



4TH CORPORATE SOCIAL RESPONSIBILITY REPORT

DECEMBER 2022

PRME

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

3 CAMPUSES



DIJON



LYON



PARIS

1 SCHOOL OF
WINE & SPIRITS
BUSINESS



+ THAN 200 INTERNATIONAL
PARTNERS IN
56 COUNTRIES & 5 CONTINENTS



+ THAN 40 INTERNATIONAL
DOUBLE
DEGREES

23 SPECIALISATIONS
MASTERS OF SCIENCE
SPECIALISED MASTERS

3,200

STUDENTS



1,500 PARTNER
COMPANIES

3 LEADING **EXPERTISE**
WINE & SPIRITS MANAGEMENT
ARTS & CULTURE MANAGEMENT
EXPERIMENTAL & BEHAVIORAL ECONOMY

80 PROFESSORS

450 EXPERTS

33 STUDENTS
PER TEACHER

#1
IN STUDENT
SATISFACTION
HAPPY AT SCHOOL® 2022

14th
IN GRADUATE CAREER
PROGRESSION
POST PREPARATORY GRANDES ÉCOLES RANKING

7th
IN GRADUATE CAREER
PROGRESSION
2022 FINANCIAL TIMES RANKING

18,000 GRADUATES

28 STUDENT
ASSOCIATIONS

1 RESEARCH
CENTER
(CEREN)

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

1 INCUBATOR

EDITO

“ Our CSR policy was initiated in 2003 and first materialised in 2005 with the implementation of the Pedagogy through Citizen Action module (renamed Impact module in 2021). This was followed by the creation of research chairs in CSR (2006), Microfinance (2009), Corporate Governance (2010), Responsible Management and Innovation (2013) and, more recently, the "Evolution of business models in the agri-food sector" chair (2017). At the same time, our training programmes have progressively integrated modules aiming to train responsible managers and teach them behave as socially conscious citizens in both their companies and society at large.

In 2015, BSB became a signatory of the six principles of the international PRME initiative: "Principles for Responsible Management Education". Since then, we have pursued our commitment, strengthened the place of social responsibility in our degree programmes, reaffirmed its place within our research activities, and questioned the social and environmental impacts of our practices as an organisation.

Signing the Grenoble Agreement in 2021 has enabled us to ratify the commitments made in 2020 with the signature of the Sustainable Development Goals (SDGs) Accord to accelerate BSB's socio-ecological transition. These signatures are the result of almost 20 years of commitment to corporate social responsibility.

This 4th report, which covers the period 2020-2022, is an opportunity to highlight several projects that have been carried out over the last two years which aimed at meeting the Sustainable Development Goals. It also highlights the diversity and quality of the actions BSB has implemented to train enlightened managers, capable of putting their own actions into perspective, as well as the plurality of stakeholders involved and impacted by these projects.

As BSB completes its carbon footprint assessment in Autumn 2022, new projects and new ambitions are already on the horizon for the future. Therefore, beyond the assessment of the aforementioned period, this report presents the objectives we have set ourselves for the next two years. It confirms our commitment to integrate the principles of CSR into the heart of our activities and strategy, to set objectives that respond to current social issues, and to share the results of our actions.

”

