BSB
BURGUNDY SCHOOL OF BUSINESS

LEAD
FOR
CHANGE

3rd CORPORATE SOCIAL RESPONSABILITY REPORT

PRME

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

December 2020

BSB IN BRIEF

According to the Universum 2020 survey of BSB students

International accreditations: AACSB, EQUIS

AACSB ACCREDITED EQUIS ACCREDITED

—

National accreditations: Graduate level "Master level" ("Grade de Master") for the Grande Ecole Programme and "Visa" for the Bachelor Programme.

CGEDG

—

Member of the "Conférence des Grandes Ecoles (CGE)

CONFÉRENCE DES GRANDES ÉCOLES

—

Founding member of the COMUE Bourgogne-Franche-Comté, Polytechnicum and TalentCampus

UBFC UNIVERSITÉ BOURGOGNE FRANCHE-COMTÉ

Polytechnicum BOURGOGNE FRANCHE-COMTÉ ÉCOLES D'INGÉNIEURS MANAGERS

TALENTCAMPUS LES TRANSFORMATEURS

BSB
KEY FACTS & FIGURES

1,900 CREATION OF BURGUNDY SCHOOL OF BUSINESS (BSB)

3 CAMPUSES

196 PARTNER UNIVERSITIES IN 53 COUNTRIES

68 DOUBLE-DEGREE AGREEMENTS WITH PARTNER UNIVERSITIES (64 INTERNATIONAL AND 4 NATIONAL)

12 DEGREE-PROGRAMMES

MORE THAN **2,850** STUDENTS

MORE THAN **350** ACTIVE PARTNER COMPANIES

89 PERMANENT AND EXPERT PROFESSORS

25 STUDENT ASSOCIATIONS

MORE THAN **16,000** GRADUATES

1 RESEARCH CENTRE (CEREN) AND 6 RESEARCH AXES

1 TEACHING CHAIR RESEARCH WITH COMPANIES

2 RESEARCH LABORATORIES (LESSAC AND WINE & SPIRITS BUSINESS LAB)

1 SCHOOL OF WINE & SPIRITS BUSINESS

1 FOUNDATION

1 COMPETENCY APPROACH

1 INCUBATOR

AN INTERNATIONAL CAMPUS

25% OF INTERNATIONAL STUDENTS

75 NATIONALITIES ON CAMPUS

39% OF INTERNATIONAL PERMANENT PROFESSORS

EDITO

BURGUNDY SCHOOL OF BUSINESS, LEAD FOR CHANGE

In 2015, BSB became a signatory of the six principles of the PRME ("Principles for Responsible Management Education") international initiative. This signing was the fruit of more than 10 years of 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 (renamed My Lead for Change mission in 2019). 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). Concurrently, our degree programmes have progressively integrated modules that meet BSB's 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, reaffirming its place within our research activities, and by questioning our environmental and social impacts as an organisation.

This third report covers the period 2018-2020 and is the opportunity to give an overview of all the actions that have been implemented over the last two years. It hightlights the diversity and quality of the projects deployed, as well as the plurality of stakeholders involved and impacted by these projects.

Signing the Sustainable Development Goals (SDG) Agreement in the autumn 2020 closes this period and paves the way for new projects and ambitions for the future. Thus, in addition to the assessment of the last period, this report also presents the objectives we have set ourselves for the upcoming two years. It therefore confirms our commitment to integrate CSR and sustainability principles at the heart of our activities and strategy, to set objectives that meet today's current stakes, and to share the results of our actions.

Stéphan BOURCIEU
Directeur Général

Olivier LÉON
Directeur Général Délégué

BSB CSR KEY FACTS & FIGURES

STRATEGY AND GOVERNANCE

- **5 values:** Entrepreneurial mindset and teamwork, Integrity, Impact, Diversity, Close interaction
- **1 CSR steering committee**
- **5 strategic areas:** Strategy and governance, Education and training, Research, Social policy and regional anchorage, and Environmental practices

EDUCATION AND TRAINING

- **1 learning objective related to social responsibility** common to all programmes
- **40% of BSB's course modules** include a CSR dimension
- **4 CSR-linked student clubs and societies**

RESEARCH

- **6 Research areas** working on CSR-related topics
- **1 Diversity Barometer**
- **4 stakeholders for which CEREN creates value:** the scientific community, students at BSB and beyond, the regional organisations and actors affected by and/or involved in our activities and society as a whole
- **56% of the ranked-CNRS and/or FNEGE articles** published by CEREN in 2018 and 2019 are on CSR themes

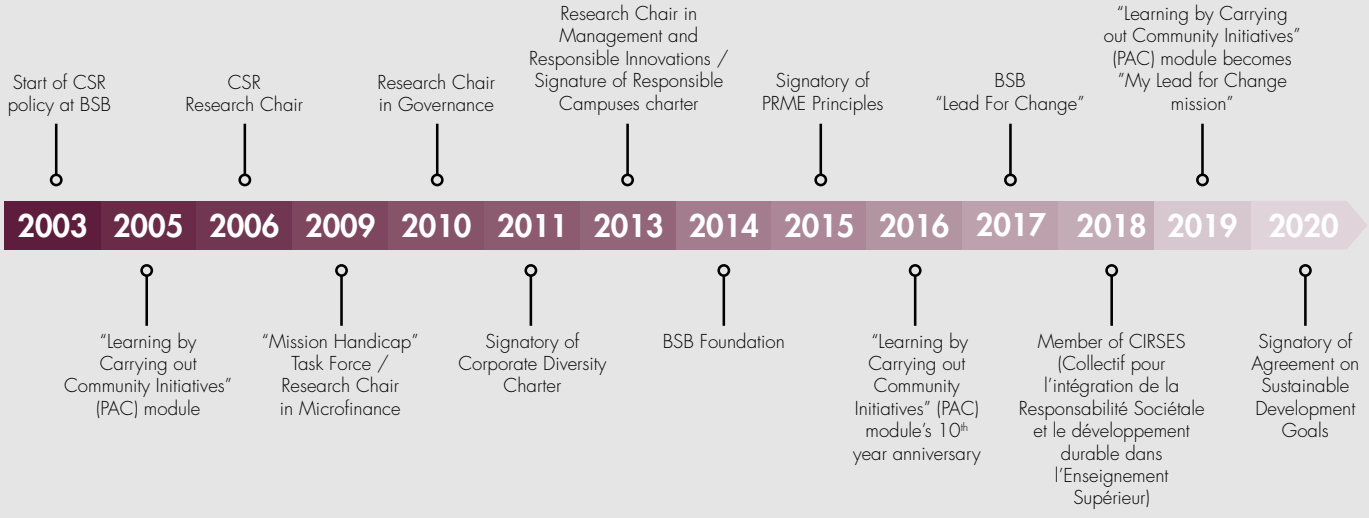
SOCIAL POLICY AND REGIONAL ANCHORAGE

- **1 diversity trophy** in 2018 for the BSB EQUALITY project
- **1 Mission Handicap** with 34 students receiving support in 2019-20
- **Student diversity:** 53% women and 47% men
- **More than ¼ of state scholarship holders** among Master Grande Ecole students (excluding students in work-study tracks) in 2019-20
- **73 scholarships** granted by the School and the BSB foundation in 2019-20
- **1 Social and Economic Committee** (CSE)
- **Staff diversity:** 64% women and 36% men
- **53 local partners** for My Lead for Change mission in 2019-20

ENVIRONMENTAL PRACTICES

- **2019 :** renovation of a building on the Dijon campus
- **2020 :** rrenovation of the new Lyon campus (move in February 2021)
- **296 kg of metal cans, 440 kg of plastic bottles and 4,747.5 kg of paper recycled** in 2019 on the Dijon campus
- **18% reduction in gas consumption, on average electricity and water consumption remained stable** between 2009-2015 and 2017-2019 on the Dijon campus, which was renovated in 2016, despite a 20% increase of the campus' surface area

A LONG-STANDING COMMITMENT



OUR COMMITMENT

BSB's approach to Corporate Social Responsibility (CSR) is an integral part of the School. It is voluntarily transversal, and systemic in order to cover the entire range of BSB activities: governance, education, research, social policies and, environmental practices of the campuses.

Every year since 2018, BSB has carried out a self-assessment of its CSR approach. The assessment of its actions is done on the basis of the **SD&SR (Sustainable Development & Social Responsibility) standard. The standard** was developed by the "Conférence des Grandes Ecole"s (CGE) and the "Conférence des Présidents d'Universités" (CPU), and is recognised by the French State. This reference framework enables higher education institutions to position their CSR approach according to 5 strategic axes: Strategy and Governance, Education and Training, Research, Social Policy and Regional Anchoring, and Environmental Practices, and to subsequently evaluate the relevance of the actions carried out. In this third CSR report, the School reports on **the results of the actions carried out in these 5 SD&SR strategic areas over the last 2 years** (Nov. 2018 to Nov. 2020), in addition to their successful implementation and the difficulties encountered. Indeed, as in all processes of change, the CSR measures to be implemented sometimes take time and require support and pedagogy.

For the past 5 years, BSB has also been monitoring the progress made in the implementation of its CSR approach in line with the **6 principles for Responsible Management Education (PRME)**, which are supported by the United Nations. Moreover, the School has produced SIP reports (Sharing Information on Progress) every 2 years since 2016. **This third CSR report associates the 6 principles of PRME with our SD&SR strategic axes.**

The SD&SR standard is also a tool for the School to pilot and implement its CSR approach by setting continuous improvement objectives. In this third CSR report, the School confirms **the continuity of its commitment and its new ambitions**, which are increasingly demanding in order to meet the challenges of today's society.

Lead for Change!

PRME advanced signatory

PRME Principles for Responsible Management Education
an initiative by the United Nations Global Compact

Members of the "Campus Responsables" network, the CIRSES (Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education) network, and the "MEnS" network

ÉTABLISSEMENT MEMBRE CAMPUS RESPONSABLES

CIRSES

RÉSEAU MEnS

Signatory of the Agreement on Sustainable Development Goals

The SDG Accord
The University and College Sector's Collective Response to the Global Goals

Signatory of the Diversity Charter

CHARTE DE LA DIVERSITÉ SIGNATAIRE

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STRATEGY AND GOVERNANCE

PRME

PRINCIPLE 1

OBJECTIVE
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.

As an educational institution BSB is fully aware of its responsibility to **train citizens who are aware of the economic, societal, and environmental challenges they will face**, and to enable them to respond in active and responsible ways. The School's CSR approach is therefore an integral part of BSB's strategy and has been present in a transversal and systemic way in all the School's strategic plans since 2003. On a day-to-day basis, BSB's commitment in terms of social responsibility is reflected through its **mission, values, and signature.**

BSB'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. As part of an entrepreneurial approach that is open to the international market, the degree programmes contribute to the acquisition of its professional expertise that integrates the needs of companies and **Corporate Social Responsibility.**

"The approach to social responsibility is part of the School's DNA; it is integrated at all levels both consciously and instinctively. The values of responsible and sustainable management that are taught in the classroom translate into students' concrete actions through their daily commitment. A notable example of this is found in their participation in student clubs and societies, which is a real opportunity to apply these values to change campus life. In this sense, new actions aimed at social responsibility are carried out exponentially over the years by students."

