



BURGUNDY SCHOOL OF BUSINESS

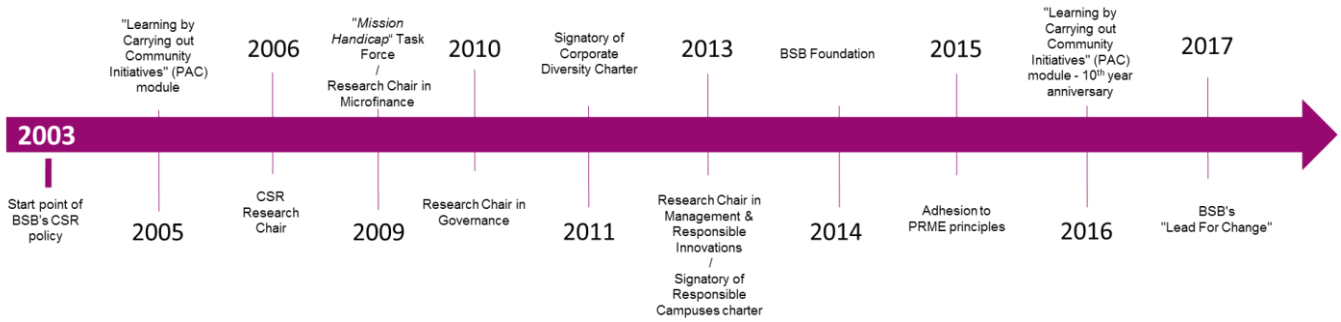
2nd CORPORATE SOCIAL RESPONSIBILITY REPORT

November 2018

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

Burgundy School of Business: CSR facts and figures



6

research axes working on CSR-related topics

43

students supported by the "Mission Handicap" Task Force in 2017-18

28%

of *Grande Ecole* Programme students are recipients of national scholarships in 2017-18

More than **180**

op-eds written since 2010

1/4

of the student body is international

10th anniversary

of the "Learning by Carrying out Community Initiatives" (PAC) module in 2016

31% (Bachelor)

44% (*Grande Ecole*)

57% (Wine Management)

course modules incorporate a CSR dimension

38

School and Foundation scholarships in 2018

66

nationalities on campus

17,500 hours per year involving more than 430 students

devoted to civil society through the "Learning by Carrying out Community Initiatives" (PAC) module

52% (female)

48% (male)

student gender ratio

64% (female)

36% (male)

faculty and staff gender ratio

4

CSR-linked student associations

1

"*Trophées des Campus Responsables*" award in 2017 in the Social Responsibility Category

43%

"preparatory class" applicants granted exemption for national entrance exam fees in 2018

36%

international permanent professors

Accreditations & networks

- National accreditations: Graduate level "Master level" ("*Grade de Master*") for the *Grande Ecole* Programme and "*Visa*" for the Bachelor Programme
- Member of the "*Conférence des Grandes Ecoles*"
- International accreditations: AACSB, EQUIS
- Founding member of the COMUE University Bourgogne Franche-Comté, Polytechnicum and TalentCampus

BSB Key Facts & Figures

- 1900: Creation of Burgundy School of Business
- 3 campuses: Dijon - Paris- Lyon
- 12 degree programmes
- 2,700 students
- 78 permanent and expert professors
- 16,000 graduates
- 1,500 partner companies
- 1 School of Wine & Spirits Business
- 1 Incubator
- 1 Research Centre (CEREN)
- 2 Research Chairs in cooperation with firms
 - 6 Research Teams
 - 2 Research Laboratories (LESSAC & Wines & Spirits Business Lab)

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.

In 2015, BSB became a signatory to the six principles of the PRME ("Principles for Responsible Management Education") international initiative. This signing was the fruit of more than 10 years of BSB's commitment to Corporate Social Responsibility.

Our Corporate Social Responsibility (CSR) policy was introduced in 2003 and subsequently took shape in 2005 through the implementation of the "Learning by Carrying out Community Initiatives" (PAC) module. This was followed by the creation of Research Chairs in CSR (2006), Microfinance (2009), Corporate Governance (2010), Management and Responsible Innovations (2013) and the most recent, Evolution of Business Models in the Agri-Food Sector (2017). At the same time our degree programmes have progressively integrated modules that meet the objective of training managers who will be responsible citizens in their companies and in society at

large.

Since 2015, we have been pursuing our commitment to CSR by increasing its place in our degree programmes, by reaffirming its place within our research activities as well as by questioning our environmental and social impacts as an organisation.

In 2016, the School officially replaced its former name (ESC Dijon) to Burgundy School of Business (BSB), which was the opportunity to enhance our engagement.

In 2017, we chose new horizons and new ambitions by accepting to follow through on a promise which is demanding, engaged and true to the School: Lead for Change.

Lead for Change is the mirror of our dynamic momentum and ambition to reveal talents that will change the world. It also clearly shows our positioning which puts students at the heart of our training model.

This second CSR report strongly confirms our commitment to integrate CSR and sustainability principles within the heart of our activities as well as our strategy, to set objectives that meet today's current stakes and to share the results of our actions.

Stéphane Bourcieu

Olivier Léon

Dean & Director General

Deputy Dean, Strategy & Accreditations

Summary

1. Strategy.....	3
2. Education.....	8
3. Research	15
4. Student Social Policy.....	18
5. Faculty and Staff Social Policy.....	23
6. Environmental Practices	26
Upcoming Objectives 2018-2022.....	29

1. Strategy

Committing to sustainable education and Corporate Social Responsibility

Our commitment to Corporate Social Responsibility and Sustainability is reflected in our mission, values and motto:

Our mission

The School's mission is to provide current and future managers with high quality education supported by research activities, and to contribute to the development of the region's economy. Our management education programmes are entrepreneurial and internationally focused, allowing students to acquire professional expertise integrating the needs of the business world and corporate social responsibility.

"This new name and identity represent a change in dimension. They highlight the ambitions of an institution that wants to build an alternative, international and student-centred school model."

Stephan Bourcieu, Dean & Director General of BSB

Our values

- **Entrepreneurial mind-set and teamwork**
 - ✓ Encouraging and supporting students and staff to undertake project initiatives
 - ✓ An incubator for student entrepreneurial projects
- **Integrity**
 - ✓ Transparent communication with students
 - ✓ No change in tuition fees throughout a student's studies at BSB
 - ✓ No extra tuition fees for the academic semester or double degree programme abroad, resit exams, foreign languages, or student services
- **Impact**
 - ✓ Our **teaching**, such as the "Learning by Carrying out Community Initiatives" (PAC) module (40 hours in 1st year of the *Grande Ecole* Programme are devoted to civil society and non-profit organisations) impacts our **students** by making them aware of and open to diversity, and the **local associations in our region** that welcome them
 - ✓ Our **research**, such as the Research Chair "Evolution of Business Models in the Agri-Food Sector", impacts **the firms in our region** by contributing to their economic development, and our **students, the scientific community and society as a whole** through the subsequent research transfer
 - ✓ Our **environmental practices**, such as the implementation of a sorting and recycling policy, impact our **region** and contribute to the "Zero Waste" project of *Dijon Métropole*
 - ✓ Our **social practices**, such as the Quality of Working Life audit impact our faculty and staff members by improving working conditions
- **Diversity**
 - ✓ Scholarships grants since 2005
 - ✓ "Mission Handicap" Task Force since 2009
 - ✓ Launching of the BSB Foundation in 2014
- **Student-focused approach**
 - ✓ Human-sized school
 - ✓ Classroom teaching with more than 90% of the classes taught in small groups
 - ✓ Individualised learning support through student services

Our motto: Lead for Change



In a fast-paced world
Where the economy is changing every day,
Where technology is evolving,
And where organisations are forever
reinventing themselves,

We are the generation
living in a world open to all.

We are the generation
of responsible entrepreneurs.

We are the generation
that thinks differently.

WE LEAD CHANGE!

Our emblematic action: #LFC Project

- **The purposes of the #LFC project**

- ✓ Raise student awareness of the major current and future social/societal challenges and social responsibilities
- ✓ Encourage students to become agents of change

This evolution of mentalities is essential in the current social context, and BSB must be the instigator of this change.

- **The different steps that are taken**

- ✓ Each year, we select a theme in line with the above-mentioned challenges
- ✓ Several BSB departments and students actively contribute to reaching the objectives
- ✓ Actions are implemented throughout the year
- ✓ The most emblematic actions will be renewed the following years

- **First #LFC edition: #LFC Equality**

BSB is fully aware of persisting gender stereotypes in academic and professional contexts. As such, we strive to initiate discussions on the subject through exchanging, creating dialogue and involving students, faculty and staff on important actions to take to raise awareness and change mentalities. As a result, gender equality is the theme for the launching of this first edition of the #LFC project.



