



STEERING COMMITTEE REPORT

emlyon business school
2022/2023



To provide lifelong training and support, enlightening individuals and developing their capability to effectively transform organizations and build a society that is fairer, shows solidarity for others and respects the planet

FOREWORDS



In its first publication, covering the year 2021/2022, the Steering Committee reported on the actions taken to set up the body and how it was taking on board the 10 statutory goals drawn up to achieve the aim set out in the School's mission statement.

This second year has brought new momentum to the project

First of all, the Steering Committee has begun work, both in its plenary meetings and in the three working groups that were created, namely for Training, Research and Functioning. These groups have enabled Committee members to address the statutory goals in detail, in particular through discussions with the School's staff. At our various meetings, we have debated and exchanged a wide range of viewpoints, reflecting the diversity of the Steering Committee's membership. In the course of our discussions, we were able to gain a clearer understanding of the School's challenges and draw up recommendations in line with the mission. Nothing is set in stone, of course, and as the School evolves, we will no doubt need to refine and improve our analysis in response to events both inside and outside the School.

Meanwhile, the School has set to work not only on its roadmap, but also on the first recommendations to emerge from the Steering Committee's meetings. **This report provides a snapshot of a long-term drive to achieve the aim of our mission statement.**

Our role is to clarify, enhance and make recommendations to ensure that the actions undertaken by the School, under the responsibility of its Supervisory Board, are consistent with its mission statement. You will see in this report that some actions are more closely monitored than others, and call for vigilance on our part.

It is not our role to audit or to create an excess of pointless indicators, but rather to provide a new arena for innovation, where the diverse viewpoints of our members fertilize the already rich soil of emlyon's commitments to a society that is fairer, shows solidarity for others and respects the planet.

Marie-Stéphane Maradeix
President of the Steering Committee



In the face of unprecedented geopolitical, social, environmental, technological and economic upheaval, emlyon provides new and relevant responses to the challenges of a disrupted and challenging world.

Faithful to its roots and humanist values, emlyon strives for the common good and seeks to embody, through all its activities, a socially aware organization that transforms organizations and businesses.

Through the production of knowledge and innovative learning methods, our School promotes the ability to plan ahead in order to explore sustainable futures and nurture creative and transformative attitudes by developing an open and positive mindset and a desire to create, build and engage.

It harnesses research, knowledge hybridization and the "early makers" approach based on 'doing' to drive a radical commitment: the spirit of exploration and entrepreneurship for the sustainability of our ecosystem and planet. emlyon is an engaged school, an activist for sustainability: its research and training aim to transform the very core of the economic system, promoting the creation of economic, social and environmental value as part of a long-term vision.

Our mission statement, under our status as a mission-driven company since 2021, embodies this commitment to serve the public interest.

Thanks to its new campus opening in 2024, emlyon will benefit from facilities that are connected, open to the city and the world, and compliant with the most stringent environmental standards. Aware of the planet's limits, students, alumni and partners will be able to imagine, achieve and promote transformative projects that will help create a fairer society that respects the planet.

Isabelle Huault
CEO and President of the Executive Board of emlyon business school



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I. EMLYON BUSINESS SCHOOL'S MISSION

TO UPHOLD ITS PUBLIC INTEREST MISSION

emlyon adopted the status of mission-driven company in 2021.

This change in status enabled the School to reassert its public interest mission and set a common course in terms of its social and environmental commitments.

THE SCHOOL REASSERTS ITS CONVICTIONS IN ITS MISSION STATEMENT

- Because efficiency should go hand in hand with responsibility and humility,
- Because companies and the wider economy should contribute to social and environmental justice,

Because the changes to be made call for scientific knowledge, an awareness of the grand challenges and boldness,

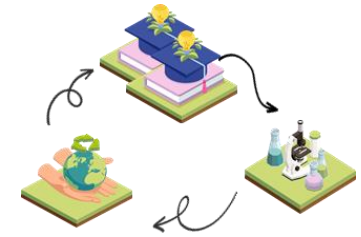
- Because it is necessary to act and lead differently for the common good,

“To provide lifelong training and support, enlightening individuals and developing their capability to effectively transform organizations and build a society that is fairer, shows solidarity for others and respects the planet”



A SYSTEMIC APPROACH

To embody and drive its mission, the School undertakes to pursue 10 statutory goals that interdependently cover all the School's activities: **training** and **research**, as well as how it **functions**, notably through proactive policies on the environment, diversity and inclusion.



ENGAGEMENT BASED ON 10 GOALS

These statutory goals steer the implementation of the mission. Monitoring these goals enables the Steering Committee to give its opinion on the relevance and level of ambition of the priorities chosen and their achievements.

As regards Training



Nurture the spirit of enterprise and interest in environmental and social issues with pedagogy grounded in experience and experimentation



Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge



Hone students' skills so that they can meet today's significant social and environmental challenges



Enable students to discover who they really are and envision for themselves a wide variety of professional possibilities while building their individual employability

As regards Research



Promote academic freedom and develop research from multiple perspectives



Play an active role in the global scientific conversation and in socioeconomic debates by taking a position on the relationship between value creation and social and environmental justice



Ensure educational programs are kept current by incorporating state of the art knowledge

As regards Functioning



Make emlyon a centre of innovation in matters of inclusion and environmental protection



Embody a model of management that respects people and contributes to their development



Engage our stakeholders in an active community that shares emlyon's educational vision

II. KEY STAGES ON EMLYON'S COMMITMENT

2020

- **Teaching is transformed:** Creation of the skills repository **SDGs Inside**
- Creation of the M.S. Management of the Energy Transition
- **Measures to combat discrimination and Sexual and Gender-Based Violence (SGBV):** Creation of the Speakup whistleblowing scheme
- **Apprenticeship: creation of the emlyon CFA**
- Creation of the Social and Environmental Engagement Department
- Renewal of our commitment to PRME (Principles for Responsible Management Education)
- Renewal of the BSIS Label (Business School Impact System)



2021

- **15th anniversary of the social outreach program** "Multi-campus Multi-neighborhood Link"
- 2025 Confluences Strategic Plan, 3rd pillar = Social and Environmental Engagement
- Creation of the free School of Digital Qualification, La Toile

July 2021: emlyon becomes a mission-driven company



- **2021 classes:**
Common thread = SDG 10
Mandatory climate fresco
New mandatory course *Climate Action*
- **DD&RS higher education label**
- **First Carbon Audit**



2022

- **150th anniversary of emlyon**
- New scholarship policy, funding up to 100% of tuition fees
- **Climate Plan launch**
Contribution to Net Zero by 2030
- Signing of the Responsible Supplier Relations & Procurement Charter
- Common thread for new classes = SDG 12
- **First Steering Committee Report**

2023

- **30th anniversary of the emlyon business school Foundation**
- First "Sustainability Research Day"
- **Signing of the Higher Education LGBT+ Charter**

- **Three new teaching and research chairs in line with the mission's challenges**
- **Appointment of an associate dean of Anthropocene pedagogy**
- New 3-class compulsory course "Acting to think, thinking to act in the Anthropocene"
- Common thread for new classes = SDG 17
- **emlyon acquires a stake in the London Interdisciplinary School**
- **Second Steering Committee Report**

