



**ESSEC**  
BUSINESS SCHOOL

Enlighten. Lead. Change.



IBF



# SUSTAINABILITY AND SOCIAL RESPONSIBILITY (SSR) REPORT

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2023

# ESSEC BUSINESS SCHOOL

FINANCIAL TIMES  
BUSINESS EDUCATION  
RANKINGS



#8  
European  
Business School  
(2021)

#6  
Master in  
Management  
(2022)

#4  
Master in  
Finance  
(2022)

#6  
Executive  
Education  
Programs  
(2022)



**Vincenzo Vinzi**  
Dean and President  
of ESSEC Business School

Higher education and research institutions have a key role to play in addressing **current and future economic, environmental, social and political challenges**. In particular, business schools, which train many of tomorrow's leaders and influence their practices through research, must transform themselves to **positively influence the way we address the major challenges that business, organizations and society are facing**.

True to the pioneering and humanist values ingrained in our French roots, our global business school must now, more than ever, **infuse tomorrow's leadership with meaning** by producing relevant knowledge and preparing our students to create and run companies and organizations that can have a positive impact on the world.

This ambition is reflected in **our strategy, RISE**, launched in October 2020, which is based on three strategic axes. First, ESSEC has implemented an environmental and social transition strategy, called **"Together"**, which aims at transforming our training programs, our research and life on our campuses to meet the ecological, social and societal challenges of our world.

In addition, ESSEC is investing in its entrepreneurship and innovation ecosystem to make the school a unique platform for training entrepreneurial leaders and inventing new business models. Finally, aware of the catalytic role that cutting-edge technologies can play in enabling societal progress and ensuring sustainable economic development, ESSEC has created the Metalab for data, technology & society, a multidisciplinary ecosystem designed to shed light on the impact on society and the economy of the massive adoption of disruptive digital technologies based on data.

The adoption of this strategy has led to an **in-depth transformation of our institution**, in all its components. The commitments of the RISE strategy are long-term commitments, and **our institution is constantly reinventing itself** to better integrate economic, social, environmental and political challenges. These challenges we are facing are considerable, but we are ready to assume our responsibility as an institution of higher education and research to **"Enlighten, Lead and Change"** our world and make it more sustainable, inclusive and fair. ■

## Key figures

65,000  
graduates worldwide

4 — +1  
campuses in Cergy, Paris-La Défense, Singapore and Rabat augmented digital campus

220 partner universities in 46 countries

31 double degree programs (24 international, 7 national)

146 permanent faculty of 37 nationalities including 23 Emeriti professors

24 learning and research chairs

+ 1000 partner companies

7,221

students in full-time undergraduate and graduate programs

40.6% — +100  
international students nationalities represented

81 +100  
PhD students student organizations

5,000

managers in executive education

# SUMMARY OF KEY COMMITMENTS AND INDICATORS

## OUR ACHIEVEMENTS

### GOVERNANCE & STRATEGY

100%  
of internal stakeholders  
involved in ESSEC's  
governance since 2020



18  
employees dedicated to  
ESSEC's sustainable and  
social transformation

3.3%  
of ESSEC's total budget  
dedicated to the  
implementation of "Together"



### EDUCATION & TRAINING

100%  
of ESSEC students  
trained on social and  
environmental issues



130  
hours dedicated  
to transition issues in  
the Master in Management  
(MiM) core curriculum

30%  
of MiM students  
are "specialized" and prepared  
for roles in sustainability



### SOCIAL & TERRITORIAL COMMITMENTS



100%  
of students receive  
anti-discrimination  
training



100%  
of complaints for  
behavior violating our  
Charter of Respect for  
Others are handled



88/100  
our score  
on the "Gender  
Equality Index"

### RESEARCH & INNOVATION



33%  
of publications  
authored by ESSEC  
research professors on  
environmental and social  
issues over the last 10 years



50  
professors  
members of the  
"Sustainability Guild"

### CLIMATE & WASTE OUR COMMITMENTS BY 2025 (COMPARED TO 2019):



-25%  
in Scope 3 carbon  
emissions



X3  
increase in the  
recycling rate



-30%  
in the volume of  
waste produced

## EDITO



Anne-Claire Pache,  
Associate Dean  
for Global Strategy and  
Sustainability at ESSEC  
Business School

Since its creation in 1907, ESSEC Business School has been working and committing itself to the development of a society that is more respectful of the environment and human beings. Being a pioneer in the development of apprenticeship, equal opportunity programmes and specializations in environmental and social issues, ESSEC has constantly innovated in its teaching, research and organization.

Being convinced that environmental and social issues could no longer be considered marginal and peripheral, ESSEC launched the environmental and social transition strategy "Together" in October 2020 to integrate these issues **at the heart of the school's strategy**. This transition is based on **10 commitments** to gradually integrate socio-environmental issues in teaching, research in the way we operate our campuses, but also in governance bodies and in the activities of all our employees.

The strategy we have designed is purposely **radical** to get to the root of the problems and question established practices, **holistic** to include all areas and activities of the school, but also **reflexive** to apply to the school new ways of operating that combine efficiency and respect for the environment. Ultimately, change is being progressively implemented by all the school's stakeholders – not only our professors and employees, but also our students, alumni, and partners – in a transformation both **mindful** of the severity of the situation and **confident** in our collective capacity to find solutions and new managerial practices that promote a fairer, more sustainable, and more inclusive world.

The Together approach has already led to **many achievements**, including the establishment of new governance body, the integration of environmental and social issues into all courses, the launch of two new programmes and four new chairs dedicated to these issues, the creation of a "Sustainability Guild" with 50 committed professors, the creation of the "Fresque de la Diversité" (Diversity Fresco) or the implementation of a student mobility policy aimed at reducing its carbon footprint by 25%.

Our commitment to the ecological and social transition was praised by the "Les Echos Start x ChangeNOW 2022" ranking, which ranked us at the **top of the list of the most committed management schools**. This first place is a recognition of our convictions, our ambition, and the progress we have already made. Although these achievements are significant and promising, ESSEC's transformation is still at an early stage and will continue in the years to come.