A working group meets to coordinate initiatives that will be developed at regular intervals throughout the year. Among the existing or new initiatives:

- ✓ **Teaching:** gender diversity, board diversity, diversity and discrimination, stereotypes, inequalities, and female entrepreneurship are addressed in several course modules
- ✓ **Research:** female entrepreneurship, diversity indicators, board diversity, stereotypes, etc.
- ✓ **Events:** kick-off conference "Je me défends du sexisme" ("I say no to Sexism") with a BSB alumni, photo contest, movie screening, theatre play, etc.

Focus on BSB's Governance

Leading the gender equality change implies the application of some principles in our governance. Currently, the committees are composed as follows:

BSB EXTERNAL GOVERNANCE

- % Women on the *Supervisory Board*: **35.7%**

CONSULTATIVE ADVISORY BOARDS

- % Women on *International Advisory Board*: currently being reorganised
- % Women on *Alumni Advisory Board*: **30.4%**
- % Women among *Local Stakeholders Advisory Board*: **50%**

BSB INTERNAL GOVERNANCE

- % Women on *Executive Board*: **50%**

Implementing our Corporate Social Responsibility strategy

We rely on the "DD&RS Standards"¹("Développement Durable & Responsabilité Sociétale") to guide and implement our CSR strategy. "DD&RS Standards" define 5 strategic areas to help French higher education institutions to assess their level of commitment to CSR and to set objectives for further improvement.

Strategy	Pedagogy	Research	Environment	Social policy
----------	----------	----------	-------------	---------------

CSR Task Force

CSR Steering Committee								
✓	Deputy Dean			✓	Associate Dean, Knowledge & Transfer			
✓	Associate Dean, <i>Grande Ecole</i> Programme			✓	Chief Financial Officer			
✓	Programme Director, Bachelor Programme			✓	Head of Personal Development Department			
✓	Associate Dean, School of Wines & Spirits Business			✓	President of the Student Federation			
✓	Associate Dean, Academic Affairs			✓	Head of Accreditations, Rankings & CSR			
✓				✓	Director of Marketing & Communications Department			
CSR Projects								
Project	#LFC Equality Project	CSR and Sustainability in Teaching	CSR and Sustainability in Research	Diversity and Quality of Life [Students]	Diversity, Training and Quality of Life [Faculty and Staff]	Waste Sorting and Recycling	Energy Performance Management (emerging project)	Eco-Responsible Behaviours (emerging project)
Project Team Members	Director of Marketing & Communications	Programme Directors	Associate Dean, Knowledge & Transfer	Head of Personal Development Department	Head of Human Resources	Head of General Resources	Head of Facilities Management	Head of Personal Development Department
	Faculty & Staff	Head of Accreditations, Rankings & CSR	Head of Research Axes	"Mission Handicap" Task Force project manager	Head of Accreditations, Rankings & CSR	Head of Purchasing & Campus Project	Head of Purchasing & Campus Project	Student associations
	Students			Student associations		Student associations	Head of Accreditations, Rankings & CSR	Head of Accreditations, Rankings & CSR
				Head of Accreditations, Rankings & CSR				

¹ The "DD&RS Standards" labelling scheme is the result of the collective work of a dozen universities and *Grandes Ecoles*, the "Conférence des Grandes Ecoles" (CGE), the "Conférence des Présidents d'Université" (CPU), the Ministry in charge of Sustainable Development, the Ministry in charge of Higher Education and the "REseau Français des Etudiants pour le développement Durable" (French Network of Students for Sustainable Development). Link to the label's website: <http://label-ddrs.org/>

Taking our stakeholders into account

As a consequence of BSB's governance change in 2016, from a "not-for-profit" status to an EESC ("*Etablissement d'Enseignement Supérieur Consulaire*"), internal stakeholders' weight in BSB's governance has been increased. Internal stakeholders are currently represented as follows:

- ✓ 3 elected representatives from BSB's employees (2 faculty and 1 staff)
- ✓ 1 student representative (President of the Student Federation)

*Additionally, a member from the employee delegation ("*Délégation Unique du Personnel*" - DUP) attends the Supervisory Board meeting without voting rights.*

Enhancing and promoting the BSB student experience

Defining the student experience as the whole of a students' interaction with their institution, the first step is to have an overall view of the "BSB student journey". The objective is to subsequently assess the degree of student satisfaction with regards to the nature and quality of the current set of services offered by BSB. Teaching and learning are part of this assessment. Based on their needs, an action plan is defined to bring corrective or new actions, and the action plan will be monitored.

Meeting local challenges

In accordance with our mission and values, we are committed to the ongoing competitiveness of our region and the development of our partner companies. As such, several partnerships exist at the territorial level with partner companies and organisations. Below are the main actions we are taking:

- **Waste sorting study - Dijon Métropole**

In January 2018, in line with *Dijon Métropole's* "Zero Waste" project, *Dijon Métropole* carried out a complete inventory of the waste we produce. This assessment made it possible to identify our best practices and define areas of improvement. Further to this inventory, waste sorting was implemented in September 2018 throughout the Dijon campus. Wall-mounted voting ashtrays were also installed at the entrance of the campus.

- **"Learning by Carrying out Community Initiatives" (PAC) module - Local associations**

The "Learning by Carrying out Community Initiatives" (PAC) module is a course module in which each student must be involved in an association dedicated to helping people who are experiencing difficult situations. Since 2005, BSB has been building a close network with local associations and, through the actions carried-out by students, has been contributing to the missions of local authorities. This includes providing social assistance to children, the elderly, people with disabilities, those aiming for academic success, etc. In order to meet local needs, the associations we work with are located in the Bourgogne-Franche-Comté region.

- **Applied Research - "Evolution of Business Models in the Agri-Food Sector" Research Chair - Vitagora**

BSB and the Vitagora competitiveness cluster have recently launched a new Research Chair on the "Evolution of Business Models in the Agri-Food Sector". The creation of this Research Chair will make it possible to meet the challenges related to the transformation of the agri-food sector, which is a major economic sector for Bourgogne-Franche-Comté and for France. It will provide support to companies and recommendations for Vitagora members. The Research Chair's ambition is to affirm Vitagora and BSB's position as the European and global reference in the sector, and to disseminate knowledge to students, industries and the scientific community.

2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	-----------------------------	--	-----------

What we said	What we did	Progress status
✓ To integrate CSR objectives into the action plans of the 2012-2018 strategic plan	CSR objectives were partially integrated into the action plans of the 2017-2022 strategic plan	
✓ To obtain the "DD&RS" label by 2018	The "DD&RS Standards" framework indicators are used to assess the School's performances The application to the label has been postponed	
✓ To involve student representatives in all our CSR committees	A representative from the Student Federation is now a member of the CSR Steering Committee Additionally, students are involved in CSR projects led by BSB	
✓ To take into account staff and student CSR-related expectations	The survey on CSR expectations is being designed and will soon be distributed to students	