III. IMPACT TRAJECTORY

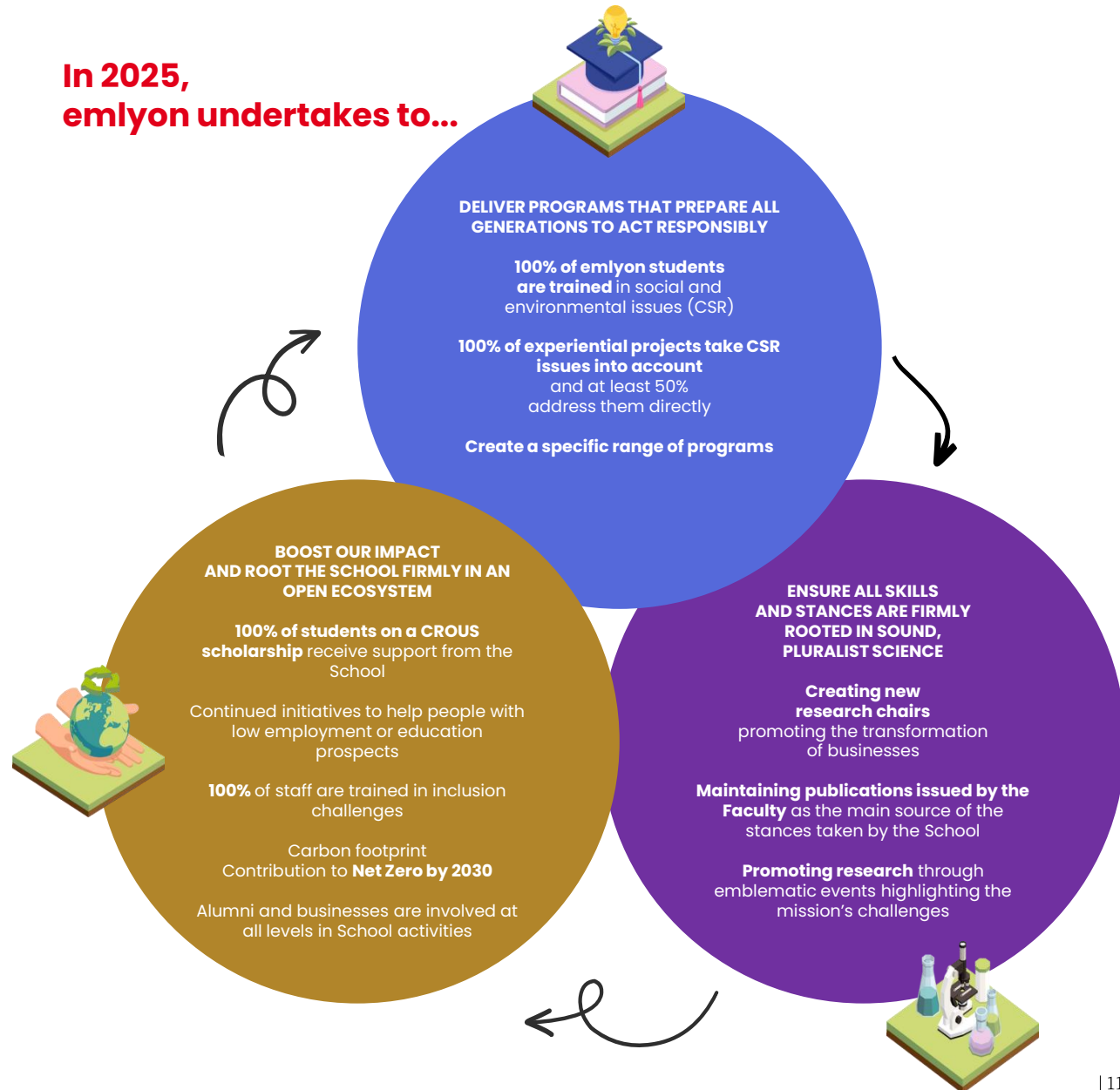
The School is committed to continually increasing its environmental and social impact, while reducing its carbon footprint.

emlyon deploys an academic model based on:

1. skills firmly rooted in science,
2. supported by programs that prepare generations to act responsibly
3. in a fast-changing international context.

Working closely alongside businesses, the School is rooted in an open ecosystem, in which its future campus - the Agora of transformations - embodies serendipity to enrich the student experience.

In 2025, emlyon undertakes to...



IV. THE STEERING COMMITTEE

The Steering Committee is the corporate body in charge of monitoring the performance of the mission.

It has a two-fold role in assessing strategy

1. The Steering Committee must ensure the mission and commitments made by the School are respected, with respect to the resources allocated for their performance;
2. Its role is to provide insight that covers the viewpoints of all emlyon stakeholders in order to challenge and feed the organization's strategic thinking and help it to achieve its goals.

It must present an annual report, annexed to the management report, to the meeting responsible for approving the company's accounts.

7 MEMBERS REPRESENTING ALL THE SCHOOL'S STAKEHOLDERS

A wide range of profiles have been chosen.

The Steering Committee comprises representatives of the School's various stakeholders, namely academic experts, students, employees, representatives of the social-economic world and civil society.

22/23 Committee Members - in alphabetical order

External members:



Dominique Bourg
Philosopher, Honorary Professor at the University of Lausanne and co-founder of IDDRI (Institute for Sustainable Development and International Relations). He provides expertise on ecological and climate issues.



Armand Hatchuel
Professor Emeritus at Mines ParisTech and co-founder of the Community of mission-driven company. He was formerly a member of the emlyon teachers' promotion committee. He shares his vision of standards against which the management of organizations is to be measured.



Daniel Karyotis
Managing Director of Banque Populaire Auvergne Rhône Alpes, a key partner of emlyon business school. He represents companies and organizations.



Marie-Stéphane Maradeix
A graduate of emlyon, she is the General Delegate of the Daniel and Nina Carasso Foundation and member of the steering committee of the French Coalition of Climate Foundations. Marie-Stéphane Maradeix chairs the Steering Committee. She is the voice of civil society.

Internal members



Françoise Dany
Professor of Human Resources Management at emlyon, she led the project to define the mission in 2021. She will help the Faculty adopt the mission, propose training sessions on this subject and examine the functioning of the Steering Committee.



Bernard Laurent
Professor of Economics and member of emlyon's Social and Economic Committee. He expresses expectations



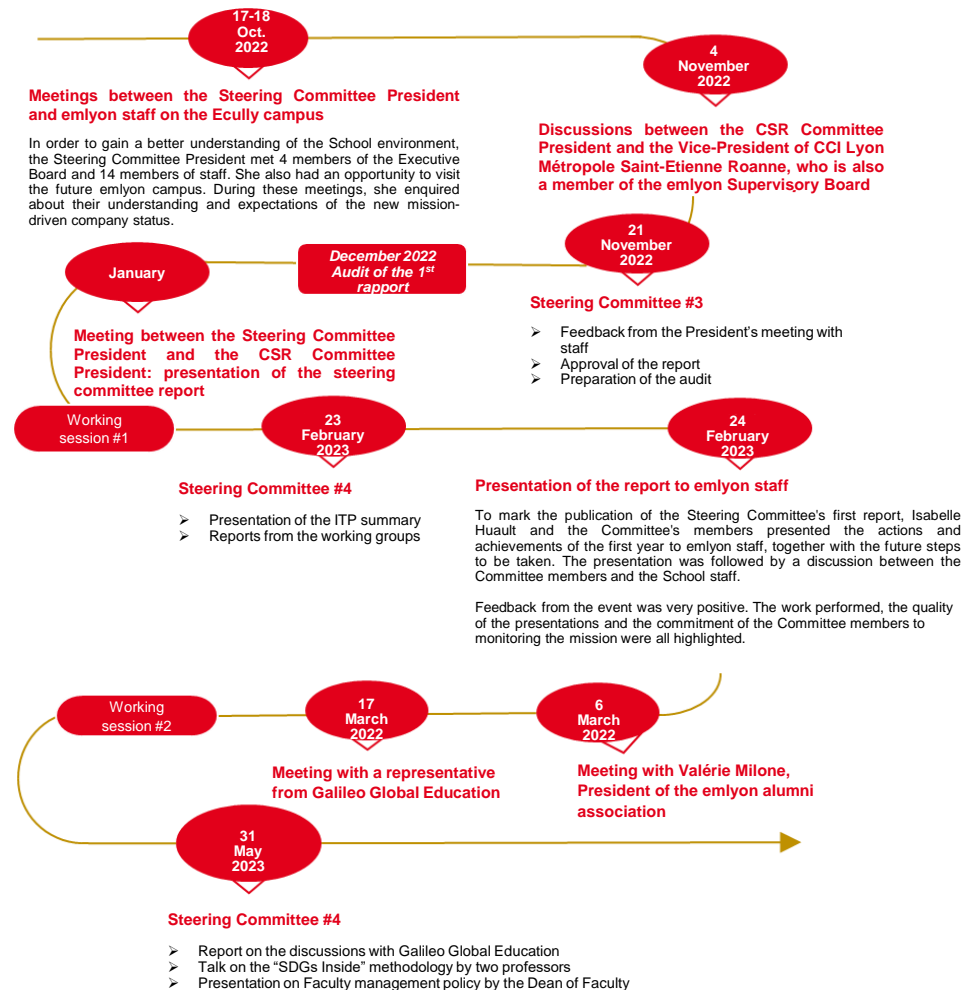
Philippine Longchamp
A fourth-year student in the emlyon Grande École program, she is also 2022/2023 Vice President of the Corporation Council of student associations. She represents the students' voice and is the mission sponsor for students. The position was previously held by Stéphane Lombaerde (2021/2022).