We are also very proud **to have obtained, in December 2022 and for 4 years (maximum duration), the "DD&RS label"**, the Sustainable Development and Social Responsibility label for French higher education. Its very demanding standards certify that our progress in the area of transition is significant and promising. It also invites us to keep on transforming of ESSEC in the coming years to live up to our ambition.



## KEY FIGURES



100%

of internal stakeholders involved in ESSEC's governance since 2020



18

employees dedicated to ESSEC's sustainable and social transformation, excluding the professors and the personnel of the Chairs centered on social and environmental issues



3,3%

of ESSEC's total budget dedicated to the implementation of the transition strategy

# GOVERNANCE & STRATEGY

The launch of the "Together" 360° transition initiative in October 2020 demonstrates ESSEC's determination to place environmental, social and societal challenges at the heart of its strategy. To ensure that these challenges are taken into account in all of the school's strategic decisions, this launch was accompanied by the **creation of several governance bodies** and the **appointment of a Dean for Global Strategy and Sustainability**, who sits on the School's Executive Committee and reports directly to ESSEC's Dean and President.

The "Together" strategy seeks to **profoundly transform all of ESSEC's activities** (teaching, research, campus operations) and **to reach out to all of its stakeholders**. The implementation of this strategy has already initiated profound changes, which will be perpetuated in the years to come.

ALREADY DONE!



## THE FORMALIZATION OF THE SOCIO-ENVIRONMENTAL STRATEGY

As part of the Together environmental and social transition process, ESSEC has set itself **three major objectives**: to provide answers to environmental issues; to fight against social inequalities and invent virtuous growth models, in conjunction with the local territories; and to drive transformations in the education ecosystem and, more broadly, in the society. These objectives have been structured around **10 commitments in the environmental, social and societal fields**.

	ENVIRONNEMENTAL LEADERSHIP	SOCIAL AND COMMUNITY LEADERSHIP	CHANGING SOCIETY LEADERSHIP
May 2020, ESSEC officialized and made public its roadmap and its 10 strategic commitments to make its transition:			
<b>EDUCATION &amp; TRAINING</b>	<b>Commitment #1</b> Train <b>100% of students and participants</b> to take action to address contemporary <b>environmental issues</b>	<b>Commitment #4</b> Train <b>100% of students and participants</b> to integrate <b>social and territorial issues</b> to make organizations more sustainable, more reliable and more ethical	<b>Commitment #7</b> Further develop the social diversity of students to <b>transform the managers of today and tomorrow</b>
<b>RESEARCH &amp; INNOVATION</b>	<b>Commitment #2</b> Develop the production of knowledge and resources on <b>environmentally responsible management</b>	<b>Commitment #5</b> Develop the production of knowledge and resources on <b>territorial anchoring, social innovation and inclusion</b>	<b>Commitment #8</b> Develop the <b>production of knowledge and resources on alternative economic and organizational models</b>
<b>CAMPUSES &amp; LIFE ON CAMPUSES</b>	<b>Commitment #3</b> Implement an <b>exemplary environmental management of all ESSEC operations</b> (carbon neutrality, biodiversity, waste management, digital sobriety)	<b>Commitment #6</b> Make <b>ESSEC a model of a school rooted in its territories</b> where new ways of living together are tested	<b>Commitment #9</b> Support the transformation of the <b>higher education ecosystem and of the economic system</b>
<b>GOVERNANCE &amp; STRATEGY</b>	<b>Commitment #10</b> <b>Involve all ESSEC stakeholders</b> through dedicated participatory governance, and raise awareness among all ESSEC employees		

Moreover, these commitments have been integrated into **8 action plans**: Training & Pedagogy, Research & Dissemination, Diversity & Inclusion, Circular Economy, Climate & Carbon Neutrality, Biodiversity Territorial Anchoring and societal impact, and Alumni. These action plans have made it possible to strengthen and harmonize all the actions that have been in place for several years, but have also helped identify new levers for action and integrate new objectives.