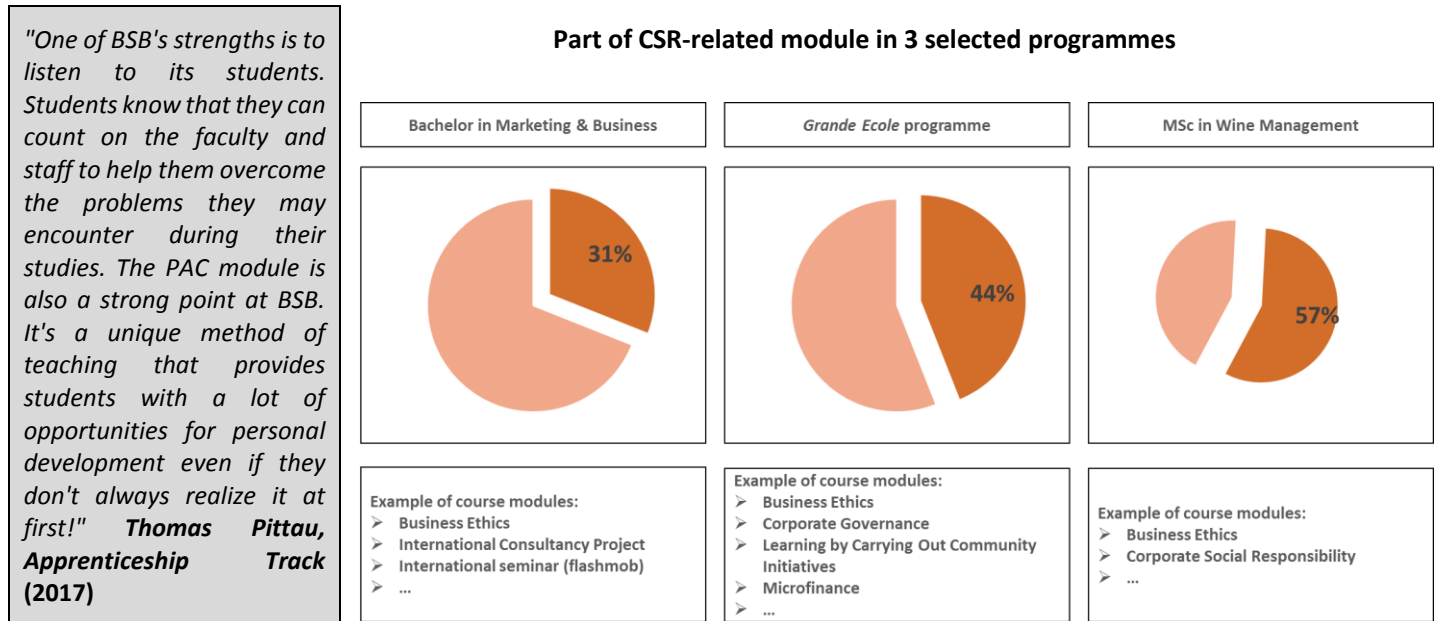
2018-2020 major objectives

- ✓ To continue existing actions (awareness raising activities, #LFC projects,...) and implement ongoing projects (survey on CSR expectations, "BSB student experience" project,...)
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ To draft a "Responsibility Charter" for all internal stakeholders of the School (students/faculty and staff), including dimensions of sustainability and responsible behaviour
- ✓ To sign the Sustainable Development Goals Agreement
- ✓ To set up a Student Life Committee
- ✓ To set objectives to be achieved for all areas (waste reduction objectives, CSR integration in courses, weight of CSR criteria in markets, etc.)

2. Education

Teaching CSR issues in degree programmes

Consistent with our mission of training responsible managers, all of our degree programmes integrate the learning goal **"to act as a socially responsible, internationally-minded manager"** and therefore include CSR-related modules. This learning objective is reflected (but not exclusively) in the "Business Ethics" modules that have been integrated into all BSB degree programmes. Furthermore, the emphasis on CSR research, which is seen in our research axes, underscores CSR in the courses given by our faculty members doing research in this field.



Focus on the Grande Ecole Programme - "Learning by Carrying out Community Initiatives" (PAC) module

The "Learning by Carrying out Community Initiatives" (PAC) module supports the solidarity actions of local civil society by exposing students to the realities of the society in which they live. Students must engage with civil society through concrete social and civic actions. These actions must include the notion of support and relationships with people who are experiencing difficult situations. The objective is to train future responsible managers, who are aware of the social issues and global challenges that companies face today.

- ✓ Compulsory module worth 2 ECTS credits
- ✓ Involves more than 430 students
- ✓ Represents 40 hours in the 1st year, through civic engagement or social actions
- ✓ Is carried out in partnership with 50 local non-profit associations
- ✓ Represents a total of 17,500 hours students dedicate to the community each year

"Being a responsible manager means being responsible for oneself but also being aware of others and taking them into account. Learning through Carrying out Community Initiatives (PAC) allows students to become aware of all existing typologies within the diversity of humanity." **Alexandrine Bornier, Head of Personal Development Department**

The HALDE ("*Haute Autorité de Lutte contre les Discrimination et pour l'Égalité*" - Official French authority which serves as a watchdog against discrimination and encourages equality) recognised the course module from its first implementation.



The 10th anniversary of the "Learning by Carrying out Community Initiatives"(PAC) module was celebrated in 2016, with Veronique Colucci as special guest speaker.



In 2017, The "Learning by Carrying out Community Initiatives" (PAC) module received the "Trophées des Campus Responsables" award in the Social Responsibility Category

Integrating sustainability into entrepreneurial pedagogy



The Entrepreneurial Garden (TEG) is a BSB concept of entrepreneurship that was launched in 2013. It is composed of an incubator, faculty members and a research team.

The TEG team is committed to integrating the notion of sustainability into all initiatives and considers that the development of entrepreneurial or intrapreneurial activities is not possible without taking into consideration the impact it will have on social and environmental fields. The whole of BSB's faculty must integrate this notion by encouraging students to question themselves on these social and environmental dimensions each time they undertake a project or lead a mission. More generally, TEG accompanies students in their reflection on what constitutes real added value for the future society in which they will be active members.

Bachelor Programme - The Entrepreneurship Flashmob

Each year, students from the Bachelor Programme organise a Flashmob event in Dijon's city-centre. The recurring topic has been the sustainability: students have to find an approach to raise people's awareness concerning social issues.

In 2016, the students from the Lyon campus created a video to raise awareness of violence against women connected to their way of dressing. The video created considerable buzz with more than 1 600 000 views on social networks so far.



In 2018, a group made a vox pop video in the streets of Dijon on the theme of equality. The objective was to have an overview of public opinions on social and cultural differences. Among the questions:

- ✓ "If there was one thing to improve in terms of equality, what would it be?"
- ✓ "Have you ever experienced a discriminatory situation?"

Another group targeted smartphone addiction through a video that was shot at Dijon's train station. It asked people to look up from their phones and smile at the people nearby.

Grande Ecole Programme: GreenHackDays

Over the course of a week in January 2018, BSB's 430 first-year students in the *Grande Ecole* Programme participated in the *GreenHackDays* event. The event is a student competition to create sustainable business models that put economic, social and environmental values at the heart of innovation. This project was the platform for students to meet with 28 entrepreneurs and support organisations through the 14 round tables organised for the occasion.

The **EOVI project** won the competition, with a marketing concept of wind turbines to be installed on the electrical pylons of winter resorts to collect energy and foster self-sufficiency.

The **pART'age project** was commended by the jury for its platform connecting people who wish to go to cultural places (cinema, museums, concerts, etc.) and who agree to take someone with them (a child or senior citizen).

Finally, the **Road Safety Vib' project** also caught the jury's attention: vibrating soles connected to GPS in order to help users of bicycles, motorcycles, scooters, etc. with a view to improve road safety.



"There's a lot we can do in a week! Thanks to the coaching we received and the open-minded environment, we were able to develop an idea that ultimately allowed us to win the challenge. Now, thanks to the support provided by TEG's Incubator, we will see if we can take this project even further." **Claire, GreenHackDays 2018's laureate**

Digital Hackathon on the Lyon campus

In 2018, BSB organised a 2-day Digital Hackathon on its Lyon Confluence Campus. The event was a creative competition during which a hundred students designed digital solutions to fight against a sensitive subject that has not been explored in terms of digital aspects: discrimination in all its forms. This collaborative event was a real innovative pedagogical moment that aimed to foster creativity and find solutions that could be applied to the work environment.

Supporting business creations integrating CSR & Sustainability dimensions

- **Rep Advisor** - Social economy, finding local and trustworthy appliances and electronic devices repairers
- **ShopTonSam** - Booking two-way tickets to clubs and organising designated driver carpooling to prevent drunk driving
- **Yugo** - The electric scooter sharing service in Barcelona has expanded to Bordeaux
- **JobyPepper** - Favorizing professional insertion by giving professional experience to students as well as extra money by working for local companies on short missions
- **Le Temps d'Un Croissant** - Home delivery (in Dijon area) of local products for breakfast on Sunday mornings
- **SimplyCité** - Electric trucks for package deliveries in cities
- **Smart'n'GO** - Travel optimization for cargo ships
- **Label Ferme** - Salads & personalised homemade snacks made directly from farm fresh products



Encouraging our students to be involved in CSR projects

Through student projects

"La parole aux étudiants" ("Student Speak out") competition

This year students were invited to voluntarily participate in the "La parole aux étudiants" ("Student Speak out") competition, organised by "The Circle of Economists". The question to consider in the 2018 edition was: "You have the keys to the World, what are you changing?"

Three *Grande Ecole* students presented two projects, which were both chosen from thousands of proposals: a dialogue between Plato and Antisthenes on Europe and the Greek debt and a board game called "Débat'Oie, Qui jouera, verra".

An original Board game

The purpose of the game is to launch debates and for players to take a stand. To win (by changing the world), you need to have positions on a range of crucial themes.

