



EM Strasbourg
BUSINESS SCHOOL



2023 CSR Report



be distinctive[®]

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**CSR, a strategic pillar
of EM Strasbourg**

Dean's Letter of Commitment

I am delighted to publish this ninth CSR report, which reflects the commitment of our teams and stakeholders to sustainability, and to renew EM Strasbourg's commitment to the UN initiative Principles for Responsible Management Education (PRME).

Since its creation in 2007, the School has made it part of its mission to train students in societal issues through the transmission of its three values: diversity, ethics, and sustainable development.

This commitment is reflected in the learning goal "Implement responsible management practices reflecting the values of ethics, diversity, and sustainable development," which is common to each of our programs (Bachelor's, PGE, Master's, and PhD).



The School has innovated in this area by creating a specific e-learning tool combining training and certification: CforCSR®. This platform provides students with training in societal issues throughout their studies and enables them to certify their knowledge.

With the aim of accelerating our commitment, we have drafted over the past two years an ambitious CSR policy covering all areas of the School's activities: training, research, internal organization, and social impact.

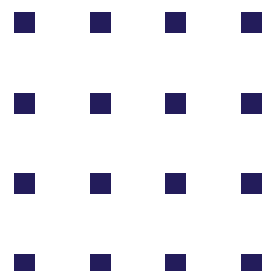
The first results of this policy are presented in this report. It details our contribution by outlining the School's achievements, challenges, and objectives in relation to these four dimensions, which we have linked to the six PRME principles. In doing so, this report takes a critical look at the progress that has been made so far. It includes an internal assessment of our approach and its developments over time.

In the coming years, EM Strasbourg is committed to promoting social mobility and inclusion, launching more specific programs in the fields of sustainable development, strengthening its research expertise in climate change and its impact on organizations, and more than ever, developing the responsible leadership skills of our graduates so that they are trained to make a positive impact on their companies and the wider community.

Kind regards,

Babak Mehmanpazir

Dean of EM Strasbourg Business School





Mission and Values

EM Strasbourg Business School (EMSBS) is a public institution that was created in 2007 through the merger of the Institute of Higher Business Studies (IECS) and the Institute of Business Administration (IAE). This merger made EMSBS the only grande école de management in France to be part of a multidisciplinary research university: the University of Strasbourg. This special status makes it a stakeholder in several entities with which it is in constant dialogue:

- **The University of Strasbourg:** Being part of the University of Strasbourg gives the School greater international visibility and makes it one of the few grandes écoles de management in France to be accredited by the Ministry of Higher Education, Research, and Innovation (MESRI) and thus able to award a doctoral degree.
- **CGE // IAE France :** Thanks to its unique status, EMSBS is both a member of the Conférence des Grandes Écoles (a network of French grandes écoles with nearly 300 members) and of the IAE France network (currently uniting 37 IAEs).

Mission

The concept of CSR has long been part of the School's DNA and is one of the guiding principles of its strategic development. As a result, it can be found in its mission, which aims "to educate competent, responsible, and agile managers to become global citizens, ready to find their place in society and able to develop a performance-driven management style."

Slogan

Be Distinctive

Stand out by being yourself. We are not about being different; we are about making a difference by being ourselves. EMSBS is committed to developing, revealing, and accentuating the talents and potential of each and every one of our students.

The School played a role in organizing the European Muay Thai Championship on January 21, 2022, which was the personal and professional goal of Bilal Bakhouché Chareuf, a 2021 PGE graduate, who ended up winning the WMC European Champion belt in his 82.55 kg [182 lb] category. Highlighting the potential of our students and graduates, this example is proof that our School is a place where people discover who they really are. Through the organization of this event, we honored our slogan, Be Distinctive, embodied by Bilal. [Click for more info](#)

Values

Ethics

In the business world, practicing ethical and fair management fosters trust and team engagement.

During the Ecricome challenge, business schools compete in a number of sporting and artistic events: soccer, rugby, volleyball, basketball, track and field, cheerleading, tennis, and a talent show. Participating for the first time in 2022, the School won its very first trophy, the Fair Play trophy, which it hung onto for a second year in a row in 2023.

Diversity

A real challenge for companies, diversity is a fundamental value that aims to promote tolerance and equal opportunity.

In *Le Point's* ranking of France's leading business schools in 2023, EMSBS rose to second place among the top 10 schools most committed to diversity. A culturally and socially diverse student body, a number of scholarship holders, tuition, co-op programs, students with vocational backgrounds, an equal distribution of students in the various entrance exams—these are just some of the criteria that enable the School to stand out and remind us that diversity is a central issue in all aspects of school life.

Sustainable Development

Sustainability enhances the competitiveness of organizations while limiting the impact of their activities on the planet.

While the average French person's carbon footprint represents around 10 metric tons of CO₂ equivalent per year, meeting climate targets requires reducing it to two metric tons. That is why, in January 2023, all first-year PGE students took part in the 2tonnes workshop, aimed at taking real action for the climate and reducing their carbon footprint through a multitude of actions.



CSR Policy Overview

In 2021, the **CSR policy** was co-constructed with various stakeholders through interviews with program directors, the head of research and development, the vice dean for resources, and members of the CSR committee. It was officially approved by the Management Board in January 2022.

Designed to be as close as possible to the specific context of a higher education establishment, it is structured **around four pillars**:



#1

Promoting CSR to our stakeholders through education



#2

Operating responsibly



#3

Creating new CSR knowledge through research



#4

Having a positive societal impact, via local actions (students) or the joint creation and transfer of knowledge (corporate chairs)

Together, they allow the School to have a positive educational and behavioral impact, academic and managerial impact, organizational impact, and social impact. They also contribute to various SDGs.

What are the SDGs?

The 17 Sustainable Development Goals (SDGs) and their 169 targets form the core of the 2030 Agenda. They cover the full range of sustainable development issues, from climate, biodiversity, energy and water to poverty, gender equality, economic prosperity, peace, agriculture and education.

The 2030 Agenda also recognizes the intrinsic links between the various themes and the need to mobilize all players, whether institutional or civil.

We have linked the objectives of the CSR policy to the SDGs and targets to precisely measure our impact and contribution:

Pillar & theme	Objective	SDG	Target
I. Deployment of the CforCSR® platform	Systematize it internally	4	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
	Market it externally	12	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
I. Integration into syllabi	Strengthen the integration of CSR concepts into our programs	4	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
	Support faculty training	4	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
I. Student well-being	Educate students about harmful risks to student health and well-being	3 5 10	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being 3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol 5.1 End all forms of discrimination against all women and girls everywhere 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
II. Carbon emissions	Track and reduce greenhouse gas emissions	13	13.2 Integrate climate change measures into national policies, strategies and planning 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
II. CSR communications	Improve the visibility of the School's commitment to CSR	4 12	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 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Pillar & theme	Objective	SDG	Target
II. CSR projects	Encourage staff-led CSR projects	12	12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
III. CSR promotion	Promote CSR to EMSBS research lecturers	9	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
III. Promotion and monitoring of CSR contributions	Formalize the process of tracking and highlighting intellectual contributions in CSR	12	12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
III. Assimilation of the SDGs	Foster interest in the SDGs among researchers	4	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
IV. Networks	Develop our relationships and our place in networks	17	17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
IV. Associations	Support and create new partnerships with student associations	17	17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships 17.3 Mobilize additional financial resources for developing countries from multiple sources
IV. Corporate chair	Sustain the momentum and projects of the Sustainable Development & CSR Chair	9 12 17	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

The following eight SDGs are explicitly linked to EMSBS's CSR policy:

SUSTAINABLE DEVELOPMENT GOALS



While we have chosen to focus our energy on these eight strategic objectives, this report is an opportunity to take a step back and consider how we might address additional targets:

Operations

15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

Given our sector of activity and urban environment, conserving biodiversity and ecosystems does not clearly fall within our scope of operations. Having said that, we are well aware that this is a crucial issue that we do not cover and one on which it is possible to take action. In 2022, trees and shrubs in pots were placed in the School's courtyard and the space next to the chimney was also transformed into a patio with flower beds. In 2023, staff-made insect hotels were installed in this space. Making our campus more green has not only had a positive impact on students' well-being but also on biodiversity.

Teaching

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

We have a lot of courses on CSR but very few on climate change. There is therefore room for improvement when it comes to integrating the consequences of climate change into curricula. While organizational changes are covered, the planet's physical limits are not. To make a link with the previous point, training students in biodiversity-related challenges is also a way of preserving the planet. Program developments will remedy this situation, with the integration of the new sustainable development and social responsibility (DDRS) skills framework.

Research

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

While the issue of global warming had not yet been explicitly addressed by our research centers, a call for research proposals showed that this is a subject that unites researchers. A cluster was therefore developed on this subject in 2022

([see p. 28](#)).

As part of the rollout of the CSR policy at EMSBS and to enable us to find out how the values are assimilated into the School's culture, we interviewed one person per administrative office (i.e. a total of 19 people) between June and October 2022 to talk about CSR practices in each office. The results of this survey show that our values are present in all offices, that CSR is a subject of interest, and that everyone contributes in their own way. While it is easy to set up actions in offices that produce content for students, there appears to be less room for maneuver in offices dedicated to back-office operations.


Respondents were also able to express their views on the issues that were important to them:



Following Values Night 2022, we surveyed 150 students on their level of interest in each value, with each value scoring approximately 3.7 / 5. The values espoused by EMSBS are shared by staff and students alike and form part of the panorama of school life for all.