Simon DUPRÉ
President of the Student Federation and member of the Supervisory Board of BSB

BSB's 5 values, which are defined as the principles that guide its actions and decisions, are strongly linked to Corporate Social Responsibility. Each of them illustrates the School's commitment to train managers who behave as **responsible citizens in their company as well as in society:**

- **Entrepreneurial mindset and teamwork:** by encouraging individual and collective initiatives, innovation and risk-taking.
- **Integrity:** by upholding ethical, academic, and professional standards, behaving in an open, honest, and consistent manner with all stakeholders.
- **Impact:** by being committed to the success of students, to the competitiveness of the regions where the School is located, and to the service of it partners.
- **Diversity:** by promoting social and cultural openness and encouraging diversity as a source of learning.
- **Close interaction:** by choosing to act in a way that emphasises close cooperation and interaction between people and by offering quality services with high added value to stakeholders and partners.

BSB's Lead for Change signature reflects the dynamic impetus and the ambition of the School to reveal the talents that will change the world. It also clearly shows the positioning of BSB, which places students at the heart of our training model.

OUR SIGNATURE:
LEAD FOR CHANGE

KEY FIGURES FOR GOVERNANCE

5 GOVERNANCE BODIES

- 1 Executive Committee (42% women)
- 1 Supervisory Board (27% women)
- 3 Strategic Orientation Committees:
  - International Advisory Board (18% women)
  - Alumni Advisory Board (19% women)
  - Regional Strategic Orientation Advisory Committee (57% women)
- 1 CSR steering committee involves all of the School's internal stakeholders with one representative per department, one student representative and one staff representative (67% women)

In a fast-paced world
where the economy is changing every day,
where technology is evolving,
and where organisations are forever
re-inventing 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!

2018-2020 ACHIEVEMENTS

BSB: A SCHOOL COMMITTED TO BETTERING SOCIETY

During this period, BSB has once again reconfirmed its **commitment** to integrate the principles of social responsibility into the heart of its activities and strategy, and to be a bearer of sustainable values.

- **BSB has formalised its commitment through the signature of texts** which provide answers to current societal issues. It has shared the results of its actions, such as the **Agreement on Sustainable Development Goals** (signed in September 2020 by the School, the Student Federation and the Esc'prit d'aventure student club) and the **Charter in favour of inclusion and respect for diversity** of the Conférence des Grandes Ecoles (signed by the School in April 2020).
- **BSB sponsors events that are committed to the greater good,** such as the 1st edition of the **VYV Festival** (June 2019) which, beyond a wonderful musical festival, creates the opportunity for meaningful encounters involving solidarity and social initiatives for the improvement of daily life (the 2nd edition initially planned for June 2020 was cancelled due to the current health crisis); the 4th edition of **Handitech Trophy** (from June to November 2020), which rewards start-ups, students, clubs and societies and research laboratories that develop inclusive technologies to compensate for disability or loss of autonomy; **FairTech** 2020 created by BFC Numérique, which promotes digital professions and diversity (initially planned on BSB's Dijon campus in April 2020, took place via videoconference in June 2020 due to the current health crisis); the 1st edition of the **Sustainable Development Meetings** in September 2020 (initially planned on the BSB Dijon campus, took place via videoconference due to the current health crisis).
- **BSB raises stakeholder awareness** of social responsibility issues, such as disability. Every year in October, 3 days are devoted to raising awareness of disability among students. Organised in collaboration between the School and 3 student clubs and societies (Student Union, Sports Club and Arts Society), meetings, exchanges, and workshops are held to put students in concrete situations. In October 2019, a **BSB x *Agefiph Bourgogne-Franche-Comté* survey on the view of future managers on the professional integration of people with disabilities** was conducted among BSB students and the results were presented during the European week for the employment of people with disabilities (November 2019).

Disability Awareness through Sport Day organised by the Sports Office (October 2020)

Signing of the SDG Agreement at the Sustainable Development Meetings (September 2020)

BSB EQUALITY

In September 2018, the **BSB EQUALITY** project was launched to encourage staff and students (future managers), to **promote gender diversity.** BSB is fully aware of the persistence of certain gender stereotypes in academic and professional contexts. Conferences, round tables, and creativity projects are therefore set up every year to change mentalities.

- The ***#ToiTenPensesQuoi?* (#YouWhatDoThink?) awareness campaign** on gender differences in the professional world was carried out to raise awareness of this reality among students and staff (November 2018).
- The Le Cercle Politique student club invited **Pascale Cartier, President of *La Vie Saine***, to talk about her exceptional career within major groups (L'Oréal, Monoprix, Aéroports de Paris) and her experience as a woman in management positions (January 2019). The conference was followed by the **screening and debate of *Numéro Une*** (a woman's path to becoming a director of a CAC 40 company thanks to the support of a network of women and despite the misogyny reigning in this environment of power, by Tonie Marshall, 2016), which helped **raise awareness of the obstacles that women impose on themselves to their careers** by opting for stereotypical choices. This experience was highlighted by an article in the **White Paper: Gender Equality of the *Conférence des Grandes Ecoles* (CGE)** published in June 2020.
- Within the framework of the **11th edition of the Quinzaine de la diversité (Diversity Fortnight)** (November 2019), a participative and interactive film screening and debate was organised for BSB students on professional equality.
- The School of Wine & Spirits Business (SWSB) of BSB inducted a **second wave of "Great Female Leaders"** in February 2020: a «vintage» of 12 inspiring sponsors, who are symbols of a sector that is including more women.
- As part of International Women's Day, **a day was held on the theme "Is there a gender in leadership"** to make students aware that diversity - in its broadest sense - **is a key to performance** and that it is valuable to draw on all types of talent within organisations (March 2020).

Six «Great Female Leaders» present at the Ceremony of February 6, 2020, with Jérôme Gallo

The goal is to expand this group over the years. Today the exclusively Burgundian group intends to expand to other vineyards in France and abroad. Each "Great Female Leader" receives a scarf that symbolises SWSB's respect for and recognition of the action carried out, which is making the Burgundian vineyards and the region shine throughout the world. A photo of each woman is permanently hung on the walls of our building which is dedicated to the teaching of wine and spirits management, to better accompany our students from the 5 continents in their journey. It is very important for us that women be part of it.

Jérôme GALLO
Director of the School of Wine & Spirits Business at BSB

FOR A RESPONSIBLE SOCIETY

Encouraging diversity, fighting against inequalities, developing good environmental practices, and promoting mutual aid are at the heart of BSB. In accordance with principle 1 of PRME's "Objective", **BSB encourages staff, students and graduates to take action by carrying out projects that have a positive impact.**

- In October 2018 was launched **#APERO2GETHER**, the meeting place for graduates in different cities in France and around the world, to share a friendly and support oriented aperitif. During the event, graduates are invited to post a picture of their participation on social networks and for each photo shared, €1 is donated to a charity. In 2018, €1,000 were collected for UNICEF and in 2019, €1,000 for Surfrider Foundation Europe.
- In March 2020, BSB students published a **Code of Honour formalising the values of the BSB community in 11 sentences** which were presented in a video.
- In September 2020, BSB participated in the organisation of a week of **Meetings for Sustainable Development**. The School co-organised a one-day conference dedicated to well-being, notably via housing, education, and health, during which several BSB professors shared their expertise (event organised online due to the current health crisis).

BSB'S CODE OF HONOUR

- Commitment makes sense, I do what I say.
- I am not passive and choose to take every opportunity to learn.
- I have the right to make mistakes and I learn from them.
- I decide to make my actions fair and honest.
- I am aware of my impact on society.
- I want my behaviour to be up to today's ecological and social challenges.
- I am committed to meaningful projects and I give myself the means to succeed.
- I seek to understand others and welcome differences.
- I respect everyone's aspirations.
- I am mindful of others on a daily basis.
- We all have qualities to share with others.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue existing actions (awareness raising activities, #LFC projects, etc.) and implement ongoing projects (survey on CSR expectations, "BSB student experience" project, etc.).	Numerous actions of commitment and awareness campaigns are now recurrent and a part of daily life at BSB. Further the student experience survey, the action plan was implemented (creation of the Hub and launch of the Hello BSB application, see section 4.1). Reflection on a survey regarding the expectations of internal stakeholders in terms of sustainable development and social responsibility has begun. Students were invited to complete national (2020 REFEDD survey) and international (2020 SOS international survey) consultations on these themes.	ACHIEVED	To set up awareness actions with graduates. To consider the expectations of the School's internal stakeholders regarding the implemtation of the social responsibility approach.
To produce the "SD&SR Standards" indicators on a yearly basis.	Indicators have been identified and data collection initiated. A Corporate Social Responsibility performance report of the School will be produced annually as of 2021.	INITIATED	To produce an annual report on the performance of the Corporate Social Responsibility approach with the indicators of the SD&SR framework and the contribution to SDGs.
To sign the Sustainable Development Goals Agreement.	The School, the Student Federation and Esc'prit d'aventure student club signed this agreement on September 24, 2020.	ACHIEVED	
To draft a "Responsibility Charter" for all internal stakeholders of the School (students, faculty, and staff), including dimensions of sustainability and responsible behaviour.	The Code of Honour with strong commitments in terms of social responsibility meets this objective for students. The School signed the Charter of Commitment to Inclusion and Respect for Diversity in Business School of the CGE in 2020, which is to be applied to the School by its students.	IN PROGRESS / PARTIALLY ACHIEVED	To draft a Charter for Inclusion and Respect for Diversity by and for students.
To set up a Student Life Committee.	The project is under consideration but has unfortunately been slowed down due to the current health crisis.	INITIATED	To create a Student Life Committee.
To set objectives to be achieved in all areas (waste reduction objectives, CSR integration in courses, weight of CSR criteria in markets, etc.)	In connection with the annual production of the indicators of the SD&SR framework, the objectives to be achieved will be formalised in the School's annual social responsibility performance report.	INITIATED	To formalise the Corporate Social Responsibility strategy integrated into the School's 2022-2027 strategic plan, with the objectives to be achieved, in consultation with the various stakeholders.

KPI 2022 **To reach level 3 on each of the axes of the SD&SR reference system in order to apply for the SD&SR label after 2022.**

EDUCATION AND TRAINING

PRME

PRINCIPLE 3

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

The social responsibility of BSB as a School of Management is **to train the actors who will make the world of tomorrow**, to teach them how to be agile, how to challenge codes, and how to adapt to a multicultural context. The pedagogy set up at BSB allows students to develop knowledge and know-how independently. **Not only do the courses provide knowledge of the business world and of the socio-economic environment, but they also foster the development of critical thinking, creativity, and analytical faculties.** The School's pedagogy is thus oriented towards do & learn: learning to do, to undo, to experiment with, to make mistakes and to start over.

All programmes include **4 learning objectives, one of which is related to social responsibility.** Since the implementation of these objectives, the place given to social responsibility in the programmes has continued to grow. In addition to specific modules, social responsibility is also very present in many course modules through the integration of content, examples or case studies related to this theme.

"The issues of responsible management are at the heart of what we teach. BSB's pedagogical philosophy is based on a triple objective of the appropriation of knowledge, professional skills, and critical abilities. The aim is to make the world intelligible to our students today so that they can act as managers, leaders, and responsible citizens tomorrow. Our world is undergoing profound changes which makes understanding, learning to question oneself, taking a critical look, and showing creativity more essential than ever."

Christine SINAPI
Academic Affairs & Pedagogy Director at BSB

BSB'S
4 LEARNING OBJECTIVES

- To understand how organisations work: to identify and mobilise the relevant tools in an organisational and/or operational context.
- To acquire the skills and attitudes of entrepreneurial management.
- To act as a socially responsible, internationally-minded manager.
- To acquire the knowledge and to master the use of the techniques and tools required to exercise a profession.