The emlyon Steering Committee met three times this year.

The members focused on meeting both staff and governance, as well as more in-depth monitoring of the roadmap, by organizing sub-working groups for each theme (training, research and functioning). These sessions take place between each steering committee meeting and aim to facilitate exchanges with those involved in implementing the mission within the School, in order to understand and question the challenges, practices and available resources.

This year, they sought to examine certain priority topics in greater depth and met with:

- Training: the leaders of the SDG Inside program and representatives of student associations,
- Faculty & research: the Dean of Faculty and the Associate Dean of Research
- Functioning: the HR, alumni and Foundation departments and the Agora of Transformations project team



V.
TRACKING THE GOALS
2022/2023





EDUCATION

FOR1. Nurture the spirit of enterprise and interest in environmental and social issues with pedagogy grounded in experience and experimentation

FOR2. Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge

FOR3. Hone students' skills so that they can meet today's significant social and environmental challenges

FOR4. Enable students to discover who they really are and envision for themselves a wide variety of professional possibilities while building their individual employability





TRAINING GOAL NO. 1

Nurture the spirit of enterprise and interest in environmental and social issues with pedagogy grounded in experience and experimentation

With its *early makers* educational signature, emlyon provides an approach to learning that is based not only on the transfer of academic knowledge, but also on "learning experiences" and engagement, enabling students to constantly interweave reflection and action: "doing to learn and learning to do".

The School is continually developing experiential approaches in all its student programs, for example:




- **managing projects:** makers' project, ux design
- **civic engagement:** responsible engagement program, mission projects
- **entrepreneurship programs:** Business Start-up Project, Entrepreneur Academy (a pre-incubation program students can join during their education)
- **action learning:** transforming early makers for M.S. programs

Each experiential action is followed by a reflective phase (by producing reports or sharing experiences), enabling students to evaluate their practices, by verbalizing the context of the action or experience.

This active pedagogy enhances the transfer of learning, since it encourages students to reflect on their own thinking.

Engagement with nonprofits and associations is an integral part of this pedagogical approach, as this is a highly formative passage between student life and the world of work, giving everyone the opportunity to get involved in meaningful projects where they can put themselves to the test, improve and innovate.



Commitments	Achievements & monitoring indicators	
	2021/2022	2022/2023
ENCOURAGE AND GUIDE THE EXPERIMENTATION AND EXPERIENCE COMPONENT IN ALL OUR PROGRAMS 	Makers' projects 8.2% of projects exclusively focus on projects with an environmental or social impact (40/490)	Makers' projects (1) 6.42% of projects exclusively focus on projects with an environmental or social impact (27/420)
	Responsible Engagement Program <ul style="list-style-type: none"> • 1,117 students • Among these, 133 students followed a social entrepreneurship course beyond the mandatory 50 hours. • 65,000 hours of volunteering in nonprofits and associations 	Responsible Engagement Program (2) <ul style="list-style-type: none"> • 1,451 students • Among these, 178 students followed a social entrepreneurship course beyond the mandatory 50 hours. • 81,450 hours of volunteering in nonprofits and associations
	202 apprentices	283 apprentices (3)
DEVELOP AND PROMOTE INTRA AND ENTREPRENEURIAL INITIATIVES WITH A POSITIVE IMPACT 	Creation of the Entrepreneur Academy: 82 projects Incubator & Accelerator <ul style="list-style-type: none"> • 70 incubated projects • 37 accelerated start-ups 	Entrepreneur Academy 107 projects Incubator & Accelerator <ul style="list-style-type: none"> • 72 incubated projects • 55 accelerated start-ups (4)
PROMOTE STUDENT ENGAGEMENT IN NONPROFITS & ASSOCIATIONS 	Student associations <ul style="list-style-type: none"> • 1,107 students involved in 56 student associations • 9 associations have a public interest mission 	Student associations <ul style="list-style-type: none"> • 1,013 students involved in 45 student associations • 8 associations and collectives have a public interest mission • Creation of an Environment Committee (5)

Secondary contributions to the mission goals

Compared with previous year
 Up
 Stable
 Down



IN MORE DETAIL...

ENCOURAGE AND GUIDE THE EXPERIMENTATION AND EXPERIENCE COMPONENT IN OUR PROGRAMS

(1) The makers' projects

- Students must engage in two projects during their course.
- They have four objectives: to give meaning to student learning; to build and enhance the knowledge and skills acquired through action and project management; to be aware of what is being done and why it is being done; to have an individual role and assignments within a collective dimension.

FOCUS



Student project: creation of an international chain for the reuse of prostheses with Handicap International



After completing their responsible engagement program with a disability-inclusive company, a group of students carried out their end-of-study project with Handicap International.

They were involved in setting up an integrated chain for the reuse of orthopedic prostheses to help people in need in hospitals in developing countries.

(2) Responsible Engagement Program: a public interest experience in the field

Created in 2016, this experiential learning path is unique in the Grandes Ecoles environment, as it is a requirement for the PGE degree.



The aim is to provide students with hands-on training in societal and environmental issues, in line with sustainable development goals such as extreme poverty and the environment emergency.

Students take part in "field" missions with one of our 40 partner nonprofits and associations. This 50-hour volunteering engagement is followed by a phase of reflection.

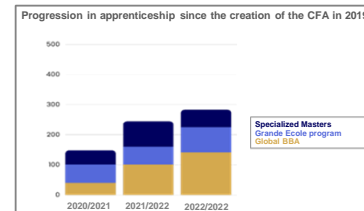
Those who would like to go further can obtain a certificate in social entrepreneurship (creating a project and attending advanced classes).

The program won national "Responsible Campus" awards for its "Positive impact on society".

(3) Work-study programs to promote work experience and facilitate the funding of studies

Two new M.S. programs are now available as work-study courses:

- 142 Global BBA
- 84 PGE
- 38 MS International Corporate Lawyer
- 19 MS Entrepreneurship & Innovation Management



PROMOTE STUDENT ENGAGEMENT IN NONPROFITS & ASSOCIATIONS

(5) Creation of a student-school environment committee

Co-chaired by students and the Social and Environmental Commitment Department, the committee comprises students, staff and professors.

This year, it addressed four themes related to the mission:

1. **Pedagogy:** a survey of PGE students' perceptions of how CSR issues are integrated into courses.
2. **Mobility:** a project to encourage sustainable mobility among students.
3. **Responsible purchasing:** discussions on the pooling of association purchases and internal labeling for more responsible events.
4. **Awareness and collective projects:** creation of a shared student vegetable garden and training in permaculture.

FOCUS

(4) Entrepreneurship to support sustainable agriculture



Fermavers is a start-up incubator at emlyon and founded by two graduates of the M.S. Entrepreneurship & Innovation Management.

The company markets insect production modules for poultry farmers, with the aim of replacing South American soya, which contributes to deforestation and pollution, and restoring protein independence to French poultry farmers.

The company was awarded the Lyon Start Up trophy in 2022.



