



FRANCE – CHINA – SPAIN – HUNGARY – LUXEMBOURG

**SUSTAINABLE DEVELOPMENT &
SOCIAL RESPONSIBILITY STRATEGY**



The School's Sustainable Development and Social Responsibility (SD & SR) strategy is structured around the following 5 key areas:

- Strategy and governance.
- Teaching and training.
- Research and innovation.
- Social policy.
- Responsible campuses.

All 5 key areas include a general aim and are sometimes broken down into sub-areas, each with a specific objective. ESSCA's achievements by key area are described, as well as the monitoring indicators that will be reported each year in the School's annual activity report. Lastly, ESSCA's objectives for the 5 SD&RS areas are specified and have led to the definition of an action plan for each department.

This strategy is based on the SD&SR Label guidelines. This label is the result of the collective work of a dozen universities and Grandes Écoles, the Conférence des Grandes Écoles, France Universités, the Ministry for Sustainable Development, the Ministry for Higher Education and Research and the *REseau Français des Etudiants pour le développement Durable* (REPED¹).

I. Strategy and governance

Aim:

Involve all ESSCA stakeholders in a distinctive Sustainable Development and Social Responsibility strategy.

Policies:

- **Odyssey 20-24 strategic plan.**
- **ESSCA SD&SR governance structure.**
- **Ethics at the heart of ESSCA's governance.**
- **Accreditation, certification and ranking policy.**
- **Responsible purchasing policy.**
- **Responsible communication policy and plan.**
- **Commitment of the School to its region.**

▪ "Odyssey 20-24" strategic plan

Several rounds of participative reflection were organised to lay out ESSCA's strategic orientations until 2024, including theme-based working groups, conferences, etc. In total, more than 150 people were involved, representing students, employees, professors, alumni and parents of students, etc. As a result, it was possible to co-construct an exhaustive inventory of the experiences, strengths and areas for improvement, expectations and representations of each "stakeholder".

Following this initial round of consultations prior to the development of the strategic plan, the participative reflective thinking process continued, involving a greater degree of cross-functionality and creativity, through the organisation of around twenty workshops attended by over a hundred participants. The aim was to imagine what the student or employee experience should be like by 2024.

¹ REPED: French Network of Students for Sustainable Development

This resulted in an ambitious vision for ESSCA to become one of France's top 10 and Europe's top 30 business schools, offering one of the best working, research and learning environments by 2024. Already recognised for its social and societal engagement, ESSCA intends to emphasise the SR dimension of its strategic plan. With a view to aligning itself with the 17 sustainable development goals developed by the UN, the strategy is based in particular on strengthening the school's commitments in the following areas:

- environmental, with a target of carbon neutral campuses by 2035 and new charters to guide responsible purchasing and communication practices.
- social, in particular through prevention and healthcare policies and charters focusing on sustainable development with student societies.
- teaching and learning, by continuing the impact activities offered to students during induction weeks and throughout the year by ESSCA's Student Experience Department, and by stepping up psychological and pedagogical support for students. The programmes will also be reviewed, beginning with the Master in Management (MiM) cycle, to better adapt them to the expectations of companies and organisations and to better prepare students for the challenges associated with the ecological transition.
- research, with increased promotion and dissemination of the multi-disciplinary scientific contributions made by its professors.

▪ **ESSCA SD&SR governance structure**

In 2014, ESSCA appointed an SD&SR project manager to promote sustainable development and social responsibility within the School. The project manager reports directly to the Director of Student Experience, who is a member of the Group Executive Committee.

Building on the range of initiatives across its campuses over the past ten years, ESSCA has undertaken, as part of its new strategic plan, to strengthen the School's positioning on social and environmental issues, whether in its teaching, research or as part of campus life.

Accompanied by a specialised consulting firm in 2022-2023, ESSCA has taken steps to make official its Sustainable Development strategy.

The key stakeholders were asked about the challenges facing ESSCA and a working group was tasked with identifying priority actions for the School.

Following 5 working meetings held between September 2022 and February 2023, an action plan covering each key area of SD&RS drawn up, and the School's 17 central departments each set their own SD&SR objectives. In addition, all the school's objectives are linked to at least one of the 17 UN Sustainable Development Goals (SDGs).

Liaison officers for each key SD&SR area - all members of ESSCA's Executive Committee - have been appointed to ensure the deployment of the School's SD&SR commitments across all campuses and departments.

This is the result of the deployment of ESSCA's SD&SR strategy. An action plan covering each key area of SD&SR was drawn up, and the School's 17 central departments each set their own SD&SR objectives. In addition, all the School's objectives are linked to at least one of the 17 UN Sustainable Development Goals (SDGs).

▪ **Ethics at the heart of ESSCA's governance**

ESSCA's legal status as a not-for-profit organisation, which ensures an economic and social balance, means that social engagement has been at the heart of the School's mission since it was founded in

1909. ESSCA is a robust institution: for more than 110 years, it has upheld humanist values that form the basis of its ethical principles. The School is EESPIG qualified (private higher education institution of general interest), which requires that it be managed on a financially disinterested basis and undertake to operate on a not-for-profit basis, working for the common good. The EESPIG status includes commitments in terms of sustainable development and social responsibility, particularly in the areas of diversity and inclusion, as well as impact on local communities and scientific production.

The School's strategic decisions are taken by the Board of Trustees, each representing one of ESSCA's stakeholders. This includes the *Université Catholique de l'Ouest*, the Chamber of Commerce and Industry and the Alumni Network, as these are the Institution's three founding members.

ESSCA's mission was reformulated in 2019 following consultation with stakeholders that included students, alumni, employees, representatives of partner communities and founding members. The Board of Trustees adopted the following wording:

“ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.”

It is underpinned by the following set of values:

- Competence, Humanism, Solidarity, Responsibility, Ambition, Honesty, Autonomy, Imagination.

These values express strong and enduring beliefs, directly linked to the history of the School and the vision of its Governing Bodies, which guide its strategy. They are conveyed individually and collectively by the School's teaching and research staff to all its stakeholders, especially its students.

▪ **Accreditation, certification and ranking policy**

ESSCA is committed through its response to surveys, rankings and applications to obtaining labels and certifications that include SR criteria and attest to the School's academic, social and environmental commitment.

ESSCA's MiM programme is authorised to award a nationally recognised master's degree qualification (Grade de Master). This authorisation is issued by the French Ministry of Higher Education and Research. It attests to a high level of professional skills and the quality of the degree on a national and international level, as well as the integration of the School's research activity into the programme's component courses.

ESSCA is one of only 10 post-baccalaureate business schools in France to be authorised to award a master's degree for its MiM programme.

ESSCA's bachelor's degree in international management is authorised to award a nationally recognised undergraduate qualification (Grade de Licence). This recognition, granted by the French Ministry of Higher Education, Research and Innovation, specifically evaluates the programme's support for research, the School's social policy and its local roots.

ESSCA has achieved AACSB, AMBA and EQUIS international accreditation.

The School is thus among the 1% of “Triple Crown” business schools in the world.

In 2022, ESSCA renewed its commitment to the PRME approach and published its second PRME report. Launched in 2007, Principles for Responsible Management Education (PRME) is an international initiative supported by the United Nations Global Compact. Its aim is to inspire and reward initiatives in responsible education, research and leadership.