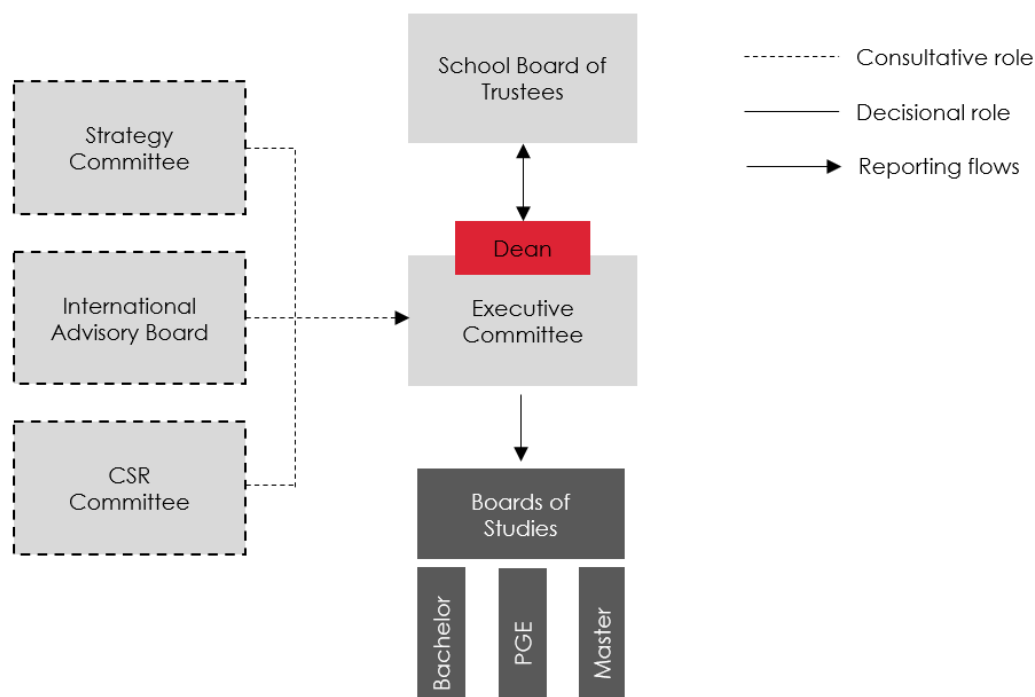
The aim of this 2023 CSR report is to provide a midterm review of the CSR policy.

Each pillar covers both existing initiatives, which have been further formalized and will be continued, and new objectives. As for the latter, a first review has been set for 2025. Each objective is linked to an indicator that will be detailed in each section of the report.



Operating Responsibly

Governance



CSR Committee

The School has set up a governing body dedicated to CSR issues. This advisory committee plays the role of guarantor and adviser by assisting School administration in analyzing and driving forward the CSR policy. It represents all the School's stakeholders: administrative staff, faculty, students, alumni ([see p. 34](#)), and partner networks (Les entreprises pour la Cité, Initiatives Durables, Enactus, etc.).

CSR Office

The CSR Office coordinates the implementation of the CSR policy. Staffed by a full-time **CSR coordinator** supported by **interns**, the Office is responsible for promoting CSR throughout the School. Its mission is to spur initiatives and monitor their implementation, from design to communication.

Since CSR is a School-wide preoccupation, the CSR Office works closely with other key players within the School. Among them, the **Student Support Office** is made up of four people who help students facing financial or other difficulties. It gives students advice and information on how to solve their problems, acts as a first point of contact for students in distress, redirecting them if necessary to relevant services such as the Strasbourg University Department of Preventive Medicine and Health Promotion (SUMPS) or to the School's **disability adviser**. This adviser works with the University's Disability Services to implement study modifications or accommodations. The **sexual and gender-based violence coordinator** also works in close collaboration with the CSR coordinator on all matters relating to student well-being.

The office has its own budget for various projects, such as the deployment of the CforCSR® platform, participation in various networks, management of the waste sorting process, and organization of events in line with the three values.

Indicators	19/20	20/21	21/22	22/23
Number of FTEs working in the CSR Office	1.5	1.5	2.5	1
CSR budget	€97K	€181K*	€101K	€92K
Number of events organized by the CSR Office	2	3	10	8

*Includes investment in revising the CforCSR® platform

Social Policy

Diversity Label

EMSBS was one of the first business schools to obtain the Diversity Label in 2012. In October 2021, following the audit conducted in April of that same year, the label was renewed for four years. The auditors highlighted the importance placed by the School and its administration on diversity. According to the auditors, diversity is embedded “in the programs for students, in HR processes, and in the culture of the organization.”

Indicators	19/20	20/21	21/22	22/23
% of women among permanent faculty with leadership roles	56%	55%	56%	56%
% of women among administrative staff (BIATSS) with leadership roles	80%	78%	78%	76%

Training

The opening of the **Student Center** (an information hub for students) was an opportunity for the staff of the three registrar's offices and the Internships & Co-op Office to receive four hours of training on welcoming a multicultural public. The training was provided by an EMSBS faculty member specialized in this field in May 2023. Given the positive feedback, School administration plans to offer this training again in the future.

Indicators	19/20	20/21	21/22	22/23
Number of training days taken by staff	312	138	297	333
Total workforce	212	220	231	236
% of workforce aged 50 and over	27%	26%	24%	25%

Disability

Awareness Campaigns

The HR Office called on FEDE 100% handinamique to offer four awareness-raising workshops for staff on stereotypes linked to disabilities. These workshops provided an introduction to disability and related discrimination, allowing for discussion on the importance of promoting diversity and fostering a caring and inclusive environment.

Duo Day

On this national day, a volunteer from a company, local authority, or association hosts a person with disabilities, providing an opportunity for us to change our outlook and overcome our prejudices.

For several years now, EMSBS has been offering its students with disabilities Duo Days with partner companies and organizations. In November 2021, second-year PGE student Tim Geiger took part in Duo Day at Orange. “I spent the day with Laurence Pluinage, director of internal customer service communications and head of CSR at Orange. It was a very rewarding day, which gave me an idea of the different jobs that exist in a company like Orange. It also gave me a complete picture of the organizational structure of the branch I was welcomed into,” says Tim Geiger. [Click for more info](#)

In 2022, we wanted to further embrace Duo Days in a concrete way by hosting people within our offices. Delphine Theurelle-Stein, lecturer and PGE director of studies, welcomed Sabeha Dellouci.



"I was absolutely delighted with this day and our exchanges. We found that we had lots of things in common, like a love of international business."
Delphine Theurelle-Stein

"It was an extraordinary morning, a chance to see Delphine in action. Teaching has always interested me."

Sabeha Dellouci

Handitech Trophy Partnership

In 2021/2022, the School signed a partnership agreement with Handitech Trophy. As a result, it grants the winner a prize of five hours of individual coaching at La Ruche à Projets. For two years running, a member of La Ruche à Projets has been part of the panel of judges. The winner of the 2022 student prize was **Digi'skin**, whose synthetic skin enables amputees to regain the sense of touch and thermal sensations in their artificial limbs.

State of Health

In a deteriorated post-Covid context where the disability adviser has seen a sharp rise in the number of students benefiting from accommodations (from 43 to 73 students), almost all for mental health-related issues, the issue has become a pressing one.

That is why, in October 2022, during Mental Health Information Week, EMSBS's CSR Office, in partnership with a number of associations specialized in the matter, organized a day dedicated to mental health. The associations were present all day at their booths. Workshops were also organized throughout the day. A conference exploring the topic of lifestyle and mental health brought the day to a close.

This initiative also created lasting collaborations, since the workshop "Managerial Dilemmas in Business," co-constructed with the network Les entreprises pour la Cité, was repeated a few months later for companies in the network.

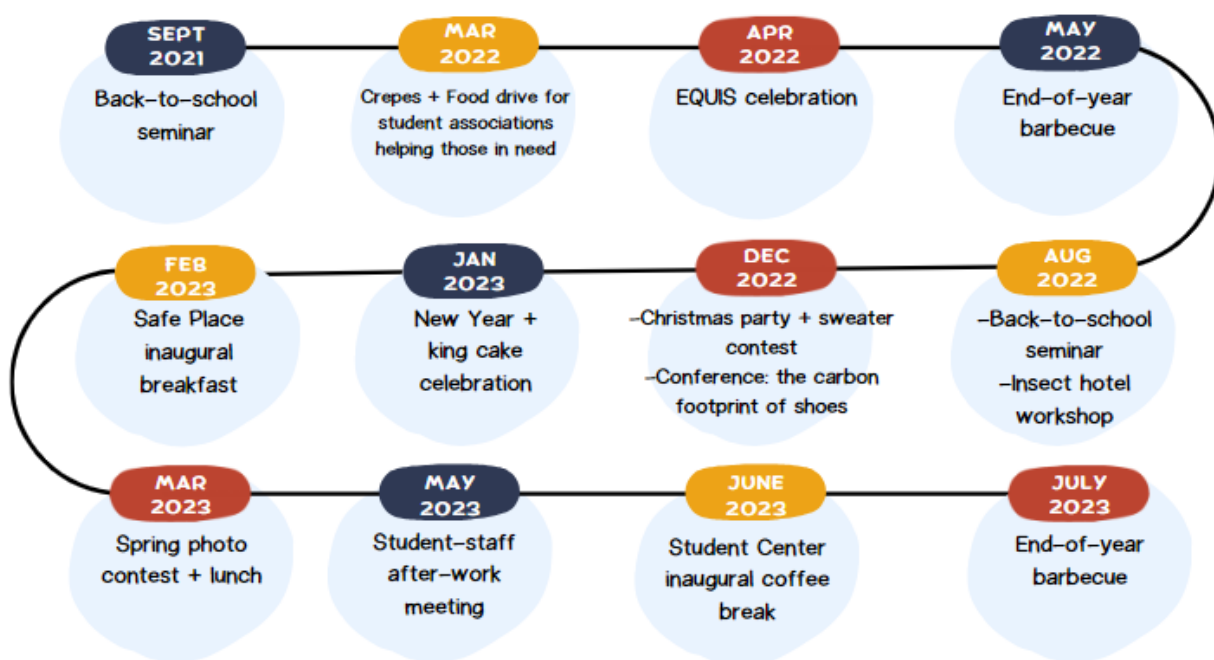


Student workshop	Public workshop	Public workshop	Public workshop
11 a.m.–12 p.m.	12:45–1:45 p.m.	3–4 p.m.	4–5 p.m.
Keys to Promoting Good Mental Health	Managerial Dilemmas in Business	Keys to Promoting Good Mental Health	Meditation (as a preventive measure)

The day was a resounding success: workshop registration was full in just one day, and the auditorium was packed for the conference. This underlines the growing importance of the subject and has confirmed the need to promote student well-being within the School ([see p. 25](#)).

Workplace Wellness

The head of internal communications relays the CSR newsletters and is therefore a key player in raising CSR awareness within the School. She also plans events to promote cohesion and well-being at work for the institution's staff.



Her objectives are to (1) promote coherence, (2) (re)give meaning, and (3) (re)create links.