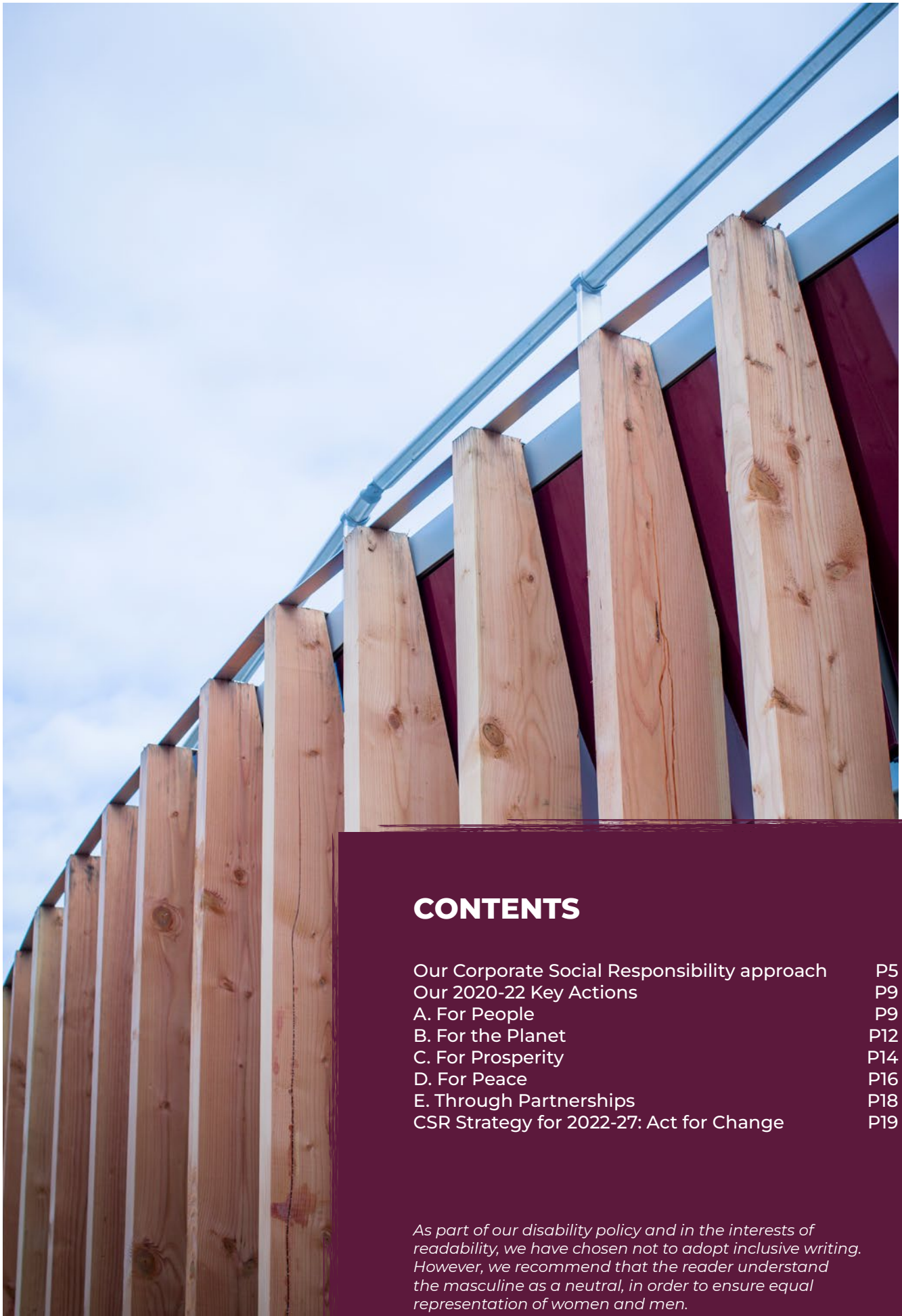


Dr Stephan Bourcieu
Managing Director



Dr Olivier Léon
Deputy Managing Director





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As part of our disability policy and in the interests of readability, we have chosen not to adopt inclusive writing. However, we recommend that the reader understand the masculine as a neutral, in order to ensure equal representation of women and men.

OUR CORPORATE SOCIAL RESPONSIBILITY APPROACH

BSB's corporate social responsibility approach is an integral part of the School, in line with its mission and values. It is voluntarily transversal and systemic to cover all BSB activities: governance, teaching, research, social practices and environmental management of the campuses.

Every year since 2018, BSB has carried out a self-assessment of its social responsibility approach. This assessment is based on the **SD&SR (Sustainable Development & Social Responsibility) reference framework**, recognised by the State and developed by the *Conférence des Grandes Ecoles* and *France Universités*. This standard enables French higher education institutions to assess the relevance of their actions and to position their corporate social responsibility approach according to 5 strategic areas: Strategy and Governance, Teaching and Training, Research and Innovation, Social Policy, and Environmental Management. The internal performance report produced annually by BSB on the issues of social responsibility is built around this reference framework.

To complete this internal assessment, this 4th social responsibility report allows the School to highlight several key projects carried out over the last 2 years (Nov. 2020 to Nov. 2022) responding to 5 of the **17 Sustainable Development Goals (SDGs)** defined by the UN. The Agenda 2030 proposes to understand the SDGs under five main pillars, **the "5 Ps": for People, for the Planet, for Prosperity, for Peace and through Partnerships**, used here to structure the presentation of the actions implemented at BSB.

This report is also a tool for reflection on the School's successes and areas for improvement, since, as with any process of change, the corporate social responsibility measures to be implemented sometimes take time and require support and teaching.

For the past 7 years, BSB has been monitoring the progress made in the implementation of its corporate social responsibility approach in line with the **6 Principles for Responsible Management Education (PRME)**, and supported by the United Nations. The School has subsequently produced SIP (Sharing Information on Progress) reports every two years since 2016.

This 4th CSR report combines the 6 principles of PRME, the 5 strategic axes of the SD&SR reference framework, and the UN's SDGs.

With this 4th report, the School confirms the **continuity of its commitment and its new ambitions**, which are ever more demanding in order to meet the challenges facing society today.

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.

BSB'S 5 VALUES:

- ENTREPRENEURIAL MINDSET AND TEAMWORK
- INTEGRITY
- IMPACT
- DIVERSITY
- CLOSE INTERACTION

CSR AT BSB

KEY FACTS AND FIGURES

STRATEGY AND GOVERNANCE

- 1 steering committee for the social responsibility approach
- 5 strategic axes: Strategy and Governance, Education and Training, Research and Innovation, Social Policy, and Environmental Management
- BSB was #1 in the Happy at School ranking in 2022 (3rd in 2021)

EDUCATION AND TRAINING

- 1 learning objective related to social responsibility common to all programmes
- 2 programmes dedicated to the challenges of ecological transition and 1 specialisation for the Bachelor programme
- 54% of course modules integrate social responsibility issues
- 7 student clubs and societies dedicated to social responsibility