ESSCA has been awarded the two-star “Welcome to France” label by Campus France for a period of 4 years starting in 2020. This is a national award, guaranteeing the quality of the welcome offered by higher education institutions to international students. ESSCA is one of only 120 of the 191 institutions involved in this initiative to be awarded the label.

The School is also BSIS (Business School Impact System) certified. The BSIS system identifies an institution's influence on its local area(s). It measures the School's impact across 7 categories of indicators, evaluating all areas of the School's life, from academic, economic, social and environmental perspectives, as well as its contribution to the influence of the regions in which it operates.

After several years of commitment to environmental and social issues, the School embarked on an SD&SR certification process in 2022 (DD&RS).

ESSCA's commitment is also reflected in international rankings. In 2021, the Financial Times ranked the School 8th in the world for CSR publications, in recognition of the commitment of its professors to sustainable development research.

In 2023, Challenges magazine ranked ESSCA as the number 1 business school for its 2 post-baccalaureate programmes:

- No. 1 business school for its MiM programme. ESSCA was evaluated among 15 schools on the following criteria: duration of the Grade de Master award, accreditations, attractiveness of the programme, final degree classifications among graduates, first graduate job salary and budget of the school.
- No. 1 business school for its bachelor's in international management. ESSCA was ranked among 13 schools on the basis of accreditations, entry requirements, secondary school grades achieved by students, first job salary and the budget of the School.

▪ **Responsible purchasing policy**

ESSCA is committed to deploying a strategy that encourages the procurement of goods and services from suppliers who respect the fundamental rights of individuals and who are committed to adopting responsible practices in areas such as involvement in the circular economy, attention to the country of manufacture and the choice of short circuits. The School has drawn up a responsible purchasing charter.

Through this charter, ESSCA's objective is to:

- Express its expectations of suppliers and subcontractors. It demonstrates the School's determination to make a long-term commitment by using the “Sustainable Development” selection criterion at the same level as the criteria currently used for cost, quality, service, innovation and risk management.
- Share its commitment with its suppliers and subcontractors and to ensure their involvement in sustainable development.

ESSCA favours the purchase of furniture made in France for its national campuses, recycled and/or recyclable supplies, the use of refillable whiteboard markers and household products made or distributed by an ESAT² (vocational rehabilitation centre). Wherever possible, the coffee and tea served free of charge to staff will be Fairtrade certified.

² Etablissement et Service d'Aide par le Travail.

In 2022, ESSCA's SD&SR Steering Committee approved the “zero plastic” project on campus, initially favouring alternative proposals to the use of plastic bottles (use of water bottles, carafes, water fountains).

ESSCA uses washable tablecloths and reusable crockery for receptions held on its premises.

All new suppliers are asked to indicate whether they have adopted a responsible approach and to specify their Labels, ISO standards or CSR Charters.

▪ **Responsible communication policy and plan**

ESSCA is committed to protecting the environment and supporting human rights, promoting diversity, solidarity, equal opportunities and the fight against climate change.

Its communication policy and plan are designed to promote actions to share and raise public awareness of the need for a more responsible approach through the School's public positions and initiatives. Several measures have been taken to ensure more responsible communication, both in terms of messages and media, while at the same time adapting to the target audience: listening to different audiences and taking a sincere approach to helping and responding to their needs, accessibility of content, inclusive writing, transparency and honesty, and compliance with the European GDPR guidelines.

▪ **Commitment of the School to its region**

ESSCA is a multi-campus institution located in six French cities. The head office of the ESSCA Association, which has legal personality for the entire group, is in Angers. As such, ESSCA is a member of:

- The Angers Loire Campus Metropolitan Group, a special scientific interest group comprising the higher education actors located in the Angers metropolitan area.
- Associate member of the EDGE (Economics, Law and Management) doctoral school of the Universities of Nantes, Angers and Le Mans.
- Végépolys Valley, a world-class centre of competitive excellence in the plant sector.
- The French Federation of Grandes Écoles (engineering and management schools).
- The FESIC school network (leading network of private not-for-profit of general interest HEIs in France).
- The Regional Federation of Grandes Écoles in the Pays de la Loire region.
- AGERA (Alliance of Grandes Écoles in the Rhône-Alpes Auvergne region).
- The Regional Federation of Grandes Écoles in the Nouvelle Aquitaine region.
- The Regional Federation of Grandes Écoles in the Provence-Alpes-Côte d'Azur region.
- Comité 21 - Pays de la Loire region³.
- GIEC Pays de la Loire region - an Interdisciplinary Group of Experts on Climate Change, of which Professor Jean-Louis Bertrand is Vice President.
- Recently based in Strasbourg, ESSCA submitted its application to Alsace Tech in October 2022, requiring the completion of one graduation cycle to be eligible.

ESSCA representatives are also members of the governing bodies of several national and international networks:

- Managing Director Jean Charroin is a member of:
 - The National Commission for the Evaluation of Management Training & Qualifications (CEFDG).

³ Comité 21's mission is to enable public and private organisations to reinvent their operations in the face of planetary limits and the depletion of resources.

- The FESIC Board.
- The Board of the Federation of French Business School Directors (CDEFM).
- The Angers Loire Campus Metropolitan Group Committee.
- Deans across Frontiers international academic cooperation (EFMD).
- The college of Associate Schools of the Université Catholique de l'Ouest.
- Vice Dean Benjamin Morisse is a member of:
 - The Accreditations Board of the French Federation of Grandes Écoles (CGE).
 - The college of Associate Schools of the Université Catholique de l'Ouest.
 - The International Conference of Directors of French-Speaking Higher Education and Management Research Institutions (CIDEGEF).
 - The Scientific Committee of the Assises Scientifiques de la Francophonie.

Performance indicators monitored and reported annually:

- Labels and certifications achieved.
- Benchmark rankings.
- Existence of an SD&SR strategy document and associated action plan.
- Existence of an SD&SR mission/organisation.
- Legitimacy and level of representation of the SD&SR mission/organisation.
- % of stakeholders involved in defining the strategy/stakeholders identified.
- Number of departments with SD&SR objectives.
- % of SD&SR objectives/total objectives.
- Budget allocated to SD&SR/institutional budget.
- Existence of a responsible purchasing charter.
- Exclusion criteria for SD&SR in the choice of service providers.
- Number of publications related to the School's SR approach.
- Existence of recurrent SD&SR communication initiatives aimed at internal stakeholders (students, professors, staff, temporary workers) and external stakeholders.
- % of people reached by communications (by stakeholders' category).
- Number of national and international networks in which the institution is involved.
- Number of governing bodies of national and international networks involving a representative of the institution.

Target objectives:

- Join Europe's top 30 schools in 2024.
- Increase ESSCA's positive impact on the world of practice

II. Teaching and training

Aim:

To provide high-quality, demanding teaching and training that reflects the School's environmental and social commitment.

2.1. Teaching and programmes

Objective:

Prepare the future actors of tomorrow's economy.

Policies:

- **Inclusion of SD&SR concepts in the curriculum.**
- **Educational projects to train students in the challenges of the ecological transition.**
- **A programme transformation project.**

- **Inclusion of SD&SR concepts in the curriculum**

The mission of a management school is to educate future managers who are fully aware of the major socio-economic issues and capable of incorporating the principles of Sustainable Development and Social Responsibility into their decision-making.