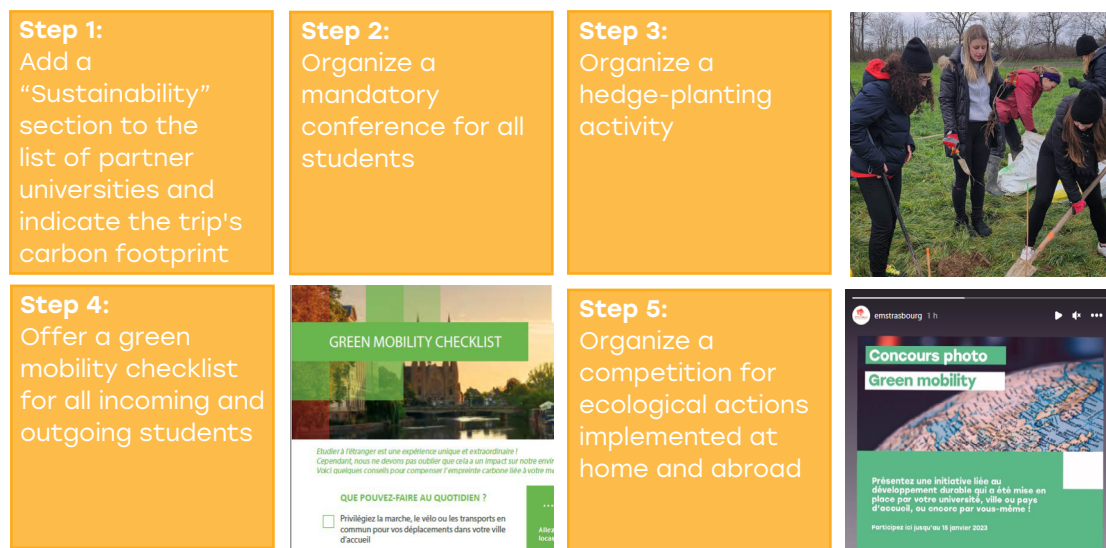
To this end, she sends a monthly email summarizing the activities of each administrative office and, once a quarter, a newsletter showcasing one office in particular, which is accompanied by an informal breakfast hosted by the office for everyone to attend. This enables staff to understand the role of others in the School's operations. Fostering mutual understanding facilitates teamwork within and across offices.

Environmental Policy

Mobility

Green Mobility Project

Coordinated by the International Relations Office, the **Green Mobility** project raises awareness of the carbon impact of international mobility. Its aims are to **raise awareness** among exchange students of the impact of their mobility on the environment and to **encourage them to adopt environmentally friendly behavior** during their exchange.



Hedge Planting

Hedges are a marvelous tool for preserving biodiversity and, like all plants, capture carbon. However, this hedge-planting activity does not fully offset all the tons of CO₂ emitted by students—hundreds of hectares would need to be planted to do so. What is more, carbon offsetting is in no way a right to pollute. The aim of this activity is to enable students to take action through a very concrete and inclusive action.

On the first day of February and March 2023, first-year bachelor's students and first- and second-year PGE students braved the cold and got down to work in the designated plot of land. Thanks to our students, 700 shrubs were planted.

When it comes to international mobility, the choice of destination and transportation have a direct impact on the carbon footprint. While planting trees helps, it does not permit us to fly as much as we do today. We need to think about other solutions, like the train, and rethink our relationship with travel. With this in mind, the International Relations Office launched this awareness-raising project.

Cycle to Work Challenge

Every year, the School takes part in Au boulot à vélo, a challenge to promote sustainable transportation. In 2022, it reached the podium! Participating alongside other faculties, schools, and institutes of the University of Strasbourg, we finished in third place, and thus helped propel the University of Strasbourg into second place in the national challenge, in the 500+ employees public sector category.



Inspiring Story: Samiya Safer, the Courage to Get Back in the Saddle

Samiya Safer, administration officer for social programs, was involved in a serious road accident. Four years later, spurred on by an iron will and motivated by the cycling challenge, she decided to get back in the saddle.

[Her story](#)

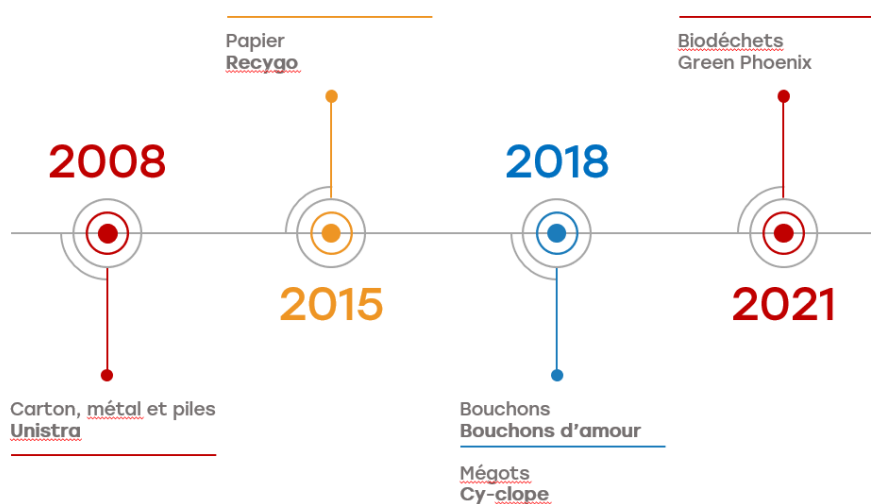
Indicators	19/20	20/21	21/22	22/23
Number of people participating in the challenge	(Covid-19)	29	43	39
Number of kilometers pedaled during the challenge	(Covid-19)	3,000	5,094	3,987

Sustainable Mobility Incentive

Implemented since 2020 and enabling staff who choose a sustainable mode of transportation (bicycle or carpooling) to benefit from a lump sum of €200 per year, the sustainable mobility incentive was reviewed and upgraded in 2022. Increased to €300, it now takes into account mixed forms of mobility (train + bike).

Waste Management

Waste Sorting



At the start of the 2021/2022 academic year, the School subscribed to a compost collection service offered by Green Phoenix (collected by cargo bike, then recycled into biogas by methanization). It is a partnership that makes double the sense for the institution, since in addition to offering an extra waste recovery stream, this collaboration enables us to support a student start-up straight out of our incubator.

Reduction

The best waste is no waste! In fall 2021, the Communications Office decided to reduce the number of brochures printed. As a result, 2,500 Bachelor brochures were printed instead of the usual 4,000, and only 3,500 PGE brochures instead of the usual 6,000.

Indicators	19/20	20/21	21/22	22/23
Quantity of cardboard collected [kg]	n/a	n/a	895	863
Quantity of paper collected through Recygo [kg]	1,930	1,131	956	800
Quantity of compost collected via Green Phoenix [kg]	n/a	n/a	105	330
Quantity of cigarette butts collected via Cy-clope [kg]	25	20	22	35
Number of waste collection points	14	19	22	21

Policy Objectives and Indicators

Carbon Footprint

Objective	Progress	Indicator	Result
Track and reduce greenhouse gas emissions		% of reduction compared to previous audit	Not measurable without reference audit

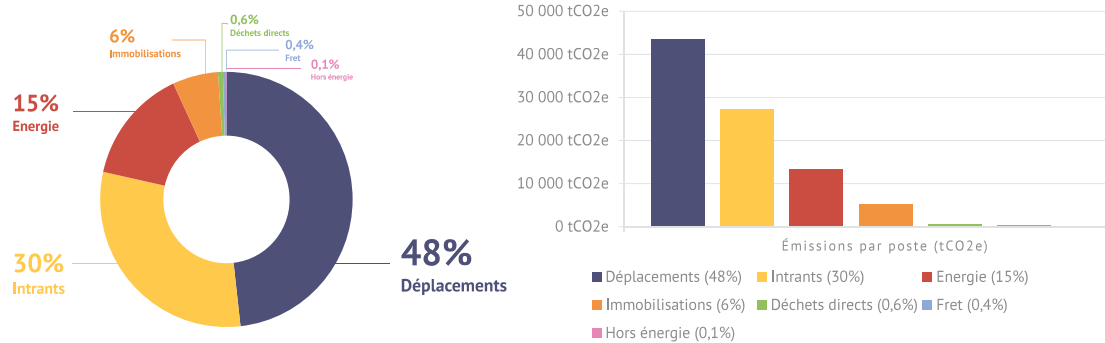
EMSBS was last audited in 2010. In 2021, the University of Strasbourg decided to carry out a carbon audit for the entire institution. Since EMSBS is part of the University, we decided to wait for the results and see how relevant they were in light of the previous audit carried out at the School. The preliminary results of the 2021 audit were presented in the first half of 2023. Naturally, the University of Strasbourg intends to define an action plan, so we have taken part in workshops to co-construct the plan. In this report, we cannot compare the recent findings with a comparable previous audit. Therefore, since the official audit report and action plan have yet to be released by the University of Strasbourg, we have not yet set a target figure.

In 2021, the University of Strasbourg as a whole emitted 91,567 metric tons of CO₂ equivalent, which corresponds to 1.61 metric tons per student, 10.8 metric tons per staff member, and 165 kilograms per square meter of real estate.



The biggest emissions category is travel (48%), which was already the case for EMSBS's 2010 audit.

Répartition des émissions par poste




The University's overall report focuses on daily commuting, while the EMSBS audit focused on long-distance travel. This can be explained by the fact that business school students sit competitive entrance exams all over France and do not hesitate to move to another city for their studies, so the “family home-to-school” item weighs more heavily. What is more, many of our students are required to go abroad during their studies, which explains the importance of the “internship/exchange” item. According to a benchmark carried out with other management schools, this is the item that weighs most heavily.

We look forward to working hand in hand with the University on this audit and action plan and will adapt the roadmap to the specific context of our school.

Challenges and Objectives

The University's carbon audit is a long-term project that was launched in fall 2022. The action plan is to be rolled out in fall 2023. Actions will focus on three areas: travel, inputs, and digital technology/energy. At the School level, we can have an impact on the first two areas in particular. This action plan is in line with the School's projects. Firstly, we wish to support the Green Mobility project even more. Secondly, we would like to put in place a travel policy for faculty before the end of 2023, to be effective in 2024.

CSR Communication

Objective	Progress	Indicator	Result
Improve the visibility of the School's commitment to CSR		% of satisfaction with satisfaction survey	Not measured > New indicator

When defining the CSR policy, several observations were made:

- According to an internal student audit, of our three values, sustainable development is the least visible.
- According to student feedback, there is a lack of awareness among students of all the initiatives put in place by the School.