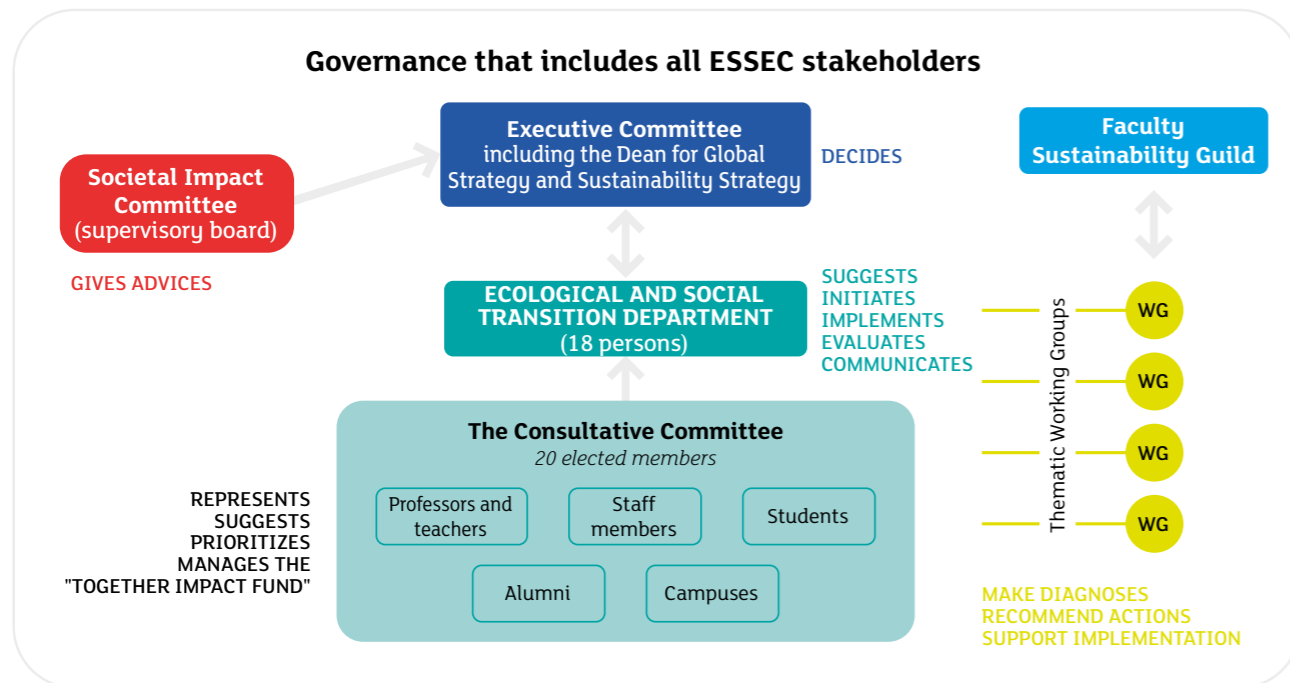
## A FUND DEDICATED TO INITIATIVES LED BY MEMBERS OF THE ESSEC COMMUNITY

In 2020, ESSEC set up the "Together Impact Fund", a fund designed to **finance the implementation of projects led by members of the ESSEC community** (up to a maximum of €10,000 per project) that **will accelerate ESSEC's transformation**. Among the projects supported: the implementation of a bicycle rental system by the Noise ESSEC association or the organisation of events organised by ESSEC employees ("Climate Lunches").

## THE PARTICIPATION OF ALL THE STAKEHOLDERS IN GOVERNANCE

In order to ensure a governance framework that is more appropriate in addressing environmental and social issues, ESSEC has set up new governance bodies, involving all of its stakeholders, with an emphasis on co-construction, participation and inclusion.

- A position of Associate Dean for Strategy and Sustainability** has been created within the Executive Committee to take these issues in charge.
- The Ecological and Social Transition Department**, composed of 18 people, is responsible for leading the school's global transformation, in conjunction with ESSEC's Executive Committee.
- Thematic Working Groups** are made up of members of the ESSEC community who volunteer to support the implementation of projects and actions for concrete transformation on a given theme, such as biodiversity, energy, social inclusion, sustainable food or waste management.
- The Consultative Committee** consists of 20 elected members (professors, students, staff representatives, alumni and representatives of ESSEC campuses). Its mission is to give its opinion and suggestions on the various action plans of the Transition Department. In addition, it is responsible for analysing and allocating the funds of the "Together Impact Fund".
- The Supervisory Board's Societal Impact Committee** examines in detail the achievement of ESSEC's sustainability and social responsibility performance.
- The Sustainability Guild** brings together 50 of the school's professors interested in transition issues and helps develop research and teaching activities on these issues.



### KEY FIGURES



**100%**  
of ESSEC students  
trained on social and  
environmental issues



**130H**  
dedicated to transition  
issues as part of the  
Master in Management  
(MiM) core curriculum



**30%**  
of Master in Management  
(MiM) students are  
"specialized" and  
prepared for roles  
in Sustainability

### OUR MOST RECENT ACHIEVEMENTS



#### THE INTEGRATION OF A "SOCIETAL IMPACT COMMITTEE" WITHIN THE ESSEC SUPERVISORY BOARD

ESSEC's mission is to *"give meaning to the leadership of tomorrow in order to prepare women and men ready to undertake the economic, environmental and social challenges of today"*. In 2022, the institution created a "Societal Impact Committee", an innovative mechanism that allows the Supervisory Board to thoroughly examine the **achievement of its mission** and, more broadly, **ESSEC's performance on SSR issues**.

### ONGOING PROJECTS



#### THE INTEGRATION OF RISE STRATEGY OBJECTIVES IN THE EMPLOYEES' OBJECTIVES

To ensure that all employees are involved in **ESSEC's RISE strategy**, all employees will have at least one objective related to this strategy integrated into their roadmap by 2024, on which they will be evaluated. Part of those individual objectives will therefore be specifically linked to the **school's ecological and social transition approach**.

## EDUCATION & TRAINING

Through an ambitious integration of ecological and social transition issues in its programs and curricula, and through the creation and dissemination of innovative knowledge, ESSEC intends to **prepare all the managers of tomorrow for the challenges of transition**. ESSEC's mission is to *"train leaders who are concerned with the general interest and committed to the environment and inclusion"*. The objective is not to train a few professionals in the sector, but to provide all ESSEC students with a common base of interdisciplinary knowledge on transition-related subjects, so that all students graduating from the school are capable of **reconciling the imperatives of a socio-ecological transition with economic viability** and of **taking environmental and social issues into account in all managerial decisions**.

## ALREADY DONE!



### ▶ AN AMBITIOUS CORE CURRICULUM

ESSEC has made significant efforts in recent years to **ensure that social and environmental issues are gradually integrated into all of its full-time education programmes** (Master in Management, Global BBA and Masters). Each student receives training regarding environmental issues, diversity & inclusion issues, and social responsibility issues. All MiM and Global BBA students also benefit from the innovative pedagogy of **Imagination Week**, a one-week seminar which aims to help students develop the cross-disciplinary skills needed to invent the world of tomorrow. At the beginning of their studies, First-year students benefit from a **two-week seminar** focusing on social and environmental issues.

Finally, all of the 9 **core management courses** of the Master in Management have been reviewed to integrate social and environmental issues: extra-financial accounting, green bonds, responsible marketing, socio-environmental impacts of new technologies are some of the newly added topics covered in these mandatory courses.

### ▶ A WIDE RANGE OF SPECIALIZATION COURSES ON ENVIRONMENTAL AND SOCIAL TOPICS

In addition to its wide range of elective courses focusing on social and environmental issues (more than 50), ESSEC has long offered chairs and specialization courses in social responsibility.

The **Social Innovation Chair**, created in 2003, was the first chair in France devoted to innovations with a social and environmental impact. Between 2021 and 2022, four additional chairs have been created to prepare students who wish to actively contribute to organizations' transformation: **Talents for Ecological Transition, Global Circular Economy, Companies and the Common Good** (in partnership with the Institut Catholique de Paris) and **Shaping the Future of Finance**.