ESSCA's central research topic is Responsible Leadership. Directly related to ESSCA's mission, this topic is embedded in the work of its professors. It is broken down by discipline and is thus covered by all the School's academic departments.

Each course programme specifies the target SDGs - UN Sustainable Development Goals - and most courses include at least one session on SR. In this way, each course taught at ESSCA in the MiM and Bachelor programmes corresponds to a sustainable development issue.

In addition to specific courses (optional or compulsory), two degree programmes focus exclusively on CSR issues or the Social and Solidarity Economy:

- The ISMESS Major (Social Innovation and Management of the Social and Solidarity Economy), which has been open for more than twenty-five years and bears witness to ESSCA's historical engagement in this sector.
- The MSc in International and Sustainable Management.

ESSCA also offers two online degree programmes on its Online Campus that address the current issues of ecological transition by training professionals ready to take up the challenges of sustainable development:

- The MSc International Business 4.0 - Leading Green & Digital Transformation.
- The MSc International Business 4.0 - Creative & Sustainable Tourism & Hospitality.

Students are called upon to apply their SD&SR skills during internships and in writing dissertations, for which the internship/dissertation reports contain a graded CSR component.

ESSCA conducts an annual employment survey that asks recent graduates about the CSR dimension of their first job and their satisfaction with the environmental transformation training they received during their studies.

▪ **Educational projects to train students in the challenges of the ecological transition**

ESSCA aims to raise its students' awareness of sustainable development issues through a variety of initiatives.

At the start of the 2022 academic year, ESSCA offered incoming students in the Bachelor of International Management (BMI) and the Grande Ecole Programme (MiM) a two-day positive-impact Entrepreneurial Marathon event supervised by *makesense*, a specialist in supporting young citizens committed to transforming the world in the 21st century.

An eco-challenge, '2 hours for the climate' game designed and financed by ESSCA and organised by *Little Big Impact* provided students with the keys to understanding climate change, and to getting involved and changing their practices to take action on a daily basis.

ESSCA also encourages its students to take the Sulitest (Sustainability Literary Test), an international test assessing students' basic knowledge of sustainable development and CSR through 50 questions.

The REBOOT programme was launched in 2021 to raise students' awareness of responsible communication. At ESSCA, the event is offered as a priority to students in the Corporate Communications & Digital Media Major, who join students from other communications schools to take part in several days of events dedicated to responsible communication.

▪ **A programme transformation project**

In early 2023, ESSCA's programme management team launched an Ecological and Societal Transformation project for its programmes.

This project aims to establish, for the programmes and syllabuses, an inventory of the teaching on environmental issues provided at ESSCA as well as a roadmap developed jointly with the faculty to further develop, adjust or expand upon this material.

The teaching of environmental questions at ESSCA will be analysed by a sociologist from March to June 2023. The full revision of programmes is scheduled for the start of the 2024-25 academic year.

Performance indicators monitored and reported annually:

- Number of degree programmes with a CSR component.
- Number of executive education programmes with a CSR component.
- SD&SR designation of programmes.
- % of programmes designated out of the total number of programmes delivered over a given period.
- Identification of SDG-related aspects of executive education programmes.
- Number of internships/tutored projects/simulations with SD&SR criteria per degree and executive education programme.
- Results of the graduate employment survey concerning SD&SR matters.

Target objective:

A complete revision of programmes for the start of the 2024 academic year to prepare students to become responsible actors in tomorrow's society.

2.2. Student engagement

Objective:

Encourage the engagement of our students.

Policies:

- **Raising students' awareness of SD&SR.**
- **Recognition of student initiatives and policy to support student societies.**
- **Flexible study arrangements.**
- **Support for student entrepreneurship.**

- **Raising students' awareness of SD&SR**

In January 2022, the Student Experience Department launched its first call for projects with the aim of unleashing students' creativity around the themes of prevention and well-being:

- Prevention of addictive behaviours.
- Prevention of high-risk behaviours.
- Anti-violence.
- Anti-discrimination.
- Student well-being.
- The fight against precarity and social isolation.

The aim of this major call for projects was to offer new student-oriented formats, but also to create a new relationship between students and ESSCA by enabling them to become real agents of change within their own immediate environment.

After several weeks of discussion and brainstorming on the campuses, more than 20 projects emerged. Some took place locally; others were spread across all the campuses. The themes and formats were all different and innovative: peer-led workshops to raise awareness of high-risk behaviour, anti-discrimination adverts, cookery classes, a documentary film on the experiences and care of victims of sexual and gender-based abuse, and so on.

From 14 to 17 March 2022, a Prevention Week was organised on the Angers campus with the participation of student societies. The programme included:

- Raising awareness of visual impairment.
- Collection of clothes for Ukraine.
- Journée de la jupe (Skirt Day).
- Raising awareness about food wastage.
- Wheelchair basketball.
- Road safety.
- Orienteering race (ecology).
- Raising awareness of the social isolation of the elderly and intergenerational links.

At the start of the 2021 and 2022 academic years, 1,400 1st year MiM students took part in an innovative, solidarity-based project at 5 Special Needs Centres located near the campuses. For 3 days, this cohort of ESSCA students built outdoor wooden facilities to meet the needs of the Centres and help improve the quality of life of children, teenagers and their families. The students swapped their pens for saws, and their notebooks for pieces of wood, to create spaces for social, recreational, sporting and/or educational activities. The initiative was coordinated with our partner Splash Project, so that the tasks and organisation of each team could be clearly identified, as well as their interaction and the progress of the work.

The aim of the project was to create ties between the groups, enabling them to feel more at home in their classes and at school, while at the same time having a positive impact on the different ecosystems and providing the children at the 5 Centres with new opportunities for personal development. The feedback from this 1st edition was 90% positive.

▪ **Recognition of student initiatives and policy to support student societies**

Within programmes, ESSCA places special emphasis on the development of student community life. Their engagement brings with it a rewarding experience in addition to their studies: project management, solidarity and teamwork, taking on responsibility and, quite simply, the pleasure of working together and making oneself useful. Student societies are also a way of practising internal democracy: there are many opportunities for consultation and debate within the School, enabling all students to play an active and responsible role.

ESSCA's Student Life Department is responsible, among other things, for developing community life on all campuses and supporting student societies in their projects. Particular attention is paid to the positive impact of students on society and ESSCA encourages sustainable development and CSR actions in all the School's activities.

All members of ESSCA's student society committees must sign the School's student society charter, which specifies the behaviour expected of them throughout their term of office.

Six student societies focus on humanitarian and social activities:

- AS DE CŒUR - Trains and invites students from the Paris site to visit children's hospitals to organise "games" workshops.
- ASE (ESSCA Student Solidarity Society) - Present on the Aix-en-Provence, Angers and Paris campuses. ASE's objective is to launch a bold solidarity movement among ESSCA students and raise awareness of important causes: help for children experiencing difficulties, food collections for the homeless and blood donation campaigns.
- ENACTUS -EN for ENTREPRENEURSHIP, ACT for ACTION, US for COMMUNITY OF STUDENTS, PROFESSIONALS and PROFESSORS. Enactus is an NGO that supports students around the world in their entrepreneurial endeavours. Present in 37 countries around the world, the society has over 72,000 members. Throughout the year, Enactus France organises various events to give visibility to the most promising projects: webinars, seminars, etc. There is an Enactus office on the Angers and Paris campuses. The current projects developed by ENACTUS ESSCA are as follows:
 - *Récu'pote*: Fight against food wastage by making jams and compotes from damaged fruit with the help of senior citizens.
 - *Keskoncook*: Fight against student junk food habits through video recipes, tips and advice from professionals.
- LYON' NOUS - Humanitarian and social student society on the Lyon campus.
- UNIVERT - Raising awareness of sustainable development among students on the Paris campus.
- WILD AND FREE - Nature-related activities, walks, exploring the Lyon campus.