This board game is a perfect illustration of the School's signature, Lead for Change, and is available at BSB's Learning Center.



National Professional Ethics Competition, co-organised by the Rotary Club and the Conférence des Grandes Ecoles ("Concours National Promotion de l'Ethique Professionnelle 2018")

One of our students, Alix Mitault, won a regional prize in the 2018 competition, and four of our students won a district prize.

Clean2Antarctica Student Project

BSB supports the initiative of one of its Bachelor Programme students who has been selected to participate in the Clean2Antarctica Foundation's "Quest for Change" project. The objective is to raise awareness and inspire people and organisations to further develop and implement sustainable alternatives for our present way of living.





The student will participate in a 5-week sea expedition that brings together about twenty young people who help companies to find sustainable solutions.

Through student associations

Participation in student associations is considered to be an important part of student life at BSB, especially for students' personal development. **Approximately 70% of first year Grande Ecole students are involved in associations**, which are supported by BSB, with the Personal Development Department in charge of coordination.

"I think that when you are personally involved in a student association, it is easier to become aware of issues and carry out awareness actions that are more effective. The role of student associations is to add a contrast with the formal teaching in our courses. Learning by doing is more powerful than by only listening or reading. It also allows us to learn a lot about ourselves, our limits, our motivations and how we can make an impact!" - Julia Tordjeman, President of BSB's Student Federation - 2018

4 associations dedicated to CSR-related missions:

			
<ul style="list-style-type: none"> ✓ Participation in the implementation of waste sorting and recycling at BSB ✓ Sale of organic food baskets (local fruits and vegetables) in partnership with Vignobl'ESC ✓ Management of the School's wall-mounted outdoor ashtrays ✓ Organic cosmetics creation workshop ✓ Filming and screening of a report on Swedish companies working in the CleanTech sector 	<ul style="list-style-type: none"> ✓ Co-organisation of a charity race (fight against cancer) with the Bureau des Sports (BDS) ✓ Organisation of a blood drive ✓ Organisation of a first aid and safety sensitization day ✓ Organisation of Sexually Transmitted Diseases prevention and screening day ✓ Organization of "Opération pièces jaunes" (small change project) 	<ul style="list-style-type: none"> ✓ Management of the School's solidarity grocery store ✓ Organisation of various events (afterworks, parties, BSB goodies, food collection...) to support students in financial difficulty 	<ul style="list-style-type: none"> ✓ Buddy meeting: international students orientation ✓ Melting Food: potlucks and exchanges between French and international students

Recent CSR-related achievements from other student associations

- **Bureau Des Arts (BDA):** on International Women's Day, the BDA produced a shock video and called for testimonials to mobilise people to fight against the harassment of women.
- **PRISM:**
 - ✓ Movie screening of the movie "Demain" followed by a debate.
 - ✓ "Tous HanScene" video competition: two videos were produced by BSB students on the theme of disability to participate in the "Tous HanScene" inter-school video competition. The aim of this event is to increase awareness of the reality of students with disabilities on campuses and at institutions of higher education.
- **Le Cercle Politique:** many conferences and debates organised on current social themes such as "Feminism & Business" (November 2017), "Should we set up an universal income?" (December 2017) or "Immigration: causes and consequences" (October 2018).
- **BSB Junior Consulting:** simultaneous broadcasting of the "Women's Talk JE2018" conference which took place at the Ecole du Louvre on 15th February 2018, at the initiative of the *Confédération Nationale des Junior-Entreprises* and the *Ecole du Louvre Junior Conseil*.
- **Burgundy Finance:** in October 2018, the students from the Burgundy Finance student association organised a conference on the blue economy, led by Jérémie Rouzaud and Amaya Castro. The aim of this conference was to raise awareness of this type of alternative economy and its purpose.
- **BSJobs x Hum'Events x PRISM:** the BSJobs student association, which offers temporary jobs to students, is part of an approach to fight against discrimination in the workplace, in particular related to HIV-positive people. These 3 associations joined forces to denounce the fact that discrimination in companies today concerns not only gender, age or origin but also the state of people's health. A debate on the theme of discrimination at work was organised by the AIDES organisation in April 2018, in association with BSJobs and Hum'events teams.
- **Vignobl'ESC & ESC'Prit d'Aventure:** in October 2018, the "Taste Week" was the opportunity to raise students' awareness on the quality of their food. During this week, local greengrocers and a nutritionist were on campus to give students access to healthy products and organic food baskets were made available to students, faculty and staff.
- **Bureau Des Arts x Bureau Des Sports x Bureau Des Elèves:** in October 2018, the "Disability Awareness Week" was the opportunity to raise awareness of the difficulties people with disabilities face in their daily lives, whether these disabilities are visible or not. The activities included a blind taste test, a visit from *Les Yeux en Promenade* (Taking a Look) to sensitize people to visual impairment, a wheelchair obstacle course with logistical support provided by *Association des Paralysés de France* (French Association of the Paralyzed), a questionnaire about disability, art exhibition by a disabled painter, "Handisport" workshops.

2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	-----------------------------	--	-----------

What we were targeting	What we did	Progress status
✓ To evaluate the place of CSR in our learning strategy as well as in the teaching initiatives taken	Since 2016, new teaching initiatives focusing on CSR were introduced Additionally, programme directors identified courses where a CSR approach should be reinforced	
✓ To encourage student associations to organise more solidarity events during the year	More student associations were involved in the organisation of CSR-related events	
✓ To offer CSR training to faculty and staff who request it	No training was requested	

2018-2020 major objectives

- ✓ To continue existing projects (increase of courses addressing CSR issues, to continue School-Student associations collaboration on CSR projects, to encourage all student associations to lead a CSR-linked project,...)
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ To introduce Sulitest into all programmes
- ✓ To initiate discussion on how to have ECTS recognise student CSR thought process, for example in a professional situation
- ✓ To introduce a question concerning CSR skills of graduates on the graduate survey
- ✓ To sensitise students to the Sustainable Development Goals

3. Research

CEREN (CEntre de Recherche sur l'ENTreprise)

Since 2003, BSB has had its own research centre known as **CEREN** (*CEntre de Recherche sur l'ENTreprise*).

Its purpose is to group together, structure and develop all the research activities carried out by the researchers at BSB, in conjunction with the actors dedicated to higher education and research at the local, regional, national and international level.

On 1st January 2017, CEREN was accredited as a host team ("Equipe d'accueil"), **EA 7477**, by the General Directorate for Higher Education and Professional Insertion.

By becoming a reference laboratory at the national and international level for its expertise, **CEREN aims to help inspire current and future organisations and managers, make them aware of the economic, societal and environmental challenges that will arise**, and enable them to respond actively and in a responsible manner.

Research work carried out within CEREN aims to promote models of organisation and governance that are likely to **enhance and regenerate the ecosystems in which they are part**, based on the concepts of social and societal responsibility, ethics, sustainability and diversity.

Research axes at BSB

At the end of 2017, CEREN was composed of 4 research axes and 2 "emerging" research axes (which will be developed in the months and years to come).

- **Finance, Governance and CSR**

This axis takes a differentiated look at issues related to **organisational governance modes, diversity, CSR**, in particular:

- ✓ One question concerns the links between the mode of designation and the composition of the boards of directors, particularly in terms of **diversity** and the **performance** of the organisation or its capacity for **innovation**.
- ✓ Another question concerns the most effective governance methods consistent with a CSR policy, with a focus on **cooperative organisations** (banks, wine), on the possible specificities of social entrepreneurship, microfinance or crowdfunding.

- **Decisions & behaviours**

This axis develops skills that are not widespread in France around experimental economics, an approach based on the design of rigorously controlled protocols for analysing the behaviour of individuals. The LESSAC Lab is an interdisciplinary platform dedicated to the study of decision-making through controlled laboratory experiments. It centralises BSB's experimental economics activities in order to explore all dimensions of **decision-making, in the context of individual and collective economic, managerial, financial or social choices**. The main objective of the research conducted at the LESSAC is to assess employees' performance in relation with information sharing and understanding inside teams, by using to its full extent small and big data and ICT in order to influence behaviour.

Three key questions guide the work of this Axis:

- ✓ How can an individual fix the limits of his relevant/useful information interval, i.e., in particular, how does the individual select the reference group, significant others, and the way in which interactions can lead to **performance** and not to resources waste?
- ✓ How can an individual measure effort and attribute merit/success to own/others contributions and to the influence of the communication device while jointly working with significant others to transform available into useful information? (**social and antisocial behaviours**)
- ✓ Which links can we identify between common knowledge and norms construction inside a team and which **stereotypes** are associated with norms compliance and proximity concerns? What are the lubricants of communication inside teams? (Credence attributes in the environment, food and wine domains)

- **Entrepreneurship**

This axis develops original thought processes on **sustainable business models** and the implications of aspects related to **gender diversity** or **social and societal responsibility** on entrepreneurship education.