This is why we have identified communication with students as a crucial area for improvement. We need to make the School's commitment and all its actions more visible, speak out on these issues, and highlight this dimension to our stakeholders and specifically to students.

Once we identified this objective, we thought that a satisfaction survey would provide an appropriate indicator. However, given student resistance to oversolicitation by email, sending them an additional survey did not seem like a good idea when we were already struggling to reach them. Given this change of plan, we do not have a figure for this indicator between 2021 and 2023. Instead, we have decided to change the indicator to the number of newsletters published.

Indicators	20/21	21/22	22/23
Number of CSR newsletters	10	7	7

Helpline

The case of the helpline illustrates these communication challenges. The EMSBS helpline enables anyone who has suffered or witnessed discrimination to report it. It was set up in 2011. At the time of our last review, we noted that this helpline is not being used. In fall 2022, when we unveiled the sexual and gender-based violence procedure, we placed the helpline back in the spotlight. Since this poster campaign, it has still not been used. This can be explained by the fact that students have identified the Student Support Office as a key contact and turn directly to them rather than calling an anonymous number. The Office has already received, passed on to administration, and managed several cases directly.


During the last Diversity Label audit, two recommendations were made to improve the impact of this helpline:

- When communicating, identify the person in charge, which may instill more confidence than an anonymous number.
- Present to students, at the beginning of the school year for example, the number of cases that have been managed and be transparent about their management.

Challenges and Objectives

The School has been committed to the Diversity Label since 2012 and strives to implement actions in line with the 25 grounds of discrimination. Some grounds resonate more than others in our context and are therefore addressed more often. That is why we have devised a three-year communication plan (2023–2025) to ensure we cover a variety of grounds.

CSR Projects

Objective	Progress	Indicator	Result
Encourage staff-led CSR projects		Number of projects led by staff	20/21: 2 21/22: 10 22/23: 8

The idea behind this indicator is really to ensure a school-wide approach. The CSR Office acts as a driving force and steers the CSR policy, but without the support of everyone, any initiative is destined to fail. The CSR Office is the main point of contact for the other offices, which themselves carry out initiatives in line with the School's three values. Conversely, the CSR Office can also rely on other offices to help implement new projects.

From this point of view, the CSR survey of offices confirmed that the values are present in all offices. Environmental and social aspects are taken into account right from the start of new projects.

Challenges and Objectives

The aim is to make certain actions sustainable in the long run. Now that CSR is on the radar and sparking new initiatives, the next step is to monitor them using shared indicators in order to improve the quality of CSR data.



New Program

The School launched the Leadership, Mindfulness, and Neuroscience diploma in September 2021. One of the major goals of this training program is to enable everyone, at their own level, to steer our societies toward a more inclusive economy, respectful of individuals and the planet. To achieve this, the diploma is based on the in-depth discovery of mindfulness meditation as a field of knowledge and on current neuroscience and cognitive science data attesting its impact. Exceptional multidisciplinary speakers shed light on and enrich the discussion, including Leila Hoballah, co-founder of Make Sense, renowned collapsologist Pablo Servigne, and Buddhist monk Matthieu Ricard.

This innovative program has been designed in an unprecedented way, with content linking three areas of expertise and experiential, participative teaching methods. By placing the focus on meditation, participants gain an innovative perspective on the field of management. [Click for more info](#)

Initial Findings

The initial results of a study carried out on the development of a sustainable mindset among the 11 leaders who participated in the program show that mindfulness meditation turns their attention to their colleagues, makes them aware of environmental issues, and helps them make decisions to contribute to the common good.

The interviews were conducted within six months of the end of the training program in order to take into account initial changes in their role as leaders within their respective organizations and to observe the consequences of a more socially responsible attitude on their part.

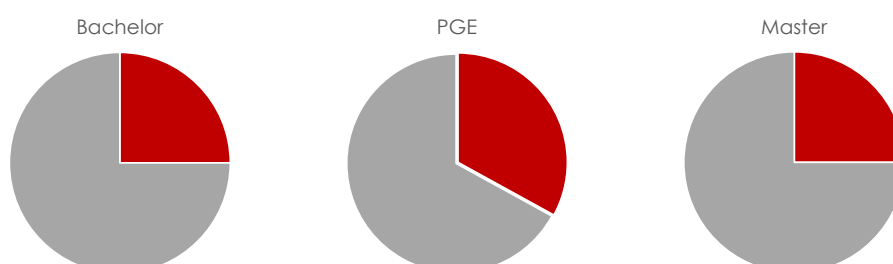
“My transformations have really been in the area of environmental awareness, which has been very strong. It was a subject I knew about, like everyone else, but it took on a completely new place and measure in the context of training.”

– Quote from a leader in medical device marketing

These initial results seem to open up a promising avenue for teaching and research, with a view to going further in shaping leaders' ethical stance through experiential training programs that encourage them to question their way of acting and even being.

Curricula

EMSBS has set itself a learning objective for students in all its programs: “Implement responsible management practices reflecting the values of ethics, diversity, and sustainable development.” Each program director must ensure that his or her curriculum includes courses that meet this learning objective. An analysis of syllabi shows that around a quarter of the courses in the Bachelor's and Master's programs and around a third in the PGE program incorporate concepts related to CSR.



Bachelor

All first- and second-year students in the bachelor's program take a project-based course. The aim of the course is to enable students in groups to effectively manage and lead a realistic and concrete professional, humanitarian, cultural, sporting, or environmental project, which includes a financial dimension, a web dimension, and at least one EMSBS value.

In first year, they learn the basics of project management and work as a team to define a project, which is carried out in second year in line with the action plan and budget. A course enables them to put into practice one of the School's values. They are given project management tools (commercial financing, partnership management, communication, etc.) to help them take action and succeed in raising the funds they have targeted for their partner associations.

For example, the EM'ZONIA association works in partnership with the Boson association and supports a reforestation project in the Amazon and access to drinking water for Peru's indigenous peoples. It organized a conference on access to water in Peru as part of World Water Day, in the presence of Marc Hoffsess, third deputy mayor of Strasbourg in charge of water management, and Denis Atzenhoffer, honorary consul of Peru, to discuss access to water for their populations.

Since the program is continually evolving to adapt to societal challenges, it is only natural that SDGs have been integrated into this course in 2022/2023. Students are made aware of these goals and then asked to explain which SDG their project relates to and why.

For 2023/2024, SDGs 4, 10, and 13 will be most affected by student projects (planned in 22/23 and carried out in 23/24).



Distribution of SDGs tackled by student projects

Subsequently, the aim of this course will be to carry out impact projects, a dimension that will be reinforced and evaluated thanks to an impact indicator to be presented by students.

For the very first time, the Foreign Languages & Cultures Department organized a seven-week program for Bachelor's students who were unable to go abroad for their language stay, involving four hours of intensive English courses a day. Our values propelled this experience, with highlights including a week dedicated to sustainable development. To further experience cultural diversity, students had the opportunity to discover Strasbourg and the surrounding area in the company of international summer school students. In addition to its intercultural dimension, this initiative is also a social lever, since it was set up to offer an alternative to students unable to go abroad for financial reasons. This initiative is intended to be renewed each year, enabling students who cannot afford an international stay to gain international experience and develop their linguistic and intercultural skills.

Since 2022, the program has notably concentrated the scope of its international departures to Europe (only two centers remain in North America). This reduces travel distances, favors travel by train, and consequently reduces the carbon footprint. Awareness-raising activities for students on this matter need to be increased.

PGE Master's Program

In 2019, the PGE program introduced a new pedagogical project: Entomovoria. Over the course of one semester, first-year students work on a transdisciplinary case study mixing marketing, strategy, and accounting. Students have to manage a fictitious company and respond to a very real problem: **feeding humanity**. Students imagine the food of tomorrow by zooming in on the edible-insect market. In creating this trilingual case study, the aim was to break down the silo effect through an innovative, cross-disciplinary teaching approach that touches on CSR dimensions, soft skills, and the digitalized environment. Almost three years after its creation, its success enabled it to obtain the FNEGE label in May 2023, recognizing the quality of the case study. [Click for more info](#)

Since September 2021, all PGE students must pass data culture certification in order to graduate. The 200-hour program equips them with the best data management skills through a solid grounding in data science and analytics, data-driven business models and new technologies, and the social, ethical, legal, and sustainable issues associated with the use of data in business and society.

Last but not least, new initiatives, such as an improvisational theater activity on ethical behavior during Orientation Week or mentoring for international students, attest to the program's dynamic approach to integrating CSR into all its new developments.

Master's Program

The various specialized master's programs benefit from cross-disciplinary courses on intercultural management and personal development that incorporate school values. In the course on intercultural management, for example, the teacher has used guest speakers to promote diversity and illustrate its practical application: the association [Kodiko](#), which supports refugees in their professional insertion and job search, presented its activities with a view to inspiring students to get involved, and ARTE's CSR manager presented Franco-German managerial practices in line with CSR.

Master's curricula are accredited by the French Ministry of Higher Education, Research, and Innovation (MESRI) for five-year periods. With the current period coming to an end in 2023/2024, our teams will be working hard on creating curricula for the next five-year period, which will take effect at the start of the 2024/2025 academic year and take greater account of environmental and societal issues.

Three Values Event

2022 Edition

In April 2022, 800 students and 100 administrative staff took part in Values Night. The event featured several highlights:

- **Inter-program challenge:** In teams, students explored the School and solved challenges based on the School's three values to collect as many points as possible.
- **Values Village:** 15 booths staffed by student associations, local associations, and start-ups addressed various topics related to the three values such as fair trade, green mobility, food waste, zero waste, water pollution, nature protection, and addiction.
- **Conferences:** Three conferences were held in parallel, one on each value. Specialists shed light on the themes of business ethics, with the example of the Pandora Papers, the societal roots of sexist and sexual violence, and the challenges of green mobility.
- **Screening-debate:** the day ended with a screening of the film *Rupture(s)*, which follows recent graduates of top business schools who are prepared to do anything to live in accordance with their convictions. The screening was followed by an exchange on youth aspirations between young people (including the film's director) and business representatives.

New Developments

The School has decided to put an end to **Values Night** insofar as the values are integrated into all curricula. We feel that the format is no longer appropriate and would like to place a CSR emphasis on curricula updates, association activities, and research, rather than on an event that no longer seems innovative or necessary.