In addition, subsidies for student projects are subject to the calculation of their carbon footprint and the implementation of offsetting measures.

In addition to their community life, the commitment of the most involved students is rewarded at the graduation ceremony, where the most "outstanding CSR achievement" is honoured.

▪ **Non-standard studies and flexible study arrangements**

Students wishing to pursue their passion at a high level while studying can benefit from adjustments to their studies. Whether they are elite athletes, professional artists or entrepreneurs, tailor-made solutions are designed to promote rich and varied programmes of study throughout their time at ESSCA, depending on their profile and the needs related to their activity.

At the beginning of the academic year, in collaboration with the programme director, students meet with the director of studies on their campus to devise a programme that reconciles the demands of their activity and the requirements of the programme.

▪ **Support for student entrepreneurship**

INCUB'ESSCA is ESSCA School of Management's incubator.

To help students and recent graduates succeed in their ventures, ESSCA has set up a programme to raise awareness, provide training and support business creation.

To this end, the following activities are organised:

Courses taught throughout the MiM programme and more specifically as part of the Master 2 Entrepreneurship major.

Executive education courses for executives and managers involved in setting up, taking over or transferring ownership of a business.

Consultancy and research activities carried out by the Entrepreneurship, Business Models and Innovation (EBMI) academic department.

Participation in the Student Entrepreneurship Hub.

This action in favour of entrepreneurship comes in addition to the support provided to creators in making their projects a success at the INCUB'ESSCA incubator on the Paris campus.

Each year, ESSCA, the alumni association, CAPESSCA and the cohort ambassador also award a number of "Entrepreneurship" grants to support the projects of the School's graduates.

Performance indicators monitored and reported annually:

- % of students involved in SD&SR initiatives.
- % of grants conditional on actions to offset the carbon footprint of projects.
- Number of students benefitting from special study arrangements.
- Number of projects incubated and fast tracked.

Target objective:

- Make official the recognition of student commitment in the diploma supplement, as part of the extra-academic acquisition of skills

2.3. Human Resources

Objective:

Improve the School's attractiveness as a benchmark employer and guarantee a top-level international faculty capable of linking its intellectual output with the expectations of companies and learners.

Policies:

- **Recruitment policy and attracting talent.**
- **Skills development.**

▪ **Recruitment policy and attracting talent**

Following the strategic development plan, to support the drive to diversify the programme portfolio and increase research output, it was decided that the human resources strategy should place greater emphasis on faculty development.

In line with the budgetary support voted by the Board, an annual average of 20 additional FTE professors will be recruited over the next three years. Their profiles are expected to contribute to programmes in finance, human resources management, strategy and entrepreneurship, web marketing and international business, as well as to research in finance and risk management, Asia and EU studies, digital organisations, entrepreneurship and innovation. These new faculty members will be required to have international experience, be able to teach in English, be research-active and interested in undertaking teaching or research assignments in partner universities.

ESSCA will leverage its identity as a century-old not-for-profit institution with values of employment sustainability, caring for people and career development opportunities to attract new profiles.

The School's ability to attract talent also depends on its human resources strategy, which is implemented through the following:

- Helping employees find housing when they join ESSCA or when they apply for a transfer from one site to another.
- Supporting employees in their professional activities by offering opportunities for discussion with the HR department team, in keeping with the humanist values advocated in the School.
- Helping staff to accumulate savings through an employee savings account.
- An individual and collective skills development plan.
- An attractive supplementary healthcare scheme for staff and their families.
- A company agreement on remote working.
- Open access to information on remuneration by employee category (social balance sheet).
- Annual progress appraisals and career interviews once every two years.
- Support for operational staff in developing their skills, to encourage dialogue and create a climate of trust between employees and managers. In this respect, management training courses have been made compulsory.
- Updated internal communication and an onboarding process.

▪ **Skills development**

In 2021, the School's 400 employees completed a 2-hour awareness-raising seminar on CSR issues. The personnel have also received training on more specific subjects depending on their area of expertise or their role within the School.

For example, the School's Disability Advisor attended a 7-hour training course on the role of disability advisors in dealing with psychological impairments.

100 hours of training on the role of preventing sexist and sexual harassment in the workplace was given to 27 people, including 6 professors. Members of the Information Systems Department also attended the *Fresque du Numérique* (Digital Fresco) event in 2022.

In 2022, a total of 316 hours of training on sexist and sexual harassment, moral harassment, inclusion, psychosocial risks and optimising energy use were given to the School's employees.

ESSCA's Employment and skills plan (GPEC) - now called GEPP - is designed to increase environmental and societal skills within the School to best reconcile the institution's balanced development and the expectations of its various stakeholders in terms of CSR.

Performance indicators monitored and reported annually:

- Number of international professors recruited.
- Number of full-time professors.
- Number of nationalities represented.
- Qualifications of professors (Doctoral degree, PhD, etc.).
- % of professors trained in SD&SR.
- Existence of measures to promote and recognise professors' SD&SR initiatives.

Target objectives:

- Increase the number of international professors (70% of new hires) and the proportion of female employees through an equal opportunities policy.
- Remain the employer of choice in the business higher education sector in Angers and the surrounding region.
- Remain an employer of choice in Paris, Aix-en-Provence, Bordeaux and Lyon (as well as in Budapest and Shanghai).
- Become a recognised employer in the higher education sector in Strasbourg and on the new international campuses.
- Become the best business school to work for in 2025.

III. Research

Aim:

Guarantee a high level of scientific excellence capable of linking intellectual output with the expectations of business organisations and learners.

Policies:

- **Responsible leadership: a common research theme.**
- **Research and ethics.**
- **Scientific collaboration and internationalisation of research.**
- **Promoting research: ESSCA Knowledge.**

- **Responsible leadership: a common research topic**

ESSCA's core research theme is responsible leadership. Directly linked to ESSCA's mission, this theme is embedded in the work of its faculty and more than a third of its scientific output is linked to questions of corporate social responsibility, sustainable development, the sustainability of economic models, green finance, etc.

The responsible leadership research theme is based on a shared vision of societal changes and new forms of organisation, while promoting the School's history, and its values. In addition, this inclusive theme can be applied across all the School's academic departments. The aim of each research group is to address it through the prism of one or more specific research themes.

The School's research activity is divided into six research groups, each of which induces at least one SD&SR research theme:

- Economics, Law and Society, which studies ecological and environmental economics.
- Finance, Accounting and Management Control, which contributes to research on sustainable finance.
- Marketing and Retailing, which focuses on 'Imagining sustainable and ethical marketing'.
- Operations Management and Decision Science, which studies, among other things, responsible purchasing.
- Organization, Management and Human Resources, which focuses on organisational innovation and sustainability, resilience and well-being at work, and organisational and individual ethics.
- Strategy, Entrepreneurship and International Business, which includes a research focus on responsibility and sustainability in SEIB.