The scientific project of this research axis aims to contribute to providing answers to two questions:

- ✓ The link between **entrepreneurship and sustainable responsibility**, around the issue: What conceptual changes lead to the addition of the notion of responsibility or sustainability to entrepreneurship? (Entrepreneurial management, SME business models, leadership).
- ✓ The **transmission of knowledge/knowledge** in entrepreneurship to BSB stakeholders, who are first and foremost students, entrepreneurs, support and entrepreneurial development structures (entrepreneurship education).

This work is carried out more particularly in the sectors of culture, tourism, agri-food industries and wine.

- **Wine & Spirits**

This axis is interested in the question of terroirs, both in conjunction with the actors of the Bourgogne-Franche-Comté region and with prestigious international partners, in issues of **diversity on wine consumption and on the management of family businesses**.

The issues addressed are:

- ✓ What is the role of **terroir**, in France and internationally, in wine and food products?
- ✓ What is the link between wine perception and **cultural differences**?
- ✓ What are the **gender preferences** for wine names, or during wine tastings?
- ✓ **Green innovation**: creativity, risk and social context

- **Arts & Cultural Management**

This research axis deals particularly with cultural ecosystems, sustainable entrepreneurship with research more particularly focused on **the role of culture as the "4th pillar" of Sustainable Development**, a dimension which is increasingly taken into account, both in the United Nations' Agenda for Sustainable Development and in several recent framework documents at the European Union level.

The team's main research focus is **cultural entrepreneurship and territorial development**. The research team is committed to developing work that addresses the specificities of cultural sectors in terms of managerial structure, copyright protection, a prototype economy or new forms of cultural entrepreneurship.

- **Digital Leadership**

This axis is currently being set up. It is developing first works on the issues of **collaborative economy and digital transformation**. Located on our Lyon Campus, this axis will in the coming years be in charge of developing high level research, with a goal of international recognition, in connection with the local ecosystem (Lyon and the Rhône-Alpes-Auvergne Region) related to digital technologies and Artificial Intelligence.

2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	-----------------------------	--	-----------

What we were targeting	What we did	Progress status
<ul style="list-style-type: none"> ✓ To continue current research in the framework of CSR Research Chairs 	<p>A new Research Chair was created, focused on the evolution of business models in the agri-food industry</p> <p>Additionally, the scientific project of the CEREN research centre and of the research axis were defined and reaffirmed their links to CSR-linked research themes</p>	
<ul style="list-style-type: none"> ✓ To continue sharing CSR research findings with students, academic and corporate community and society 	<p>CSR research findings are continually shared with students, firms and society within the framework of classes, conferences or publications</p>	

2018-2020 major objectives

- ✓ To continue research on the axes related to CSR
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ To continue sharing CSR research findings with students, academic and corporate community and Society
- ✓ To finalize the impact of research project

4. Student Social Policy

We believe that all students deserve to succeed and we strive to provide them with all the support services needed and courses modules to attain that goal.

Guaranteeing equal opportunities and success for all our students

Admission

- 58% of students from "preparatory class" / 42% students from parallel admission (universities, or other higher educational institutions)
- 31% of "preparatory class" students admitted with a major in management ("*classe préparatoire voie technologique*")
- 43% of "preparatory class" applicants were granted free national entrance exams in 2018
- 28% *Grande Ecole* students received national scholarships in 2017-2018
- 66 nationalities on campus in 2018-19

Financial support

- Scholarship policy based on excellence and merit criteria since 2005
 - In 2018-2019:**
 - ✓ *Grande Ecole* Programme: 11 excellence scholarships
 - ✓ Bachelor Programme: 6 scholarships based on merit + 1 excellence scholarship
- BSB Foundation scholarships based on social criteria since 2015
 - In 2018-2019:**
 - ✓ *Grande Ecole* Programme: 17 BSB Foundation scholarships
 - ✓ Bachelor Programme: 3 BSB Foundation scholarships
- Student loans at negotiated rates
- A Food Bank (*OwlforYou*)
 - ✓ In 2017-2018, 14 students have received support from Owl for You.
- Student jobs through the BSJobs and BSB Junior Consulting student associations
- Work study contracts track
 - In 2017-2018:**
 - ✓ 209 students enrolled in the apprenticeship track (13 Bachelor Programme / 196 *Grande Ecole* Programme)
 - ✓ 36 students enrolled in the newly created professionalisation contract (contrat de professionalisation) track (18 Bachelor / 18 *Grande Ecole* Programme)

BSB Foundation

In order to guarantee equal opportunities, BSB Foundation was created in 2014, under the aegis of the *Fondation de France* and in partnership with 3 sponsoring firms. *Banque Populaire Bourgogne Franche-Comté, Fédération Nationale des Banques Populaires, Crédit Agricole Franche-Comté*. Since 2016, **40 scholarships** were awarded.

Work-study contracts tracks

Work-study contracts tracks allow students to earn a significant living to finance their studies while gaining experience in a company. In 2017-18, the work-study contracts tracks concern more than 240 students. Some of these students would not have been able to study at the BSB without this track.

Enhancing diversity

"Mission Handicap" Task Force

- Created in 2009 to provide support for disabled students at BSB and to raise awareness of disability issues
- Specific contact person for disabled students
- Partnerships
 - ✓ *Caisse d'Épargne Bourgogne-Franche-Comté* to finance disability compensation scholarships and awareness campaigns
 - ✓ *Tremplin pour l'Emploi* to support disabled students' professional integration
- Increase in the number of students BSB accompanies:
 - ✓ **43** students in 2017-2018
 - ✓ This figure has increased tenfold in 8 years, from **4** students per year in 2011, to **43** in 2018



Disability Awareness Day



To show BSB's commitment to this theme, a day was dedicated to raising student awareness of disability in October 2017. Meeting, exchanging and role-playing with people with disabilities all aim to link the actions undertaken by the School and our teaching mission. During this week, an exhibition and a quiz on the theme "Clichés die hard, let's get past them" were held, and several awareness workshops, were organised in partnership with associations.

"This project is a good initiative. It fosters inclusion of disability. It is also up to us, people with disabilities, to reach out to people, to discuss so that they see that we are "different like everyone else"" - Jean-Paul, "Associations des Paralysés de France" member



Integration of international students

- Housing support provided by the School
- Pick-up service at the train station
- Assistance with administrative procedures
- Induction week:
 - ✓ Sightseeing tours and excursions within Burgundy area
 - ✓ Buddy system set up by Melting Potes student association
 - ✓ Specific services for international students all year round

Internationalised campus

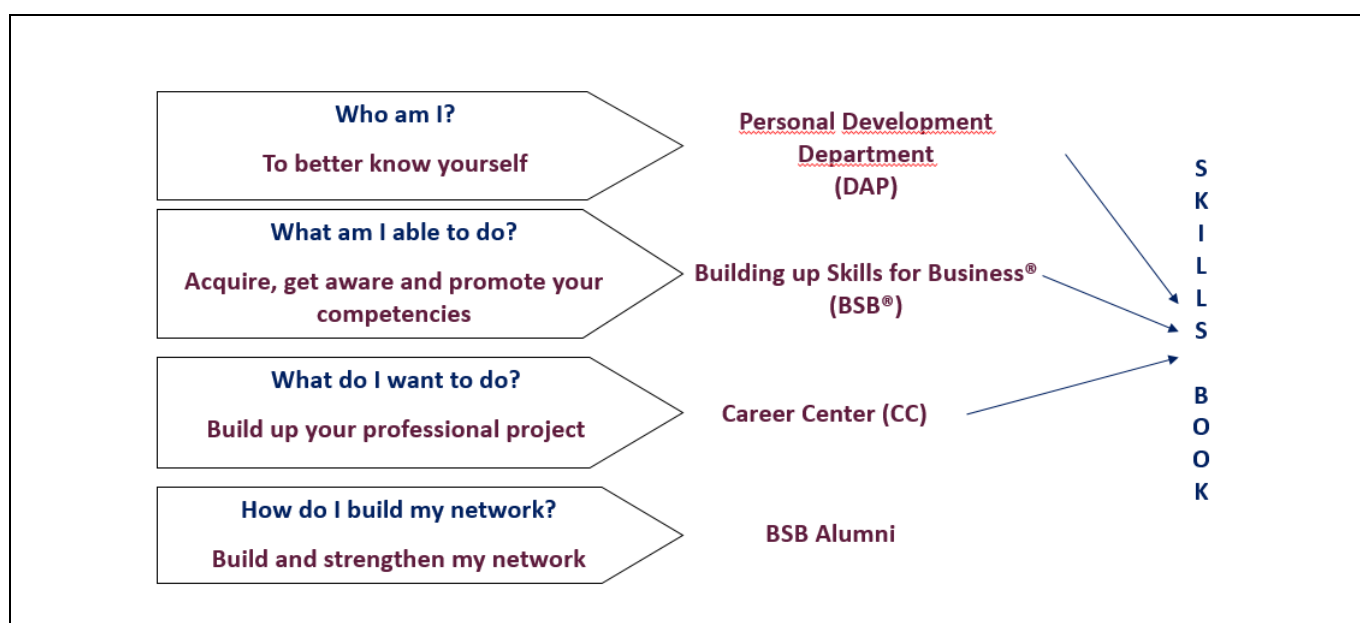
- ✓ **25%** international students - **66** nationalities
- ✓ **173** exchange students from **66** partner universities in **31** countries
- ✓ **36%** international permanent professors