TRAINING GOAL NO. 2

Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge

The education and support offered by emlyon aim to engage, prepare, act and innovate, while accepting the challenges implicit in the plurality of knowledge.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>DEVELOP POSSIBILITIES FOR DOUBLE DEGREES AND THE ACQUISITION OF MULTIPLE SKILLS</p>	<p>Double-degrees & joint programs</p> <ul style="list-style-type: none"> • 39 partner schools • 18 France + 18 abroad 	<p>New program BSc in Data Science for Responsible Business with Centrale Lyon (1)</p> <p>Double-degrees & joint programs</p> <ul style="list-style-type: none"> • 43 partner schools • 19 France + 24 abroad
<p>PROVIDE KNOWLEDGE TO DEVELOP CREATIVITY AND CRITICAL THINKING THROUGH THE CREATION OF NEW CONTENT</p>	<p>Creation of the Ethnography Institute</p>	<p>emlyon acquires a stake in the London Interdisciplinary School (2)</p> <p>emlyon joins the Collège des Hautes Études Lyon Sciences, CHEL[s] (3)</p> <p>Opening of the “em politics” course (4)</p> <p>The new “Introduction to Ethnography” program provides PGE students with an ethnographic thread to disseminate the practice and instill in them the ability to question accepted wisdom.</p>

Secondary contributions to the mission goals

Compared with previous year
 Up
 Stable
 Down



IN MORE DETAIL...

emlyon is extending the hybridization of its programs, which is a powerful factor in broadening possibilities, critical thinking and creativity, thanks to new partnerships:

DEVELOP POSSIBILITIES FOR DOUBLE DEGREES AND THE ACQUISITION OF MULTIPLE SKILLS

New partnerships

- with CentraleSupélec Exed and the Fondation Ecole Centrale Casablanca
- with the Ecole de l’Air et de l’Espace, the Ecole des Officiers de la Gendarmerie Nationale,
- with the ENSBA and CNSMD to train students in the art market and public speaking.

(1) Opening in September 2023 of the BSc in Data Science for Responsible Business with Centrale Lyon

This 4-year post-baccalaureate program, focusing on both the business world and new technologies, aims to train students that can put data science and AI to work in responsible companies for a more sustainable development.

(2) emlyon acquires a stake in the London Interdisciplinary School

By joining forces with the London Interdisciplinary School, emlyon is strengthening the hybridization of its training offer to better grasp the complexity of the socio-economic challenges facing organizations.

emlyon offers its students the opportunity to benefit from an original pedagogical approach based on action and the resolution of complex problems, such as Climate & Biodiversity, Urban Futures, Technology & Ethics, Culture & Complexity and AI for complex problems.

PROVIDE KNOWLEDGE TO DEVELOP CREATIVITY AND CRITICAL THINKING THROUGH THE CREATION OF NEW CONTENT

(3) emlyon joins the Collège des Hautes Études Lyon Sciences, CHEL[s]:



The CHELs was founded with the aim of providing students with unconventional, hybrid and decompartmentalized training courses, beyond traditional disciplinary fields. The 8 member establishments will pool their teaching resources and scientific expertise to create:

- an initial year of training, specifically dedicated to the challenges of the ecological transition.
- lifelong training modules for high-level corporate and public service officers.
- a series of scientific seminars on the social challenges linked to the issues of interest to both businesses and public players.

(4) New “em politics” course in the Grande Ecole program

This enables students to approach major issues from a range of perspectives: economics, sociology, philosophy and geopolitics.

While the lectures are open to all students, around forty of them will be particularly involved in this course, and will be given priority for entry into the double-degree program with Sciences Po Lyon, as well as the exchange semester with the Geneva Graduate Institute, the Swiss institution that trains diplomats and UN secretaries-general.





TRAINING GOAL NO. 3

Hone students' skills so that they can meet today's significant social and environmental challenges

emlyon business school provides a range of undergraduate and continuing education programs that aim to train professionals to manage businesses and organizations in a responsible and enlightened manner, while being able to understand the complexity of the world and change the society in which they live.

The School has completely redesigned its courses to systematically integrate the acquisition of CSR skills to meet the challenges of ecological transition and social responsibility, as well as creating special programs.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>Make social and environmental issues a key component of skill acquisition across the curriculum</p> 	<p>SDGs Inside 80% of courses reviewed</p> <p>New mandatory Climate Action course: 1,200 first-year students</p> <p>New school year events that highlight the UN Sustainable Development Goals 2021 > SDG 10 2022 > SDG 12</p>	<p>SDGs Inside 2.0 (1) 87% of courses reviewed +10%</p> <p>Advancement on SDGs Inside (2)</p> <p>New mandatory course "Acting to think, thinking to act in the Anthropocene" (3)</p> <p>Common thread for the 2023 new school year SDG 16 "Peace, Justice and efficient institutions"</p> <p>Appointment of an associate dean of Anthropocene pedagogy</p>
<p>Measure the expertise of students with respect to SD&SR issues</p> 	<p>Career surveys (PGE) Do CSR issues form part of your assignments? -> on finishing: 24.2% say yes</p>	<p>Career surveys (PGE) Do CSR issues form part of your assignments? -> on finishing: 34.4% say yes +42%</p>

Secondary contributions to the mission goals

Compared with previous year



MAKE SOCIAL AND ENVIRONMENTAL ISSUES A KEY COMPONENT OF SKILL ACQUISITION ACROSS THE CURRICULUM

(1) SDG Inside: the systematic integration of ecological transition, corporate responsibility and ethical issues in all the School's training

Created by emlyon research professors, this skills repository is designed to guide the integration of CSR issues into all the programs:

- this analytical framework ensures that every emlyon course integrates the repository of 35 CSR skills by identifying which skills are already taught and which need to be reinforced or developed.
- the acquisition of these skills is cross-referenced with the UN's 17 Sustainable Development Goals, to give learners the expertise they need to meet the challenges of the millennium.

(2) SDG Inside 2.0: advancing the methodology

After a first year of creating the method and assessing the existing situation, followed by a second year of implementing the repository, the objective of the third year is to advance the transformation and step up appropriation of the tool:

- The learning repository has evolved to meet 4 levels adapted to the targeted managerial functions: *subject fundamentals for employees, analytical thinkers for managers, strategic thinkers for directors, Innovative thinkers for change makers.*
- The network of teacher-researchers has been strengthened to support this advanced transformation in teaching.
- Training courses and co-construction sessions are organized. A resource center is under development.



IN MORE DETAIL...

(3) Mandatory first-year course: "Acting to think, thinking to act in the Anthropocene", comprising the following classes:

- **"Acting for the planet"**: (Previously Climate Action), this class enable students to understand the Earth system and the related challenges, develop critical thinking in this area and take action by co-building solutions.
- **"Sustainable Futures"**: this module offers methodologies for exploring alternative futures and creating scenarios for partner businesses that they can use as representations to conduct a strategic action.
- **"Responsible Engagement Program"** (see FOR 1)

Acting for the planet

- Collective
- Understanding the EARTH system
- Analyzing controversies
- Acting to shift our society

Sustainable Futures

- Organization
- Investigating the Anthropocene
- Exploring possible futures
- Changing how students view the world
- Building "habitable" worlds



Responsible Engagement

- Association (expertise)
- Engaging in public interest projects with a social and/or environmental impact
- Contributing to the SDGs
- Creating & co-creating
- Transforming & changing



Two awards for the "Acting for the Planet" course

- The 2023 "Innovations That Inspire" award from AACSB International
- Jury's "Coup de Coeur" for the 2022 Pedagogical Innovation Prize awarded by the Conférence des Grandes Écoles.



TRAINING GOAL NO. 4



Enable students to discover who they really are and envision for themselves a wide variety of professional possibilities while building their individual employability

The skills provided to meet social and environmental challenges, together with the guidance provided, aim to enable learners to choose careers that suit them and give them the opportunity to have a positive impact on society.

emlyon prepares and supports the student community for successful integration and sustainable employability in order to meet the challenges and changes of the working world.