In 2021, the Financial Times ranked the school 8th in the world for CSR publications, in recognition of the commitment of its teaching and research staff to sustainable development issues.

- **Research and ethics**

ESSCA's Research Policy stresses its commitment to the production and dissemination of responsible research and implements measures to ensure compliance with the principles of academic integrity and ethical research.

ESSCA adheres to the values and principles of the Singapore Declaration on Research Integrity (2010) and the European Code of Conduct for Research Integrity (2018).

The research carried out at ESSCA must therefore make a positive contribution to the functioning of society and protect researchers and research participants by preserving their safety, dignity and privacy. Researchers are expected to conduct their research in compliance with the laws in force in the countries in which it is conducted and according to the principles of academic integrity and

ethical research (transparency and reliability of research, respect for previous ideas and work, genuine contribution of authors signing a research contract, respect for human subjects, data protection, vigilance with regard to sensitive subjects and contexts, strict control over compensation, etc.).

ESSCA has set up a research ethics committee. This committee is chaired by an independent member. It is made up of ESSCA professors recognised for their professional skills and their participation in ethical discussions within their communities. The Chairman and members of the Ethics Committee are appointed for a renewable three-year term.

The Research Ethics Committee's remit is as follows:

- Make an ethical assessment of the research projects it receives.
- Suggest to the Dean's Office amendments to the deontological and ethical provisions adopted by ESSCA.
- Assess the opportunity to initiate an internal investigation in the event of any academic misconduct brought to its attention by the Dean's Office.

Any ESSCA professor undertaking a research project must complete the self-assessment ethics questionnaire and, in the event that the professor's research project corresponds to one of the cases provided for in this questionnaire, the professor must refer the matter to the Ethics Committee. The Dean's Office may also refer cases of suspected academic misconduct to the Ethics Committee.

Researchers are expected to observe the following principles of academic integrity:

- Transparency and reliability of research. Each research project must be conducted throughout its life cycle in accordance with the principles of rigour and reliability.
- Respect for ideas and previous work. Research must appropriately cite all previous work on which it relies, regardless of the form of the content (text, figure, image, sound, video, etc.) or the nature of such work (academic or non-academic). ESSCA refers to the activity reports of the FNEGE anti-plagiarism commission and the FNEGE anti-plagiarism charter to determine the notion of plagiarism.
- Respect for human subjects. Research conducted on human subjects (experimentation) or involving the collection of data on human subjects must be carried out with the free and informed consent of the participants.
- Recognition of authors and contributions. Publications are signed by authors who have made a significant contribution (literature review, research design, data collection, processing, analysis, interpretation, writing).
- Data protection. The research conducted must comply with the rules governing the General Data Protection Regulation (GDPR).
- Declaration of conflicts of interest. Any conflicts of interest must be declared in advance to ESSCA's Ethics Committee.
- Vigilance regarding vulnerable persons and sensitive subjects. The researcher must pay particular attention to minors and vulnerable persons (disabled, hierarchically connected to a stakeholder in the study, etc.), as well as to research involving sensitive contexts/subjects.
- Remuneration of participants. In the event of financial or equivalent compensation for a study (which is often the case with experiments), the research must be submitted to ESSCA's Ethics Committee beforehand.

▪ Scientific collaboration and internationalisation of research

ESSCA's research collaborations are mainly carried out at the individual level, through formal or informal participation in the work of research laboratories present in the areas where ESSCA is located and/or through ad hoc collaborations on research projects with researchers from other institutions.

ESSCA actively encourages its professors to take on responsibilities within national and international scientific associations as well as within scientific journals.

The involvement of ESSCA's professors in national and international scientific networks is demonstrated by their active participation in more than 70 scholarly associations.

ESSCA is a member of two Scientific Interest Groups (GIS):

- Alliance Europa. Created by the University of Nantes, Le Mans University, the University of Angers and ESSCA in 2016, its purpose is to build a regional centre of excellence for transdisciplinary research, education and innovation on the study of the societal, cultural and political challenges facing a Europe in crisis in the face of globalisation processes. As such, ESSCA is a member of the steering committee and regularly participates in its bodies and programmes. The activities associated with Alliance Europa are carried out at ESSCA by the EU*Asia Institute.
- Tourism Studies. Created in 2019, this Scientific Interest Group comprises 18 institutions and 34 laboratories, including 9 CNRS Joint Research Units (UMR). Its purpose is to federate and structure multidisciplinary academic resources around the theme of tourism to boost scientific production on this theme through the implementation of collaborative, multi-disciplinary research programmes; make the work of the Group's researchers and French research on the theme visible at an international level; contribute to the thinking, decision-making and ability to anticipate of socio-economic actors (companies, organisations and regions). ESSCA is a member of the GIS steering committee. The activities associated with the GIS are carried out at ESSCA by the Services and Innovation Chair.

Since September 2021, EESPIG institutions have been authorised to issue doctoral and postdoctoral contracts under private law. Designed to fund doctoral and post-doctoral work, these contracts are perfectly suited to the needs of higher education institutions. They fill a gap that handicapped French schools, which had no legal instrument for funding doctoral students other than the CIFRE scheme (Industrial agreement for training through research). In this context, ESSCA launched a research project in 2021 directly linked to the ecological transition and is currently hosting a doctoral student who is working on the impact and vulnerability of companies to climate change to be able to establish a climate diagnosis by business sector and then by company.

▪ Promoting research

ESSCA contributes to the debate on ideas by sharing the results of its research, expertise and dialogue with non-academic communities (business leaders, managers, self-employed professionals, financiers, public decision-makers, employees, non-governmental organisations, the media, etc.).

Through some fifteen white papers, ESSCA participates in the resolution of socio-economic issues encountered by companies and public decision-makers.

ESSCA also encourages the promotion of the research produced by its faculty through the dissemination/presentation of its results to non-academic audiences - via professional articles, tribunes, radio broadcasts or the use of any other media insofar as the positions taken are related to research - or clearly identified academic expertise.

With this in mind, ESSCA has created a special website, ESSCA Knowledge (essca.knowledge.fr), which showcases professors' contributions through articles aimed at the media/decision-makers/managers, articles on their expertise in relation to major current issues, blogs, podcasts, videos and radio programmes.

The School's research is also disseminated through the numerous conferences organised by ESSCA's research team. In 2021-2022, more than 100 conferences, round tables, symposiums, seminars and webinars were organised for academic and non-academic audiences.

Performance indicators monitored and reported annually:

- Number of publications in rank 1 or 2 ABS, CNRS or FNEGE journals.
- Number of European research contracts/projects.
- Number of publications in international journals.
- Number of international collaborations.
- Presence or not of academic integrity rules in documents describing how research is conducted within the institution.
- Number of general public events on R&I SD&SR themes.
- Existence of a policy for disseminating knowledge and making data available.
- % of R&I projects that contribute to open databases/total projects.
- % of publications submitted to open platforms (HAL, etc.) /total publications submitted.
- Number of white papers to which research has contributed.

Target objective:

- To increase the number of CNRS, FNEGE and ABS publications by 2024 by increasing the volume, output and quality of the faculty.

IV. Social Policy

Aim:

Apply the School's social responsibility internally.