Supporting students' academic and professional support throughout their studies

We offer a wide range of student services to all students (Work Placement Department, International Relations Department, Programme Management Teams, Personal Development Department, Learning Center, etc.). We have also set up an integrative follow-up process **to guide students in their personal and professional development: the competency approach**. Since 2010, the Personal Development Department, The *Building up Skills for Business*[®] Project Managers, and the Career Centre have been developing a **collaborative approach** using 3 complementary processes, to improve all students' personal and professional development. It aims to support students in the development, awareness and enhancement of their skills throughout their studies at BSB. This project also involves students, faculty, programme managers, and industry representatives from various sectors who were asked about expected skills.

Student Skills Book

The Student Skills Book is an online platform accessible to all *Grande Ecole* students in their personal digital space, which allows them to record and visualise their careers, experiences (academic, professional, student associations and personal) and the skills that they have developed.



Ensuring quality of campus life

BSB pays particular attention to the student quality of life on campus. This aspect is fundamental within an educational institution. To develop their full potential, students must be provided with the best possible conditions, both inside and outside the classroom. BSB strives to offer services that meet the need for assistance that some students may experience. For us, the aim is to help these future managers to fully thrive throughout their studies.

Many practices have been in place at BSB for several years and they reflect the institution's vision, among them:

- Possibility of individual appointments (in English or French) with 1 Psychotherapist and 2 Psychologists (on campus, by phone or via Skype)
 - ✓ In 2016-2017: 80 students
 - ✓ In 2017-2018: 88 students

"Students must live in a stimulating environment that reflects their values. Things have changed. You can work just as well lying down in a beanbag as in a classroom. We must move away from the classical scheme of students sitting at a table. Today our students want to be in a world where, whatever their profile, it is good to express themselves and socialise."

Stephan Bourcieu in "Le Monde", July 2018

Students often face problems handling stress and pressure (exam periods), mourning, anxiety, panic attacks, sleep issues, sentimental break-ups, difficulties being away from home, depression, difficult student relationships, apprehension linked to entering the world of work (graduating students).

- MBTI Workshop ("Myers and Briggs Type Indicator") – The substantial number of appointments students make show their need to know who they are. This workshop particularly contributes to their well-being
- "Cpas1Option" seminar, along with the Head of Student Federation, to raise awareness of student event organisers
- Common preparation of the integration week-end between the School and students
- Signature of a "responsible behaviour" charter for external or major School events (Integration week-end, Christmas Gala, etc.)
- Sale of local producer's fruits and vegetables baskets to students
- Park, sports hall, music room and lunch room with microwaves
- Non-smoking campus, in accordance with the French regulation
- Zen Room at the Learning Center

Zen Room at the Learning Center

Inspired by the American concept of a "Third Place", in reference to social environments distinct from students' two main places that are home and the office, it is above all **a place dedicated to the social life of the community**. The Learning Center is much more than a traditional library. A range of spaces is now available, which correspond to the multitude of work and relaxation practices that students are looking for today, in particular, a Zen Room.

Meditation sessions are organised once a week in the Zen Room, for students, faculty & staff.



2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	-----------------------------	--	-----------

What we were targeting	What we did	Progress status
✓ To increase the number of scholarships available to students	The scholarship policy was maintained	
✓ To launch the Student Skills Book	This online platform has been in place for 2 years now for the <i>Grande Ecole</i> Programme	
✓ To extend the collaboration between the Personal Development Department, The <i>Building Up Skills for Business</i> ®, Project Managers, and the Career Centre to the Bachelor Programme	The "competency approach" project aimed at helping students to define their professional project will be extended to the Bachelor Programme as of September 2019	
✓ To set up a survey to assess student quality of life satisfaction rating	The "Student Experience" survey was developed this year and is currently being administrated	
✓ To raise student awareness of nutrition and balanced diets	Organisation of the "Taste Week" by students, in collaboration with BSB	

2018-2020 major objectives

- ✓ To continue existing actions (awareness raising actions on balanced diet and diversity,...) and implement ongoing projects ("BSB student experience" project,...)
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ To monitor gender diversity indicators as part of the #LFC equality project
- ✓ To Initiate discussion on raising students' awareness of dangerous behaviour and addictions (alcohol, drugs, tobacco)
- ✓ To extend the competency approach to the Bachelor Programme

5. Faculty and Staff Social Policy

Guaranteeing diversity and equality

Diversity

- Corporate Diversity Charter

BSB has been a signatory to the Corporate Diversity Charter since 2011. This charter is intended for companies that are committed to and act in favour of non-discrimination and diversity. This charter reflects the values that BSB wishes to convey through its motto "Lead for Change", and is composed of the following 6 articles:

1. Raise awareness and train our board of directors, faculty and staff members involved in recruitment, training and career management on the challenges of non-discrimination and diversity.

2. Respect and promote the application of the principle of non-discrimination in all its forms and in all stages of human resources management, including the hiring, training, promotion or professional promotion of staff members.

3. Seek to reflect the diversity of French society and in particular its cultural and ethnic diversity in our workforce, at different levels of qualification.

4. Communicate to all of our faculty and staff members our commitment to non-discrimination and diversity, and inform them of the practical results of this commitment.

5. Make the development and implementation of the diversity policy an object of dialogue with employee representatives.

6. Include in the annual report a descriptive chapter on our commitment to non-discrimination and diversity: actions implemented, practices and results.

BSB's commitment to diversity was renewed through the signature of the 2018 edition of the diversity charter in November 2018.

- No discrimination in recruitment (gender, disability, religion, origins...)
- 36% of international permanent professors
- Disability policy:
 - ✓ Awareness raising actions
 - ✓ Contracts with external companies employing disabled workers
 - ✓ Objectives in terms of recruitment of disabled workers
 - ✓ "RQTH" ("*Reconnaissance de la Qualité de Travailleur Handicapé*") recognition: from 1 in 2016 to 6 in 2018

Gender equality

- **Gender Equality action plan since 2013, in accordance with French regulations**
 - ✓ To respect BSB male/female ratio in the definition of the training plan budget and salary rises
 - ✓ To guarantee same-skill equal salary
 - ✓ To allow faculty and staff to choose to work part-time
- **BSB Faculty & staff 2017:** 64% female / 36% male
 - ✓ Training actions 2017: 84% female / 16% male
 - ✓ Salary increase 2017: 74% female / 26% male
 - ✓ New recruitment 2017: 59% female / 41% male

Age equality

- **Age Equality action plan implemented until 2017, in accordance with French regulations**

This action plan is no longer compulsory, but the good practices developed will remain

- ✓ Objectives in terms of junior and senior staff recruitment will remain
- ✓ Action plan for new staff integration and follow-up has been created and implemented
- ✓ Training actions 2017: 48% junior staff / 52% senior staff