RESEARCH AND INNOVATION

- 6 research areas related to social responsibility
- 1 Diversity Barometer
- 1 Research Ethics Committee
- 54% of CEREN's CNRS and/or FNEGE ranked articles published in 2021 on corporate social responsibility issues

SOCIAL POLICY

- 1 Mission Handicap with 76 students supported in 2021-22
- 25% of Master Grande Ecole programme students (excluding those in work-study) received state scholarships in 2021-22
- 85 scholarships distributed by the BSB Foundation in 2021
- Professional Equality Index: 80/100
- 1 "Disability" steering committee and 2% of employees with disabilities



ENVIRONMENTAL MANAGEMENT

- In 2021, we recycled the following amounts on the Dijon campus:
 - 89 kg of metal cans (-60% since 2019)
 - 262 kg of plastic bottles (-40% since 2019)
 - 3,164.5 kg of paper recycled (-33% since 2019)
- In Dijon in 2021, electricity, gas and water consumption have fallen by 30%, 35% and 84% respectively compared with 2010, despite a 20% increase in the campus surface area in 2016
- 2021-2022: we carried out a carbon assessment in partnership with the company Elithis





OUR INSTITUTIONAL AND NETWORK COMMITMENTS



Signatory of the Diversity Charter

PRME Principles for Responsible Management Education

an initiative of the United Nations Global Compact

Advanced signatory to the PRME principles

The SDG Accord

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

Signatory to the Sustainable Development Goals Agreement



Signatory of the Grenoble Agreement (of the Convention for the Transition of Higher Education Institutions)



Members of CIRSES (Collective for the integration of social responsibility and sustainable development in higher education)