4.1. Anti-discrimination and support for all backgrounds

Objective:

To make the School a benchmark for social policy

Policies:

- **Company agreement on workplace equality.**
- **Disability friendly School.**
- **Action against discrimination and gender-based and sexual violence (SGBV).**

- **Company agreement on workplace equality**

In 2022, ESSCA signed a company agreement on workplace equality that includes a number of measures:

- The creation of remuneration scorecards.
- Increased training opportunities.
- Better gender diversity in terms of jobs.

- Authorised absence of partners of pregnant mothers for a second prenatal visit.
- 50% remote working for pregnant mothers.
- Appointment of disability advisors.
- Disability awareness-raising measures.
- Information campaigns for staff with disabilities.
- Measures to encourage the recruitment of people with disabilities.
- Measures to maintain disabled staff in employment.
- Subcontracting to Vocational Rehabilitation Centres (ESATs).

The School publishes an annual social balance sheet report that includes indicators on working hours, age, type of employment contract, status, remuneration, gender and job category.

ESSCA compiles and publishes an annual gender equality index. As part of this process, the School has set two gender equality objectives:

- Reduce pay inequalities that are not justified by objective criteria.
- Increase the proportion of women in the School's top 10 salaries through internal promotions or recruitment.

▪ **Disability friendly school**

ESSCA respects the commitments of the Federation of French Grandes Ecoles Disability Charter. Disability is contextual. The School believes that any student with a disability should feel welcomed and supported, regardless of the disability, whether it is visible or invisible, the result of an illness, a malformation, an attention disorder or learning difficulties (dys-).

The School has adopted a disability-inclusive policy as well as an action plan for welcoming students with disabilities.

A disability advisor trained in the psychology and support of students with disabilities is present on each ESSCA campus to discuss, in a neutral manner, the support measures to be put in place and any student with a disability may submit a request for adjustments to their studies.

In 2016, ESSCA joined the PHARES tutoring programme, which supports young people with disabilities as they pursue their studies. Since 2021, it has been offering its students the opportunity to get involved in the PHRATRIES programme (Tutoring for disabled secondary school students) to help young people in special needs classes with their vocational projects.

ESSCA participates in the national DUODAY programme by welcoming young people with disabilities to its campuses and allowing its students with disabilities to take part in a day at a disabled-friendly company.

If a student with a disability is to go on an ERASMUS mobility exchange as part of an agreement signed by ESSCA, a specific request may be made to accompany the student during their international exchange or internship. The application will be forwarded to the ERASMUS+ National Agency, which will assess the possibility of granting support.

▪ **Action against discrimination and gender-based and sexual violence (SGBV)**

In October 2021, ESSCA's policy against discrimination and Sexual and Gender-Based Violence (SGBV) was equipped with an anonymous reporting platform.

In collaboration with a consultancy specialising in dealing with such incidents, ESSCA is strengthening its prevention policy. This platform gives all victims or witnesses of harassment the

opportunity to testify and to be taken care of by professionals in less than 48 hours. The School's ambition with this platform is to prevent sexual and gender-based harassment and, with it, to create a safe space for everyone, both inside and outside the School.

The platform enables students to report incidents anonymously, to be looked after and then, if the situation so requires, to launch an internal investigation.

The platform was launched at the same time as an awareness-raising poster campaign.

In October 2021, a webinar was held for students on the prevention of sexual and gender-based harassment. The aim was to raise awareness of existing measures within and outside the School and to enable everyone to become agents of change and active participants in a safe environment.

As part of its plan to prevent and counter gender-based harassment, ESSCA is partnering with *Balance Ton Stage*, an organisation whose aim is to raise awareness among students against sexism and harassment in the workplace. A webinar was organised in December 2021 to give male and female students practical tips for spotting sexist behaviour in the workplace. In this context, a survey on the theme of sexism and sexual harassment in the workplace was conducted during the month of October 2021 among ESSCA's student community.

Performance indicators monitored and reported annually:

- Number of awareness-raising campaigns.
- % of personnel (senior/junior/ disabled).
- % of personnel (ditto) by category.
- Number of learners with disabilities
- Number of disabled learners receiving support.
- % of buildings accessible to people with disabilities, by type of disability.

Target objectives:

- Increase the School's impact in terms of welcoming the disabled, diversity, inclusion and preventing discrimination.
- Involving the Students' Union in the SGBV policy by appointing them as campus liaison officers.

4.2. Equal Opportunities

Objective:

Promote equal opportunities for access to higher education and employment for all.

Policies:

- **Equal opportunities policy.**
- **Social outreach programme.**
- **Student support.**
- **International student support.**

- **Equal opportunities policy.**

As part of the development of its equal opportunities policy and to widen access to its undergraduate programmes for as many students as possible, ESSCA School of Management has

been introducing income adjusted tuition fees since the start of the 2021 academic year, making ESSCA the 1st Grande Ecole School of Management to introduce this policy.

With this initiative, developed in consultation with the School's different stakeholders over more than a year and as part of the Odyssey strategic plan, ESSCA intends to reaffirm its non-profit status as an EESPIG by implementing a proactive tuition fee policy in this area. Tuition fees are adjusted according to the family income bracket:

- For the MiM Programme, tuition fees for 2023/2024 will range from €0 for band 1 to €12,745 for band 12. At the start of the 2021 academic year, taking into account the adjustment of tuition fees, the average fee actually paid was €10,760 for the first year of the programme.
- For the 1st year of the Bachelor in International Management, tuition fees for 2023/2024 will range from €0 for band 1 to €9,000 for band 12. At the start of the 2021 academic year, taking into account the adjustment of tuition fees, the average fee actually paid was €6,729 for the first year of the programme.

In an effort to give the greatest number of applicants every opportunity to pursue their studies in a Grande Ecole de Management, for many years ESSCA has provided its own student financial assistance scheme.

ESSCA's Social and Solidarity Monitoring Committee can intervene during the year to provide financial assistance to students in difficulty, whether or not they already receive a bursary. An emergency fund was created during the health crisis of 2020 to help students whose financial situation had been compromised.

In addition, an Academic Excellence Scholarship is awarded to the top 10 students entering ESSCA's 1st year. They receive a monthly scholarship of €300 during their 10 months of tuition each year and throughout their 5 years of study.

ESSCA offers its students a variety of work-study programme opportunities. Work-study programmes allow students to gain valuable experience in a company and have their tuition fees covered.

ESSCA's Bachelor programme students can opt for a work-study Marketing and Sales specialisation in their 3rd year.

ESSCA's MiM programme students can opt for various higher degree work-study schemes.

- **Social outreach programme**

- **Cordée de la réussite - Programme Elan 49**

Since 2015, ESSCA's Angers campus has entered into a partnership with a secondary school in the Greater Angers area classified as a REP (Priority Education Network). The aim of this tutoring partnership is to talk to pupils in the 4th year of secondary school about their academic and professional plans to change their social and cultural perceptions of their ability to access and succeed in higher education. In addition to traditional academic support, the aim is to help them project themselves and imagine their future, explore possible career paths and give them methodological learning tips.

The partnership has a dual impact. For the pupil receiving tutoring, it provides knowledge, a working methodology, the development of self-confidence and an outlook on the future. But the tutor also gets something out of this support; it opens their mind to the difficulties faced by secondary school

pupils in REP schools, is a rich human experience and gives them the satisfaction of providing much-needed support.

In January 2023, 10 new ESSCA students became tutors.