CLUE

CLUE stands for Cross-cultural skills, Language excellence, Uncommon activities, and European leadership.

To strengthen its distinctive European character, EMSBS launched in 2018/2019 CLUE—a set of courses and learning activities common to the Bachelor's, PGE, and Master's programs. CLUE allows students to acquire intercultural and language skills while deepening their knowledge of Europe, its values, and how its institutions function. Simulation games and themed conferences organized at the European Parliament punctuate this course set.



Two online conferences organized in 2021 in partnership with the European Parliamentary Research Service for Master's students focused on the zero pollution objective of the EU's Green Deal and climate neutrality as a key objective of the Green Deal and their impacts on EU citizens.

In 2022, students explored the topic of Industry 4.0, in conjunction with the **Observatory of the Future** ([see p. 28](#)), and four scenarios around uberization and industry in 2030 in order to identify the threats, opportunities, and stakes involved. One of the four scenarios was notably circular economy 4.0 and selected uberization of production. [Click for more info](#)

ARTE and EMSBS—Two Institutions with Strong European Roots

ARTE's European identity is widely recognized—it forms the DNA of the European cultural channel created in Strasbourg thirty years ago. Europe is also at the forefront of programs of study offered by the School, which wishes to further consolidate its status as a business school specializing in Europe by offering its students innovative learning tools for total immersion in the European ecosystem. Program directors have thus made the **ARTE Campus platform** a key part of EMSBS's pedagogical mission and digitalization strategy to better understand the challenges of tomorrow.

Cap Career

The **Cap Career** team proposes a progressive three-year learning pathway. Thanks to new experiences and fun workshops, students get to know themselves better and cultivate what makes them stand out. Personal and professional development is an integral part of our programs. Follow-up is provided throughout their studies, and ECTS credits are earned. The aim is to provide the tools needed to build a career plan that's right for each individual.

It is in this context that second-year Bachelor students take part in a sensory Escape Game with a dual objective: to understand the keys to collective intelligence while having fun and to develop soft skills such as listening, assertiveness, distribution of roles, time management, etc., with the added bonus of raising awareness of disability and diversity. Encouraged by Cap Career coaches and partner companies, in the dark and as a team, they solve numerous riddles to collect talismans that will enable them to make a donation to the association Autismes aujourd'hui.

Second-year students in the PGE program take part in **EM's Kitchen**, which has been redesigned to be environmentally friendly and to include the notion of social engagement. Created in 2019, EM's Kitchen is a challenge that gives some 400 students the opportunity to develop soft skills and gain experience managing a long-term project in groups and all that it implies: bringing team members together around a common objective, keeping each other motivated, and distributing tasks according to personal strengths and interests.



The objectives: to create a realistic, innovative, and eco-friendly street food culinary concept based on an imposed theme and to generate maximum profits during the final to be donated to a charity of choice. During their pitch, students must consider product origin (short supply chains, respectful suppliers, organic food, etc.), containers and products used (disposable/reusable items), zero waste practices (redistribution, composting, etc.), the carbon impact of food, etc.

The five finalist teams collected over €2,000 in donations for charities, with Kebalsace taking first place and a check for €642 for UNICEF!

Finally, Cap Career is also committed to supporting students in their search for meaning and to encouraging them to find impact-driven jobs. The founder of How I Met Your Planet, the first site to center job searches around the environmental and social impact of companies, came to speak to students in January 2023.

Policy Objectives and Indicators

CforCSR® Platform

Objective	Progress	Indicator	Result
Systematize the CforCSR® platform internally		% of certified staff	20/21: 45% 21/22: 48% 22/23: 42%
Market the CforCSR® platform externally		Number of customer organizations	20/21: 1 21/22: 1 22/23: 1

Some ten years ago, EMSBS decided to use an e-learning platform to raise CSR awareness. It enables the School to reach 100% of its students, since certification is a graduation requirement for all programs. The platform consists of two parts: training with articles, videos, books, and scenarios for each of the three economic, social, and environmental pillars. A total of 12 modules each have a resource to consult and comprehension questions. Certification involves a 50-question multiple-choice test (knowledge- and scenario-based questions) to certify the level of understanding of the concepts.

Since 2021/2022, the platform has been part of the induction process for new EMSBS administrative staff. All new recruits receive an email with their log-in details, inviting them to consult the platform during their first few weeks in order to familiarize themselves with the values of the School and become ambassadors for them in their daily lives. Each year, an email with login details is also sent to all administrative staff and faculty to encourage them to revisit the platform.

For the third year running, ECPM (Strasbourg's European School of Chemistry, Polymers, and Materials) has renewed its use of the platform. The campaign targeting the IAE network resulted in the confirmation of IAE Lyon and Nice.

Challenges and Objectives

Today, users are required to consult at least one resource per module in order to validate the training portion of the platform. It might be worthwhile to raise the bar and increase this requirement to two or three resources.



Every year in June before the summer shutdown of the platform, we see a surge in connections among students who have to complete the platform in order to graduate. There will always be students who choose to use the platform at the last minute, but this e-learning tool would have all the more impact if it was used to its full potential, throughout their program of study, to raise awareness of the challenges of the socio-ecological transition. The aim should therefore be to increase student engagement with the platform by, for example, sending out sneak peeks throughout the year or by organizing a few group training sessions, to remind students to log in throughout their studies and get more out of the platform.

Indicators	19/20	20/21	21/22	22/23
CforCSR®: % of students scoring over 75/100	61%	61%	61%	77%

Following the CGE/CDEFM's publication of a sustainable development and social responsibility skills framework, the challenge will be to see how well the platform aligns with the skills-based approach. The requirements of new standards are increasing, and the knowledge and skills demanded are becoming more technical. CforCSR® is a platform for raising CSR awareness and will certainly have to evolve to meet these needs. The integration of scenarios on intercultural skills with the discontinued use of the Intercultural Effectiveness Scale (IES) is also a possibility.

The plan to offer the platform to our business network, EMSBS Partenaires, has not yet materialized. In-depth work was carried out in 2021/2022 with the Socrates agency to benchmark and choose the positioning needed to develop the corporate offer. Promoting it to the School's network is an opportunity that remains to be seized.

Integrating CSR into Syllabi

Objective	Progress	Indicator	Result
Strengthen the integration of CSR concepts into our programs		Results from CSR-specific courses	Not measurable: awaiting course creation by 2025
Support faculty training		Number of events and participants	20/21: n/a (Covid-19) 21/22: 1 & 20 22/23: 1 & 24

Although the emphasis was placed on the student well-being project, with no additional resources to boost integration into syllabi, the trend is emerging for new courses to naturally integrate social and environmental dimensions. We now need to make this systematic by complying with the demands of the Ministry of Higher Education and deploying the sustainable development and social responsibility skills framework. This will be the priority for 2023/2024.

As regards support for faculty, educational luncheons are organized throughout the year to enable faculty to share their best teaching practices. Each year, a luncheon is organized in connection with CSR, which has been a resounding success, with the event attracting the largest number of participants.

Research lecturers train themselves through self-study and papers they write. Our faculty take part in numerous conferences, more and more of which are concerned with the social and environmental transition. However, this is not always enough, and program directors are in favor of more specific support for faculty in this area. In fall 2023, faculty will be trained by the sexual and gender-based violence coordinator on how to integrate social issues into their courses.

Challenges and Objectives


By 2024/2025, all our students must have a foundation of knowledge and skills specific to sustainable development and social responsibility, and all programs must have integrated this at the level of specializations (accounting, auditing, HR, etc.). This is the goal set by program directors.

In line with the University of Strasbourg's guidelines and the demands of the HCERES (High Council for the Evaluation of Research and Higher Education), from the start of 2024/2025, Master's programs will offer a new curriculum in which social and environmental issues will be integrated both in dedicated courses and across the board in courses linked to each specialization. Furthermore, a trinational (Switzerland, France, Germany) master's degree in European digital and sustainable business will be launched.

In the bachelor's program, new competency goals will be introduced in fall 2023. One of the major orientations of the bachelor's program is sustainable development and social responsibility: an entire skills block will be dedicated to it. In 2023, it will already be integrated into courses but not necessarily evaluated. By the end of 2025, the aim will be to have a series of lessons in every course that addresses socio-environmental issues and to solve the challenge of assessment. In 2022/2023, the program director launched a working group on the theme of integration to combat the isolation of international students and discrimination. Several problems have been identified, and first responses will be developed over the course of 2023/2024, including a prevention plan.

The PGE program now incorporates the CSR dimension into all its new teaching innovations. The program does, however, aim to go one step further and put the subject at the heart of its forthcoming redesign. For fall 2023, the new competency goals will be deployed via a new two-level skills block, the aim of which will be to implement responsible management through practices reflecting the three values, in a thoughtful and co-creative manner. Finally, the aim will be to systematize this in our assessments. The challenge lies in training the trainers.

Student Well-Being

Objective	Progress	Indicator	Result
Educate students about harmful risks to health and well-being		Progress rate for learning module	Not measurable (module launched in 23/24)

In the summer of 2021, some students turned to School administration. Following their involvement in EMSBS's associations, they wanted to perpetuate some of the actions already in place and set up new lasting projects at the School to address the issues of harassment, aggression, and addiction, to enable students to evolve in the healthiest and most inclusive environment possible.

Inclusion, diversity, and the fight against discrimination have always been issues of concern to the School. Lack of awareness and reflection on these issues as well as the way associations operate can give rise to behaviors that are harmful to student health and well-being. Having identified and assessed this risk, the School has taken various steps to combat behavior that is not in line with its values.

Since students are on the front line, experiencing and/or witnessing situations that could be avoided, they are key allies in bringing about change, so at their request, we created two internship positions dedicated to student well-being.

During their six-month internship, the students were able to build lasting relationships with associations in the Strasbourg ecosystem and raise the profile of these issues within the School. Following their internships, a number of projects were launched, including a new communication campaign on the procedure for dealing with sexual and gender-based violence and training on the risks of partying for student associations.

Party Risks

Ithaque is a welcome, prevention, and care center for all types of addiction. This is the organization chosen to run training sessions on the risks of partying for student associations ahead of Welcome Weekend. In this way, student organizers are better equipped and more aware of the risks involved. This action is repeated annually.

Sexual and Gender-Based Violence Procedure

The procedure was reviewed internally with the School administration in line with University procedures. It was then communicated to all staff so that anyone who receives a testimonial knows who to contact. Finally, the procedure was communicated to students via a poster campaign reaffirming the School's position and providing useful contacts. The intranet page and mobile application were also updated.