Moreover, other chairs and programmes fully integrate these issues, such as the following chairs: **Philanthropy, Social Innovation, Food Business Challenges, Real Estate and Sustainable Development, Armand Peugeot, Leadership and Diversity, Fast Moving Consumer Goods Chair, Urban Economics, Change Management Chair, Managerial Innovation and Operational Excellence, Amundi Chair in Asset & Risk Management**.



### ▶ THE IMPLEMENTATION OF THE DIVERSITY FRESCO (FRESQUE DE LA DIVERSITÉ)

Inspired by the Climate Fresk (*la Fresque du Climat*), the Diversity Fresco is an **awareness-raising tool** developed by ESSEC to enable participants to learn about and question the **issues of discrimination and inclusion within organizations**. Built upon knowledge from research in cognitive science and social psychology, the Diversity Fresco helps identify and highlight the **cognitive biases** at work in discrimination, with the ultimate aim of building a more inclusive and peaceful society.

## ONGOING PROJECTS



### ▶ THE PARTICIPATION IN THE SHIFT PROJECT "CLIMATSUP BUSINESS"

ESSEC is a partner in the Shift Project's initiative "*ClimatSup Business: Training the actors of tomorrow's economy*", which proposes an **operational method for integrating ecological issues into management courses**. In light of this work, ESSEC will refine its action plan aimed at strengthening the incorporation of socio-environmental issues in the courses offered in its different programmes.



## OUR MOST RECENT ACHIEVEMENTS



### ▶ THE LAUNCH OF THE "BACHELOR ACT"

The "Bachelor ACT" is a **new three-year licence degree program**, which was launched in September 2022 by ESSEC and CY Cergy Paris Université, offering young graduates the opportunity to "learn to lead transitions". The Bachelor's degree aims at providing students with a base of theoretical and practical knowledge, through a **rich and multidisciplinary range of theoretical courses** – combining social sciences, natural sciences, applied sciences and management sciences – **and an approach oriented towards the professional environment**. Its innovative and active pedagogy has been designed to enable students to develop the key skills to **lead projects related to ecological, civic and societal transitions**.



### ▶ THE LAUNCH OF THE MSc IN SUSTAINABILITY TRANSFORMATION

Also launched in September 2022, the MSc in Sustainability Transformation is a one-year degree course designed to **prepare and train graduates to lead change in companies** so that they can respond to major environmental and social issues. Through a mix of academic and professional experiences, the MSc in Sustainability Transformation provides students with the knowledge, tools and network to effectively support the transformations required in organizations.

### ▶ THE CERTIFICATION OF ESSEC STUDENTS THROUGH THE SULITEST

The Sulitest aims to develop the **knowledge and skills in sustainable development** of all current and future economic and political decision-makers, to ensure that they have a **clear understanding of the major challenges of the 21<sup>st</sup> century and of their responsibility in addressing them**. As part of the deployment of the TASK certification tool, ESSEC is committed to making it available to more than 75% of its students within 3 years.



### ▶ THE LAUNCH OF A "SUSTAINABILITY CASES FACTORY"

The "Sustainability Case Factory" reflects ESSEC's ambition to transform the way management is taught in order to accelerate the ecological and social transition of our economies. Its objective is to **contribute to the production and dissemination of new teaching materials** (cases, simulations, role plays, etc.) to **help teachers better integrate social and environmental issues into their management classes**. These new teaching tools will enable students to better understand these major issues and to develop their ability to respond to them in their future professional lives.





# RESEARCH & INNOVATION

ESSEC is committed to **supporting the production of research on sustainable development and social responsibility by its professors**. Public decision-makers, companies and students are in demand for new frames of reference, new models and new tools to respond to the social and environmental challenges they face. The academic research produced by ESSEC professors can play an important role in designing and disseminating these new models.

## KEY FIGURES



**33%**  
of publications authored by ESSEC research professors on environmental and social issues over the last 10 years



**50**  
professors members of the "Sustainability Guild"

## ALREADY DONE!



### A LONG-TERM COMMITMENT TO SOCIETY

ESSEC was **the first higher education institution in management to create chairs in France**, in 1986. These chairs are the main way in which ESSEC's expertise is disseminated within the economic world: they offer students the opportunity to specialize in a particular sector of activity in close proximity to the sector's major companies, which support the students in their research activities. Today, ESSEC has **24 chairs** (19 teaching chairs and 5 research chairs), **15 of which are directly related to SSR issues**.

Beyond the logic of departments or specializations, ESSEC intends to **develop research beyond disciplinary boundaries**. Indeed, transversal approaches play an essential role in understanding economic, financial and societal issues and in proposing relevant responses. This is the role of the research centers supported by ESSEC. Created in 1996, the **ESSEC IRENÉ** (Institute for Research and Teaching on Negotiation) was designed to bring together researchers and practitioners interested in negotiation, mediation and conflict management. The Institute has built on its expertise to study the impact of multinational companies' investments in conflict-affected areas and to understand how these companies can contribute to the sustainable development of the areas where they operate (Programme "**CODEV – Companies and Development in Emerging Countries**").

### COBS: AN ALLIANCE OF INTERNATIONAL BUSINESS SCHOOL



**COUNCIL on BUSINESS & SOCIETY**  
*An alliance with a purpose*

Co-founded by ESSEC in 2011, the **Council on Business & Society (CoBS)** is an alliance of 8 international business schools whose objective is to mobilize universities, researchers, students, companies, NGOs and political actors to **reflect on how companies can have a positive impact on the society and the planet**. The CoBS

helps develop and disseminate knowledge on topics related to the ecological and social transition, by promoting interactions between professors from partner business schools, by **organizing international conferences**, and by **publishing articles, a quarterly magazine and a book series accessible to the general public** on its website and blog CoBS Insights. ESSEC currently serves as the coordinator of this alliance. In 2020-2021, the CoBS achieved a global digital imprint of 1.4 million views, reads and downloads of its CSR and sustainability-based publications.

## OUR MOST RECENT ACHIEVEMENTS



### THE CONSTITUTION OF A SUSTAINABILITY GUILD

From the outset, Together was conceived as **a project to be embraced by the entire faculty of professors and researchers**, beyond the logic of departments. In order to create a **collective dynamic between professors and researchers interested in social and environmental issues** at ESSEC, the Sustainability Guild was created in 2022. This group consists of some fifty professors and researchers who meet **every six weeks to discuss their current research, foster collaboration and develop new shared projects**.

