SUSTAINABILITY

KEDGE Business School is proud of the work achieved in recent years but we have not forgotten that its takes more than one institution to bring about the development of a responsible society.

Being a leader in Sustainability efforts for higher education means the School has a responsibility towards the entire academic community. We must work with our peers and capitalise on each other's experiences in our efforts to raise standards and to accompany change.

We are delighted to see the progress being made on a daily basis by French campuses and our partner institutions around the world. More than one hundred French Universities have filled out their “Green Plan” this year and hundreds more filled out assessments across the globe (www.sustainabilityperformance.org).

This year we have chosen to highlight some of the most innovative and inspiring initiatives.

**UPC-BARCELONATECH (SPAIN)**

This Spanish university—which accommodates 40,000 students on 8 campuses—has set a 25% energy reduction target over the 2010-2014 period. A lack of funding for investing in efficient technologies has forced them to think collaboratively and look for other options. By 2012, they had already achieved a 16% reduction. How did they do it? They started by making the energy data fully available online in order to boost progress through accountability and transparency practices. They also engaged systematically in organisational and behavioral change through incentives (25% of savings achieved in a building are re-invested to improve it). Thanks to this commitment to teamwork, staff training and applied knowledge management, they are now recognised as a leader in campus sustainability.

**UCF (SPAIN)**

This year we have chosen to highlight some of the most innovative and inspiring initiatives.

**LAYAL UNIVERSITY (CANADA)**

This University has developed the Sustainable Development Fund to encourage members of its community to adhere to sustainable development values and promote actions and initiatives that put these values into practice. The Fund’s budget is $300,000 per year, founded by some of the savings generated by the Energy Efficiency Program in place. 42 projects were supported in 2012-2013. For more information: www.ulaval.ca/dd

**UNIVERSITY OF CAPE TOWN – GSB (SOUTH AFRICA)**

UCT’s FREE FOR ALL online learning platform is a programme in entrepreneurial development for individuals with at least five years of relevant experience who want to complement work experience with an academic qualification. This programme is modular and spans a full academic year. The seven core modules provide critical entrepreneurial and management skills as well as necessary business skills and management perspectives. FREE FOR ALL’s target audience includes entrepreneurs who own small businesses ranging from one to 50 employees. Modules can also be taken individually.

**CA’ FOSCAI UNIVERSITY VENEICE: USING ART FOR AWARENESS**

The GARBAGE PATCH STATE project was born from an idea of Maria Cristina Finucci to draw attention to this phenomenon. There are currently five huge patches (areas of high marine debris concentrated in the North Pacific Ocean) of rubbish floating in seas around the world.

On April 11, 2013, the UNESCO granted the “Garbage Patch State” symbolic statehood and has since collaborated with Ca’ Foscari University to set up a Garbage Patch State pavilion to coincide with the 55th Biennale of Art.

For the first part of the project the artist, with the collaboration of Sustainable Ca’ Foscari, decided to involve students interested in sustainable issues. They participated actively in the realisation of this project writing and designing the website of this «state».

On April 11, 2013, the UNESCO granted the “Garbage Patch State” symbolic statehood and has since collaborated with Ca’ Foscari University to set up a Garbage Patch State pavilion to coincide with the 55th Biennale of Art.

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**EMN (FRANCE): TOWARDS SHARED GOVERNANCE?**

Whether the “Territories & Sustainable Human Development Chair” or “Societal Transitions Collegiate”, the Ecole des Mines de Nantes (EMN) wanted to establish a partnership and shared governance. Within each Steering Committee, for example, everyone has a voice, and what may be the financial or human commitments.
**VERACRUZ UNIVERSITY (MEXICO)**

The Centre for Eco-Alphabetization and Dialogue of Knowledge - also called “Eco-Dialoque” - is a research space of the Institute of Biological research of the Veracruz University in Mexico. It aims to train students (Master, PhD and Postgraduate) for positions that will make a difference for Veracruz and other Mexican communities and contribute to the progress of equality and sustainable quality of life in the country.

[www.uv.mx](http://www.uv.mx)

**UNIVERSITY OF EXETER (UK)**

In 2009 they asked themselves a very simple question: “If we assume we have just one planet, what difference would it make to our MBA, to the standard subjects we teach, and to our curriculum design? Some responses are easier than others. Finance for instance has been harder mainly because the students (and professors) are keen to have a sound basis in the traditional techniques. But real creativity has come from the introduction of a module on biomimicry - addressing business models and managerial style as well as technology and new businesses. Also, working in partnership with WWF has pushed them to look afresh at contributions from corporate partners - teaching in the program, sponsoring projects, and staying critical and indignant about irresponsible management.”

[business-school.exeter.ac.uk](http://business-school.exeter.ac.uk)

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**HIGHLIGHT**

The Platform for Sustainability Performance in Education

The Platform for Sustainability Performance in Education is one of the first implementations of the Rio+20 conference and is supported by Unesco, UNEP, UN Global compact and PRME. It brings together organisations which have created sustainability assessment tools designed to support universities and colleges around the world.

The purpose of this Platform is to promote sustainability assessment in education. By coming together it is our goal that more universities and colleges learn about the value of sustainability assessment tools to improve the sustainability performance across the whole of their institution.

The Platform is also designed to assist commitments of higher education Sustainable Initiative (HESI) signatories, by providing a range of tools and options in assessing and improving their sustainability performance.

[www.sustainabilityperformance.org](http://www.sustainabilityperformance.org)
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