Measuring the programme's impact on the success rate of secondary school pupils (information communicated by the School's Headteacher in 2020) showed an average increase of 7 points in the overall average for the 76 pupils who have followed the scheme since 2015.

▪ **Prépa-Bachelor Inclusive**

ESSCA signed a partnership agreement in 2021 with the Apprentis d'Auteuil⁴ (South-East France) to co-construct a two-year training programme for some 15 young people with the aim of enabling them to access the second year of ESSCA's Bachelor in International Management (BMI) programme in Aix-en-Provence via the parallel admission route.

In the 1st year of the programme, participants benefit from a 650-hour training programme designed to harmonise prerequisites with students from generalist secondary education streams.

In the 2nd year, participants benefit from training based on the first year of the BMI programme. ESSCA is responsible for providing the educational architecture of the programme and any support that may facilitate the participants' learning. Meetings (business simulations, conferences; entrepreneurial hackathon) are organised with 1st year BMI students.

▪ **Student support**

The *Centre d'Accompagnement Pédagogique* (Learning Assistance Centre) is made up of a multidisciplinary team, each member of which is present on the different campuses. The members of the team draw on the latest research in the learning sciences and/or have extensive academic experience. The team is supervised by Marcela Schweitzer, a doctor in Cognitive Psychology, who coordinates support on all the campuses. As a result, students have access to the same facilities regardless of which campus they are studying at.

During the “on-boarding” induction week, the Learning Assistance Centre offers students a presentation entitled “How to build effective learning strategies”. The aim is to encourage new students to think about their working methods and to help them understand what is expected of them in higher education.

From the 1st year onwards, individual tutoring is provided through face-to-face meetings with the tutor, who is a member of the teaching team. The topics covered relate to the student's life at the school (integration into the year group, analysis of academic results and the search for work placements).

“Learning to Learn” workshops are organised to get students thinking about how they learn, based on different themes (concentration, stress management, memory function, etc.) and to put them in a position to self-assess their methodological practices. These workshops are complemented by online training, newsletters and podcasts available to students on the web portal.

During the first two years, individualised academic support is offered to students who are experiencing occasional difficulties in one or more subjects. Specially trained student monitors provide this support for their fellow students, helping them to:

- Think about how they learn and organise their work.

⁴ For nearly 160 years, *Apprentis d'Auteuil* has been welcoming, educating and training thousands of young people every year to help them find their place in society (see: <https://www.apprentis-auteuil.org/>)

- Overcome occasional difficulties.
- Develop an independent and effective method of working.

Personalised coaching is available on demand and provided by the Learning Assistance Centre's advisors. This can be part of an exam preparation process or a post-test performance assessment.

The Learning Assistance Centre manages all tutoring arrangements, with individual monitoring of each student and ongoing academic support.

▪ **International student support**

ESSCA provides specific support to international students, whether on exchange, for a degree programme or for short periods of study. The international relations department offers a range of assistance and services for international students.

A special online platform and app, as well as a Teams group, have been created to bring together all the information required by new international arrivals.

Activities to promote student integration are organised, such as city tours and a mentoring system with a French student.

In 2020, ESSCA was awarded the two-star "Welcome to France" label by Campus France for a period of 4 years. This is a national recognition of the quality of the welcome offered by higher education institutions to international students.

ESSCA is one of only 120 of the 191 institutions involved in this initiative to be awarded the label.

Performance indicators monitored and reported annually:

- Existence of services to improve study/training conditions for international students.
- Number of bursary recipients/total number of students.
- Number of apprentices/vocational training contract students.
- Number of students benefiting from tuition fee adjustments.
- Existence of special services for improving study/training conditions for students experiencing socio-economic and/or socio-cultural difficulties.
- Existence or not of support systems for future learners, whatever their background.
- Learner recruitment indicators, whatever their background, by category (rate of bursary recipients, male/female, etc.) and geographical origin.
- Social outreach figures.
- Student drop-out rate.

Target objectives:

- 15% of students to receive grants by 2027, an EESPIG undertaking as part of the contract with the French government.
- Consolidate an active policy of identifying and preventing students from dropping out of school.

V. Responsible Campuses

Aim:

Create innovative living spaces that protect the environment and the people who use them.

5.1. Quality of Life at Work

Objective:

Create a working environment conducive to the health and well-being of students and staff.

Policies:

- **Health and safety.**
- **Quality of life.**

▪ **Health and safety**

As part of its policy of prevention and support for student well-being, a counselling unit has been set up on each campus. These units are run by state-qualified psychologists. The cost of consultations is covered 100% by the School up to a limit of 6 sessions. ESSCA is continuing its partnership with Alliance C. This scheme enables students to benefit from a free consultation with a psychologist in the form of an online appointment.

In response to the problem of access to period products - a survey by the FAGE ("Federation of Students' Unions" in France) showed that a third of female students say they need financial assistance to buy period products - free organic period product dispensers were installed at the beginning of October 2022 on all ESSCA's French campuses, in collaboration with a French company, *Marguerite et Compagnie*.

In 2021-22, to encourage students' access to sports activities, 161 students benefited from a financial aid of 60 euros for any gym membership or federal or university licence. Students on the Paris campus can also benefit from a subscription to Forest Hill fitness centre for €200, instead of the €960 general membership fee.

Health risks for ESSCA employees, including psychosocial risks, and solutions for limiting these risks have been identified and grouped together in a single occupational risk assessment document. This document is brought to the attention of all employees and updated regularly.

▪ **Quality of life**

A remote working agreement was presented to the social and economic committee in 2021, which allows employees who so wish to work from home and thus better organise the balance between their professional and personal lives.

During the Quality of Life at Work Week, ESSCA held a number of workshops for its employees. Sophrology workshops were offered on the Paris campus and remotely via Teams.

Several conferences were also organised on the themes of meaning at work, extending work-life balance and the signs of burnout, as well as prevention assessments for senior employees and carers.

The quality of life of students on ESSCA's campuses is the responsibility of the Student Experience Department, which oversees their well-being through prevention initiatives and the presence of a counselling unit.

Performance indicators monitored and reported annually:

- Existence of an action plan to implement a quality-of-life policy on its site(s)/campus for staff and students (including for studies/training).
- Satisfaction surveys on the quality of life for all staff and students.
- Existence of a functioning Workplace Health & Safety Committee (CHSCT) and Social & Economic Committee (CSE).
- Existence and annual update of the single occupational risk assessment document (DUERP).
- % of elected representatives and student society officials trained in prevention.

Target objectives:

- Renovation or construction projects for campuses based on the experience of stakeholders (students, executive education learners, staff, faculty, personalities from the business world, etc.) and disability advisors.
- Make official a prevention plan aimed at all the institution's internal stakeholders.

5.2. The Environment

Objective:

Make ESSCA a model of environmental protection by reducing the impact of its activities and raising awareness among its stakeholders.

Policies:

- **Cross-institution environmental management.**
- **Sustainable mobility.**
- **Biodiversity policy.**
- **Responsible food supply.**
- **Responsible digital use.**

- **Cross-institution environmental management**

ESSCA's multi-campus, multi-country location presents a challenge for the implementation of cross-institution environmental management. The School pays particular attention to the sustainable management of all its campuses and is implementing a number of initiatives in this area.