With degree programmes more than ever centred on students, **BSB provides them with all the tools that will allow them to be actors in the world**, to be able to decipher complexity, as well as to be curious, open to others, and responsible.

- **Learning to manage the complexity of the world:** the world is changing under the pressure of 4 major forces: globalisation, artificial intelligence, diversity, and sustainable development. The ambition of BSB is to give its students the skills and the intellectual basis necessary to apprehend this complexity and to manage it.
- **Acquiring the *Lead for Change* culture:** BSB supports students in the development of their intellectual agility, curiosity, and appetite for change, in order to make them adaptable managers who are capable of integrating the evolutions of tomorrow's world.
- **Pushing one's limits:** students can choose a course, a specialisation, or a specific programme linked to BSB's academic excellence poles to explore the specificities of these domains of expertise, to develop correlated skills, to meet companies in the sector, and to discover new professions. **BSB's Incubator** also accompanies students who are starting an **entrepreneurial project.**

KEY FIGURES FOR EDUCATION AND TRAINING

- 40% of modules include social responsibility issues (% stable since 2016)
- 4 clubs and societies out of 25 (16%) dedicated to social responsibility

Organisation of awareness campaigns on environmental issues

Humanitarian society

Management of the solidarity grocery store and organisation of solidarity collections (clothing, food, etc.)

Welcome, integration, inclusion, and follow-up of international students

2018-2020 ACHIEVEMENTS

INSPIRE FOR CHANGE

One of the School's social responsibility commitments is to **inspire all its stakeholders** by raising awareness of the main societal challenges, by inspiring movement, generating new ideas and encouraging action.

- The web series "La Rencontre Lead for Change" (launched in June 2019) and the series of conferences "Meet-Up with Inspiring Leaders" (launched in September 2019) allows students to exchange with business leaders, startuppers, and experts, such as Guillaume Gibault (Le Slip Français), Raphaël Enthoven (philosopher) or Adrien Aumont (KissKissBankBank). These actors of change share their perspectives on a changing world and share their experience of how they are trying to intelligently challenge codes. These conferences/interviews are an opportunity for stakeholders to perfect their geopolitical, economic, and cultural knowledge and to meet unique and inspiring leading figures.
- The newsletter "Inspire" (launched in October 2019) is an invitation to discover positive-impact initiatives. "Inspire" is an authentic review of trends whose objective is to sensitise the BSB community to responsible approaches.
- The series "Demain vu par..." ("Tomorrow as seen by...") (launched in May 2020) showcases graduates, professors and students who are committed in their lives and share their vision of the future and the growing importance of environmental issues.

Meet-Up with Nicolas Marotte, BSB Alumnus and Managing Director of Innocent France. He discussed the business model of this brand and its positive impact on society and the environment.

EXAMPLES OF COURSE MODULES INTEGRATING SOCIAL RESPONSIBILITY THEMES

- Ethics and social responsibility (Bachelor 3)
- Responsible management of organisations (Pre-master)
- Microfinance (Master 1)
- Management of responsible organisations (Master 1)
- Corporate strategy & sustainability (Master 1)
- Philosophy of management (Master 1)
- Corporate governance (Master 2)

EDUCATE FOR CHANGE

In accordance with principle 3 of PRME "Methods", teaching at BSB concretely embraces the challenge of training global citizens. This means they know how to position their thinking in a multicultural world, that they have understood how essential social responsibility is to a company's strategy and that they know how to measure the impact of technological transformations. For this purpose, BSB's programmes not only include course modules related to social responsibility, but also pedagogical initiatives to understand the complexity of the world.

- **Digital Hackathon** (launched in February 2019) is a creative challenge during which a hundred students imagine solutions to specific societal problems by taking into account perspectives related to the development of Artificial Intelligence. This adventure aims to encourage students to think about the economic world of tomorrow and to bring out new concepts.
- **The Innovation Sprint student induction seminar** (launched in September 2019) **integrates the UN's Sustainable Development Goals (SDGs) as a cross-cutting theme** and takes the form of a responsible hackathon. BSB's partner companies present their specific challenges related to SDGs to students who are subsequently invited to take up these challenges. This process not only allows students to become aware of these SDGs and the global challenges associated with them, but it also contributes to raising the awareness of BSB's partner companies of these challenges and how to integrate them into their activities.
- **Deep Dive Entrepreneurship module** (launched in January 2020) is a week-long seminar aimed **to create sustainable business models** that place economic, social, and environmental values at the heart of innovation. The project is based on the principle of Active Learning and allows students to meet entrepreneurs and economic actors in business creation.
- **Deep Dive Artificial Intelligence module** (launched in January 2020) provides students with the opportunity to participate in a challenge proposed by a company during which they are led to question themselves on the challenges of artificial intelligence, and in particular the societal and environmental impact of these technological changes. This multidisciplinary project-based pedagogy requires students to mobilise not only their academic resources, but also their creativity and critical analysis skills.
- **"BSB Humanities" programme** allows 30 students of the Grande Ecole programme to follow a semester of humanities in the Faculty of Arts at the prestigious McGill University (Montreal, Canada) each year. The aim is to understand the world with a different vision both in terms of pedagogy and intercultural openness (the signature of the partnership in June 2019 and sending of the first group of students was initially planned for autumn 2020, has been postponed to autumn 2021 due to the current health crisis).

In an ever more complex and constantly changing environment, BSB decides to reinforce general culture and intellectual openness. Beyond its management courses management courses, which remain essential to train expert managers, BSB provides its students with all the keys to understand complexity, to apprehend the world to come, to adapt to it, and to become an actor of change.

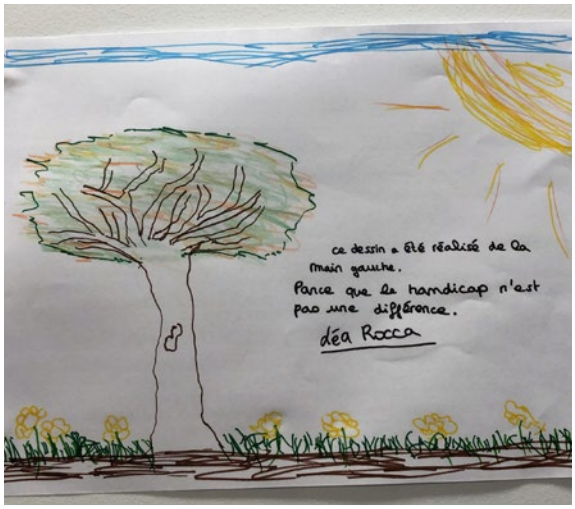
Stéphan BOURCIEU
Dean & Director General of BSB

ACT FOR CHANGE

Encouraging diversity, fighting against inequalities, developing good environmental practices, promoting mutual aid, etc. **BSB encourages staff, students and graduates alike to take action** by carrying out **projects with a positive impact.**

- **Through student clubs and societies:** to highlight responsible projects, the Game Changer Awards presented at the Christmas Gala (1st edition in December 2019) rewards the most outstanding initiatives of the year.
  - **Le Cercle Politique:** organised the "Social-ecology: a chance for Europe?" conference (December 2018), in the presence of Martin Schulz (former President of the European Parliament) and Stéphane LeFoll (former Minister of Agriculture).
  - **PRISM:** directed a short movie "A vue d'œil" about disability which won the **Grand Prix du Cinéma at the video competition** "Tous HanScène" (March 2019).
  - Sports Club x Esc'prit d'Aventure: launched the Ecorun (in September 2019), which was rewarded by the Jury's Favourite Prize of the Game Changer Awards 2019 with a special mention "collaboration between clubs and societies".
  - Hum'Events: organised of a 3-week humanitarian mission in India to support underprivileged children in their education (1st place in the Game Changer Awards 2019 for the commitment of this society throughout the year).
  - Arts Society x Sports Club x Student Union: organises annual "Disability Awareness Week" to raise awareness of the difficulties encountered by people with disabilities, which are both visible and not.
  - Esc'prit d'Aventure x Student Federation: created an "Eco-responsible Lunch Guide" to encourage clubs and societies to implement rules of good ecological conduct (elimination of plastic containers, reduction of food waste, selective waste sorting, etc.) at their events (launch initially planned for September 2020, postponed due to the current health crisis).

2nd edition of the Eco run co-organised by the associations Atlanti'Sport (Sports Club 2020) and Esc'prit d'Aventure (September 2020



Drawing workshop with a "handicap" (Arts Society 2019, Special Jury Prize of the Game Changer Awards 2019)

This opportunity goes beyond the shear experience and challenge of participating in such a contest. It highlights our commitment to values which are fundamental to us: mutual aid, respect for others, acceptance of difference. This short film is the result of values, cohesion and passion.

Juliette BICHE,
one of the BSB students who directed the film, "À vue d'œil"

- **Through student projects:**
  - From January to March 2019, 20 young people, including 1 student from BSB, took part in a 6-week sea expedition as part of the **"Quest for Change" project of the Clean2Antarctica Foundation**, to help companies to find sustainable solutions to the problems they face.
  - In November 2019, 2 students from BSB won 1st place for eloquence and the Trophy for the Best School in the **1st edition of TRILOQUENCE.** This regional student event focuses on eloquence speaking about social responsibility themes: "Is there always a happy ending? ""and "Is every border crossable?".
  - In February-March 2019 and 2020, BSB students participated in **the 22nd and 23rd editions of the Raid 4L Trophy**, the largest solidarity student rally in the world. They travelled more than 7,000km, overcame challenges, and survived desert conditions.

- **Through graduate projects:**
  22% of Master Grande Ecole graduates who answered the 2020 Alumni survey said they were **working on assignments related to their company's social responsibility** (compared with 16% in 2019). Of the 22%, 67% cited sustainable development as part of their missions, 54% cited ethics and 38% cited social openness. Graduates' commitment to projects with a positive impact is also reflected in their business creation. Below are a few examples of recent engaged company creations by BSB graduates.

- **Through collaborators' projects:**
  - Once a year, BSB staff cook up a special meal for students. The money collected is donated to the Owl for You student society to participate in the management of the school's solidarity grocery store.
  - To salute the remarkable work of the nursing staff during the health crisis of spring 2020, BSB sent Délicassie cookies (a brand co-founded by a graduate) to the University Hospital of Dijon with positive messages inside.
  - Some external stakeholders offered to donate their fees to clubs and societies, so in November 2020, €1,000 was donated to SISTA, an association that promotes women's entrepreneurship.

VireVolte
Brand of 99.9% natural perfumes, Cosmos Natural labelled, vegans, easily biodegradable, made in France.

—

Hubert
Food brand offering energy bars manufactured in an eco-responsible approach with healthy and high-quality ingredients.

—

Au Juste
Brand of 100% recycled clothing made in France. Alongside 22 other responsible French producers, Au Juste has launched the first **anti-knickknack collective** that is committed to useful, sustainable, Made in France gifts without unnecessary packaging (December 2019).

—

Pile ou face
Brand of mismatched socks produced entirely in France.

—

Saève
A brand of cosmetics that transmits the exceptional patented powers of fresh organic Birch and organic Chaga sap to the skin.

—

Carte Carotte
Collaborative map to identify producers and merchants from whom to buy local, quality, seasonal, environmentally and socially responsible products.

PEDAGOGICAL CONTINUITY DURING COVID-19

Thanks to the work on digital platforms that have been in use since the start of the 2019 academic year, and a individual connection for each student, BSB has made a smooth transition to the 100% distance learning courses imposed by State health restrictions in March 2020. A team of referent professors ensures individual follow-up. The sequences of the distance learning courses are filmed and available for viewing on demand. All course content, materials, work material, and quizzes are available online.