Guaranteeing responsible working conditions

- **Induction**
 - ✓ Welcome guide available in French and English
 - ✓ Translation in English of main international Human Resources documentation
 - ✓ New Faculty & Staff induction: 1-day induction seminar, welcoming breakfast,...
 - ✓ New Faculty induction programme
- **Training**
 - ✓ Training plan: 108 BSB staff trained in 2017 (+61% since 2015)
 - ✓ To take into account private constraints in the choice of training
 - ✓ Annual appraisal of professional activities and competency assessment in accordance with French regulations
- **Health**
 - ✓ Health, Safety and Working Conditions Committee ("*Comité d'Hygiène, de Sécurité et des Conditions de Travail*")
 - ✓ Anti-harassment charter
 - ✓ Health risk analysis document ("*Document Unique*")
- **Security**
 - ✓ Safety guide
 - ✓ Trained first-aid contacts at the workplace
 - ✓ Fire extinguisher training
- **Quality of life**
 - ✓ Quality of Working Life audit in 2014 and implementation of recommendations (*anti-harassment charter, induction, welcome guide, follow-up of Quality of Working Life working group, management trainings,...*)
 - ✓ Quality of Working Life working group regularly meets and suggests improvement actions
 - ✓ Satisfaction survey in annual appraisal report
 - ✓ Teambuilding events throughout the year

2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	--------------------------------	--	-----------

What we were targeting	What we did	Progress status
✓ To follow-up age and gender equality indicators	These indicators are compiled and monitored	
✓ To communicate our actions, particularly in the field of disabilities	Internal communication about disability recognition allowed to increase the number of official "RQTH" recognition	
✓ To increase each year the number of Human Resource documentation translated in English	More documentation has been translated	
✓ To implement actions recommended in the Quality of Working Life audit	Implementation of action plans	

2018-2020 major objectives

- ✓ To continue existing actions (translation of important HR documents in English, implementation of Quality of Working Life Audit recommendations,...)
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ Carry out an annual review of the implementation of the charter of diversity and report on progress in the CSR reports

6. Environmental Practices

Our activities have environmental impact for which we, as a higher education institution, must be responsible.

Taking actions to reduce our environmental impact

Infrastructure planning and management

- **High Quality Environmental standards at our Lyon Campus**
 - ✓ Our Lyon Confluence buildings are low-energy buildings with practices such as rainwater collection, triple glazing, waste sorting, etc.
- **Extension and renovation of our Dijon campus integrated environmental criteria**
 - ✓ Preserve the campus' natural environment by planting new trees
 - ✓ Green roof on the new building
 - ✓ Landscaping the School's park
 - ✓ Upgrading access for handicapped people throughout the premises
 - ✓ Repair and replace heaters in one of the buildings



Operations and facilities

- Carbon footprint assessment in 2009
- **Gas: same gas consumption in 2018 than in 2015** with a 20% increase of campus surface area
- **Electricity:** reduced electricity consumption from 2009 to 2017 by **23% while increasing BSB surface area by 20%**
- **Water: a 7% decrease** in water consumption since 2015

Travel policy

- Dijon and Lyon Campuses are located in the city centre with near-by public transportation: "Velodi" city bicycles (Dijon) and tram stations
- 50% of public transportation and public bike sharing scheme expenses are covered by the School in accordance with the French regulation: **20 staff in 2016, 27 staff in 2018**
- Train mobility encouraged

Sustainable purchasing

- Integrating environmental criteria in public contracts, in accordance with French regulations. Recent examples include: health insurance (5% CSR criteria), office and classroom furniture (10% CSR criteria) and photocopiers (10% CSR criteria)
- Contracts with suppliers employing disabled staff when possible (paper mailing by HANDIRECT)
- Use of "Sustainable Paper Consumption" labelled paper

Waste reduction

- Recycling of white paper, cardboard, cartridges, and electronic devices such as computers
- Donating library books to an association
- Donating 40 computers to diverse associations in 2017-2018

Almost 3 million sheets of BSB paper are printed each year. Over a 9-year period, the total printouts represent the equivalent of the Eiffel Tower in height.

BSB's waste management policy

Dijon Métropole carried out an inventory of BSB's waste management policy in early 2018. This report highlighted several points:

- Selective sorting was not yet in place, and therefore no information had been provided to students or staff at the institution on this subject,
- Waste bin collection could be optimised,
- Only a few purchases included environmental criteria,
- Disposable plates and cutlery are often used for student events or meetings producing considerable plastic waste.

As a result of this inventory, more than 150 separate flow bins have been installed on all campus buildings in September 2018. This action is part of the institution's CSR policy and makes it possible to both raise students' awareness of this current issue and to make the best use of the waste produced by the institution. Our commitment to reduce waste is also reflected in several additional actions:

- Paper reduction:
 - ✓ Printing is regulated for students in order to limit the number of copies made
 - ✓ Errors and overprints are used to create self-service draft notebooks for faculty, staff and students
 - ✓ Paper-free course materials (use of video projectors), are accessible via the E-learning platform
- WEEE (Waste Electrical and Electronic Equipment):
 - ✓ WEEE is recovered as much as possible. It is collected by a specialised company (Bourgogne Recyclage) or, when possible, repaired and then given to associations or schools
 - ✓ The School purchases computers from HP and DELL as these companies unpack and take the packaging back when large quantities are delivered
- Wall-mounted voting ashtrays have been set up in front of the campus entrance. The voting options are managed by the "ESC'Prit d'Aventure" student association. This nudge approach aims at reducing the number of cigarette butts that are usually thrown on the pavement and pollute the environment.
- During the oral entrance exam period: jury meals were previously served on plastic dishes, leading to the production of a large amount of plastic. Since 2018, they are served on reusable dishes to reduce the amount of waste produced. This corresponds to about 800 meals. During this period, waste sorting was also set up for the candidates' meals, before the official use of the sorting bins.

Awareness raising actions: Eco-gesture workshop (national operation "Tour de France Agir Ensemble")

In 2018, BSB, in partnership with the *Université de Bourgogne Franche-Comté*, *CROUS de Dijon* and *Dijon Métropole* hosted the "Tour de France Agir Ensemble", a national operation led by the AVUF association (Association of French University Towns) that was created to stimulate territorial cooperation in order to address the challenges of energy and ecological transition. The purpose of this event is to raise faculty and staff as well as student awareness of the necessity of adopting eco-friendly behaviours through playful workshops. The objective is to echo our institutional actions.

During this week, two workshops on eco-gesture practices (waste sorting and daily individual eco-friendly gestures) were led by students. A knowledge quiz on ecology, a movie screening and visits of a waste sorting centre are also organised by the partners.

2016-2018 objectives assessment

	Achieved		In progress / Partially met		Initiated
--	----------	--	-----------------------------	--	-----------

What we were targeting	What we did	Progress status
✓ To follow-up consumption indicators	Energy, electricity and water consumption is monitored through the various bills received	
✓ To implement a sustainable purchasing policy in accordance with French regulations	French regulations are applied	
✓ To renew the eco-friendly awareness workshop	Renewal of the workshop in 2018	
✓ To implement sorting and recycling of waste	Waste sorting and recycling is fully implemented on Dijon's campus	

2018-2020 major objectives

- ✓ To continue existing actions (waste sorting and recycling communication campaigns, communication actions on cigarette butts,...) and ongoing projects (expand waste sorting to Lyon campus)
- ✓ To produce yearly the "DD&RS Standards" indicators
- ✓ To set up a "waste sorting and reduction" project group to manage the sorting and invite reflection on waste reduction on BSB campuses
- ✓ To integrate plastic packaging reduction into market renewal
- ✓ To set up a project group on energy performance management
- ✓ To initiate discussion on how to create a sustainable purchasing policy

Upcoming Objectives 2018-2022

Strategy

Objectives	2020	2022
1. Contribute to the construction of a responsible society with internal and external stakeholders		
Raise awareness and encourage faculty, staff and students to act		
Continue awareness-raising actions on CSR themes for students and employees (Diversity fortnight, disability awareness, eco-actions awareness, etc.)	X	
Continue to develop the #LeadForChange project (communication on a CSR theme every year)	X	
Draw up a Charter of Responsibility for faculty, staff and students	X	
Set up a "TedX" conference #LeadForChange		X
Sign the Sustainable Development Goals Agreement	X	
Take into account stakeholders' expectations		
Continue student involvement in BSB's CSR committees	X	
Implement the actions identified through the "student experience" survey and measure their effectiveness	X	
Take into account CSR expectations of students, faculty and staff through a questionnaire	X	
Set up a Student Life Committee	X	
Work with networks of territorial and international actors to help change behaviour		
Continue the work undertaken by the research teams working on CSR dimensions	X	
Identify CSR-related projects and partners in order to enhance them within the framework of the communication actions	X	
Initiate a discussion on a CSR charter for stakeholders (internal and external)		X
2. Formalise the CSR policy with all stakeholders		
Define the sustainable strategy and develop an action plan		
Reach level 3 (out of 5) of the "DD&RS Standards" for all axes	X	
Set objectives to be achieved for all areas (waste reduction objectives, CSR integration in courses, weight of CSR criteria in markets, etc.)	X	
Involve BSB stakeholders (internal and external) in the evolution of the CSR strategy		X
Integrate CSR dimensions into the 2022-2027 action plan		X
Integrate the approach into all of BSB's services		
Produce, manage and share "DD&RS Standards" indicators annually	X	
Communicate the meaning of the approach, objectives and results to all stakeholders		
Production of the PRME report every 2 years	X	
Communicate on the CSR policy and CSR actions on the various BSB communication media	X	
Obtain the "DD&RS label"		X