## THE TRAINING OF TEACHERS AND RESEARCHERS AT THE "CAMPUS DE LA TRANSITION"



A training course was launched in partnership with the *Campus de la Transition* in June 2022 to enable professors and researchers who are interested in **deepening their knowledge of the socio-environmental transition, in better understanding the issues at stake and in reflecting on how to integrate them into the research they carry and into the management courses they teach.** New training sessions are planned with the long-term objective to be able to reach an ever-increasing number of teachers.

## ONGOING PROJECTS



### THE STRENGTHENING OF THE RELATIONSHIP WITH CY CERGY PARIS UNIVERSITY

Since 2017, ESSEC and CY Cergy Paris Université have joined forces as part of the CY Initiative, an excellence initiative financially supported by the State to strengthen the academic excellence of our territory. More broadly, the CY Alliance collective, which brings together the 13 academic institutions of the region, shares the common ambition of **creating a major university in the West of Paris, with a strong international outlook, a high societal and economic impact, and a strong commitment to sustainable development.** In this context, the issues of ecological and societal transitions have been placed at the heart of the two institutions' common scientific trajectory, with the objective of **developing expertise arising from interdisciplinary research and transferring this expertise to the market and society.**

### THE IMPLEMENTATION OF A SCIENCE & SOCIETY STRATEGY

The "Science & Society" plan was developed in December 2021 to identify solutions to strengthen interactions between the research community and society as a whole. Three strategic axes have been selected:

- **Ensuring that the knowledge created at ESSEC is accessible to a wider and more international audience:** publishing articles in open access, organizing events open to the general public, creating content that is easier to understand, etc.
- **Involving citizens in the research process:** setting up 'think tanks' with citizens, holding public debates and forums to solicit citizens' opinions on a specific topic, etc.
- **Providing training for researchers:** offering training in communication, dissemination and promotion of research projects, preparing communication "toolkits" for researchers, etc.

The first concrete actions concerning each of the three pillars mentioned above have been identified and are currently being implemented.



### THE LAUNCH OF AN INTERNAL CALL FOR PROJECTS DEDICATED TO SSR ISSUES

The integration of transition issues in research requires to support professors in launching new projects, often including a multidisciplinary dimension. In order to deepen the expertise developed by the institution, ESSEC will organize an internal call for projects in 2023, aimed at the entire faculty, to **fund research projects focusing on SSR issues and, thus, to encourage the production of such work.**



## ENVIRONMENT

Aware of the necessity of staying within **planetary boundaries** and of meeting the **growing expectations** of students and its various stakeholders, ESSEC has made its ecological commitment **a priority in its strategic roadmap.** Students' international mobility, as well as campus energy consumption, food and responsible digital use are thus covered in specific action plans. In addition to its objective of reducing its **carbon footprint**, ESSEC is committed to creating exemplary campuses that **protect biodiversity** and do their utmost to **save resources.** Finally, the school is working on **raising awareness among its students and employees** so that each and every one of them can play a role in improving the environmental footprint of the school and its activities.

COMMITMENTS  
BY 2025,  
COMPARED TO 2019



-25%

a reduction in Scope 3 carbon emissions



X3

a threefold increase in the recycling rate



-30%

reduction in the volume of waste produced



## ALREADY DONE!



### A SCOPE 3 CARBON AUDIT

ESSEC conducted its first complete diagnosis of its greenhouse gas emissions for the 2018/19 academic year, using a **scope 3 carbon assessment**. This assessment enabled ESSEC to identify its most significant emissions across its entire value chain, namely **student and staff travel** (77% of emissions), **fixed assets** (11% of emissions, mainly attributable to buildings and IT equipment) and campus energy consumption (9% of emissions), followed by food, paper and furniture (metal) purchases, as well as waste. The school was thus able to **define priorities** and **elaborate action plans** with the objective of reducing its carbon emissions by 25% by 2025 (compared to 2019).



A new carbon assessment will be carried out in 2023 for the academic year 2021/22.

### A NEW WASTE SORTING SYSTEM

Given the urgent need to move towards a circular economy and to reduce the consumption of raw materials, ESSEC has decided to work on the issue of waste production, sorting and reuse on the campus. **New 6-stream waste collection points have been installed** in all the buildings on the Cergy campus in September 2021, and the **“individual” bins in the administrative offices and classrooms have been removed**, in order to encourage sorting in these collection points and to limit the use of bins receiving unsorted waste.

This new sorting system has been put in place to meet two key objectives: **reducing waste production by 30% and tripling the recycling rate.**



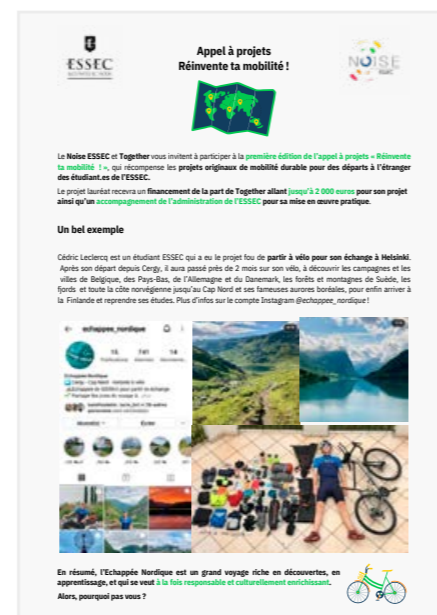
## OUR MOST RECENT ACHIEVEMENTS



### THE IMPLEMENTATION OF A STUDENT MOBILITY PLAN

Student travel for internships, study trips and international exchanges accounts for **64% of the school's overall carbon footprint**. It thus constitutes an essential lever for reducing ESSEC's greenhouse gas emissions. To promote rich international experiences while reducing the environmental footprint of these trips ESSEC has made a commitment on three levels:

- Favoring destinations accessible via **low-carbon transport** for study trips.
- Awarding **“sustainable mobility vouchers”** to students who choose low-carbon transport instead of air travel for their internships and exchanges.
- Raising students' awareness of low-carbon travel practices. For instance, the **“Reinvent your mobility!”** contest was created in 2022 by the Together team and the student association Noise ESSEC to spotlight and reward original projects by students who opt for soft mobility for their trips abroad. The first edition allowed the three winners to benefit from funding and support from ESSEC for their project to travel more than 1,000 km by bicycle.