> BSB's pedagogical model is centred on in person teaching, close interaction and field experience. In the current constrained context, we inevitably lose a little bit, but it is also an opportunity for everyone to adapt. We will of course go back to the core of our model after this crisis, but we will have greatly benefited from the valuable asset of knowing how to be flexible, which has been displayed during this exceptional period.
>
> Christine SINAPI
> Academic Affairs & Pedagogy Director at BSB

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue existing projects (increase in courses addressing CSR issues, to pursue School-Student Clubs and Societies collaboration on CSR projects, to encourage them to lead a CSR-linked project, etc.).	The percentage of courses incorporating social responsibility issues has remained stable. These courses are fully integrated into the programmes. Many clubs and societies are involved in events related to social responsibility, organised with the School, several of which have become regular (ecorun, disability awareness, taste day, etc.). The #Act for Change project allows all initiatives with a positive impact to be valued.	ACHIEVED	To integrate social responsibility issues into all programme disciplines. To continue to disseminate knowledge related to Corporate Social Responsibility to stakeholders.
To introduce Sulitest into all programmes.	Reflection on its implementation has begun and this tool will be tested by the Sustainable Business Management specialisation of the Bachelor's degree programme in spring 2021.	INITIATED	To include Sulitest in all programmes.
To initiate discussion on how to consider CSR initiatives taken by attributing ECTS credits, for example to a professional.	Reflection on its implementation has begun and concrete actions will be implemented during the period 2020-22.	ACHIEVED	To recognise the process of reflection on social responsibility initiated by the student through ECT credits.
To introduce a question concerning CSR skills of graduates in the graduate survey.	This question was introduced in the 2019 survey.	ACHIEVED	To introduce a question concerning the dimensions of social responsibility in the satisfaction survey of the semesters abroad.
To sensitise students about the Sustainable Development Goals (SDGs).	SDGs have been integrated into new educational initiatives.	ACHIEVED	Introduce the Climate collage (or equivalent pedagogical tool) in the awareness of students.

KPI 2022 **1 toolbox to raise awareness among students, graduates, and staff of the challenges of social responsibility**

RESEARCH

PRME

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.

Training future leaders and managers in an economy that is respectful of people and the natural environment is one of the urgent needs of our companies today. But much remains to be done. Research is indispensable because it greatly contributes to adapting and transforming our teachings in this direction.

Alexandre ASSELINEAU
Research Director
at BSB

BSB's mission is to train enlightened managers, capable of putting their own actions into perspective. In this sense, **research is a formidable learning path since it cultivates critical analysis, the structuring of reasoning and the taking of heights.**

Since 2003, **BSB's research centre (CEREN)** has aimed at inspiring current and future organisations and managers, making them aware of the **economic, societal, and environmental challenges they face** and enabling them to respond to them in an active and responsible way.

The 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 operate and are based on the concepts of social and societal responsibility, ethics, sustainability, and diversity.** Thus, considerable importance is given to the study of the cooperative model or family businesses, issues of diversity on boards of directors, strategy, management, and the definition of responsible and sustainable entrepreneurial business models, with particular emphasis on mechanisms for inclusion and cooperation between actors.

The research conducted at CEREN is **intended to have a measurable impact on the School's stakeholders**, going beyond the indispensable academic recognition: infusion into pedagogy, partnerships with the socio-economic world, popularisation/dissemination of results to society as a whole.

CEREN'S 6 AXES

- **"Art & Cultural Management" axis** is oriented around the role of culture as the 4th pilar of sustainable development and sustainable cultural entrepreneurship.
- **"Decisions and Behaviours" axis** examines the components and parameters of decision-making, through the study of economic, managerial, financial, and social choices made by individuals or groups.
- **"Digital Leadership" axis** studies the challenges of implementing Artificial Intelligence in different fields of Management Sciences, with respect to the 2030 Agenda for Sustainable Development.
- **"Entrepreneurship and Innovation" axis** develops original reflections on sustainable business models, the implications of gender diversity or social and societal responsibility on entrepreneurship education.
- **"Finance, Governance and CSR" axis** takes a differentiated look at issues related to the modes of governance of organisations, diversity, and social responsibility.
- **"Wine and Spirits" axis** deals with intercultural behaviours regarding the notion of «terroir», gender stereotypes in relation to wine preferences, wine names and tasting, as well as risks and wine choices for and by consumers.

KEY FIGURES FOR RESEARCH

1 Diversity Barometer
Tool to measure gender and age diversity on the boards of directors of major French companies, whose findings have been published since 2014.

4 stakeholders
for whom CEREN's research creates value: the scientific community, the students at BSB and beyond, the organisations and key players in the region affected by and/or involved in our activities and society as a whole.

56% of ranked
CNRS and/or FNEGE articles of CEREN published in 2018 and 2019 were on the themes of social responsibility.

2018-2020 ACHIEVEMENTS

CEREN's scientific project of December 2018 reaffirmed that research has a role to play on the societal level. It hopes the reflections that result from research work will feed the scientific debate, but also public debate on societal issues, in accordance with Principle 4 of PRME "Research". Below are a few examples of research work that has been carried out on societal responsibility issues at BSB since 2018 and has impacted the 4 stakeholders of CEREN.

IMPACT ON THE ACADEMIC COMMUNITY

Since 2019, a group of BSB researchers have been involved in 2 H2020 European projects on important stakes of social responsibility:

- The aim of the **"Integrated Pest Management Decisions" project** is to measure and **improve the impact of agricultural decision support systems (crop protection)** which is recommended in the European directive on sustainable use. It involves the creation of a one-stop service link that provides data, tools and resources through a pan-European online platform and a decision network formed by a community of stakeholders. The project involves a wide range of stakeholders, including researchers, crop protection industry, ICT specialists, meteorological services, consultants, agricultural public services, etc. The project will be implemented by the European Commission. BSB brings its expertise in Social Sciences applied to the agricultural sector
- The **"Primewater" project** aims to **maximise the potential of earth observation technologies for the water sector** by improving and expanding the water quality information base through the use of advanced algorithms. This will increase the situational intelligence of water regulators, emergency planners, industry professionals and local communities, improve preparedness against water-related hazards and enhance decision-making capacity. BSB is leading the collection and analysis of experimental data on stakeholder attitudes.

In September 2019, BSB hosted the **European Meeting of the ESA (Economic Science Association).** In this context, the School had the honour of receiving Alvin Roth, Nobel

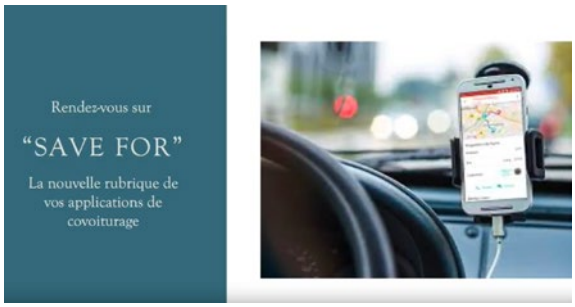
Prize for Economics 2012, who participated in a round table on the theme "Cheating, commitment and repulsive markets". In October 2019, BSB hosted the **2019 edition of the International Congress of ENCATC** (The European network on cultural management and policy), one of the most important events in Europe for the sector of arts and cultural management and policy. There were 200 experts from all over the world to debate on the theme "**Diversity and sustainability at work: policies and practices in culture and education".** The organisation of these events is a true **recognition of BSB's poles of academic excellence.**

IMPACT ON STUDENTS

CEREN researchers disseminate the fruits of their methodology and the results of their work to students through courses based on their research.

In the courses on **entrepreneurship**, for example, students are led to reflect on how to use a **business model in an entrepreneurial process** and, above all, **to reflect on the economic, social, and environmental impact of the project undertaken.** Research is therefore mobilised as a means to broaden students' understanding of the entrepreneurial process and the life of the entrepreneur, which is too often reduced to the development of a project and the creation of a company.

In the courses on **artificial intelligence**, students reflect on the stakes of this "4th industrial revolution", and in particular the **ethical, societal, and environmental impacts on those of ongoing technological mutations**, in connection with the research work carried out at BSB.
As part of the courses on **psychology of management**, all 2020-21 Pre-Master students were involved in the **BVA competition "Nudge Challenge 2020: carpooling"** with the aim to create nudges to encourage citizens to carpool to get around on a daily basis, based on academic research. More than 50 videos were produced by student teams in November 2020, one of which ("Save for") was selected in the final (results announced in December 2020).



In November 2020, BSB also inaugurated **a major pedagogical project called "L'Heure Civique" (The Civic Hour). The project is in partnership with the "Voisins Solidaires"** association and takes place within the framework of their psychlogy of management course. This project clearly resonnates with the current health crisis, but above all with the values and expertise of the School. This is why it involves all second year students, who will design strategies to develop mutual aid and solidarity within society. BSB is the first institution of higher education to commit to "L'Heure Civique".

Our students are immersed in concrete field experiences where they can put into practice behavioural economics methodologies, that result from the research work that our teams conduct. Moreover, this project is perfectly in line with the values of solidarity and civic commitment that are in the DNA of our School. As soon as the current lockdown ends, the initiative with "Voisins Solidaires" will be expanded so that our students can involve a maximum number of citizens outside the school.

Angela SUTAN
Professor at BSB, manager of this course and Director of LESSAC

Young people are real actors of solidarity. We need students and this intelligence to contribute to the development of local solidarity in society. They learn marketing and HR techniques at BSB, which are generally put at the service of companies. Here, the aim is to mobilise them to design strategies for the development of social bonds.

Atanase PERIFAN
Creator and Founder of the "Fête des Voisins" and "Voisins Solidaires"

IMPACT ON ORGANISATIONS AND REGIONS

CEREN supports public and private organisations in their decision-making and prepares them for the challenges ahead. For example, in March 2020, BSB professors trained staff members at Vitagora, an agri-food innovation cluster. This happened within the framework of the **Evolution of Business Models in the Food Industry Chair**, which aims to meet the challenges linked to the transformation of this industry. Within this framework, a business model diagnosis tool, based on BSB's research work, led to several suggestions. This included way of thinking about this business model and making it evolve according to the strategic situation of the company, thinking about the possible changes towards new business models linked to digital technology, and about future scenarios for the agri-food industry.

VITAGORA

> This tool has already been tested with 3 SMEs and has had great success. It's a very good example of the transfer and usefulness of the research we are conducting.
>
> Sonia LEQUIN
> Research Engineer
> at BSB

"IT'S NOT OK, MILLENNIAL": WHEN INTERGENERATIONAL TENSIONS HARM OUR CHILDREN

In March 2020, a tribune published in "The Conversation" by BSB researchers who presented the results of a study. The study suggests that prevention and awareness campaigns, which have so far been insufficient both geographically and temporally, should try to make individuals understand how to make their day-to-day behaviour be more effective to be more effective. Prevention campaigns associated with environmental preservation should no longer be limited to encouraging individuals to make efforts for the planet, but rather encourage individuals to make efforts for others, for and with their loved ones.

IMPACT ON CIVIL SOCIETY

CEREN is convinced that **research has a role to play at the societal level.** It hopes the reflections that result from research work can feed public debate. This is why CEREN's researchers are present in the media (press articles and videos to popularise research results) and take part in conferences and round tables.

Since January 2019, BSB has been a member of "The Conversation", whose objective is to share knowledge by making researchers' voices heard in citizen debates. 62 opinion articles have been published since (many on the themes of social responsibility), attracting more than 1.3 million readers.