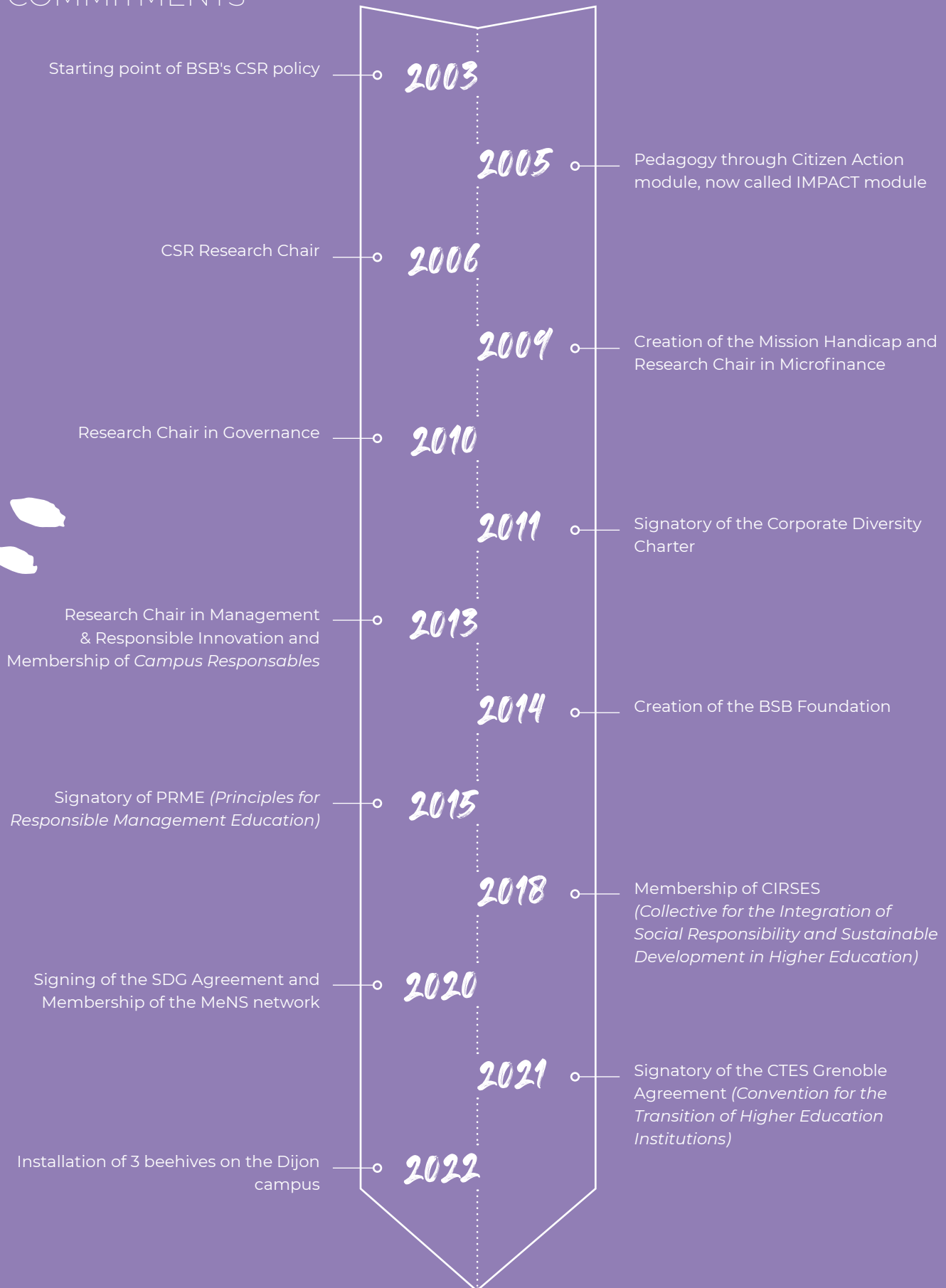


Members of the MeNS (Migrants in Higher Education) network



Member of the Responsible Campus network

A LONG-STANDING COMMITMENTS



OUR 2020-22 KEY ACTIONS

A. FOR THE PEOPLE



4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

UN, Sustainable Development Goals, 2015

Our objective is to **train 100% of our students to the challenges of ecological transition**. In addition to the modules dedicated to these issues, the annual mapping of the BSB's modules shows the growing importance of these issues in the School's teachings. Thus, during the 2020-22 period, **the share of courses integrating CSR notions has increased from 40% to 54%**.

Therefore, BSB is pursuing its commitment through the modules already implemented, such as the Innovation Sprint - a 3-day responsible hackathon, during which several partner companies of the School submit specific challenges related to the SDGs to the students. Concurrently, new modules have been implemented.

Examples of modules dedicated to CSR issues:

- Ethics of technology
- Business ethics
- Corporate Social Responsibility
- Ecological transition
- Sustainability challenges & strategy
- Green communication & sustainable marketing

CLIMATE FRESK, DIGITAL FRESK, DIVERSITY FRESK

Since February 2022, all students in the 1st year bachelor students were reminded of the causes and consequences of climate change with the **Fresque du Climat (Climate Fresk)**. The Climate Fresk is a tool that allows students to grasp the challenges of climate change in just 3 hours. The workshop, which is based on the most rigorous scientific knowledge (IPCC reports), is a collective intelligence tool, adapted to team-building and innovative from a pedagogical standpoint. At the same time, the students of the 2nd year bachelor students were all made aware of the socio-environmental impacts of digital technology via the **Fresque du Numérique (Digital Fresk)**.

In the same vein as the Climate Fresk, the Digital Fresk is a fun and collaborative 3-hour workshop aimed at raising awareness of and educating participants on the environmental challenges of digital technology. The workshop also aims to explain the broad lines of actions to be implemented to move towards a more sustainable digital world, and then to open discussions between participants on the subject.

These Fresks, organised on the Lyon and Dijon campuses, offer students the opportunity to grasp the many issues involved in ecological transition and to understand the aspects that are essential for their future professional activities. The feedback from the students was excellent, as an internal satisfaction survey conducted among the participating students showed that 95% of them felt that they had improved their understanding of the mechanisms of climate change.

In September 2022, the **Fresque de la Diversité (Diversity Fresk)** was organised for the School's teachers. Based on the same model as the Climate Fresk, this seminar allowed the School's faculty to understand the multiple issues related to diversity and inclusion in a playful way, through the understanding of issues related to gender, disability, ethnic and social origins, or cognitive bias.

"The Climate and Digital Fresks are fully integrated in the curriculum of our Bachelor students at BSB, and are totally complementary to their other courses", says **Delphine Bertin**, Director of the Bachelor programme.

"These workshops allow us to raise questions, to trigger or reaffirm an awareness of environmental and societal issues and challenges. Students who join our programme are generally sensitive to these issues, but the Fresk system allows them to tackle these questions in a structured and constructive way."



COMMON CORE MODULES FOR ECOLOGICAL TRANSITION

100% of Bachelor and Master Grande Ecole programmes students have taken or will take **core modules on ecological transition**.

Since September 2021, 3rd year bachelor students have had a specific module on the ecological transition. This is an opportunity for them to consolidate their knowledge in the main disciplines involved in this transition (human sciences, economics, ecology) and to acquire the know-how and skills that are essential for their future professions (collective intelligence, uncertainty management, etc.).

In September 2022, the Introduction to Ecology module was launched for Master Grande Ecole students. The aim of this module is to make Pre-Master students aware of environmental issues, the fundamentals of ecology, and to have them discover the controversies as well as the various doctrines and practices it encompasses (NGOs, companies, sectors, institutions).

To illustrate the transversal nature of social responsibility issues, all BSB programmes (Bachelor, MGE, MSc, MS and MBA) now include a module dedicated to CSR adapted to its sector.

LAUNCH OF THE MSc GREEN TECH & SUSTAINABLE SOCIETIES

The start of the 2021 academic year was marked by the launch of the MSc Green Tech & Sustainable Societies. This programme aims to **prepare students to become future responsible leaders**, through evaluating and designing practices, technologies and systems that provide sustainable solutions for communities and organisations. To raise the profile of the programme, partnerships have been made with companies that are consistent with the programme's focus, such as Jobs That Make Sense, a positive

make sense impact employment platform.

This programme is structured along 3 dimensions:

- Sustainability in context
 - Core modules: Sustainable Development Policies, Sustainable Consumption
- Green Tech Management
 - Core modules: Green Tech Challenge, Green Product Design
- Sustainable innovation
 - Core modules: Ethics of Technology, Renewable Energy

"For the past 8 years, we have been helping people to give meaning to their careers, with the conviction that choosing a job with a positive impact is undoubtedly the most powerful way to act for the ecological and social transition," explains **Nicolas Vergne**, Head of Development at Jobs That Make Sense. "We even believe that in the long term only companies that are genuinely committed will be able to recruit. This is the meaning of the great reorientation of the job market that we are bringing about with all the players in the ecosystem: impact organisations, committed citizens, and training entities."