Talking Circles

At the same time, one faculty member noticed that students came to her at the end of class to ask questions about sexual and gender-based violence. She therefore proposed the idea of setting up talking circles to enable people to speak out in a safe space. In May 2022, she was asked by School administration to become sexual and gender-based violence coordinator and then trained to lead talking circles. In the second half of 2022/2023, five circles were held.

Victim Support Training

The University of Strasbourg has signed a partnership agreement with SOS France victimes 67, a leading victim support association approved by the French Ministry of Justice. It enables student victims to benefit from support in their legal and administrative procedures. The association also provides one-day training courses for staff on how to provide initial assistance to victims of gender-based or sexual violence (learning the basics of sexual and gender-based violence, receiving an alert, studying case studies). Several key internal staff members have been trained (sexual and gender-based violence coordinator, head of student associations track, office heads, and staff from student-oriented offices).

Mental Health First Aid Training

In 2021/2022, we noted an increase in the number of students monitored by the disability adviser (+40%) for reasons linked to mental health. As the subject became crucial, the School organized a day dedicated to mental health, which attracted a great deal of interest. Mental health first aid is about empowering people to act appropriately to help others with mental health problems. The program offers general training in mental health awareness and assistance and is also committed to combating the stigmatization of mental disorders. Several key internal staff members have been trained (sexual and gender-based violence coordinator, head of student associations track, and Student Support Office staff).

Safe Place



All the signals pointed to the need for the School to get involved in this area. We therefore set about creating a **Safe Place**, a collaborative and caring place, accessible to all at any time, with various functions:

1. **A place to rest and recharge**, especially during times of stress

2. A resource room for student well-being:

- A library corner has been set up, where you can consult books and leaflets on mental health, stress management, gender-based and sexual violence, and addiction.
- Self-serve risk reduction items (condoms, breathalyzers, earplugs, measuring glasses, etc.) and information flyers on substances and practices are at anyone's disposal.
- A community-stocked box of hygiene products is also available and relies on the following principle: when you can give something, give; when you need something, take.

3. Last but not least, it is a **place that regularly hosts talking circles**: these take the process of speaking out within the School even further.

E-learning Module

Over the course of 2022/2023, the sexual and gender-based violence coordinator piloted the creation of a new module on well-being to be added to the **CforCSR® platform**. The aim is to provide students with a necessary knowledge base on these topics. It will feature articles, videos, books, and scenarios on the three themes of sexual and gender-based violence, mental health, and addiction. The module will be launched and compulsory for all students from the start of the 2023/2024 academic year.

Student Involvement



The School collaborates with and relies on its student associations to engage students. The association [Mad'EMOISELLE](#), which raises awareness of and fights against sexist and sexual harassment, was involved in various stages of the student well-being project and became an ambassador for the initiative among students. Student members volunteered their time, particularly at the Safe Place inauguration, and were keen to learn more about facilitating talking circles.

Challenges and Objectives

The student well-being project won the quality of work life and mental health challenge organized by Les entreprises pour la Cité. The panel of judges particularly appreciated the fact that the initiative was aimed at students, particularly affected by the pandemic, and the fact that it was conceived via a bottom-up approach.

Our objectives for the coming years are to ensure that all those involved, especially students, are familiar with and understand these measures. Ongoing in-depth work is needed with respect to how sexual and gender-based violence is dealt with. Since the Safe Place is a new space, we need to encourage future students to use this space and make it their own.

To this end, a number of actions have already been identified, such as improving the integration process by adding the sexual and gender-based violence procedure and a charter to be signed by all new recruits, working on LGBT+ visibility, and working with student associations to make events even safer and more inclusive. Finally, on the theme of period poverty, we are going to install a feminine hygiene dispenser and ensure that students make use of the device.

Research Policy

The School's research policy aims not only to develop and consolidate the various areas of research expertise identified in the previous strategic plan but also to increase the quality and quantity of scientific outcomes. To this end, the plan is structured around five pillars, in which CSR is explicitly mentioned as an objective. The third pillar "Strengthening our research culture and scientific cooperation" stipulates as an expected outcome "enhanced shared expertise on key research issues related to digital technology and CSR."

25% of our permanent professors work in CSR-related clusters

Clusters

As part of the call for research proposals "Cluster EM 2022," the Research Committee selected two cross-disciplinary research clusters that the School supports for a period of three years. The two new clusters will contribute significantly to the development of the School's expertise in the area of **responsible and sustainable management** by involving researchers from different disciplines.

Two teams responded to the call for interdisciplinarity and innovation by proposing rich and promising research projects: (1) **Climate Responsibility in and of Organizations** and (2) **Management in the Arts, Environment, and Society: creaTivity for Real Outcomes - MAESTRO**.



Sarah Richard, head of the cluster **Climate Responsibility in and of Organizations**: "Climate responsibility is a source of multiple tensions, with stakeholders (individuals, organizations, politicians) having diverse objectives and interests in the various solutions being considered to mitigate climate change. With this in mind, we have chosen to use the theoretical framework of tensions and paradoxes as a central theme. Through this cluster, we aim to make the antecedents and consequences of climate responsibility more understandable by linking different levels of analysis: micro, meso, and macro." [Click for more info](#)



Amélie Boutinot, head of the cluster **MAESTRO**: "The central research question of this cluster explores how creative industries, through their highly innovative, artistic, and symbolic activities, can ease the transition to sustainable systems and changes. Regarding our objectives, we have chosen to align them with Sustainable Development Goal #12, which is responsible consumption and production." [Click for more info](#)

Observatory of the Future

The Observatory of the Future offers a platform for joint reflection among professionals, researchers, and local actors on prospective topics. After the initial study of uberization and industry, the Observatory has decided to focus on the circular economy and industry in 2035. Strongly encouraged by public authorities, the circular economy now appears to be a central issue for the industry of the future but still raises many challenges and uncertainties, which are the subject of this study. It will answer these questions:

- What are the industry's possible development paths between now and 2035 in the face of this shift toward the circular economy?
- What impact will these changes have on the business models and value chains of manufacturers in the Grand Est region, and what can be done to prepare for them?

PhD Students

Doctoral students, like all students, are required to use the CforCSR® platform during their studies. In addition to this requirement, each year several doctoral students joining EMSBS's research centers choose to write their dissertation on a topic related to CSR.

Marie Stadge, a former doctoral student at EMSBS, was awarded the 2022 PhD dissertation prize by ADERSE (association for the development of teaching and research on CSR) in partnership with ORSE (CSR observatory) for her dissertation "Understanding the institutionalization of university social responsibility in France: A study of five universities," that she defended on October 1, 2021, at EMSBS under the supervision of Isabelle Barth. [Click for more info](#)

In September 2021, we welcomed Eniko Matyus (HuManiS), supervised by Gilles Lambert, whose dissertation aims to analyze the role of business incubators in supporting the sustainable community development of small towns and stimulating sustainable and smart growth. In fall 2022, we welcomed Dina Elsousy (HuManiS), supervised by Sébastien Point and Hélène Langinier, whose dissertation explores the practices of deculturation in foreign call centers and the possibility of developing intercultural competence in these work environments.

Indicators	2019	2020	2021	2022
Number of CSR-related PhD dissertations defended out of all dissertations defended	3/13	0/4	3/8	0/5

Contributions

Here are a few examples of contributions related to CSR:

Articles

- Laurent Weill (2021). "Sex, Language, and Financial Inclusion," *Economics of Transition and Institutional Change*, Vol. 29, No. 3 - DOI: <https://doi.org/10.1111/ecot.12262>
- Aline Pereira Pündrich (2021). "The use of corporate social responsibility in the recovery phase of crisis management: A case study in the Brazilian company Petrobras," *Journal of Cleaner Production*, Vol. 329, No. 20 - DOI: <https://doi.org/10.1016/j.jclepro.2021.129741>
- Maxime Merli (2022). "What drives the retail portfolio exposure to ESG factors?" *Finance Research Letters*, Vol. 46, Part B - DOI: <https://doi.org/10.1016/j.frl.2021.102470>
- Philip C. Sauer (2022). "Supply chains' sustainability trajectories and resilience: A learning perspective in turbulent environments," *International Journal of Operations and Production Management*, Vol. 42, No. 8 - DOI: <https://doi.org/10.1108/IJOPM-12-2021-0759>
- Sarah Richard (2022): "Exploration of ICT Use by Disabled People: Toward a Model of ICT Usage and Effects," *International Journal of Technology and Human Interaction*, Vol. 1, No. 1 - DOI: <http://doi.org/10.4018/IJTHI.293190>

Conferences


- May 2022: EUCOR seminar "Enacting a sustainable regional food system" [Click for more info](#)
- November 2022: 9th EIASM corporate governance workshop "The Power of Digitalization in Making the World Smarter and More Sustainable" [Click for more info](#)
- December 2022: Master of Audit, Accounting, and Internal Controls France accounting workshop "Chartered accountants, extra-financial accounting, and CSR"
- June 2023: 22nd AIMS Conference "Changes in strategic management in the face of ecological, digital, and geopolitical challenges" [Click for more info](#)

Awards

- Laurianne Schmitt, winner of the AFM-AMS 2022/2023 grant: This recognition is intended to encourage international research collaborations. The project Sustainability in B2B Sales was carried out in collaboration with Rhett Epler (Old Dominion University), Bryan Hochstein (University of Alabama), and Deva Rangarajan (IESEG School of Management). [Click for more info](#)
- Myriam Dahmani, co-winner of the ARAMOS prize for best master's thesis: As part of her Master of Healthcare Management, Myriam wrote a thesis entitled "Gender and management, the under-representation of women in top management positions in the social and medico-social sector." [Click for more info](#)

Policy Objectives and Indicators

Promoting CSR to Research Lecturers

Objective	Progress	Indicator	Result
Promote CSR to EMSBS research lecturers		Number of workshops organized per year	Not implemented > New indicator

Within the framework of its policy, the School committed to allocating the human and financial resources needed to support and propel research on the announced theme. To this end, the intern working on the democratic food research project was tasked with identifying all possible calls for research proposals and funding that corresponded to the themes of circular economy, climate, and sustainability. The work provided boosts research in this field.


The CSR coordinator sends calls for contributions or workshops related to CSR to professors, who participate on a voluntary basis. Last but not least, the School gave professors the means to get involved through the call for research proposals that gave rise to the two clusters.