Since 2020, the School has been working together with "Open Diplomacy" to organise "Sustainable Development Meetings". This event is a platform for French citizens to debate Sustainable Development Goals, to question public authorities and to make companies commit to doing better. The 2020 edition took place remotely 22-29 September due to the current health restrictions.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue CSR-related research.	CEREN's scientific project has reaffirmed the social responsibility dimensions of the research carried out at BSB for all six axes.	ACHIEVED	To develop a Chair project for social responsibility with a partner company.
To continue sharing CSR research findings with students, academic and corporate communities, and society.	Research results related to Corporate Social Responsibility issues are continually shared with students, businesses and society through courses, conferences, and publications.	ACHIEVED	To pursue collaboration with "Open Diplomacy" of the annual organisation of the Sustainable Development Meetings.
To finalise the Impact of Research project.	To create an Ethics Committee within CEREN.	ACHIEVED	To create an Ethics Committee within CEREN.

KPI 2022 **1 research ethics charter**

SOCIAL POLICY

PRME

PRINCIPLE 2

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

BSB is a school that puts the student at the centre of all its projects and decisions. It is strongly committed to its values of responsibility, inclusion, diversity, and equality and has integrated these values in its programmes, activities, and the projects it supports. Students are invited to actively contribute to a community that is aware of its role in society, through eco-responsible actions on campus, elements of ethics and social responsibility in courses, projects emphasising inclusion and diversity to foster a mixed, multicultural and multi-societal student community.

Claudia SAMPEL
Director of
International Relations

STUDENT SOCIAL POLICY

As a Grande Ecole of Management, **BSB's priority mission is to offer a training of excellence to all those who have the talent.** To enable students to prove themselves professionally and to realise their full potential as responsible adults, the School uses a model based on the **benefits of close interaction.**

In order to guarantee **equal opportunity**, the School provides students with various financial support. **Merit scholarships** have been awarded to students entering the Grande Ecole programme and Bachelor's degree programme on the basis of financial means and academic criteria since 2005. The **BSB Foundation** also offers **"Coup de Pouce" scholarships** to support students who face unexpected financial difficulties in the course of their studies. **Loans at preferential rates** are obtained every year from 2 banking partners. **Financial arrangements** can also be found, such as long-term instalments, in the event of difficulties to pay tuition fees. **Work-study programmes** (professionalisation contracts and apprenticeships) are offered to Bachelor and Grande Ecole students that guarantee their tuition fees are paid by companies and/or OPCOs. Jobseekers returning to school can also continue to receive their allowance or have tuition fees financed by Pôle Emploi (Job Centre). **Student jobs** are provided by the Corporate Relations and Career Center Director, but also by student clubs such as **BSJobs** and **BSB Junior Consulting.** The **Owl for you student society** also helps pay for groceries and tuition fees for students in difficulty.

BSB FOUNDATION

Created in 2014, the mission of the BSB foundation is to accompany and support its students and to participate in the development of BSB. In order to achieve these 2 main missions, the Foundation's actions are based on 3 major pillars:

- **Excellence:** to build the future of BSB and its students, by supporting pedagogical innovation, academic excellence, applied research and international influence.
- **Equality:** to participate in BSB's social and societal commitment by helping students and encouraging diversity.
- **Entrepreneurship:** to encourage an entrepreneurial mindset among students, graduates, clubs and societies to support high-impact projects.

BSB's ***Mission Handicap*** accompanies students with disabilities. It sets up support courses, helps with the organisation of exams when specific means are needed, provides adapted material, and awards financial grants. Awareness workshops are organised every year in October and testimonial conferences are held throughout the year. This mission has received ongoing support from the Caisse d'Epargne de Bourgogne Franche-Comté since its creation.

MISSION HANDICAP OF BSB

Created in 2009, BSB's Mission Handicap, has the following objectives:

- To support students with disabilities in their academic and personal development.
- To make all students aware of issues of disabilities.
- To be an actor in society to promote the integration of young people with disabilities into higher education.
- To create a link between the professional world and the School's actions in favour of the disabled.

COMPETENCY APPROACH

WHO AM I?

BETTER KNOWING MYSELF

Personal and Professional Development
- Student clubs and societies
- Personal development seminars & tools
- "My Lead for Change mission" module

WHAT CAN I DO?

ACQUIRING, BECOMING AWARE OF, AND PROMOTING MY COMPETENCIES

Building up Skills for Business® project
- Portfolio of competencies
- Comptency profile per year of studies
- Self-assessments of competencies

WHAT DO I WANT TO DO?

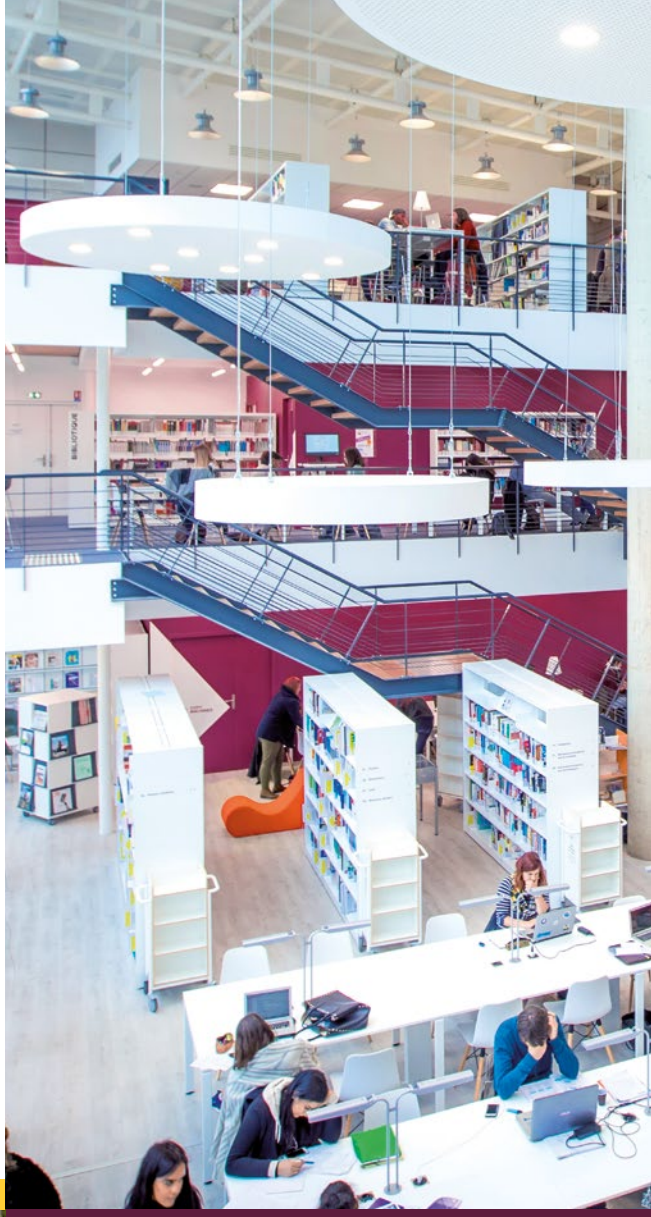
BUILDING MY PROFESSIONAL PROJECT

Career Center
- Advice from Programme Directors and faculty
- Career Booster tool: professional development programme
- Individual follow-up by Career Advisors

The School is also aware of the cultural enrichment and global perspectives that **international students** bring to campus life, both at an academic and human level. These students benefit from customised reception and integration procedures. In addition to the linguistic measures which are an integral part of the School's programmes, BSB's International Relations Department leads numerous initiatives to facilitate their integration: help finding **accommodation**, assistance with **administrative procedures** (visa and residence permits), **orientation week** (campus visit, presentation of the teams, training in IT tools, workshops such as "Adapting to French Culture", etc.). Throughout the year, the ***Melting Potes*** society, in partnership with the School, organises gastronomic and discovery trips in the region, as well as Farewell Parties. International students are also invited to events organised by the International Relations Department, such as the **Welcome Back Event** (return of students who have studied abroad) or **International Days** that take place at the International Village (information stands for different geographical locations present BSB's partner universities).

Students' **personal and professional development** is also at the heart of BSB's support. Since 2010, the **"Démarche Compétences" (Competency approach)** has been supporting students in the development, awareness, and the promotion of their academic, professional, and soft skills throughout their studies at BSB. It involves 3 departments that implement complementary entities.

BSB also pays particular attention to the **quality of campus life.** In order to develop their full potential, students must benefit from the best possible working conditions, both inside and outside the classroom. Numerous practices have been in place at BSB over the past several years and reflect the vision of the School: **sensitising students to different addictions** (internet, drugs, alcohol) through conferences and annual awareness campaigns which are organised in partnership with clubs and societies, the School and the local authorities; **compulsory practice of cultural, artistic or sports activities** as a complement to academic courses; a **non-smoking** campus in accordance with the French legislation; a **Learning Center** offering a comprehensive range of collaborative and individual, creative, pedagogical spaces, including one to "disconnect". Students who encounter personal difficulties also benefit from counselling services: **free individual appointments with a psychotherapist**, in French or English, in person or remotely (for students on internships, apprenticeships or semesters abroad), and **on-campus presence of a psychologist** in case of emergency. MBTI ("Myers and Briggs Type Indicator") workshops are also offered to students to increase their self-knowledge, to understand their preferences and to place themselves within a framework that describes personality differences in a positive and constructive way.



BSB was winner in 2019 of the French Cup of Business Schools (Saint-Gobain des ESC)

THE LEARNING CENTER

The Learning Center is located in the heart of the Dijon campus and is emblematic space of the School. Its glass roof provides an exceptional environment which is perfect for studying, and so much more! The Learning Center has numerous areas dedicated to modern work and leisure practices: press room, reading room, video-conference room, group work rooms, career area, creativity training center, play area, tearoom, world television, relaxation room, etc. not to mention a magnificent 300-seat library, 35 fixed computer stations and 25,000 freely accessible documents arranged on 500 metres of shelving.

KEY FIGURES FOR BSB'S STUDENT SOCIAL POLICY

- **Student diversity:** 52% women and 48% men in 2019-20
- **More than ¼ of state scholarship holders** among Grande Ecole students (excluding work-study students) in 2019-20
- **100 "Coup de pouce" scholarships** granted by the BSB Foundation between 2018 and 2020
- **34 students with disabilities** received support from Mission Handicap in 2019-2020
- **25% international students and 75 nationalities** present on campus

2018-2020 ACHIEVEMENTS

In accordance with principle 2 of PRME "Values", BSB integrates in all its activities values of global responsibility: equal opportunity, solidarity, diversity, well-being, etc.

ENSURING EQUAL OPPORTUNITY

The BSB Foundation has distributed more than €250,000 in "coup de pouce" scholarships between 2018 and 2020, of which €100,000 in 2020 for students particularly affected by the current health crisis.

Due to the complex economic situation that France has experienced in 2020, the School also adapted by **doubling the number of open apprenticeship places** in the Bachelor and Grande Ecole programmes from the beginning of the 2020 academic year (on the Dijon and Lyon campuses). For students, work-study programmes (through apprenticeships or professionalisation contracts) are a path to excellence that combines high academic quality and field experience. It is also a way to finance their studies and receive a salary, which means being able to pursue their studies in this difficult economic context that is affecting them and their families. Beyond the current health crisis, the work-study programme is increasingly popular with students who are fully aware of the excellent professional opportunities it provides on the job market. In 2018-19, 9 students received support from BSB's Owl for You student society and 2 in 2019-20 (due to the current health crisis, the society could not provide support).