"Referring to BSB's MSc Green Tech & Sustainable Societies is particularly relevant for us because this programme contributes to the students' knowledge of the challenges of green and greening professions, which are essential for this reorientation. Generally speaking, by showing students the diversity of the existing jobs on the platform, we also want to break down some potential prejudices, in particular concerning the integration of ecological transition within jobs."



“ 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.”

UN, Sustainable Development Goals, 2015

(RE)CONNECT

BSB's vocation is to train responsible and enlightened young people, who are aware of CSR issues. As a higher education institution, it seemed relevant to put this will to meet new to societal needs at the service of a project with a strong social added value.

Launched in September 2020, the **(Re)CONNECT initiative is a social springboard with a mission to revive the professional projects of refugees** by developing their employability. Following the partnership previously established with Wintegreat, that allowed BSB to set up a support programme for migrants wishing to relaunch their professional careers, (Re)CONNECT is the internal realisation of this initiative.



(Re)CONNECT offers a **free 12-week intensive certification programme for refugees**, which is fully funded by the *Direction Départementale de la Cohésion Sociale de Côte d'Or*.

Once certified, the participants are members of the BSB community: graduation ceremony, having a BSB e-mail for life, invitations to and information about events, and access to the premises to continue to advance their professional or academic endeavors.

All the actions implemented in this project highlight the economic, cultural, and social contribution of the refugees who are accompanied, thus conveying optimism and the idea that we belong to a society of possibilities.

This initiative directly involves BSB in the fight against discrimination. This dynamic has also been confirmed by the School's membership to the **MEnS network** (Migrants in Higher Education) in September 2020. This network aims at implementing actions to favour the academic integration of exiled persons.



OTHER NOTABLE 2020-22 EVENTS

Launch of new events

- **1st TEDxBSDijon conference** on Lead for Change.
A panel of speakers from many different backgrounds spoke on the theme of change. The conference highlighted the work and thoughts of a Burgundian inventor who has developed a solution to combat obesity, as well as the work and thoughts of a top athlete, an adventurer, and a fashion psychologist.
- **1st editions of Equality Week and SDG Week:**
In addition to the Taste Week and Disability Week, which have respectively been organised every October since 2018, these two new strong positive impact events were set up in spring 2022 in collaboration with the Equality and Ecologic'owl student societies.

"We work on the employability of refugees, with or without qualifications and on all types of jobs, by offering them the keys to the network", explains **Céline Soulas**, professor at BSB and responsible for (Re)Connect.

B. FOR THE PLANET



“12.2 By 2030, achieve the sustainable management and efficient use of natural resources.”

UN, Sustainable Development Goals, 2015

Driven by growing legislative requirements and the desire to be exemplary in terms of responsible energy management, the School has laid the first foundations of its future low-carbon strategy with the assessment of its carbon footprint.

FOCUS ON THE TERTIARY DECREE:

The tertiary sector decree is the result of the government's desire to reduce the energy consumption of French tertiary sector sites of more than 1,000 sq.m.

In this sense, ambitious reduction targets have been set:

- 40% energy savings by 2030
- 50% energy savings by 2040
- 60% energy savings by 2050

This percentage saving is set in relation to a reference year, to be selected between 2010 and 2019.

ON THE BSB CAMPUSES: ENERGY AND CARBON FOOTPRINTS WITH ELITHIS



In 2022, **carbon footprint assessment was organised, and carried out with the engineering and real estate group Elithis** (skill-based sponsorship). The assessment was based on the year 2019 to ensure the most relevant view of the School's emissions, which were strongly impacted by the COVID pandemic in 2020 and 2021. As such, it was based on the BSB's building energy consumption and the habits of its faculty, staff, and students.

Several channels were used in the assessment. On the one hand, questionnaires were used to establish the nature of personal and professional travel by students, staff and external stakeholders of the School (modes of transport, distances travelled).

These data, coupled with regular monitoring of the School's overall electricity and gas consumption, have made it possible to draw up a balance sheet according to the three commonly identified emission vectors (scopes):

SCOPE 1	SCOPE 3
<ul style="list-style-type: none"> ■ Gas boiler ■ BSB's Service vehicle ■ Leakage of refrigerants from air conditioning systems 	<ul style="list-style-type: none"> ■ Water ■ Upstream emission of energy ■ Travel ■ Consumables ■ Upstream freight transport ■ Fixed assets (computers, furniture, etc.) ■ Waste (transport and treatment)
SCOPE 2	
<ul style="list-style-type: none"> ■ Lighting 	

The carbon footprint should be finalised in January 2023, and the first figures available already allow the School to see its main emission sources and to identify its main areas for improvement (travel and energy consumption), with a view to drawing up its energy efficiency plan.