## THE ENERGY SAVING PLAN

ESSEC is committed to reducing the energy consumption of the Cergy and La Défense campuses as well as in the 4 student residences in Cergy by **10% in the short-term** and **40% by 2030** through 3 main types of actions:

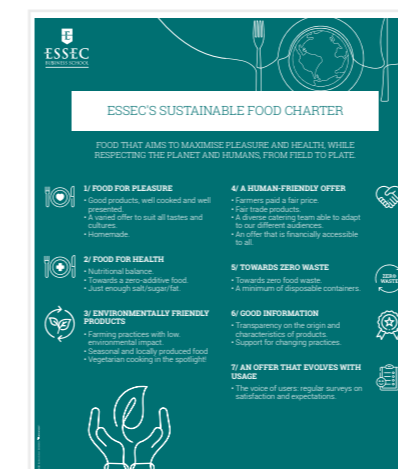
- **Building works and investments** – e.g., gradually implementing a Building Management System by December 2023 across the Cergy campus to control energy consumption at a centralized level
- **Reducing energy waste** – e.g., lowering temperature in classrooms and offices, remotely switching off IT and audiovisual equipment in all classrooms
- **Raising user awareness** – e.g., organizing an exhibition on energy and collective challenges, drafting a guide of good practice and eco-gestures.



### THE REDACTION OF A SUSTAINABLE FOOD CHARTER

ESSEC adopted a Sustainable Food Charter in 2022, thus taking the issue of food on campus head on. Through this charter, ESSEC pledges to offer on all its campuses **healthy, high-quality, affordable food that respects both the environment and human beings.**

A first strong action was adopted at the start of the 2022 school year, with the introduction of **“green” Mondays**. This makes Monday a day when there is no meat or fish in the campus food offering.



## ONGOING PROJECTS

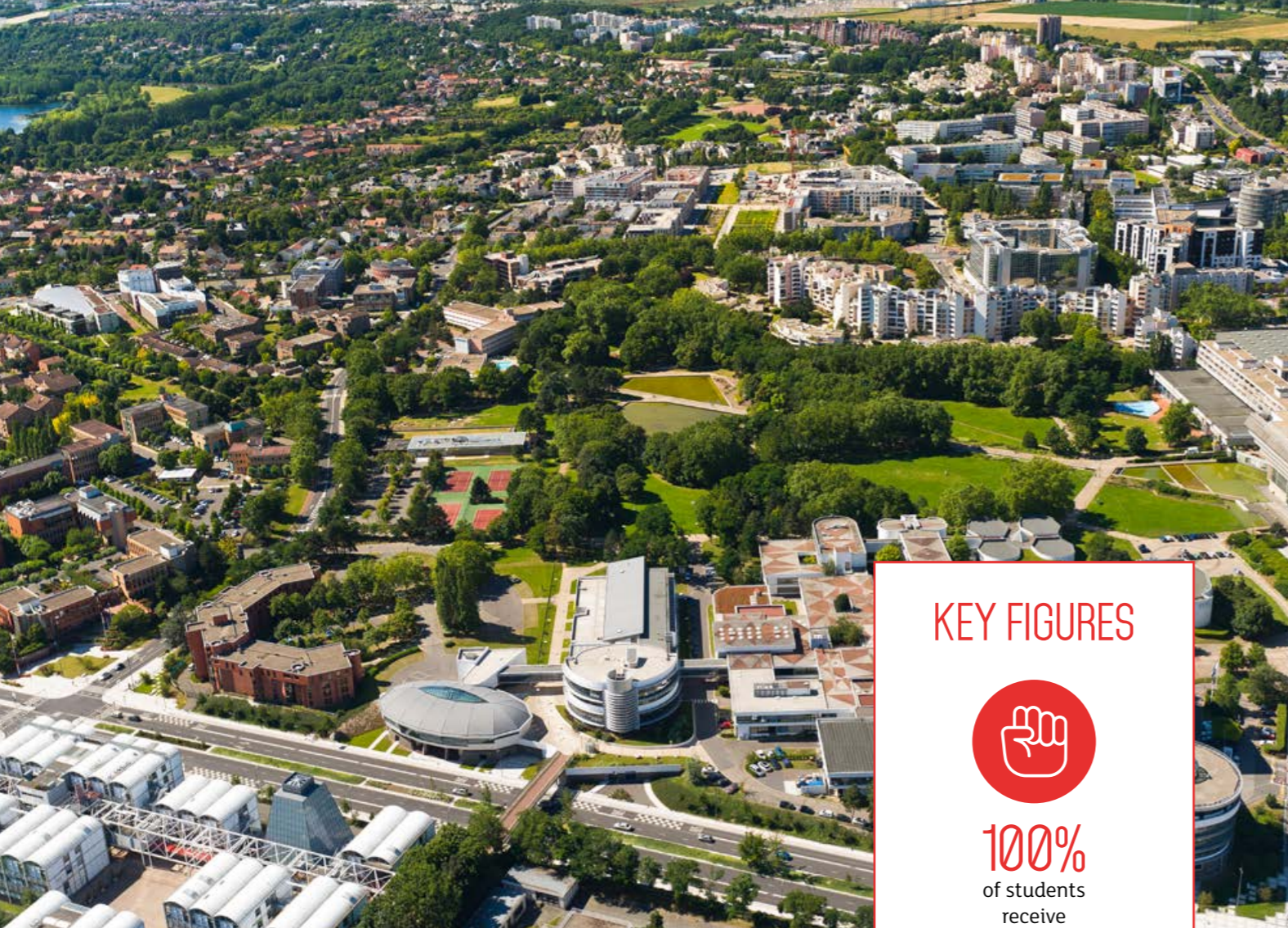


### CAMPUS 2023: A GREENER BUILDING, CELEBRATING BIODIVERSITY

The Campus 2023 project in Cergy consists of renovating the **historic tower** and expanding the premises with **two new buildings**. The project is intended to be exemplary: the buildings will have a much lower energy consumption than the regulations in force, they will collect and reuse rainwater, and they will be filled with recycled and/or recyclable furniture and equipment. The site also symbolizes the school's commitment to the environment, with an ambitious project to **pedestrianize** and **revegetate the outside areas** to better take into account biodiversity issues.