This is driven by three main goals:

- Guiding students toward long-term careers,
- Connecting the student, alumni and employer communities,
- Developing expertise and credibility on employability trends.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
DEVELOP NEW CAREER COUNSELING SERVICES 	Employment satisfaction on leaving Undergraduate education: 78.6% Continuing education: 76.7%	Employment satisfaction on leaving Undergraduate education: 82.7% Continuing education: 79.5% Development of the careers counseling support service (1)
PROMOTE THE DIFFERENT/NEW AREAS OF EMPLOYABILITY 	Creation of Vocation Days Impact Empowerment workshops for women and on employment and disability issues, supported by our partners Inclusion of green finance in the finance and consulting meet up	Creation of the Global BBA Talents pathway Printemps de l'Économie Sociale et Solidaire emlyon 2023 (2) emlyon & CDEFM: the future career center (3)

Secondary contributions to the mission goals

Compared with previous year

- Up
- Stable
- Down



IN MORE DETAIL...

DEVELOP NEW CAREER COUNSELING SERVICES AND NETWORK CREATION

(1) Example of the systematic integration of tools promoting self-knowledge

emlyon piloted this scheme along with jobteaser, a leading player in employability.



Four self-knowledge modules have been added to the emlyon career platform for all our students: discovering professional interests, discovering the jobs best suited to an individual, identifying soft skills and identifying professional values.

PROMOTE THE DIFFERENT/NEW AREAS OF EMPLOYABILITY

Creation of the Global BBA Talents pathway: a post-baccalaureate program of excellence tailored to the requirements of students pursuing high-engagement activities

The program's pedagogical approach has been tailored to enable students pursuing high-engagement activities (high-level athletes, young professionals, entrepreneurs, artists and project leaders) to acquire the knowledge and skills they need while keeping up with their commitments, constraints, training and competitions.



For the 6th year, the Times Higher Education global employability ranking has placed emlyon as the 2nd French business school

(2) Talks at the Printemps de l'Économie Sociale et Solidaire – March 2023

As part of emlyon's Social and Solidarity Economy course, in collaboration with the Regional SSE Chamber, a number of talks were organized to highlight the social entrepreneurs behind positive impact initiatives:

- "Integrating foreigners into the workforce through support, advice and training" with YOON France.
- "Entrepreneurship within a cooperative SCIC model" with TeleCoop France, the leading cooperative, social and solidarity-based telecom operator.
- "Meet a contributor to positive impact projects", Rémi Faure, alumni
- "Towards a circular economy project in SCIC Rebooteille"
- "Taking action with *Team for the Planet* and the Convention des Entreprises pour le Climat"
- An introduction to the company *C'est qui le Patron?!* with Nicolas Chabanne.

(3) The career center of the future

Steering of a forward-looking project with the Conférence des Directeurs des Ecoles Françaises de Management on the "Career center of the future", which identified positive impact as a strong lever for employability.

Actions adopted:

1. Systematize the notion of positive impact organizations or careers in communication with students: career events, internship or job offers.
2. Increase attendance of these organizations at the careers forum.
3. Collaboration with the Faculty for inclusion of the SDG Inside skills repository in the career offer and the presentation of positive impact careers and organizations.

STEERING COMMITTEE OPINION

ON TRAINING



Dominique
Bourg



Françoise
Dany



Philippine
Longchamp

GENERAL OPINION

emlyon's mission statement includes a clear ambition to change organizations through training and support for learners, in order to meet both current and future social and environmental challenges.

Given that all higher education and research establishments are concerned by the challenge of preserving the planet's habitability, and that those providing training in business management have a major responsibility in this area, the Steering Committee (SC) members would like clarification as to the School's added value in relation to other establishments, and the resources it needs to achieve its objectives.

Indeed, while many establishments highlight their "CSR" initiatives, going beyond "prescriptive" or "superficial" actions requires time and expertise.

Many establishments focus on the Sustainable Development Goals. However, these are often taken out of context and are not sufficient to establish a "theory of change".

Analyses of the situation of the earth's ecosystem and biodiversity are needed to draw up priorities and propose choices between goals that are not always compatible.

Combating climate and ecological damage must also be addressed in the context of a complex geopolitical system marked by strong heterogeneity and growing tensions between individuals, social groups and nations.

Finally, the urgency of the situation must be assessed in the light of the irreversibility of many changes. The SC encourages the School to specify how it would like to respond within this timeframe, both in terms of the actions to be taken and their level of "radicalness" (to be defined), and the teaching to be prioritized.

In this context,

- How can we increase the pace of change at emlyon and rapidly boost the "effectiveness" of the learners concerned? What training courses should be offered - or even discontinued - to successfully "reinvent" organizations and the economy, bearing in mind that, alongside the addition of new training courses (to understand both the physical constraints and the social dynamics), the mind-sets on which traditional courses are based need to be questioned (1)
- As the changes required to move from "very general awareness-raising" to genuine "upskilling" (FOR3) are significant, with potentially far-reaching effects for stakeholders (learners, emlyon faculty and staff, partners, funders, etc.), how can we "reinvent the School" with its entire ecosystem in order to:
 - Benefit from the experiences of all stakeholders.
 - Facilitate the buy-in of the School's projects and their practical changes through to a wide range of support mechanisms.

Through the organization of work around its mission, can the School think of itself as a "laboratory" with modes of functioning that fuel the imaginations and representations of (new) forms of governance and collaboration (internally and with all stakeholders)?

To this end, the SC members invite the School to consider the creation of a Transition Academy, for teachers and for training all target audiences, in particular from the local area thanks to the Agora des Transformations (the new Lyon campus), potentially in cooperation with other schools in the Galiléo group.

emlyon can count on the involvement of the SC members to support it in its project and to discuss the measures envisaged. It will also be able to draw on the drive of students and graduates, who could get involved in a "student/graduate committee", for example. It might also be in the School's interest to have a more long-term representation of students.

(1) See the notions of *chrematistic*, *mechanocene* and *anthropocene* cited by Dominique Bourg (Bourg D., Zaouati Ph. *La finance face aux limites planétaires*, Actes Sud, 2023) or Segrestin and Hatchuel to understand the aporias linked to the predominance of the notion of business over that of enterprise (Segrestin B., Hatchuel H. *Refonder l'entreprise*, Seuil, 2012).

OPINION ON THE PERFORMANCE OF THE MISSION AND ACHIEVING THE GOALS

The SC members note an encouraging momentum on the part of the School, in particular:

- The reports by the Working Group on Training have been taken into consideration.
- Exchanges with emlyon representatives have helped us to understand the School's initiatives and to comment on them.
- Promising developments include the work - to be continued - on the SDGs Inside program, the organization of discussions and debates to promote greater awareness and skills within the Faculty, and the appointment of an associate dean of Anthropocene pedagogy, which complements last year's creation of a training commission within the Academic Senate and augurs a better linkup between the Faculty's training programs, research and skills.

It will be important to verify how the Faculty feels it is being listened to and supported in this ambitious project to change the courses.

The SC also notes that work on indicators and their monitoring still needs to be streamlined.

FOR1 GOAL - Nurture the spirit of enterprise and interest in environmental and social issues with pedagogy grounded in experience and experimentation

The opportunities offered to students to explore different forms of engagement are welcomed, but the SC recommends that:

- All - or a large majority of - the engagement initiatives be linked to social and environmental issues.
- Students' engagement be intensified by involving them in more ambitious projects, over a longer period of time and with greater impact (e.g. multi-year early makers projects).
- In addition,
- Given the importance of "feedback" and other reflective approaches for the actors of change, what is the School doing in this area, both in terms of early makers projects and more broadly in its various courses?
- In the future, could the School enrich and characterize its pedagogy by specifying the notion of experimentation?

FOR2 GOAL - Develop reflexivity, critical thinking and creativity through a plurality of perspectives and the interconnection of different fields of knowledge

The SC welcomes the launch of new courses and pathways, as well as new cooperations in connection with FOR2 and FOR3.

However, it points out that FOR 2 requires vigilance on two points:

- Not all double degrees are in line with the mission. The criterion of the excellence of partners (versus the relevance of content) is insufficient to decide on compatibility with the mission: the School needs to be more explicit about the contributions of double degrees to give a more tangible idea of what is being done at FOR2 level.
- The SC invites emlyon to study and identify measures to accelerate the interconnection of knowledge, rather than its juxtaposition. Would it be possible to co-assess learners' work?