At the same, within the framework of the tertiary decree an **energy audit was carried out by Elithis**. The objective of this energy audit is to propose a programme of work to be done to allow BSB to respect the requirements of the tertiary decree and to control the energy consumption of its infrastructures. 2014 was chosen as the reference year and will allow to assess the School's energy management evolution according to the set objectives.





OUTSIDE BSB: H2020 PRIME WATER AND IPM DECISIONS

Within the framework of the Horizon 2020 programme, BSB takes part in several European Union financed projects whose main themes are directly linked to environmental issues. BSB is involved in these projects through its recognised expertise in experimental economics:

• **IPM Decisions:** this large-scale project focuses on integrated pest management in agricultural crop protection. It aims to measure and improve the impact of agricultural decision support systems (crop protection) as recommended in the EU Sustainable Use Directive.



The IPM Decisions platform, launched on 19 September 2022, is a unique open access tool for decision support in integrated crop management. The Platform is the first to bring together a wide range of "DSS" (Decision Support Systems) available across Europe. Targeting 11 invertebrate pests and diseases since its launch, the platform allows farmers and agricultural advisors to improve crop management. BSB is bringing its expertise in social sciences applied to the agricultural sector.

• **PrimeWater:** this project aims to provide robust Earth Observation (EO) products and cross-cutting services for the operational prediction of hydrological extremes and harmful algal blooms in lakes and reservoirs. To improve forecasting skills, PrimeWater uses innovative machine learning algorithms and advanced data assimilation techniques to integrate satellite imagery spectrometry into the modelling chain. By offering enhanced forecasting capabilities, PrimeWater will thus enable water managers to optimise downstream services and better prepare for future critical changes that are likely to impact water quantity and quality. BSB is leading the collection and analysis of experimental data on stakeholder attitudes.



OTHER NOTABLE 2020-22 EVENTS

• **Launch of the hives**

Within the framework of the BSBeezz project, three beehives were installed on a platform of the BSB's Dijon Campus in March 2022, under the patronage of Cécile Lochard - BSB graduate and Director of Sustainable Development at Guerlain. This initiative not only contributes to the essential preservation of bees, but also raises awareness and mobilises BSB students, and staff on the issue of biodiversity.



C. FOR PROSPERITY



“ 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.”

UN, Sustainable Development Goals, 2015

As part of the continuous improvement of the quality of life at work and the fight against discrimination, several initiatives have been put in place over the period 2020-22 to allow BSB employees and students to evolve in a framework that is as inclusive and rewarding as possible.



QUALITY OF LIFE AT WORK

A **"Well-being at work" steering committee** was launched at the end of 2020. This group is made up of staff representatives and the Human Resources Department and meets approximately twice a month. The aim is to contribute to the well-being of employees by dealing with points that need to be clarified and by taking into account salary demands. In addition, an agreement was concluded to introduce teleworking at the School. This agreement allows for a de facto reduction in the carbon footprint of the School's employees, and through offering more flexibility to them, BSB confirms its desire to continue to provide a qualitative working environment for all.

RAISING AWARENESS OF DISABILITY

A **Disability Steering Committee** was also launched over the period 2020-22. It is made up of employees and the Human Resources Department, and focuses its actions on two objectives:

- Structuring disability policy.
- Inform, raise awareness, explain, create a climate of trust around disability.

It is accompanied by disability advisors who are on hand to answer employees' questions.

Workshops to raise employee awareness of disability were organised in December 2021. A total of 187 participants in 14 sessions attended these sessions and learnt about disability-related issues. Based on its success, the initiative was renewed for December 2022.

At the same time, the BSB's **Mission Handicap** organises numerous awareness-raising and support actions for its employees and students of the school.

- Support meetings for students with disabilities are regularly held to meet requests for accommodation and to offer support in the preparation of the RQTH files.
- An escape game called *Handigmatic* was organised in November 2021 with APF France Handicap. This escape game aims at raising awareness about disabilities and asks the participants to solve enigmas related to disability by combining logic, reflection and imagination: 11 employees and 12 BSB students took part in it.



“ 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.”

UN, Sustainable Development Goals, 2015

SIGNATURE OF THE BNEM CHARTER

In 2020-21, with the support of the School, BSB representatives of the Bureau National des Étudiants en école de Management (BNEM) adapted and translated the **national charter against violence and discrimination to management schools.**



Included in the student registration file, this charter is intended to condemn and raise awareness of the various types of violence and discrimination encountered in the context of student life. From harassment in all its forms to discriminatory, sexist, homophobic or violent behaviour, the charter clearly delineates the practices to be prohibited at student events, in student club and society recruitment, or in any communication action during club and society campaigns. It is intended to convey 3 central values, defined as follows:

- **Benevolence:** a disposition of mind inclined to understanding and indulgence of others.
- **Respect:** a feeling of consideration for someone, which leads to treating them with special regard.
- **Equality:** the absence of any discrimination between human beings, especially in law.

In addition, the charter is accompanied by an annexed guide aimed at making the School's club and societies more eco-responsible through selective sorting and fighting against food waste. Thus, the dimension of respect goes beyond human interactions and directly tackles the ecological transition.

This charter was signed by BSB students and took effect at the beginning of the 2021-22 academic year, and now applies to all BSB students at the beginning of each academic year.