### MORE RESPONSIBLE GOODIES AND OFFICE SUPPLIES

ESSEC has undertaken to **reduce its purchases of goodies and office supplies**, but also to **improve their social and environmental quality**. The objective is thus twofold: to “buy less” and to “buy better”. This is precisely what the team at the Centre for Equality, Diversity and Inclusion has done, by deciding to offer fewer and more responsible goodies to both the beneficiaries and tutors of its programmes using the Dream Act marketplace. The aim is now to extend these practices to all the school's departments and services.



# SOCIAL POLICY & TERRITORIAL COMMITMENT

Aware of the role it has to play in building a fairer, more humane and more cohesive society, ESSEC wants to conduct an exemplary social and regional-outreach policy on several levels:

- As a higher education and research institution** where the managers, executives and entrepreneurs of tomorrow acquire their knowledge and their values, ESSEC must develop students' social awareness and responsibility so that they can contribute to putting the economy at the service of people and its region.
- As a human and professional organization** in which discriminatory and domination logics prevail, ESSEC must fight against all forms of discrimination by advocating a zero tolerance policy at all levels.
- As a major stakeholder in the area of Cergy-Pontoise**, ESSEC must contribute favorably to the development of its region by mobilizing its students, researchers, professors and its entire ecosystem.

## KEY FIGURES



**100%**  
of students receive anti-discrimination training



**100%**  
of complaints for behavior violating our Charter of Respect for Others are handled



**88/100**  
our score on the "Gender Equality Index"

## ALREADY DONE!

### A DIVERSITY & INCLUSION ACTION PLAN

ESSEC is well aware that the fight against discrimination and in favor of inclusion and diversity requires a global and systemic approach. It has therefore set up a "Diversity and Inclusion" plan to reinforce and harmonize all the actions that have been in place for several years within the institution, based on four major themes:

- **Promoting Respect for Others** on the different campuses (see policy below).
- **Adopting an exemplary gender equality policy** (see policy below).
- **Enhancing ESSEC's social openness:** intensifying ESSEC's commitment to the *Cordées de la réussite* (a national program initiated by ESSEC in 2003), recruiting more students from diverse backgrounds (see "Double call for applications" below), reinforcing social grants, etc.
- **Developing an ambitious disability policy:** raising the awareness of the ESSEC community about disability (organization of conferences, workshops, etc.), improving the accessibility of competitive exams, training programs and campuses, via the Handi-capabilities mission set up in 2008 to name but one among many initiatives.

### A "RESPECT FOR OTHERS" POLICY



ESSEC is determined to turn diversity into a strength, to promote differences as opportunities and to transform everyone's relationship with difference. A first step was taken with the drafting and signing of the "Respect for Others Charter" in 2019, intended for all campuses and the ESSEC community. The development of this charter was accompanied by the implementation of concrete actions:

- **Providing training** to the 30 "Respect for Others" contacts, but also to the students running a student association and to the students organizing risk-probable student events.
- **Setting up an online platform for reporting cases of non-compliance with the Charter**, so that any victim or witness of an act or comment contrary to the Charter can report it in complete confidentiality.
- **Raising awareness of all students on the subject of Respect for Others** as soon as they are welcomed to the school.

## OUR MOST RECENT ACHIEVEMENTS

### THE EXPERIMENTATION OF THE "DOUBLE CALL TO THE ORAL EXAMS" INITIATIVE

The "Double Call to the Oral Exams", implemented during the 2022 session of the entrance exam to the Master in Management (*Programme Grande École*), allowed **the first 35 scholarship students who were not admissible to ESSEC** to defend their chances during the oral exams. ESSEC's admissions requisites, which combines the results of the written and oral exams, remained the same for all candidates, thereby guaranteeing the same level of requirement for all. Of these 35 candidates, 24 were accepted at ESSEC, confirming the program's ability to increase the school's social diversity.

This program completes the set of actions already implemented by **ESSEC's Equality, Diversity and Inclusion Center** to continue welcoming a growing number of scholarship students. In particular, the **CAP ESSEC** program targets the diversity of students admitted to the MiM based on their academic record and has obtained a success rate of 70% in 2022.

## THE ADOPTION OF A PLURIANNUAL PLAN IN FAVOR OF GENDER EQUALITY

ESSEC's commitments in favor of gender equality are now part of a **multi-year plan for the period 2022-2025**. Through this document, ESSEC undertakes to **support a global policy of professional equality between women and men, to commit to greater gender diversity in its programs, to promote and disseminate research on gender, to fight against sexism and sexual and gender-based violence** as part of a global policy of Respect for Others, and to **practice and transmit a culture of inclusion** within the school.



### ONGOING PROJECTS



## THE "FULLY ESSEC" PROGRAM.

"Fully ESSEC" is an approach that aims to **make ESSEC a more inclusive school, in which each student feels welcomed and respected and can fully contribute to the group's success**. To this end, ESSEC intends to remove the barriers to inclusion based on, among other things, **health status, geographical area of origin and/or social category, sex, sexual and gender identity, nationality or economic/financial situation**. As a first step, a field survey was conducted among all ESSEC stakeholders (students, teachers, staff, alumni) to understand what the barriers to inclusion are. Then, a working group made up of students from all backgrounds and of Alumni was set up to co-construct solutions that will be progressively implemented in the years to come.



## THE TRAINING OF ALL EMPLOYEES ON THE "FRESQUE DE LA DIVERSITÉ" (DIVERSITY FRESCO)

The Diversity Fresco is an **educational tool that raises awareness and prompts questions about issues of discrimination and inclusion within organizations**. The Diversity Fresco was made mandatory for all students at the start of the 2022 school year and will be gradually rolled out to the members of the Executive Board and to all employees, including selection committees members and human resources staff.