Education

Objectives	2020	2022
1. [Students] Integrate CSR issues into programmes		
Adapt traditional initial training course lessons		
<i>Integrate CSR issues into all programmes disciplines</i>		X
<i>Sensitise students to the Sustainable Development Goals</i>	X	
<i>Introduce the Sulitest into programmes</i>	X	
2. [Students] Promote and support the development of students' CSR skills (implementation)		
Learning to apply CSR teaching in all work and training missions, including in companies		
<i>Initiate discussion on how to have ECTS recognise student CSR thought process, for example in a professional situation (work placements)</i>	X	
<i>Introduce a question concerning CSR skills of graduates on the graduate survey</i>	X	
Support student initiatives in the implementation of CSR projects		
<i>Continue School-student associations collaboration on CSR projects</i>	X	
<i>Encourage all student associations to lead a CSR project</i>	X	
3. [Employees] Promote and support the development of employees' CSR skills		
Incentives and support to teachers to promote the integration of CSR into teaching		
<i>Identify teaching staff who could benefit from training (for example, to introduce CSR concepts into courses) taking into account BSB's overall training priorities</i>	X	
<i>Set up training on CSR themes for teachers requesting it taking into account BSB's overall training priorities</i>	X	
Integration of CSR training actions into faculty and staff training policy		
<i>Offer training to faculty and staff when projects are implemented (example: energy performance management) taking into account BSB's overall training priorities</i>	X	
4. [Society] Foster the development of a knowledge-based society that respects CSR principles		
Develop and support educational approaches, methods and materials that promote the dissemination and access to knowledge to stakeholders		
<i>Continue the dissemination of CSR-related knowledge to stakeholders</i>	X	

Research

Objectives	2020	2022
1. Promote interdisciplinary research on CSR at the territorial, national and international level		
Develop transdisciplinary research projects dedicated to CSR		
<i>Continue research on the axes related to CSR</i>	X	
<i>Measure the percentage of CSR research led at the School through the measure of research impact</i>	X	
Identify and take into account CSR impacts (environmental, social and economic) in research projects		
<i>Set up an ethics committee of the CEREN</i>		X
<i>Create a research ethics charter</i>		X
2. Putting CSR research, its approach and tools at the service of programmes		
Integrate CSR research results into training programmes and pedagogy		
<i>Continue the transfer of CSR research into training programmes</i>	X	
<i>Finalise the work on research impact and identify the CSR-related impact on students</i>	X	
3. Promote and transfer the results of CSR research to national and international stakeholders		
Disseminate the results of CSR research to stakeholders at the territorial, national and international level		
<i>Highlight the dissemination of CSR research results in order to enhance them as part of the communication of the CSR actions</i>	X	
Transfer research results		
<i>Highlight the transfer of CSR research results in order to enhance their value as part of the communication of the CSR actions</i>	X	

Students Social Policy

Objectives	2020	2022
1. Promote a policy of equality and diversity		
<i>Monitor gender diversity indicators as part of the #LFC Equality project</i>	X	
<i>Organise one or more student targeted actions during the Diversity Fortnight</i>	X	
2. Develop a quality of life policy at BSB		
Implementation of a prevention, safety and health policy		
<i>Continue and enhance actions to raise awareness of balanced nutrition</i>	X	
<i>Initiate discussion on student food offers</i>	X	
<i>Strengthen existing actions and collaborate with students on raising students' awareness of dangerous behaviour and addictions (alcohol, drugs, tobacco)</i>	X	
Implementation of a quality of life policy		
<i>Implement the actions identified through the "Student Experience" survey and measure their effectiveness</i>	X	
<i>Communicate more effectively on the various actions made by the Personal Development Department</i>	X	
3. Promote an equal opportunity policy for students		
Implementation of an equal opportunities policy for all students from admission to professional integration		
<i>Define relevant indicators to be monitored to measure the equal opportunities policy</i>	X	
Actions and services in favour of the reception and integration of international students		
<i>Implement the actions identified through the "Student Experience" survey and measure their effectiveness</i>	X	
Implementation of student support services (job offers, scholarships, solidarity funds, etc.)		
<i>Continue to develop the Skills Book and the professional and personal support approach for students</i>	X	
<i>Extend the Personal Development Department -E&C-BSB (Competence approach) support approach to the Bachelor Programme</i>	X	

Faculty and Staff Social Policy

Objectives	2020	2022
1. Promote a human and social policy of equality and diversity		
Implementation of actions in favour of equality in the recruitment and promotion of faculty and staff		
Monitor the "DD&RS Standards" indicators (% Male-Female in the total number of employees by category / % Male-Female in governance bodies and management positions)	X	
Monitor Male-Female ratio action plans	X	
Implementation of actions in favour of diversity in the recruitment and promotion of faculty and staff		
Monitoring of "DD&RS Standards" indicators (% of senior faculty and staff, junior, disabled by category)	X	
Carry out an annual review of the implementation of the charter of diversity and report on progress in the CSR reports	X	
Have all important HR documents in English, as identified by the management	X	
2. Enhance and develop skills and internal mobility		
Professional training for faculty and staff		
Monitoring of "DD&RS Standards" indicators (training budget in relation to payroll + % of faculty and staff per category who have benefited from training days per year)	X	
Valuation of faculty and staff skills allowing mobility		
Monitoring of "DD&RS Standards" indicators (number of promotions, internal mobility and % of mobility satisfied in relation to the offer)	X	
3. Develop a quality of life policy in the establishment		
Implementation of a prevention, safety and health policy		
Continue the actions carried out by the Health, Safety and Working Conditions Committee	X	
Implementation of a quality of life policy		
Continue implement the actions identified in the Quality of Working Life audit	X	

Environmental practices

Objectives	2020	2022
1. Develop a policy to reduce greenhouse gas emissions and reduce resource consumption (GHG, transportation, water, etc.)		
Reduce greenhouse gas emissions and practices		
Continue awareness-raising actions such as eco-friendly workshops	X	
Follow the "DD&RS Standards" indicators	X	
Carry out a carbon assessment with a group of students (REFEDD methodology)		X
Implement employee and student travel management and an incentive policy for soft transport		
Set up a communication campaign on soft transport		X
Encourage employees to use bicycles		X
Monitor the "DD&RS Standards" indicators (rate of people using public and soft transport)	X	
Implement a sustainable purchasing policy		
Initiate discussion on sustainable purchasing policy	X	
Integrate plastic packaging reduction into market renewal	X	
Monitor "DD&RS Standards" indicators (% of contracts including a minimum value of 30% of CSR criteria)	X	
Implement an energy management system for institutions and actions to improve faculty, staff and student behaviour		
Set up a project group on energy performance management	X	
Develop information campaigns for faculty and staff on sustainable behaviour on campus	X	
Monitor the "DD&RS Standards" indicators (overall primary energy consumption KWh/m ² /year and level of reduction achieved through our providers platforms)	X	
Reduce and optimise water consumption		
Monitor "DD&RS Standards" indicators (m ³ /year by type of use)	X	
2. Develop a policy to prevent and reduce environmental damage (waste, pollution)		
Optimise the sorting and recovery of waste treated as household waste		
Set up a "waste sorting and reduction" project group to manage the implementation of waste sorting and initiate a reflection on how to reduce waste on campus	X	
Expand waste sorting to Lyon campus	X	
Enhance actions and information campaigns on cigarette butts	X	
Monitor "DD&RS Standards" indicators (quantity of non-hazardous waste produced per site and per nature and % of waste in sectors and recovered)	X	
Optimise the processing and reduction of Waste Electrical and Electronic Equipment		
Monitor "DD&RS Standards" indicators (quantity of Waste Electrical and Electronic Equipment produced per site and per nature and share of recycled Waste Electrical and Electronic Equipment)	X	
3. Develop a biodiversity policy		
Implement sustainable management of cultivated areas, green spaces and landscaped areas		
Continue the non-use of inputs in the maintenance of the School's park	X	
Initiate a reflection on the use of phytosanitary-free cleaning products		X