Furthermore, as a complement to courses aimed at training through research, critical thinking should be embodied by the teaching staff themselves.

FOR3 GOAL - Hone students' skills so that they can meet today's significant social and environmental challenges

Several initiatives concerning the development of the Faculty or FOR2 also serve FOR3, which also benefits from the creation of new courses and pathways and work on a new version of SDGs Inside.

The SC members would like:

- The changes implemented following the overhaul of courses in line with SDGs Inside to be clarified, to provide more precise information on the extent of the changes made.
- An analysis to be conducted of the offering as a whole, as the state of the world calls for courses to be revised, and for these changes to be linked up with programs and the entire portfolio. It is important to avoid scattershot solutions and "holes in the racket", particularly in Continuing Education (a major role in our mission).
- Learner satisfaction to be monitored in relation to emblematic courses bearing the emlyon mark.

The students, transparency as regards the assessment of courses is key for co-building new pathways and progressing.

FOR4 GOAL - Enable students to discover who they really are and envision for themselves a wide variety of professional possibilities while building their individual employability

Student employability is one of emlyon's strong points. Over and above the high rates of job placement and satisfaction with this aspect, the challenge is to ensure that this high level of employability serves "civic projects".

The SC welcomes the initiatives in this area, but would like to know more. It was pleased to note an increase in the number of graduates whose assignments include CSR issues. Differentiating emlyon in terms of the commitments and achievements of its graduates would also contribute to Functioning Goal no. 3.



RESEARCH

- R1.** Promote academic freedom and develop research from multiple perspectives
- R2.** Play an active role in the global scientific conversation and in socioeconomic debates by taking a position on the relationship between value creation and social and environmental justice
- R3.** Ensure educational programs are kept current by incorporating state of the art knowledge







RESEARCH GOAL NO. 1

Promote academic freedom and develop research from multiple perspectives

emlyon has a long tradition of high-level research with publications in leading journals.

Research has a key role to play in helping to reinvent the way companies operate and their contribution to society. It aims to raise awareness and stimulate innovation. Research involves a variety of disciplines (management sciences, social and political sciences, engineering sciences, etc.) to identify the priority issues in corporate management and the practices to be encouraged.

It also sheds light on the responsibility of managers, through critical perspectives that are needed in a partially unknown world.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>ADOPT FACULTY MANAGEMENT RULES THAT ARE CONSISTENT WITH THE PRACTICES GOVERNING THE VARIOUS DISCIPLINES</p> 	<p>Recruitment of 19 new senior professors</p> <p>from 15 nationalities.</p> <p>12 research centers and institutes</p> <p>Participation in the reflections of the French Society of Management on academic freedom.</p>	<p>Inclusion of mission issues in the faculty handbook</p> <p><i>A dynamic and multi-disciplinary faculty</i> (1)</p> <ul style="list-style-type: none"> • 10 new professors • 12 research centers and institutes work on studies with their own research traditions (2)
<p>PROMOTE THE DIVERSITY OF WORK AND PUBLICATIONS RELATED TO EMLYON'S MISSION STATEMENT</p> 	<p>Publications/</p> <ul style="list-style-type: none"> • 136 publications • 396 FNEGE stars <p>New ranking of journals in which researchers publish, with over 900 references, offering researchers a wide choice.</p>	<p>Publications (3)</p> <ul style="list-style-type: none"> • 121 publications • 327 FNEGE stars <p>Organization of numerous lectures throughout the year</p> <p><i>Examples of lectures</i></p> <ul style="list-style-type: none"> • <i>Review of the impact of the Meadows report on management science by the French Institute of Corporate Governance</i> • <i>Round-table on carbon neutrality & new career opportunities</i>



IN MORE DETAIL...

emlyon's research productivity can be analyzed in different ways.

Research activities provide a world-class educational experience for our students.

Our faculty members run blogs, write books, contribute articles to newspapers, enter into social debate and work closely with stakeholders to disseminate and apply the results of their work in practice.

They also write articles for academic journals and take part in conferences around the world.

(1) A dynamic, multidisciplinary faculty

At the start of the 2023 academic year, emlyon welcomed **10 new professors** who will help strengthen the School's academic excellence.

The recruitment of research professors with different approaches, both in terms of research and teaching methods, contributes to the thematic, methodological and epistemological plurality of research at emlyon.

They embody emlyon's commitment to training its students to become responsible managers, by providing them with keys to understanding and guidance in the face of current and future challenges.

(3) Ranking in top journals

emlyon ranks its journals according to five levels, with A+ representing the best quality and C the lowest acceptable quality. emlyon publications are highly rated in both quantity and quality, with a steady increase in A and B+ rated journals.

Another way of analyzing the quality of the School's publications is to look at the number of stars attributed to a journal by the FNEGE (National Foundation for Business Management Education). The higher the quality of the publication, the higher the number of stars attributed to the published article.

(2) All 12 emlyon research centers combine research and practice in order to address and anticipate changes in our society:

- 1. Entrepreneurship & Innovation Research Center**
"Innovation and the spirit of enterprise have always been a powerful driving force in our society. From a political viewpoint, both are tools for meeting societal challenges. From a practical viewpoint, tools are only effective if we know how to use them. The aim of this center is to create this knowledge"
- 2. Organizations, Critical & Ethnographic Perspectives Research Center**
- 3. Research center on quantitative methods in business**
- 4. Research Center Strategy and Organization**
- 5. Lifestyle Research Center:** studying issues including sustainability, veganism, waste, poverty, inequality and social injustice. Well-being, work-life balance, food, fashion, local production, etc.
- 6. Research Center on Artificial Intelligence:** studying how artificial intelligence and emerging technologies affect value creation in human interactions and consumer behavior from three perspectives: AI in business value, AI in ethical value and AI in societal value.
- 7. Research Center for Work, Technology and Organization**
- 8. Behavioral Research for Individual and Organizations**
- 9. The French Institute of Corporate Government**
"The Anthropocene and the crossing of global thresholds are set to shape the strategic choices of businesses through new governance frameworks and practices for businesses"
- 10. The Institute of Ethnography** is a "focal point for reflection on social change in the world, based on three pillars: research, education and public debate"
- 11. The Entrepreneurship Institute**
- 12. Artificial Intelligence in Management Institute:** publications include *"Perspectives in Sustainable Equity Investing"* by Prof. Guillaume Coqueret






RESEARCH GOAL NO. 2

Play an active role in the global scientific conversation and in socioeconomic debates by taking a position on the relationship between value creation and social and environmental justice

Scientific research, at the heart of the School's strategy. The research performed and the expertise developed should enable emlyon to take a position on the link between value creation and social and environmental justice.

It informs the global scientific conversation and fuels economic and social debate. Research underpins the School's legitimacy and international renown, as well as fueling the curiosity and skills of our faculty, for the benefit of all those participating in our programs.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
MANAGE THE BALANCE BETWEEN ACADEMIC PUBLICATIONS AND OTHER STANCES 	38.85% of published articles address SD&CR issues and those of the mission*	63% of published articles address SD&CR issues and those of the mission*
PROMOTE FORUMS FOR ADOPTING STANCES ON THE RELATIONSHIP BETWEEN VALUE CREATION AND SOCIAL AND ENVIRONMENTAL JUSTICE, WITH RESPECT FOR ACADEMIC FREEDOM 	Performance of a faculty survey to assess engagement with the mission and evaluate expertise in relation to the mission goals.	Creation of a seminar exclusively for the faculty "Sustainability in Business Management Education at emlyon" Day of reflection and co-building with the faculty on incorporating social and environmental issues into the educational offering (1)
ENSURE RESEARCH IS DISSEMINATED TO DIFFERENT TARGET AUDIENCES 	emlyon & Esprit magazine study days "What are we training the elite to do?" May 2022	Creation of three new research chairs (2) 35% of press coverage originates from the Faculty; 1,900 mentions in the media (3)

* Figures from the Web of Science, a bibliographic database platform that links articles to SDGs based on "Micro Citation Topics" carefully identified by analysts at the Institute of Scientific Information™ (ISI) and regularly reviewed.