Challenges and Objectives

In fact, no specific actions aimed at researchers have been put in place, such as the workshops initially envisioned (apart from a workshop on publishing focused on ethics in research). However, researchers are becoming increasingly involved in the theme without necessarily needing external encouragement, as can be seen from the following indicator (number of publications). To raise everyone's awareness, a few more specific communications over the course of the year could be planned.

Since workshops are not a prerequisite and there are no plans to develop them, the indicator does not seem relevant. An annual report is a better way to define the extent to which the School has given researchers the opportunity to get involved in the desired theme.

Follow-up and Promotion

Objective	Progress	Indicator	Result
Formalize the process of tracking and highlighting intellectual contributions in CSR		Number of peer-reviewed publications per year	2020: 15 (26%) 2021: 21 (27%) 2022: 27 (36%)

Taking societal issues into account has a major impact on publications: one in three articles published in peer-reviewed journals includes a CSR dimension.

The process for monitoring CSR contributions has been defined: each year, the CSR coordinator reviews published research articles with regard to the SDGs and has her findings validated by the head of R&D. One of the improvements identified was to add SDGs to the tracking software on the intranet so that researchers could directly indicate the SDG concerned by their research. This has been implemented since September 2022. A few researchers have started using this feature.

As far as promotion is concerned, while the first step was to develop research projects on the theme, the second will be to promote them. Promotion is an integral part of the clusters' activities. As soon as the first research projects are completed, conferences will be organized and articles published for the general public.

Our researchers already take part in numerous events for the general public to disseminate new knowledge. They also publish in popular magazines such as *The Conversation* ([example](#)) or other more thematic media ([example](#)).

Internally, the bimonthly newsletter *Research Highlights* aims to pool the School's scientific activities and make them easily accessible through a single channel. The goal is to present the events, studies, and publications of our network of researchers. This newsletter presents a snapshot of the latest research news.

Challenges and Objectives

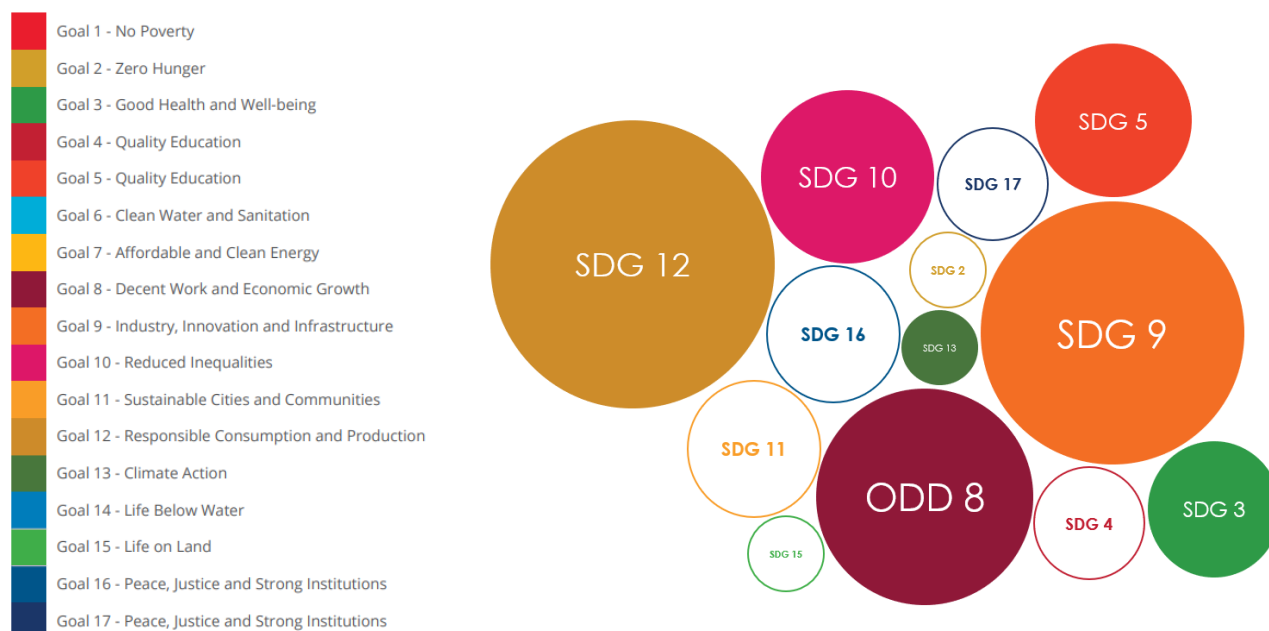
The aim for 2023/2024 is to set up a SDG refresher workshop to support reporting so that the framework is clear to everyone and monitoring is more accurate.

Adopting the SDGs

Objective	Progress	Indicator	Result
Foster interest in the SDGs among researchers		Number of SDGs addressed in publications	20/21: n/a 21/22: 8 22/23: 12

Researchers in our centers have identified seven strategic SDGs for EMSBS research, represented by the solid circles on the following graph.

Sustainable Development Goals (SDG)



Each circle represents an SDG, and the size of the circle represents the number of related intellectual contributions in 2021 and 2022.

In all, EMSBS research contributes to 13 of the 17 SDGs. As can be seen from the graph, the presence of certain SDGs and their size indicates the extent of our publications and impact. This is with the exception of SDG 13, to which only one article contributed. However, given the fact that a cluster was being set up around climate responsibility, the SDG was chosen since our impact on it is bound to increase in the future.

Challenges and Objectives

The objectives for 2023/2024 are to distribute an awareness-raising document on research and SDGs, specially prepared for researchers, which will be sent to them in September 2023. An awareness-raising workshop to ensure that this international framework is understood by all will also be organized.



Having a positive societal impact, via local actions (students) or the joint creation and transfer of knowledge (corporate chairs)

Social Diversity Policy for Students

In 2021/2022, EMSBS launched two new initiatives to enhance diversity:

- Although initially promising, the three-year partnership with **L'Institut de l'Engagement**, which allowed for up to nine of the institute's graduates to benefit from a tuition waiver, ultimately failed to integrate as many candidates as expected. The initiative benefited two winners, one in the bachelor's program and one in the PGE program. In light of the School's policy of social openness, this partnership was interesting but not the most effective.
- The admissions pathway **Ouverture et talents** grants high school graduates with disabilities or from less privileged backgrounds special access to EMSBS. Under certain conditions, this initiative allows admitted students to benefit from a full tuition waiver during their studies. Ouverture et talents has enabled 10 students to enter the School. [Click for more info](#)

In fall 2022, EMSBS introduced a **new student-caregiver status**, adding to the School's range of student accommodations. The creation of the student status at EMSBS responds to a real need, which is not currently regulated in the world of higher education, as the number of students providing care to sick loved ones is growing. This status is a first in a grande école de management. The aim of this status is to remove the self-censorship of students who do not always report their situation to School administration. Eight students have already benefited from this status in the first year of implementation. [Click for more info](#)

In the same year, the School introduced the **Distinctive Scholarship** for PGE students demonstrating academic excellence and meeting social criteria. Each year, six students receive €2,500 each thanks to the support of our partner FM Logistic. In addition to helping students out of financial difficulties, we have also created a bridge to the business world for these students, since the company has also been able to offer internships.

Indicators	19/20	20/21	21/22	22/23
Number of high schoolers benefiting from tutoring (Cordées de la réussite)	70	79	144	120
Number of middle schoolers supported by the PHRATRIE program (formerly PHARES)	4	n/a	5	9*
Number of students benefiting from a disability accommodation	41	43	73	86
% of students receiving a CROUS scholarship	19%	18%	14%	13%
Number of students exempt from tuition	15	40	23	21

*With the PHRATRIE program, our students now work with an entire class. Two PGE students visit Ulis classes to provide bimonthly tutoring.

Student Associations

What makes a business school so special is the richness of its student life, which is supported by numerous associations that unite the student community.

Humanitarian Association

The Humanitarian Association is an EMSBS student association that promotes altruism locally and internationally. The projects organized aim to help people in need. In addition to delivering goods to the homeless, which has been going on for years now, the association has created a new partnership with EMI&CRENO, a social integration company, to provide French language courses to foreign job seekers. Job seeker-student duos meet once a week to practice the language. [Click for more info](#)



The Humanitarian Association teamed up with the Sports Association to coordinate an activity combining sport and solidarity. The activity achieved two objectives: to get active and raise awareness of the benefits of sport and to symbolically and collectively row the distance from Strasbourg to Rincon Del Mare. Thanks to our partners Team-Experience Strasbourg and ERIMA, 250 students got active to send sports equipment to the Humanitarian Association's partner in Colombia.

Partnerships with Our External Stakeholders

National Professional Ethics Contest

Some contests offered to EMSBS students involve stakeholders from outside our institution, which is the case for the national professional ethics contest that is proposed to students each year. It is organized by Rotary districts in France and is designed to encourage reflection on ethics as young people prepare to enter the world of work. In a rapidly changing world, it invites them to define their own values to build the societies of tomorrow.

A perfect illustration of the importance of interdisciplinarity, Baptiste Weick, a PGE student, wrote his essay in collaboration with Lucas Schrub, a student at the Faculty of Language and Literature at the University of Strasbourg. The students won the regional prize with their essay "Ethics and culture: Is there such a thing as cultural ethics?" Their aim was to compare the definition of culture in different corporate realities. [Click for more info](#)

Innov'hand 2023 Contest

Innov'Hand is the result of a partnership between the University of Strasbourg's Disability Services, the Atouts pour Tous convention, and Les entreprises pour la Cité. It is a student contest committed to supporting innovative projects designed to improve accessibility and inclusion for people with disabilities, while bringing together young people and the professional world. Two students from EMSBS entered the contest and won first place with their innovation VAC'IZY, a travel application designed to be accessible to all, including people with disabilities. Whether you have a physical, motor, or mental disability, VAC'IZY makes it easy to organize your vacation, from transportation and accommodations to activities.

Incubator

Supporting the entrepreneurial aspirations of EMSBS students and graduates—that's the *raison d'être* of **La Ruche à Projets**. All types of entrepreneurial projects are supported. Being part of the incubation program means being part of La Ruche à Projets's community of entrepreneurs where peer-to-peer interaction, sharing, and learning is encouraged. The aim of the incubator is to encourage and further support projects with a social and environmental impact in line with the School's values.