ENCOURAGING DIVERSITY

In 2020, in partnership with "Wintegreat", BSB launched **a support programme for migrants wishing to revive their professional projects** in France. From January to March 2020, the School welcomed 20 refugees who benefited from courses to develop their employability: French, English, and soft skills. BSB professors gave volunteer courses on a wide range of subjects such as corporate governance and marketing, and BSB students (as part of their Lead for Change mission) volunteered as coach/buddy to help them master French and integrate French culture. Participants also received coaching from a corporate mentor to help them build their network and their professional project. Based on this first experience, BSB chose to internalise this programme and launched BSB (Re)Connect in September 2020 for a second training session in 2021 (initially planned from January to March 2021 but postponed from September to November 2021 due to the current health restrictions). BSB also showed its desire to make this approach part of the national dynamics within higher education institutions by **joining the MEnS Network** (Migrants in Higher Education) **in September 2020.**

In addition, in 2020, BSB and the Caisse d'Epargne Bourgogne-Franche-Comté, 2 institutions committed to diversity, renewed their partnership agreement for the amount of €30,000 over 3 years to support the actions of the School's Mission Handicap: fostering easier access to employment, welcoming people with disabilities in companies (internships, missions, work-study programmes, etc.), providing training for trainers, helping to purchase adapted hardware and software, participating in the additional costs generated during exams and competitions, and actions of sensitisation and communication around disability.

> Because I wear hearing aids, I immediately reported my disability to Mission Handicap. For me, it is essential to be able to discuss and exchange about the solutions that can be provided in order to guarantee a smooth study experience. I was very well received. We were quickly able to find a solution for specific accommodations for the TOEIC English exam, for example.
>
> Matéo FAHYS
> Master student at BSB, hearing impaired

Class of 2019-2020 participating in BSB's programme to accompany migrants

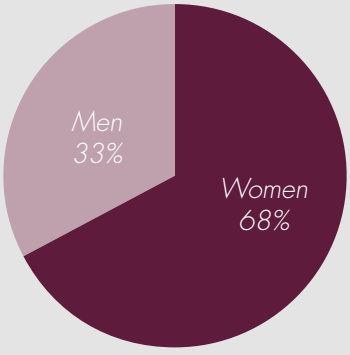
THE MENS NETWORK

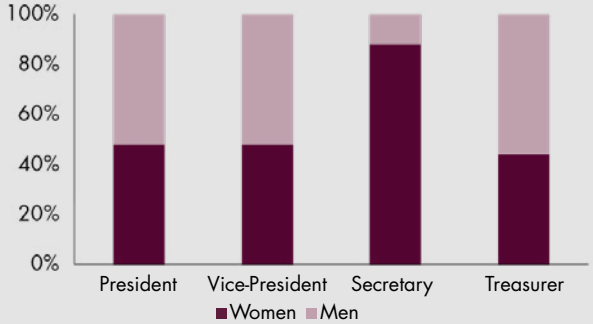
This network, which includes more than 30 member institutions and a dozen partnerships, aims to coordinate the various initiatives set up within higher education to promote the reception of migrants, train them in the French language and support them in their professional integration.

Sponsor of the Wintegreat project

Within the framework of **BSB EQUALITY**, a reflection on a follow-up of **gender diversity indicators** has begun, such as the women-men % in the programmes and in the Incubator, in the VIP Rooms and in the clubs and societies.

% Women-Men in the 2020 members of BSB' clubs and societies, in total and by role



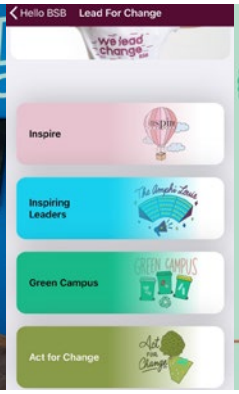


ENSURING QUALITY OF CAMPUS LIFE

BSB has received several recognitions over the last 2 years attesting to the particular attention that the School pays to the quality of life of the students on its campuses:

- In July 2019, BSB was one of the first business schools to receive the **"Welcome to France" label**, which indicates the quality of reception of international students in French higher education institutions (quality and accessibility of information, measures implemented to welcome students, training offers, housing, campus life, and quality of the post-graduate follow-up).
- **The Learning Center at BSB received the Welcome Award** in October 2019 within the framework of the 10th Grand Prix Livres Hebdo. BSB is the first French School of Management to receive this award which testifies to the great success of the project to offer students and staff an innovative space, with a wide range of diversified work environments, and services that make it a real place to live beyond a stimulating place of study.
- BSB was awarded **the "HappyAtSchool® 2020" label** in July 2020, which measures the satisfaction of students and graduates of higher education institutions, on the basis of a survey. In total, 92.3% of the responding students and graduates recommend the School. In January 2020, BSB had already distinguished itself as part of the Top 3 "business schools where students are the happiest". This ranking is based on the surveys designed within the framework of the HappyAtSchool® label.

The student experience survey conducted in 2018 revealed that many student support services were already present at BSB but not sufficiently visible. Renovation works on the first floor of the administrative building were undertaken in 2019 to create **The Hub, a space dedicated to students, which regroups all the support services available to them:** Student Administration, International Relations, internship and work-study services, Personal Development Department. **An interactive campus "WE LOVE BSB"** was also launched in September 2020 to allow newcomers to discover the world of BSB and to feel the spirit of the School, in spite of the current health restrictions. In addition, **the "Hello BSB" application** was launched in September 2020. It aims **to further enhance the quality of student services**, by making their experience at the School even more connected, intuitive, and pleasant, be it on the campus of Dijon, Lyon, or Paris.



ACCOMPANIMENT DURING THE COVID-19 HEALTH CRISIS

Faced with this unprecedented situation and even from a distance, all BSB teams remained available for students to help them to overcome the current health crisis. All the support services and Learning Center resources remained available online and the teams were mobilised to provide assistance.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue existing actions (awareness raising actions on balanced diet and diversity, etc.) and implement ongoing projects (the "BSB Student Experience" project, etc.).	Many actions are now carried out regularly (Taste Day) and further to the "Student Experience" survey, actions have been taken to make all the services on offer more visible and more accessible to students.	ACHIEVED	To give more visibility to the various actions implemented by the Personal Development Department (DAP), which groups together all the well-being services offered to students. This department will also be in charge of better sensitising students regarding healthy eating, sleep, addictions, sexuality, etc.
To initiate discussion on raising students' awareness of dangerous behaviour and addictions (alcohol, drugs, tobacco).	All clubs and societies are aware of these issues and all Grande Ecole programme students take a mandatory module on the impact of addictions on individual behaviour and the importance of good digital identity management.	ACHIEVED	
To monitor gender diversity indicators as part of the BSB Equality project.	Indicators have been identified and data collection has begun. These indicators will be included in the Corporate Social Responsibility performance report.	INITIATED	(Cf. governance objectives 2020-22: Corporate Social Responsibility performance report).
To extend the Competency Approach to the Bachelor programme	The Competencies Approach was implemented in the Bachelor programme in September 2019.	ACHIEVED	To continue the Competencies Approach for all students.

KPI 2022 **1 Wellness Center for students**

SOCIAL POLICY IN FAVOUR OF STAFF

The prevention of discrimination and the promotion of diversity are at the heart of BSB's values. As is the case for students, the School favours **a human and social policy of parity and diversity for staff**, as well as **a quality of life policy to guarantee good working conditions**, which directly contribute to the global performance of the School.

BSB is very committed to the theme of gender equality. BSB's management has appointed **2 co-referents "Gender Equality"** to bring this dynamic within the School (one referent for staff and one referent for students). The School is leading an action plan for professional gender equality, which renewed annually since 2013, in accordance with the French regulations in which it commits to:

- Respect the male/female ratio defined in the training plan budget and in terms of salary increases.
- Guarantee the same level of salary for equal skills.
- Allow staff to work part-time.

BSB has also been a signatory of the **"Charte de la Diversité" (Diversity Charter)** since 2011. This charter is dedicated to companies that are engaged in actions that favour diversity and non-discrimination. In particular, BSB applies a principle of non-discrimination to hiring (gender, handicap, religion, origins, etc.) and recognises the the status of disabled worker. The commitments to the Diversity Charter, which are translated into actions measured and evaluated regularly, are factors of social and economic progress.

CHARTE DE LA DIVERSITÉ SIGNATAIRE

The aspects of well-being, fulfilment, and work-life balance for staff are also at the heart of the School's concerns **to improve the quality of life at work.** The Human Resources Department and the Social and Economic Committee are implementing numerous actions in this area.

- **Integration:** welcome guide and integration programme for new staff to introduce them to the School and the different departments, annual Team Building day for all staff at the beginning of each academic year and organisation of breakfasts sponsored by different departments to foster informal cohesion between staff, translation of the main documents related to human resources into English for international staff.
- **Training:** annual appraisal of professional activities and evaluation of skills, in accordance with French regulations.
- **Health:** anti-harassment charter, «Document Unique d'évaluation des risques»(Risk Assessment Document), yoga and meditation sessions offered to staff.
- **Safety:** safety guide and training of new staff in fire safety rules, staff members trained in first aid.
- **Quality of life:** staff have access to all the resources of the Learning Center, for both professional and personal use.

> The CSR approach is gradually being rolled out. Actions are carried out on a daily basis, and everyone needs to acquire the reflex of systematic CSR implementation.
>
> Anne MICHELOT
> Human Resources Director
> at BSB

KEY FIGURES FOR BSB'S STAFF SOCIAL POLICY

- **64% of employees are women,** more than half of whom are managers
- **5 employees recognised as disabled** (3% of the workforce) 4 of whom are managers
- **15% of training programmes** in 2019 granted to senior employees
- **38% international professors and 19 nationalities** represented

2018-2020 ACHIEVEMENTS

As for students, BSB integrates values of global responsibility in all its activities involving staff: equal opportunity, solidarity, diversity, well-being, etc.

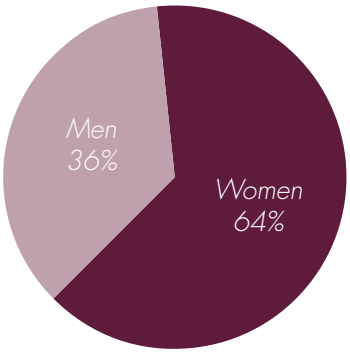
ENSURING DIVERSITY AND EQUALITY

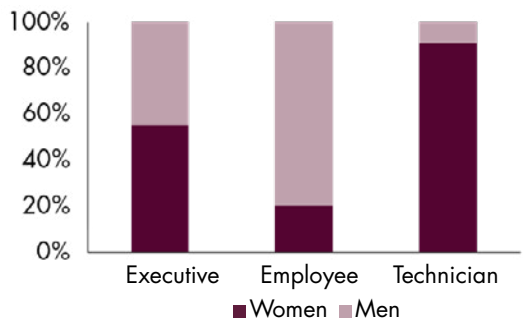
BSB reaffirmed its commitment to diversity by signing the **new edition of the Diversity Charte**r in November 2018.

As of January 2019, **a new company-wide agreement on the organisation of working hours** made it possible **to equalise working conditions for all employees**, notably allowing each employee to obtain leave of absence authorisations for sick children, a time-saving account, paid leave which is more advantageous than the collective agreement, and the right to disconnect from work.

On the new index of professional gender equality created by the Ministry of Labour, BSB's score was 93/100 in March 2020, demonstrating all the steps taken by BSB for equality.