# MILESTONES IN ESSEC'S COMMITMENT

**Launch of the Diversity Fresco** (*Fresque de la Diversité*) and of two new degree programs: the **Bachelor ACT** degree, in partnership with *CY Cergy Paris Université*, and the **MSc in Sustainability Transformation**, to prepare students for positions in the ecological and social transition.

2022

**Launch of ESSEC's ecological and social transition strategy "Together"**, aimed at transforming the school's practices in depth.

2021

**Creation of four new chairs:** Talents of the Ecological Transition, Global Circular Economy, Businesses and the Common Good and Shaping the Future of Finance, to enable students to strengthen their knowledge of SSR issues.

2020

**Launch of the equal opportunity program "Une grande école: pourquoi pas moi?"** (A top business school – why not for me?) aimed at high school students from modest backgrounds: 60,000 young people have already benefited from ESSEC's programs.

2008

Creation of the **Antropia incubator**.

2003

**First management school to offer apprenticeships to students**, an option chosen by 30% of them in 2022.

2002

**Creation of the Innovation and Social Entrepreneurship Chair** to train students about how organizations can have a social impact.

1993

**Launch of the first student scholarships:** this is the beginning of a support policy for the least privileged students, enabling the school to welcome 22% of scholarship holders in 2022.

1986

**Creation of the Chair of Urban Economics**, a pioneer program in the use of management to serve the general interest and take into account territorial issues.

1937

1929

**Introduction of the first business ethics course:** ESSEC's humanist ambition is reflected in the teaching methods used and in the values transmitted to students.

# TESTIMONIALS



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The sharp knowledge of the subjects by the plurality of people present during the audit interview enabled qualitative, constructive and benevolent exchanges. Remarkable measures of the school's transformation caught our attention, such as the integration of

SSR issues in the pedagogy of initial training or innovative and precursory measures around equal opportunities. The future new campus and the animation of the SSR policy in terms of research should lead to a greater homogeneity of the evaluations of the axes of the "DDRS Label" at ESSEC in the future.

**Patricia AUBLET,**  
*Former co-chair of the labeling committee for the DDRS Label for higher education*



ESSEC's sustainable development approach aims at involving its community and at applying to itself the principles advocated to meet environmental and social challenges.

I have been at ESSEC for the past twenty years, and I am aware of the acceleration of these issues, particularly since the launch of the RISE strategy. To cite a few examples on the environmental dimension: the transformation of our daily practices on campus by eliminating individual trash cans and implementing a more elaborate waste sorting system, or a 100% vegetarian meal offered every week in the dining hall.

As an employee, I have, like all my colleagues, benefited from an online training on the fundamentals of CSR to connect the actions undertaken by ESSEC to the major issues and principles of social responsibility. I also have the opportunity to get involved in stakeholder consultation committees ("COCON") on the Together approach in my working time.

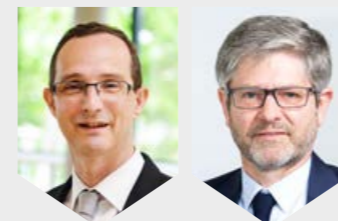
**Anne LEMARCHAL,**  
*Product Owner, ESSEC Business School, member of Together Consultative Committee (COCON)*



It's a real pleasure to work with the dynamic teams at ESSEC in the field of transition. You can feel the desire to infuse this major subject at all levels of the structure but also a desire to open up to the territory, which is essential for us.

Territorializing part of the teaching is indeed one of our wishes. We have several joint projects: training on transition, work done by groups of students, preservation of biodiversity, development of renewable energies, and projects on food and waste. We have established a relationship of trust which also allows us to share experiences and put together concrete solutions.

**Guillaume QUEVAREC,**  
*Director for Ecological Transition Cergy Pontoise Urban Community*



The world is changing, and so is ESSEC. In the last few years, we have radically changed our teaching to include an inclusive logic, i.e.,

taking into account all the elements of society that we must now impact in a positive way. More than ever before, we question the relevance of current business models, their resilience, their dependencies, and their purposes. This questioning is intended to allow us to offer companies and students relevant approaches for building the models of the future. This implies broadening our field of vision and collaborating with colleagues from different disciplines. The School, with its RISE strategy, has been a powerful animator of this transformation and of many others!

**Frédéric OBLE, Olivier FOURCADET,**  
*Professors at ESSEC, members of Together Consultative Committee (COCON) Co-holders of the ESSEC Food Business Challenges Chair*



In line with its DNA, ESSEC has long been a pioneer on many fronts, such as the Social Entrepreneurship Chair or the PQPM equal opportunity program.

As an alumni involved in social and ecological transitions, it has been great to see the acceleration of the collective awareness of the urgency of the issues. The progress in the management of cases of sexual and gender-based violence on campus, the internal audit of the carbon impact in scope 3 or the creation of a position dedicated to the Transition at ESSEC Alumni are some signals among many others that show how much the institution is moving at different levels!

The main challenge for the school in the long term will be its ability to take more risks, while preserving the complex balance linked to the diversity of its stakeholders.

**Benjamin ATHUIL,**  
*ESSEC 2015, President of CareGame, member of Together Consultative Committee (COCON)*



I am very proud to be a student in a school that is concretely and increasingly committed to the issues of ecological and social transition. Since my arrival at ESSEC in 2019, I have noticed a real change in trajectory both in terms of teaching and in terms of school

life. The development of new chairs, the organization of climate conferences and the creation of the diversity fresco are initiatives that will enable ESSEC to train students who are enlightened and even experts on these crucial issues. Many challenges will still have to be met in order to reach the objectives that ESSEC has set itself, such as student mobility or the evolution of the content of core courses, but the mobilization of the school, at all levels, to think about and implement these changes gives a beautiful perspective on the future of ESSEC in its transition.

**Marie MESSAGER,**  
*Grande Ecole student, Talents for Ecological Transition (2022) and Social Innovation (2023) Chairs, member of Together Consultative Committee (COCON)*



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