A global action plan on environmental issues - in particular energy-carbon, waste, water, biodiversity and mobility aspects - has been drawn up.

Energy efficiency is a key issue for ESSCA, especially in the current period of reduced energy resources.

An energy efficiency plan was implemented at the end of 2022 to significantly reduce the school's energy consumption. This plan is based on two key elements: monitoring consumption and raising awareness among the school's internal stakeholders.

The School's energy efficiency also depends on the quality of its buildings. Energy audits have been carried out on the Angers and Paris campuses to identify potential areas for improvement. The

estate and facilities department is also ensuring that the School's future campuses meet the highest environmental standards by seeking BREEAM and High Environmental Quality certification (HQE) for its new buildings.

Created in 1990, the British BREEAM certification assesses the environmental impact of a building, with the aim of achieving greener architecture. The criteria taken into account when analysing a building are energy management, the level of pollution in buildings, water management, waste recovery, the use of innovative processes, people management, access to sustainable transport and the health and well-being of occupants.

The criteria required for a project to be awarded High Environmental Quality (HQE) certification fall into four categories: eco-management, eco-construction, health, and comfort of use targets.

The future Bordeaux campus, due to open in September 2023, will be certified HQE and BREEAM Good.

The School also monitors its consumption of wood and gas, water, waste production and recovery, and paper purchases.

To reduce paper printing, professors are encouraged to post their lectures on digital platforms. The same applies to assignments that students are required to hand in.

Hot drinks (coffee, tea, chocolate milk) are offered free of charge to ESSCA staff. In 2016, to limit the use of disposable cups, an initial plan to distribute an "ESSCA" mug to full-time staff resulted in a 39% reduction in the consumption of disposable cups on the Angers campus. A 2nd distribution plan, launched in 2018, has eliminated the use of disposable cups in staff cafeterias. The campuses also have specific systems for collecting and recycling cigarette butts, called *Cy-clope* and *Ecomégot*.

In 2016, the School introduced a policy to raise awareness of selective sorting among staff and cleaning staff. To promote social inclusion, ESSCA has chosen to work with a vocational rehabilitation centre (ESAT) from Angers to collect and sort its waste.

To go further and consider practical measures to reduce its environmental impact, in 2023 the School will carry out a full carbon assessment using the ADEME (French Environment and Energy Management Agency) methodology and covering scopes 1, 2 and 3.

▪ **Sustainable mobility**

ESSCA is a multi-campus and multi-country school where international experience is a prerequisite for graduation. ESSCA's goal is to train the managers of tomorrow and all future managers must be capable of working in an international context, whether in their own country or abroad. International training is therefore at the heart of ESSCA's educational programme.

As a result, the School is responsible for a significant amount of travel, which accounts for the largest share of its carbon footprint (number one emissions item in ESSCA's 2012 Carbon Footprint).

The carbon impact of professors' business travel is monitored and measures are taken to limit its impact. Rules governing business travel within France were introduced in 2015, giving priority to rail and public transport over other forms of transport and the pooling of staff journeys.

In 2018, ESSCA began offering its staff a kilometre allowance for cycling to and from work (25 cents per kilometre).

The proportion of beneficiaries at ESSCA, which was 5.84% when the programme was launched in the first half of 2018, has risen to 9.03% in 2018-19 and 13.57% in 2020-21. The ESSCA cycle to work scheme has been accompanied by the provision of covered and visible cycle shelters for use by staff and students.

The School is currently working on a campus mobility plan to promote other modes of transport and offer more sustainable alternatives to combustion-powered vehicles. This plan will also include measures for students on the School's campuses and their international travel.

▪ **Biodiversity policy**

In October 2019, ESSCA signed the Society for the Protection of Birds (LPO) shelter agreement in the presence of Allain BOUGRAIN-DUBOURG, President of the LPO and Jean-Pierre MORON, President of the Anjou LPO.

This agreement commits ESSCA to implementing measures to protect nature and improve biodiversity on its Anjou campus through an implementation and management plan. This involves, for example, planting plant species adapted to the local fauna, respecting the reproduction rhythms of birds, installing nesting boxes, ecological maintenance of green spaces, etc. This commitment has made ESSCA one of the first Grandes Ecoles to make a practical commitment to protecting biodiversity.

In 2021, a community vegetable garden was created on the Angers campus. It will help to raise awareness of biodiversity among students, while offering seasonal produce to students experiencing difficulties.

These initiatives will be continued and strengthened through a strategy to promote biodiversity as part of the School's action plan.

▪ **Responsible food supply**

Through its responsible purchasing charter, ESSCA pays special attention to the quality of the food offered on its campuses.

For its Angers campus, the school has chosen an engaged service provider, the Convivio group, which has a clear CSR policy. Students and staff at the Angers campus can now eat local, responsible produce. The community vegetable garden, set up in 2021, also helps to raise awareness among Angers campus users of the need to eat more responsibly. Produce from the kitchen garden has been distributed to students and made available at AGORAé, the city's community grocery shop.

The campus in Aix is currently experimenting with a partnership with the catering chain *La Famille Finest Lunch*, which offers 80% fresh French produce cooked the same day.

In Bordeaux, a service of Melchior connected fridges containing reusable jars with responsible products from local suppliers has been introduced.

The Lyon campus is working with CAROT, a specialist service provider, to deploy healthy food dispensers in the student foyer, while in Paris teas and coffees are sourced from fair trade.

▪ **Responsible digital use**

ESSCA is committed to a responsible digital approach: reducing environmental impact and providing accessibility for all.

In September 2021, the ESSCA Information Systems Department team participated in a "Fresque du Numérique" (Digital Fresco), which led to the identification of 5 actions to be implemented at ESSCA:

- Measuring environmental impact.
- Questioning new uses.
- Sharing resources.
- Raising awareness.
- Reducing the number and size of screens.

Since October 2021, ESSCA has been a member of the *Institut du Numérique Responsable* network (Responsible Digital Institute), which aims to support organisations in this approach and enable the sharing of practices within the same category of organisations.

In 2022, in collaboration with ENSAM Engineering School, ESSCA initiated a comparative study of the carbon impact of its courses according to the format (face-to-face, distance, blended) by taking into account all the factors that influence the impact (travel, energy consumption, mode of transport, etc.).

Performance indicators monitored and reported annually:

- Overall final energy consumption kWhEF/m²/year.
- Carbon emissions in tCO₂eq/year.
- Existence of an energy management team (e.g., energy manager, flow economist, etc.).
- Level of reduction in fossil fuel consumption achieved (in accordance with the tertiary sector decree).
- Water consumption in m³/year, and by type of use if possible (buildings, DHW, groundwater tapping, green spaces, scientific, etc.).
- Quantities of waste treated as household waste, by type and by user.
- % of waste recycled.
- Car fleet renewal rate.
- Quantity and percentage of fuel consumption reduction for the internal car fleet.
- Existence of a biodiversity inventory.
- Percentage of people using public (and soft) transport.
- Rate of beneficiaries of the bicycle allowance.
- % of roads and car parks / total outdoor spaces.
- % of users able to use a responsible catering service.
- % of quality and sustainable products / total (by weight).

Target objectives:

- Carry out a carbon footprint assessment for the School and implement an associated action plan.
- Set up a plan to monitor the trajectory for reducing greenhouse gas emissions.
- Implement a campus mobility plan.
- Make official a responsible food policy.
-



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