% Female/male staff of BSB in 2019, in total and per category





DIVERSITY CHARTER (2018 EDITION)

By signing the Diversity Charter, we, as a company or organisation, commit to:

1. Raising awareness and training our executives and managers involved in recruitment, training, and career management, and then gradually all employees, on the issues of non-discrimination and diversity.
2. Promoting the application of the principle of non-discrimination in all its forms in all acts of management and decision-making of the company or organisation, and particularly in all stages of human resources management.
3. Promoting the representation of the diversity of French society in all its differences and richness, the cultural, ethnic and social components, within the workforce and at all levels of responsibility.
4. Communicating our commitment to all our employees as well as our customers, partners, and suppliers, in order to encourage them to respect and implement these principles.
5. Making the development and implementation of the diversity policy an opportunity of social dialogue amongst employee representatives.
6. Regularly assessing progress made both internally and externally regarding the practical results from the implementation of our commitments.

ENSURING GOOD WORKING CONDITIONS

In October 2018, **a charter relating to the right to disconnect** was signed by BSB's Management and Personnel Delegation. Through this charter, the School reaffirmed the importance of a good use of digital tools in order to respect rest and leave time, as well as the balance between private and professional life.

In November 2019, in accordance with French regulations, **the Social and Economic Committee (CSE)**, a new staff representative body merged from the previously existing bodies (Personnel Delegation, Works Council, Health, Safety and Working Conditions Committee) at BSB. The CSE is is the intermediary for staff members' concerns so that their interests are taken into account in all the decisions concerning, and in particular, the organisation of work, professional training, the management of the company, as well as the School's financial and economic evolution.

The year 2020 was a particular period linked to the Covid-19 health crisis, with notably two lockdowns from March to May and from October to December. In this context, the School and the CSE offered staff the possibility **to consult a clinical psychologist and psychotherapist in complete confidentiality.**

JOB SATISFACTION

During their yearly appraisals, employees are asked in particuar about the quality of life at work. The three points on which employees were more than 90% satisfied or very satisfied in 2018 and 2019 were:

- Relationship with their line manager
- Balance between professional activity and personal life
- Relationship with their team

ENSURING SKILLS DEVELOPMENT

BSB implements training actions to support the development of skills and to anticipate the evolution of its staff. Through numerous training projects (individual or collective), BSB has developed the skills of staff to meet to the demands of internationalisation (language training), digital transition (digital tools, social networks), of evolving programmes and pedagogy (e-learning, active learning). Out of the 135 days of training done by BSB staff in 2019, 88% of them were focused on the development of new skills, 6% on training in languages and 6% on training in digital tools.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue existing actions (translation of important HR documents into English, implementation of Quality of Working Life Audit recommendations, etc.).	Actions in favour of equality and diversity have continued and recommendations have been implemented.	ACHIEVED	To reactivate the "Well-Being at Work" steering committee.
To carry out an annual review of the implementation of the Diversity Charter and report on progress in the CSR reports.	BSB participated in the 2019 Assessment of the Diversity Charter (carried out every 2 years) and presented the School's achievements in this field between 2018 and 2020.	ACHIEVED	To conduct a review of the implementation of the Diversity Charter foreach National Review and to continue to report on the progress of commitments in the CSR reports.

KPI 2022 **1 satisfactory environment for all staff**

REGIONAL ANCHORING

PRME

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.

BSB is extremely attached to its region. The School's historical campus has been located in Dijon since 1900. It then expanded to Paris in 2004 and to Lyon in 2013. On each of its sites, **the School develops relationships with local economic actors, local authorities and higher education institutions** and maintains strong, dynamic, and sustainable links with them.

In connection with **the local economic actors, BSB's Incubator contributes to the region's influence** on the actors of innovation, economic development, and entrepreneurship. In addition to supporting and training students, the Incubator organises numerous events on the Dijon campus for students, graduates, regional entrepreneurs, staff, and members of the ecosystem in order to develop a close relationship between them. The School is also **a partner of many local non-profit organisations** within the framework of the "My Lead for Change mission" module (previously "Learning by Carrying out Community Initiatives" module), representing a total of more than 17,000 hours of student commitment to civil society in Bourgogne-Franche-Comté each year

"Societal responsibility is a major axis at BSB which guides the daily actions of the Personal Development Department. This includes supporting students with disabilities, sensitising others to disability, fostering civic engagement of students in solidarity actions with local associations, and sensitising and teaching responsible behaviours in the framework of students' involvement clubs and societies (respect, diversity, sustainable development)."

Alexandrine BORNIER
Head of the Personal Development Department at BSB

(this module will be implemented on the Lyon campus as of 2021). The Financial Times magazine cited this action as an example in its October 2019 issue dedicated to the **best responsible, ethical, and social practices of business schools worldwide.**

BSB offers its programme in cultural management on the Paris campus. Numerous links with various local actors of the sector are brought together (Ministry of Culture and Communication, Paris City Hall, Paris Opera, Palais de Tokyo, Centre Georges Pompidou, National Library of France, etc.).

BSB is also strongly committed to other **higher education institutions in the regions where the School is located.**

- **In Bourgogne-Franche-Comté (Dijon campus):** the School is one of the **founding members of the Communauté d'Universités et d'Etablissements (COMUE) Université Bourgogne Franche-Comté (UBFC)** (consortium of universities and higher education institutions), which brings together the main players in higher education of the region. Moreover, BSB is a member of the **Polytechnicum**, Pôle Ingénierie et Management (PIM) of the COMUE UBFC, which is a privileged framework for the development of double "Engineer-Manager" degrees as shown through the agreement signed between the School and the ENSMM (Ecole Nationale Supérieure de Mécanique et des Microtechniques) of Besançon, and active since 2016. In addition, BSB is **co-founder of TalentCampus**, an initiative that aims to create a new "School" model to detect and develop all kinds of talent in all kinds of people (high school students, higher education students, staff, job seekers, etc.). The training offered by TalentCampus focuses on **the development of social skills, which play a central role in the development of individuals and the performance of organisations.**
- **In Rhône-Alpes (Lyon campus):** the development of cooperation with higher education institutions on the Lyon campus is more recent and is currently under development (see 2018-2020 achievements).

At the national level, the School is **a member of several competitive entrance exam consortiums** with common entrance exams to select Bachelor and Grande Ecole students (Passerelle, BCE). BSB is also **a member of the Conférence des Grandes Ecoles (CGE).**

Because of its governance, BSB maintains a close link with **the local authorities.** One of the School's strategic orientation committees, **the Regional Strategic Orientation Committee, associates the different stakeholders of the region** of the historic campus, including Dijon Métropole and the Regional Council of Bourgogne-Franche-Comté.

KEY FIGURES FOR REGIONAL ANCHORING

- 83% of BSB's partner companies are based in the regions where the School is located
- 100% local partners for BSB's Incubator and for "My Lead for Change mission" module

2018-2020 ACHIEVEMENTS

In accordance with principle 6 of PRME "Dialogue", **BSB encourages open-mindedness and exchange between the different stakeholders and all the partners** of the School on subjects related to social responsibility.

BSB IS A PARTNER OF THE LOCAL ECONOMIC FABRIC

In March 2019, within the framework of the YY Campus Tour, whose aim was to introduce Social and Solidarity Economy (SSE) to business school students, **BSB received Professor Muhammad Yunus, Nobel Peace Prize winner in 2006 and "father" of microfinance.** Professor Yunus met local actors of the SSE at the School before giving a large conference on the theme of social business in the presence of hundreds of BSB students during which he promoted an economy with 3 zeros: zero poverty, zero unemployment, zero carbon emissions.

In September 2019, the module "Learning by Carrying out Community Initiatives" became "My Lead for Change mission". The principle of **students' commitment to the civil society of the region** has remained the same (40 hours per student in their first year of the Grande Ecole programme), and in order to **better understand the societal context in which this commitment takes place individual and collective perspectives have** also been integrated. In addition, all **the missions are now integrated into the framework of the UN's Sustainable Development Goals (SDGs)**, with students carrying out the actions to achieve these goals.

- **Goal 2 No hunger:** organising food drives.
- **Goal 3 Good health:** raising awareness among other students of the risks of licit and illicit drugs.
- **Goal 4 Quality education:** educational support for children in academic difficulty.
- **Goal 10 Reduced inequalities:** support for people with disabilities or who are in precarious situations.
- **Goal 12 Responsible consumption:** collecting and recycling objects that are sold in solidarity stores and bring awareness of reuse.

BSB's Incubator accompanies **students who start an entrepreneurial project** through an individually adapted process for each of them. The Incubator also provides them with the opportunity to seek expert advice, confront reality, strengthen their network and to integrate an ecosystem. Since 2019, BSB's Incubator has offered different types of events with an entrepreneurial dimension which are linked to the local economic fabric (events were postponed in 2020 due to the current health crisis).

- *Luncheons* are organised in the form of a shared lunch with entrepreneurs from the region and entrepreneurs from BSB's Incubator who present their projects in front of interested partners, students, and members of the ecosystem.
- *Workshops* are organised in the form of collective workshops with all Incubator student members, experienced and professional speakers, members of the ecosystem, entrepreneurs, and business leaders.

BSB IS A PARTNER OF HIGHER EDUCATION INSTITUTIONS

Strongly committed to the **COMUE UBFC**, the School has fully participated in the I-SITE call for projects sponsored by the COMUE UBFC. Within the framework of the "International Coach Fellowships" call for projects launched by I-SITE BFC, the project submitted by the School was selected in spring 2019. €600,000 of financing over a 3-year period was granted for the part-time hosting of Uri Gneezy, Professor of Experimental Economics at the University of California (San Diego, USA), as a coach. In addition to the costs associated with the arrival of the coach, the financing covers those related to new research projects and the recruitment of post-doctoral students. LESSAC, the School's experimental economics laboratory, and certain researchers from CRESE, the research team at the University of Franche-Comté will benefit from the coaching.

Since November 2018, the School has also been developing an **academic partnership with ISBA** (Institut Supérieur des Beaux-Arts) of Besançon. This new certified pedagogical track is centred around contemporary art and creation, in an artistic, managerial, and reflective perspective. It is delivered jointly by the two institutions, each with internationally recognised experts in their field (project supported by the region of Bourgogne-Franche-Comté).

BSB IS A PARTNER OF LOCAL AUTHORITIES

Within the framework of the "My Lead for Change mission" module, BSB developed a partnership with Dijon Métropole in September 2020. Since 2010, Dijon Métropole has been committed to a regional "Zero Waste" project, which aimed to reduce its waste production by 10% between 2010 and 2020 and to reach a rate of organic matter recovery of 55% by 2020. The mission of the students in this partnership will be to organise an event in 2021 to promote the actions implemented around shared composting.

BSB has also supported the candidacy of the city of Dijon "European Green Capital 2022", 2 BSB students participated in the oral exam amongst the 4 finalists on October 8, 2020.

The Côte-d'Or Departmental Council supports BSB's (Re)Connect programme for refugees from Bourgogne-Franche-Comté region through its €25,000 grant.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue the School's involvement in its regions.	The policy of partnership with local actors has been maintained.	ACHIEVED	To Develop a regional foothold in Lyon with setting up the new campus. To continue BSB's (Re) Connect programme for refugees in the region of Bourgogne-Franche-Comté in connection with the local ecosystem.

KPI 2022 **To develop committed partnerships in Lyon**

ENVIRONMENTAL PRACTICES

Our campuses are located on historically important sites which have undergone successive renovation work. These renovations were creatively designed to offer students and all BSB stakeholders an open and environmentally friendly working environment.