OTHER NOTABLE 2020-22 EVENTS

● **Support for students in precarious situations**

Permanent collection shelves have been installed on the campuses of Dijon and Lyon for the solidarity grocery shops managed by the Owl for You and Huly'vent societies. The donations allow BSB students in precarious situations to benefit from non-perishable foodstuffs and hygiene products. Distributors of free sanitary products have also been installed on the Dijon and Lyon campuses to combat menstrual insecurity, thanks to a CROUS grant.



● **BSB Foundation: Rooted in France grant & #GivingTuesday**

Every year, the BSB Foundation allocates Helping Hand and Excellence scholarships to students of the School. These scholarships, which respectively aim to fight against precariousness and reward academic excellence, offer BSB students the opportunity to take a more relaxed approach to their studies. In order to complete these existing support schemes, the Foundation launched the Rooted in France scholarship in 2021. This scholarship stems from a partnership between BSB, the Domaine Dujac and an American charity, the Roots Fund. It allowed an MBA Wine & Spirits Business student to finance her living expenses and her tuition fees.



Since November 2020, the Foundation has asked the BSB community to take part every year in the annual worldwide #GivingTuesday movement, which aims at celebrating human generosity and mobilising for social commitment. In 2021, the fundraising campaign has raised € 50,000.

D. FOR PEACE



“ 16.6 Develop effective, accountable and transparent institutions at all levels.”

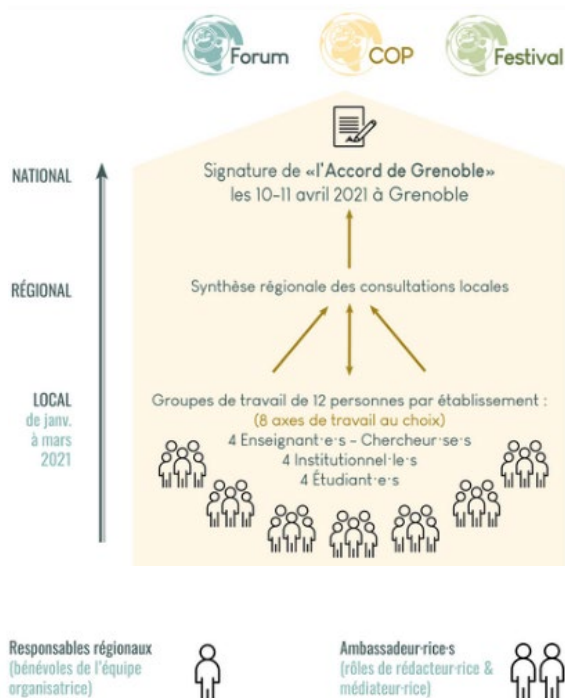
UN, Sustainable Development Goals, 2015

PARTICIPATION IN THE STUDENT COP2 AND SIGNATURE OF THE GRENOBLE AGREEMENT

In April 2021, BSB took part in the Student COP2, by creating a tripartite working group composed of students, faculty, and administrative staff. This group led discussions around three themes of the ecological transition in higher education:

- **Education:** training in environmental issues
- **Work:** inclusion, jobs for today and tomorrow
- **Building the campus:** transition(s) and environmental protection

The contributions of the tripartite working groups set up in 70 higher education institutions, focused on two main axes: training tomorrow's generation and building tomorrow's campus. They were then gathered and synthesised to produce the Grenoble Accord and its white paper.



BSB was one of the first institutions to sign this agreement in April 2021. With this signature, the School has once again committed itself to actively integrate ecological transition into its future action plans. BSB has already applied and continues to apply many of the agreement's recommendations. Through these recommendations, the School reaffirms its will to put the ecological transition at the heart of its teachings and its organisation.

Examples of some of the measures to which BSB is committed to the Grenoble Agreement:

- Valuing the commitment of students, faculty, and staff members
- Strengthening communication on and awareness of socio-ecological issues within the institution
- Carrying out an inventory of the educational models with regard to the challenges of the transition
- Raising awareness of discrimination and inclusion through associations and education
- Conducting an energy and carbon audit of the campus buildings



LAUNCH OF THE STUDENT LIFE COUNCIL

BSB launched its **Student Life Council** with six committees in November 2022. Class delegates and representatives of student life at BSB represent the student body in the committees, and are involved in the co-construction of concrete projects with the School. Through these committees, students can structure student life beyond the classroom. These committees are part of a social innovation approach and are a place for exchanges to help the School evolve:

- The 2 **Campus Life Committees** (for Dijon and Lyon) deal with all matters relating to the daily life of students outside the classroom: accessibility, events, meals, well-being, etc.
- The mission of the **Student Ethics Committee** is to initiate ongoing dialogue and reflection among students on ethics in learning and, more broadly, in their student lives and future professional activities. This committee is responsible for updating and validating the student-written **Honour Code** introduced in 2019 with current student sentiments and views on ethics, with the aim of maximising student body involvement.
- The **Tripartite CSR Committee** aims at enhancing the BSB's socio-ecological transition, by addressing the awareness and training of students and employees about socio-ecological issues, the reduction of the School's carbon footprint, the openness of the campuses (diversity, inclusion), its responsible consumption, etc.
- The **International Committee** deals with all issues related to the internationalisation of the campuses, to student life and to the concerns of BSB's international student community.
- The **Pathfinder Committee**'s mission is to initiate an ongoing dialogue and reflection among students on the new Pathfinder support system which has been implemented at the School. This committee allows students to be involved in the construction of this personalised support system, which is based on three pillars: self-knowledge, academic development, and professional integration.