IN MORE DETAIL...

(1) Day of reflection and co-building with the faculty on incorporating social and environmental issues into the educational offering (1)

The aim was to take stock of practices in higher education, based on the findings of the Shift Project. Then to evaluate the School's practices and tools, such as the SDG Inside methodology, in order to jointly build ways to change emlyon's pedagogical approach.

(2) Creation of three science chairs

emlyon undertakes to develop new Chairs in direct line with its mission:

Teaching and Research Chair "Strategy in the Anthropocene" with Carbone 4

This will help design a new generation of tools and methods to meet the need to plan ahead and change the strategic mindset of corporate leaders.

3 main areas of focus:

- Theorizing research work
- Hybridization with the Sustainable Futures course
- New pedagogical content

"Mental-health of VSE/SME Managers" Chair with Malakoff Humanis

This research program will focus on the mental health of corporate leaders, how it can be affected and the consequences this can have for very small and small- to medium-sized enterprises.

"Climate risk and damage insurance" Chair with Groupama AURA

This Chair has been created against a backdrop of global warming, a major source of instability in risk modeling and insurance cover.

(3) emlyon's visibility in the media is supported by faculty members

Due to the diversity of their fields of research and expertise, professors provide emlyon with coverage in a wide variety of media, including: The Conversation France - Radio France Internationale (RFI) - Xerfi Canal - France 24 - Harvard Business Review France - Le Monde - Forbes.com - Les Échos - Agence France Presse Monde (AFP)

- 35% of global coverage with over 1900 press mentions
- Their contributions represent 38% of the editorial space in the written press
- 67% of the audiovisual coverage of the School is through professors (France Inter, France 24, Europe, etc.)

emlyon's professors enable the school to potentially reach 1.1 billion contacts, representing 42% of listeners.

Examples of articles in publications for general audiences

- Fabienne Autier x Harvard Business Review France: "Vivons-nous la réplique du "Big Quit" américain?"
- Gordon Sayre x The Conversation: "L'instabilité des revenus, une source de mal-être de plus en plus répandue"
- Pierre-Yves Gomez x Le Monde "Quel sera l'effet de la 'sociétalisation' des entreprises sur les organisations de travail?"
- Thomas Gauthier for Usbek & Rica: "Sommes-nous à l'aube de l'ère de la post croissance?"
- "La durabilité agricole ou l'enjeu du siècle" Bertrand Valiorgue






RESEARCH GOAL NO. 3 Ensure educational programs are kept current by incorporating state of the art knowledge

Research is a necessary for higher education to be able to provide access to newly created knowledge, as well as to the debates surrounding this knowledge.

The challenge for emlyon is twofold: firstly, to develop and identify priority knowledge related to its mission statement, and secondly, to ensure research feeds into training despite time constraints and the specialization of jobs.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>PROMOTE RESEARCH/ PROGRAM COOPERATIONS</p> 	<p>The Faculty comprises</p> <ul style="list-style-type: none"> • 162 professors • 38% of researchers involved in the programs • 95% of researchers hold a PhD • 20% hold an Accreditation to Supervise Research <p>Creation of a training committee within the Academic Senate for operation in 2022-2023</p>	<p>The faculty comprises researchers involved in the programs (design and teaching):</p> <ul style="list-style-type: none"> • 166 professors • 40% of researchers involved in the programs • 95% of researchers hold a PhD • 20% are hold a French Accreditation to Supervise Research <p>Representatives of the faculty are members of the Program Committee, and contribute to the evolution of programs on an ongoing basis, drawing on new knowledge created.</p>



IN MORE DETAIL...

Publication of the book “emlyon, Recherche et Pédagogie, récits croisés” to mark the 150th anniversary of the School

This research book records the contribution made to science and higher education by emlyon's research professors over the years. It testifies to the evolution of research at emlyon and its ongoing interaction with teaching.

Creation of the “Introduction to Ethnography” course

The Institute of Ethnography offers PGE students the opportunity to follow a common ethnographic thread during their year of learning. This course is designed to help students set aside accepted wisdom and preconceived ideas, and immerse themselves in the world of work, understanding its complexity (See FOR 2).

STEERING COMMITTEE OPINION

ON RESEARCH



**Françoise
Dany**



**Armand
Hatchuel**



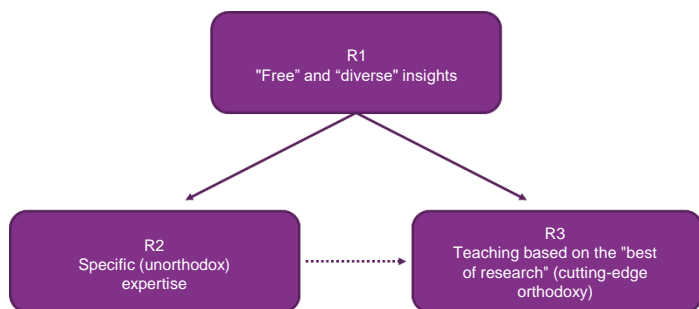
**Bernard
Laurent**

GENERAL OPINION

One of the Steering Committee's priorities was to clarify the relationship between the mission's various research goals and to emphasize that the mission's influence on research, and R2 in particular, does not conflict with academic freedom.

R2 points to research that needs to be stepped up, but in the context of a largely unknown future that escapes traditional models and paradigms of thought. R2 cannot therefore be dissociated from R1: research must provide "free and diverse" insights (R1), with expert opinions and positions on specific themes (R2), complementing the "best of research" on all disciplines taught (R3).

R2 does not prejudice the positions to be taken (including warning - if need be - about the risks of focusing on certain themes to the detriment of others). The mission is not "authoritarian" with regard to research, even if emlyon may wish to encourage certain activities (as it already does through its list of ranked journals, for example).



A central question posed by emlyon's mission involves the promotion of research that has no short-term academic success:

- What answers does emlyon intend to provide to the well-identified biases of traditional criteria for assessing Academic Excellence which, by promoting publications in top journals, can discourage the risk-taking inherent in exploring new subjects, or which can divert researchers from outreach activities? And what about taking free papers into account, for example, when managing workloads and/or careers?
- What support does emlyon intend to give specifically to R2, whether through its recruitment policy or other measures? Are specific resources allocated to research centers?

Furthermore, the recruitment policy for teacher-researchers, which is crucial to the 3 research goals, needs to be more detailed, in terms of the process and type of recruitment performed (numbers and profiles).

The SC acknowledges the new initiatives launched by emlyon to support the development of the Faculty's expertise in the themes that are central to its mission.

It would like to be advised on the actions to be implemented and how they are received by Faculty members.

(1) The experience of the INRA, for example, shows the potential interest of these type of measures. See A. Hatchuel, Notes on "La systémique agricole à l'INRA. Histoire d'une dissidence". Pierre Cornu, *Quebec 2021* in *Natures Sciences Sociétés*, 2022/3-4 (Vol. 30).

OPINION ON THE PERFORMANCE OF THE MISSION AND ACHIEVING THE GOALS

R1 GOAL - Promote academic freedom and develop research from multiple perspectives

The SC notes that emlyon has a tradition of welcoming research that is as diverse in its themes as in its methodologies (quantitative and qualitative) and positioning (normative, critical, etc.), which is reflected in its publications and research centers.

Given the difficulty of measuring Academic Freedom, the School would nonetheless gain from developing ways of identifying any impediments to epistemological integrity felt by researchers. Holding discussions with the Faculty on these issues would help ensure that the Faculty is not hindered in its performance of the mission.

R2 GOAL - Play an active role in the global scientific conversation and in socioeconomic debates by taking a position on the relationship between value creation and social and environmental justice

The SC welcomes the creation of new chairs, as well as the publications cited as examples, but underlines:

- A difficulty in interpreting current indicators providing information on publications focusing on CSR and SDGs. It is hard to identify the production of knowledge linked to these articles and to assess whether they deal with "the relationship between value creation and social and environmental justice".
- The SC recommends qualifying the themes on which the Faculty takes a stand through its publications and involvement in debates.