Gilles MESNARD
General Secretary at BSB

ZERO PLASTIC EVENTS

BSB is working on reducing its ecological footprint by **eliminating plastic cups and cutlery** during events and by providing eco-friendly water bottles, reusable bags, eco-cups, etc. These measures are in response to current issues and in line with the values defended and objectives set by the School.

As an institution of higher education, it is our **responsibility to take into consideration the environmental impacts** of our activities and to offer a pleasant living environment to students, staff, and all those who come to BSB's campuses. The school consequently reduces its impact on the environment on a daily basis through various actions.

- **Facilities management with high-quality environmental standards:** our Lyon "Cours Suchet" campus is a low-energy consumption building, and all renovation and extension work on the various campuses integrates environmental criteria.
- **Monitoring energy consumption** (electricity, gas, water): annual monitoring of energy consumption indicators with clearly defined reduction targets are accompanied by the implementation of sustainable practices such as rainwater collection, triple glazing, replacement of neon lamps by LEDs.
- **Responsible purchasing policy:** integrating environmental criteria in public contracts, in accordance with French regulations, contracts with suppliers who employ disabled staff (paper mailing by HANDIRECT) or who limit their plastic packaging when large quantities are delivered, using "Sustainable Paper Consumption" labelled paper.
- **Travel policy:** BSB's campuses are located in city centres, with several nearby public transportation options: self-service bicycles and bus/tramway stations make it possible to get to the campuses very quickly and in an ecological way. In accordance with French regulations, BSB pays for 50% of public transport passes or self-service bicycles its staff uses. Rail travel is encouraged for business trips.
- **Waste reduction policy:** recycling white paper, cardboard, cartridges, plastic bottles and metal cans, donations for second-hand books and computers, reducing paper consumption (regulated printing and dematerialisation of course materials), recycling Electrical and Electronic Equipment wherever possible (collection done by a specialised company or, when possible, repairs and donations to associations or schools), wall-mounted voting ashtrays installed at the entrance Dijon's campus.

One of **BSB's poles of excellence buildings, "The Entrepreneurial Garden" (TEG) is surrounded a vegetable garden** where aromatic herbs are grown. A compost has also been put in place.

KEY FIGURES FOR ENVIRONMENTAL MANAGEMENT

296 kg of metal cans
440 kg of plastic bottles
4,747.5 kg of paper
recycled in 2019 on the Dijon campus

3 wall-mounted ashtrays
managed by Esc'prit d'aventure student club

53 employees will have their public transportation or self-service bicycle passes paid for in 2019

2018-2020 ACHIEVEMENTS

Above all, it is the commitment of students and staff, who make up BSB, in this open and benevolent framework that enables the School to take up the challenges of environmental management within the framework of its CSR approach. The work is ongoing. The School's practices must constantly be questioned, and its objectives must remain ambitious but realistic, whether it is about responsible purchasing, energy performance of buildings and their acoustic and visual quality, waste reduction and recycling, etc.

WASTE MANAGEMENT

Since September 2018, waste management on the Dijon campus has been carried out with partner ELISE, with whom **waste sorting is optimised (paper, cardboard, plastic bottles, and metal cans recycling).** More than 150 separate-stream garbage cans have been installed in all the buildings on the Dijon campus. This action is designed to raise awareness among students and staff about this issue and to recycle the waste produced by the establishment. Regular awareness campaigns help improve the quality of sorting.

Within the framework of the Erasmus Charter, BSB participates in the Erasmus without Paper project with the objective to **replace a paper-based workflow by a digital one.**

BSB'S TRI-CHALLENGE

Set up in 2019, this social network awareness campaign aims to raise awareness among students and staff on the Dijon campus about correct waste sorting.

- December 2019, 75% of BSB's waste was correctly sorted
- January 2020, 85% of BSB's waste was correctly sorted

This campaign unfortunately stopped with the closure of the campus in March 2020 due to the current health crisis.

LEAD FOR GREEN

In 2019 the School invested in **eco-cups to limit the waste of plastic cups** during events and in 2020 continued with investing in **coffee machines that accept glasses or cups** to limit the waste of plastic cups.
The 2019 student team that welcomes potential incoming BSB students and promotes the School during their interviews was eco-friendly: the tote bags given to candidates on their arrival were eco-friendly (socks and tote bags made of organic cotton), reusable water bottles for jury members, eco-cups for drinks, biodegradable packaging for meals. This initiative could not take place in 2020, as the 2020 welcome period was cancelled due to the current health crisis.

SUSTAINABLE MOBILITY

In 2020, within the framework of the renewal of the Erasmus+ Charter, BSB began a reflection in order to find solutions to implement an **environmental approach for its mobility programmes.** Through its strong partnerships in Europe, BSB wishes to integrate more mixed mobility in its programmes, which will also create more possibilities for students for whom classical mobility is less accessible.

PROGRESS AND OBJECTIVES

WHAT WE HAD PLANNED	WHAT WE HAVE ACHIEVED	PROGRESS STATUS	WHAT WE PLAN TO DO
To pursue existing actions (waste sorting and recycling awareness campaigns, awareness actions on cigarette butts, etc.) and ongoing projects (expand waste sorting to Lyon campus).	The actions were continued in 2019 and as far as possible in 2020 given the current health crisis. Implementation on the Lyon campus is in progress.	ACHIEVED	To develop a policy to reduce the consumption of resources.
To set up a "waste sorting and reduction" project group to manage the sorting and to think about means to reduce waste on BSB campuses.	A reflection on waste reduction has begun.	INITIATED	To optimise the sorting and recycling of all household waste
To integrate plastic packaging reduction into market renewal.	The School obtains its supplies from manufacturers such as HP and DELL, who limit their packaging when large quantities are delivered.	ACHIEVED	
To set up a project group on energy performance management.	A reflection on the management of energy performance has begun.	INITIATED	To implement actions to improve the habits and behaviour of staff and students.
To initiate discussion on how to create a sustainable purchasing policy.	Environmental and social criteria have been integrated into public procurement contracts.	ACHIEVED	To formalise a responsible purchasing policy (market and non-market).

KPI 2022 **1 carbon footprint and 1 low-carbon strategy**

OUR PARTNERSHIPS

PRME

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.

Companies, network of graduates, patrons, suppliers, work-study teachers, and tutors: the entire BSB community shares the challenges of social responsibility with the School, but above all feeds its future ambitions. In accordance with the principle 5 of PRME "Partnership", **BSB creates strong ties and develops meaningful relationships with all the stakeholders** who share the same vision of social responsibility as the School. They share their testimonials:

Since its creation, I have chaired the BSB Foundation whose actions are integrated into the social policy of the School.

The BSB Foundation intervenes in two main areas: promoting educational excellence and facilitating access to it for the greatest number of students. Concretely, each year, about thirty students benefit from the Foundation. In addition, specific pedagogical projects are supported, such as the BSB Trading Room or the Digital Learning Center. One of the new projects focuses on the support of the BSB Incubator in order to help the students launch their entrepreneurial project. This project, once again, is completely integrated into the CSR approach of the School.

Bruno DUCHESNE
President of the BSB Foundation and member of BSB's Supervisory Board

—

During the BCE entrance exam, I chose BSB because it is a school with a lot of values. After one year as a student at the School, I am thrilled to see them applied through BSB's approach to social responsibility. It particulary meets the needs and expectations of the installation of wall-mounted ashtrays at the entrance of the school, as well as the waste-sorting bins. These 2 projects were designed in partnership with Esc'prit d'aventure student club that promotes sustainable development at BSB. I appreciate their approach because they want to have our opinion as students when they carry out a project.

Manon KAUFMANN
Student in BSB's Grande Ecole programme and President of Esc'prit d'aventure student club

In order for our approach to social responsibility to have a lasting impact, it must not only be supported by everyone at an internal level, but above all, it must involve all the stakeholders who interact with our school. This includes the recruiters of our partner companies who share their testimonials of their daily work experiences regarding themes such as inclusion, equality/equity at Career Centre workshops. This also includes our graduates who act as mentors within the framework of the refugee aid programme or as coaches on our Innovation Sprint challenge on UN SDGs. These stakeholders share our ambition and our challenges. It is the power of this partnership that carries the real impact of our CSR approach.

Nathalie Huet
Director of the Career Center and Corporate Relations at BSB

In 2019, we were one of the 3 partner companies of the first Innovation Sprint organised for the students beginning their studies at the School.

This type of hackathon is really great because it brought stakeholders and students together. The students were invited to work on the real problems of our companies in relation to environmental issues and more particularly on the 17 UN Sustainable Development Goals. At Veolia, we had them work on the following question: "How can we transform behaviour to ensure sustainable consumption of tap water and preserve the resource?"

I found this exercise particularly relevant in that it allowed young students to genuinely grasp the close links between the theoretical knowledge the School was going to teach them and the concrete needs of companies to build a responsible society. It was a well-structured, rich experience that was full of exchanges, and showed a state of mind that was both benevolent and demanding.

Agnès LE GRAND
Regional Human Resources Manager, Centre East Region at Veolia Water, BSB corporate partner

—

Education for sustainable development is not limited to the simple transmission of knowledge.

This approach is perfectly integrated at BSB and the organisation of the INNOVATION SPRINT challenge in September 2020, illustrates its commitment to and its action in favour of Corporate Social Responsibility. Indeed, first year Grande Ecole students appropriated a Corporate Social Responsibility issue in order to solve it in teams.

The enthusiasm with which all the actors (professionals, professors, graduates and the three companies that submitted their problems to be solved) were mobilised over the course of a week around these ethical subjects, shows the attachment to the values of social responsibility supported by the BSB community.

Anouck CLERGET
Internal Auditor - Crédit Agricole, BSB Alumni, class of 2012

Since 2019, with the development of the BSB Lyon campus, we have wanted to offer our students events and new programmes that integrate sustainable development into managerial practices. With this objective, we created the Bachelor Specialisation in "Sustainable Business Management" and the "MSc Green Tech and Sustainable Societies".

The "Sustainable Business Management" Specialisation (open in 2020-21) helps students rethink established business practices, models, approaches and paradigms. They are therefore encouraged to engage in innovative, creative, and unconventional thinking in the context of sustainable development.

The MSc Green Tech and Sustainable Societies (opening in 2021-22) is designed for future change agents to develop the skills and knowledge needed to transform society and future digital businesses into more sustainable practices. While existing technologies have not yet helped solve the planet's environmental challenges, emerging technologies, such as artificial intelligence and the proliferation of mega data, hold immense promise to help humanity create more sustainable and inclusive societies. This programme aims to prepare students to become responsible leaders of tomorrow's world.

Numerous events accompany these two programmes: a scientific committee has been set up that involve stakeholders from society to create programmes reflecting the reality of our ecosystem (associations such as Handicap International and Green Tech researchers, among others); the organisation of the Climate Collage for our students on the Lyon campus in 2021 and also the use of the Sulitest in 2021 to measure the progress of our students' skills in Sustainability Literacy.

Marta DE MIGUEL DE BLAS
Professor at BSB, Head of the MSc Green Tech and Sustainable Societies, Head of the Bachelor Sustainable Business Management specialisation

BE CURIOUS
THINK OUTSIDE THE BOX
SHARE IDEAS
BE PASSIONATE
LEARN BY DOING
MAKE SENSE
SHAPE YOUR FUTURE
CREATE A POSITIVE IMPACT
REDEFINE THE GAME

WE ARE BSB
WE ARE *Game Changers!*

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