2021/2022 Statistics



57

project leaders supported

39

project teams



2

incubation periods
from November 2021
to July 2022



In hybrid format
(in person and online)

17

projects still in business

44%

survival rate

In 2021, the School created the entrepreneurial center to unite all the School's entrepreneurial activities. This includes La Ruche à Projets, of course, but also our entrepreneurial training and support programs, in particular the **Young Entrepreneur diploma program** created the same year. The central objective of this training program is to enable students to rapidly test their entrepreneurial project in the target market. This transition phase, which is particularly delicate in the entrepreneurial process, is carried out using a gamified approach. This has resulted in the development of a card game (Le Labo des Entrepreneurs) coupled with a website that functions as a forum for sharing and discussion.

The head of the entrepreneurial center introduced a new indicator to track the impact of entrepreneurial projects:

Indicators	19/20	20/21	21/22	22/23
Number of CSR projects incubated at La Ruche à Projets	23	52	22	9

The year 2020/2021 was a record year in terms of incubation: La Ruche à Projets offered three incubation periods and did not cut any projects. Since 2021/2022, the incubator has only offered two incubation periods and makes cuts at the end of the first month of incubation, pursuing only 15 to 20 projects per year group. Subsequently, the head of the entrepreneurial center put in place a more stringent definition of what constitutes an impact project, with the ultimate intention of creating an impact indicator specific to La Ruche à Projets.

La Ruche à Projets organizes the **Be(e) Distinctive Awards** for entrepreneurship to provide financial support for the entrepreneurial aspirations of project leaders who have received guidance over the past academic year. Faithful to the values it wishes to promote, La Ruche à Projets presents **Impact Project Awards** to reward projects that have demonstrated their positive impact on society and/or the environment. In 2022, Foil-o-Ecologie, a renewable hydropower solution that extracts energy from ocean currents, and Galium, customizable bicycles offering a sustainable solution for urban travel, each received the sum of €1,000. In 2023, VAC'IZY received €1,000 for their impact project on disability.

Alumni



Green Phoenix is a Strasbourg-based start-up that was co-founded in September 2020 by EMSBS graduate **Daniel Monjaraz-Perez**. It specializes in the collection of biowaste by cargo bike in urban centers for local methanization. Having just celebrated its second birthday, Green Phoenix was selected for the international final of the Enactus World Cup 2022, a world-class competition held in Puerto Rico from October 30 to November 2, 2022. It was only natural that EMSBS support the Green Phoenix team!

The start-up made it into the top 16, a giant step forward for the Strasbourg-based team and for the French Enactus delegation, since France had not reached the semi-finals of the competition in the past 20 years. Way to pass on the message that building companies with ecological and social impact that are profitable and scalable is possible!



After seven years in London and a past experience at Sky, a company very committed to CSR, **Amélie Di Bona** was struggling to create a link between her field of activity (advertising partnerships) and CSR and to have an impact. Upon her return to France in September 2020, she decided to start a master's degree in CSR strategy via co-op by working as a CSR coordinator in an energy company. She then got in touch with us, asking questions about what the School was doing in this area and telling us about her engagement. That is when we asked her to join the School's CSR Committee as an alumna.

Graduates

Results of the 2022 professional insertion survey for the question "Do you have a job in CSR?"

	Yes, my main function has a social, societal, or environmental dimension	Yes, I work on projects with a CSR dimension, but outside my main function	No, by no means
PGE	18%	24%	58%
Bachelor	19%	19%	63%
Master	14%	22%	65%
Total	16%	23%	61%

Policy Objectives and Indicators

Networks

Objective	Progress	Indicator	Result
Develop our relationships and our place in networks		Number of network events in which we participate	20/21: 1 21/22: 10 22/23: 9

Developing or maintaining relationships within our networks is of the utmost importance because the School cannot function alone in its ecosystem.

Regional

	Initiatives Durables A network of responsible companies		Alsace Tech A network of 14 grandes écoles in Alsace
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National

	CIRSES Collective for the integration of corporate social responsibility in higher education		AFMD French association of diversity managers
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International

	PRME Principles for Responsible Management Education
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The School participates in various events, working groups, and conferences organized by its networks.

- We belong to the France-Benelux chapter of **PRME** and attend its annual meetings.
- Since 2021, the CSR coordinator has been a member of the panel of judges for Trophées RSE Grand Est organized by **Initiatives Durables** and the steering committee for Forum Développement Durable.
- The CSR coordinator takes part in the activities and conferences of the **CIRSES** network and the carbon working group, where she presented the School's Green Mobility Project.
- The head of organization and process takes part in **AFMD** network events. Since September 2021, she has taken part in no fewer than eight events, on topics such as diversity and inclusion policy, the implementation of indicators, or sessions more specific to higher education.
- Finally, the School is heavily involved at many levels in the **Alsace Tech** network, through working groups, conferences, seminars, etc. This network exists and thrives on the involvement of its members, enabling EMSBS to bring interdisciplinarity skills to its students.
- The director of international relations is a founding member of **CANIE** (Climate Action Network for International Educators).

Each of these networks brings a great deal to the School in terms of advancing its CSR policy, providing inspiration, sharing best practices, and encouraging experimentation and reflection. We wish to maintain our commitment and continue to build on it.

Challenges and Objectives

Interdisciplinarity is a crucial skill to develop among students and all players in the transition. That is why the Alsace Tech network is such a valuable resource. Involving our students even more in the network's activities, thus enabling them to work in collaboration with engineering and architecture students, helps to foster the hybridization of skills, much targeted by the School.

We can raise the profile of PRME's **PGS Student Ambassador Program** among our students, enabling ambitious students to become part of an international network supported by the UN.

Finally, we can promote the Initiatives Durables Fair to students, enabling them to attend the event for inspiration and to network with responsible companies.

Student Associations

Objective	Progress	Indicator	Result
Support and create new partnerships with student associations		Number of CSR initiatives undertaken by student associations	20/21: n/a 21/22: 14 22/23: 11

Training in party risks is now required for students registered in the Student Associations Track. It is an action that we feel is essential, and one that we hope to perpetuate.

For three consecutive years, we have been trying to create a network of CSR advisers in our student associations. The aim is for these advisers to be supported by the CSR coordinator and to act as CSR ambassadors within their respective associations, implementing CSR initiatives on the one hand and circulating information on the other. Their role is to act as privileged points of contact, relaying students' opinions on the implementation of CSR initiatives within the School.


In the first year, we missed the mark since association boards had already been formed by the time we approached them, which made it difficult to add a position after the fact. In the second year, it did not work out as well as we had hoped, as most advisers had been assigned this role and were therefore not necessarily personally invested in it. In the third year, we contacted students before association boards were formed. This same year, the Three Values Association was not taken over. We saw this temporary absence as an opportunity. In fact, it is one more argument for promoting CSR across all associations and making students aware of the crucial role of CSR advisers. Rather than a single association promoting these values, all the associations should embody CSR at the School.

Challenges and Objectives

Students already have good reflexes, so our role is to push them further. The challenge is first and foremost to keep them motivated throughout the year. Secondly, it is important to increase their skills on the subject by helping them to think critically about the implementation of values and by empowering them to take innovative action.

We will have to find a way to perpetuate certain functions carried out by the Three Values Association, such as coordinating the mentoring program Cordées de la réussite.

Corporate Chairs

Objective	Progress	Indicator	Result
Sustain the momentum and projects of the Sustainable Development & CSR Chair > Sustain the momentum of CSR projects in all chairs		Number of conferences and seminars organized by the chairs	20/21: n/a (Covid-19) 21/22: 4 22/23: 0

Over the past two years, two chairs have been active in the field of CSR:

The Wine & Tourism Chair organized a series of conferences in 2021/2022, in partnership with Marque Alsace® and ADIRA, exploring whether or not the ecological transition and economic development are compatible. This series of four conferences considered the ecological transition as a lever for economic development for businesses and regions, focusing in particular on the transition to a virtuous and sustainable ecosystem in the Grand Est region and on a way to decarbonize the economy and cope with the scarcity of raw materials by promoting waste recovery.

In September 2022, Maxime Merli launched the Finance and Environmental Challenges Chair. The Chair's mission is threefold: to provide a platform for exchanges between market professionals and academics, to support the development of research on responsible and sustainable investments, and to foster the development of original teaching material for students. In his own words, "The transition toward a more frugal and less-polluting economy requires the mobilization of all economic actors—first and foremost those in the financial sector. Given the enormous challenge, savings and investments must change course and play a role in facilitating this transition. Despite the willingness of some players, there are still plenty of obstacles. Through this corporate chair, we seek to play a part in promoting finance that serves the environment and climate." [Click for more info](#)

Challenges and Objectives

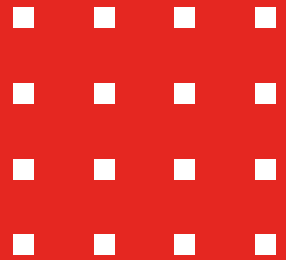
The Sustainable Development & CSR Chair, which has existed since 2008 when the School was founded, has been put on hold during the term of office of its head, who has been appointed President of the Eurometropolis of Strasbourg. The primary objective is to continue the work of the CSR chair in the future. Nevertheless, we have succeeded in promoting social and environmental issues across the chairs, as has been the case for the Wine & Tourism Chair. The goal is to keep this momentum going in the future.

It will also be important to support the activity of the new chair and, above all, to capitalize on its work by integrating elements into the curricula and thus passing them on to students. This is a great opportunity because today the lowest rate of CSR courses is found in finance programs.



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Acknowledgements:

Babak Mehmanpazir, Enrico Prinz, Karine Bouvier, Marion Bromley,
Géraldine Broye, Thomas Coudert, Estelle Escoffier-Michot,
Agathe Girbone, Hélène Heintz, Marie Pfiffelmann, Dominique Siegel,
Delphine Theurelle-Stein, Geoffrey Bertrand le Chatton,
Alexandre Blum, Fatiha Bouterâa, Amélie Di Bona, Anaëlle Gueth,
Sophie Kranz, Quentin Lambert, Perrine Ledig, Marie Lemaire,
Mélanie Meyer, Elodie Thévenet, Didier Wehrl

Coordination and writing: Auréline Gamand, CSR Coordinator

Design and layout: Anaëlle Gueth, Research Communications Officer

Translation: Sherry Stanbury