The BSB Code of Honour is formalised in 11 sentences that each student commits to respect:

- The commitment makes sense, I do what I say.
- I do not remain passive, and I take every opportunity to learn.
- I have the right to make mistakes and I learn from my failures.
- I decide that my actions are fair and honest.
- I am aware of my impact on society.
- I want my behaviour to be in line with ecological and social issues.
- I commit myself to meaningful projects and give myself the means to succeed.
- I seek to understand others and welcome differences.
- I respect everyone's aspirations.
- I look after others on a daily basis.
- We all have qualities to share.

OTHER NOTABLE 2020-22 EVENTS

● **CSR: An increasingly cross-cutting application**

To underline the importance of the CSR approach in the School's activities, several notable additions have been made at an administrative level:

- A CSR mission is now included in the job descriptions of directors and managers.
- A CSR section is now included in corporate partnership agreements.
- A CSR objective and an awareness of virtuous behaviour are now set in the school's digital policy.

E. THROUGH PARTNERSHIPS



“ 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.”

UN, Sustainable Development Goals, 2015

The Centre for Research on Enterprises (CEREN), created in 2003, gathers, structures, and develops all the research activities carried out by the BSB's professors. Through research, it aims 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 these issues in an active and responsible way. The organisation of events such as the Sustainable Development Meetings illustrates this objective.

THE SUSTAINABLE DEVELOPMENT MEETINGS

September 2020, BSB has co-organised the Sustainable Development Meetings (SDM) with the Open Diplomacy Institute. Every year, the partners whom the Institute brings together - including BSB - co-design the meetings' agenda to enable everyone to take up ecological challenges. From sustainable cities to responsible finance, through the industry of the future, the partners choose red threads to help citizens enter the complex universe of the ecological and solidarity transition. The meetings are an opportunity for round tables, conferences and debates, during which numerous experts exchange and share their visions on the targeted issues.



Thus, these meetings are an opportunity for round tables, conferences and debates, during which numerous experts exchange and share their visions on the targeted issues.

- 1st edition in 2020 on the theme of Access to well-being.
- 2nd edition in 2021 on the theme of Moving the lines.
- 3rd edition in 2022 on the theme of Territorializing the transition.



"Being a partner of the SDM is both a source of pride and a natural commitment for BSB. Our mission is to train managers who will take into account societal and environmental impacts in their professional practices. Actors of change."

Stéphan Bourcieu (Managing Director)

CSR STRATEGY FOR 2022-27: **ACT FOR CHANGE**

BSB's CSR strategy, both transversal and systemic, has been an integral part of the School since 2003. Within the framework of the new "UP 2027" strategic plan and its transformation axis, **BSB sets to anchor its corporate culture within societal and environmental requirements**. Thus, **BSB's 2022-27 CSR strategy, "Act for Change", formalises the School's 20 years of commitments and paves the way for new ambitions**.

ACT FOR RESPECT



Face the challenges raised by environmental management and social justice to offer respectful, responsible, and transparent living conditions on all BSB campuses.

- **Goal 1:** ensure equal opportunities with stakeholders (SDG target 10.3)
- **Goal 2:** co-design innovative measures promoting diversity (SDG target 10.2).

ACT FOR SUSTAINABILITY



Promote responsible organisational and governance models, built on notions of ethics, sustainability, and diversity.

- **Goal 3:** engage the School in a process of deep transformation guided by a baseline of excellence (SDG target 16.6)
- **Goal 4:** transfer research findings to the socio-economic world in response to societal issues (SDG target 17.6)

ACT FOR EMPOWERMENT



Train managers who will act as responsible citizens, aware of economical, societal and environmental issues in both their workplace and societies.

- **Goal 5:** accompany the development of stakeholders' SD&SR knowledge and competencies (SDG target 4.7).
- **Goal 6:** offer a safe, non-violent, inclusive, and efficient learning environment (SDG target 4.a).

10 KPIS

FOR THE 2022-24 PERIOD

In collaboration with its stakeholders, BSB has set new ambitions for the 2022-24 period, in particular :

1. Recognition of social responsibility as a corporate culture of BSB through a label
2. Recognition of student initiatives in the realisation of positive impact projects
3. Creation of a One Health Center dedicated to student well-being
4. Creation of an alumni club on ecological transition
5. Formalisation of a pedagogical project integrating the challenges of social responsibility in all the disciplines of the programmes
6. Raising the awareness of 100% of teachers and administrative staff to the issues of social responsibility
7. Creation of a research chair on social responsibility
8. Organisation of new editions of the Sustainable Development Meetings in partnership with Open Diplomacy
9. Implementation of an energy sobriety plan
10. Implementation of a responsible event charter for all events organised on the BSB campuses

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