Initial suggestions for gathering the necessary information have been discussed with the new Director of Research.

R3 GOAL - Ensure educational programs are kept current by incorporating state of the art knowledge

The SC notes that changes have been made to the programs related to the mission. Nevertheless, it would like further information on:

- The resources mobilized to ensure that programs evolve to integrate newly-created knowledge: teacher training, revision of ALL courses and programs in line with the mission?
- Other resources mobilized: for example, partnerships with other establishments to welcome students and harness their experts. As part of its Global Business University strategy, has the School identified the areas in which it would like to invest as a priority, either on its own and/or through alliances?



DAY-TO-DAY OPERATIONS

FON1. Make emlyon a centre of innovation in matters of inclusion and environmental protection

FON2. Embody a model of management that respects people and contributes to their development

FON3. Engage our stakeholders in an active community that shares emlyon's educational vision





DAY-TO-DAY OPERATIONS GOAL NO. 1

Make emlyon a centre of innovation in matters of inclusion and environmental protection

Commitments are being made in all areas of the School, from training to research, as well as through a proactive policy on the environment, diversity and inclusion.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>PURSUDE INITIATIVES TO PROMOTE EQUAL OPPORTUNITY</p> <p>PROMOTE THE INTEGRATION OF SCHOLARSHIP STUDENTS</p>	<p>New equal opportunity policy:</p> <ul style="list-style-type: none"> Launch of a new scholarship policy for PGE students joining the School in Sept. 22 Creation of the Tremplin inclusion scheme for scholarship students 	<p>Scholarships (1)</p> <ul style="list-style-type: none"> 985 scholarship students in emlyon, totaling 17% of eligible students (PGE and BBA) <p>Tremplin scheme (2)</p> <ul style="list-style-type: none"> 82 students mentored 418 students trained in soft skills and public speaking
<p>MAINTAIN AND DEVELOP TRAINING PROGRAMS AND INITIATIVES FOR THE DISADVANTAGED</p>	<p>La Toile program</p> <ul style="list-style-type: none"> 73% success rate 74% finish the course with a career plan <p>Social outreach program: Cordée de la réussite</p> <ul style="list-style-type: none"> 804 pupils mentored in 21/23 Over 8,350 pupils mentored since 2006 	<p>La Toile program (3)</p> <ul style="list-style-type: none"> 88% success rate 77% finish the course with a career plan <p>Outreach program (4)</p> <ul style="list-style-type: none"> 848 pupils mentored in 22/23 Over 9,200 pupils mentored since 2006
<p>ENSURE THE QUALITY/SATISFACTION OF THE INCLUSION SCHEMES</p>	<p>Creation of the Disability Office:</p> <ul style="list-style-type: none"> 93 disabled students provided with support Diversity & inclusion project manager + advisory doctor Awareness raising actions for all students and staff 	<p>Signing of the Autre Cercle Charter for LGBT+ inclusion and diversity (5)</p> <p>85% satisfaction by disabled students</p>
<p>REDUCE THE ENVIRONMENTAL FOOTPRINT THROUGH AN AMBITIOUS AND ACHIEVABLE CLIMATE PLAN</p>	<p>Carbon Footprint Assessment covering 3 scopes</p> <p>A responsible travel policy for the programs</p> <p>"Zero single use plastic" on all campuses</p>	<p>Launch of the Climate Plan (6)</p> <p>Contribution to Net Zero by 2030</p> <p>Construction of the new campus The Agora of Transformations (7)</p>

+15%

Compared with previous year
 Up
 Stable
 Down

Secondary contributions to the mission goals



IN MORE DETAIL...

PURSUDE INITIATIVES TO PROMOTE EQUAL OPPORTUNITY AND PROMOTE THE INTEGRATION OF SCHOLARSHIP STUDENTS THROUGHOUT THEIR STUDIES

(1) New scholarship policy

In September 2022, emlyon financed up to 100% of the PGE tuition fees for students on a CROUS scholarship, depending on their level of financial support.

This new financial leverage is part of the equal opportunity programs established at emlyon since 2006 to promote social diversity.

(2) Rollout of the Tremplin scheme to promote inclusion of scholarship students

The School continues to expand the trEMplin scheme started in 2022, working alongside the alumni network and the association Article 1.

The aim of this multi-faceted support program is to ensure that scholarship students are truly included and succeed at the School, from integration to graduation.

Workshops to help boost their public speaking skills are also organized for the BBA.



STRENGTHENING THE PARTNERSHIP WITH THE INSTITUT DE L'ENGAGEMENT

A selective entrance scheme to the School for prizewinners from the Institut de l'Engagement

- 15 dedicated places in the PGE (+5)
- Exemption from application fees and the awarding of a scholarship to reduce tuition fees.

MAINTAIN AND DEVELOP TRAINING PROGRAMS AND INITIATIVES FOR THE DISADVANTAGED

(3) La Toile: a free digital qualification school

Created in 2020, this completely free training, leading to qualifications, is for youngsters who have dropped out of school and those isolated from the work market, to help them find a job in the digital sector.



136 learners in 2022/2023

- 79% completed the training
- Of these, 88% passed the certificate, thanks to the actions implemented this year (including teaching and extra-curricular support, integration seminar, individual motivation and follow-up interviews).
- Only 21% of students dropped out (compared to 50% for similar courses). 95% of these dropouts were for financial reasons.

On 25 May 2022, La Toile was awarded the Regional Digital Campus label for three years.

(4) Outreach programs: awarded the Cordées de la Réussite label by the Ministry for National Education.

Since 2006, the School has been rolling out support, tutoring and career guidance initiatives designed to make the world of higher education accessible to the disadvantaged.

These actions aim to remove students' self-censorship by enhancing their ability to explore the range of options available to build their career paths.

Over 9,200 high school and preparatory course students have received support since 2006 through our 5 Cordées de la Réussite programs.



IN MORE DETAIL...

ENSURE THE QUALITY OF THE INCLUSION SCHEMES

(5) emlyon has signed the Autre Cercle LGBT+ Charter

The School has undertaken to ensure an inclusive environment for the LGBT+ community by disseminating best practices to combat discrimination on the basis of sexual orientation.

emlyon business school is therefore committed to 4 key areas of focus:

1. Creating an inclusive work and study environment for the LGBT+ community
2. Ensuring equal rights and equal treatment
3. Preventing and punishing all discriminatory remarks and acts
4. Measuring progress and sharing best practices in order to improve the professional and educational environment.



FOCUS

emlyon's participation in the Green Impact Program

Green Impact is a learning program that supports the development of environmentally and socially sustainable practices within organizations and higher education institutions.

Over 4 months, a number of teams carried out a total of 362 practical actions, including organizing a waste collection, creating and installing bird feeders, installing hedgehog shelters, communication on recycling Nespresso capsules and submitting an article to support International Women's Rights Day to The Conversation.



REDUCE THE ENVIRONMENTAL FOOTPRINT THROUGH AN AMBITIOUS AND ACHIEVABLE CLIMATE PLAN

(6) Contribute to Net Zero by 2030 : emlyon undertakes to reduce its own emissions as far as possible through a series of internal levers, prioritized into 4 key areas, and to offset its emissions.

🛒 PURCHASES (GOODS AND SERVICES) Potential for reduction: - 20% de GGE, totaling 502 tCO2e

- Signing of the "Responsible Supplier Relations and Procurement" Charter
- 20 to 30% of the score for calls for tender are based on CSR criteria
- Scoring of suppliers on their climate commitments to engage our suppliers and help decision-making in our purchasing process
- Raising awareness of responsible purchasing among all those requesting a purchase

🚗 TRAVEL Potential for reduction: - 23% de GGE, totaling 580 tCO2e

- 1 to 2 days of working from home
- Moving to the Gerland campus: ambition to replace 80% of cars by 100% of public transport and cycling
- Introduction of a sustainable mobility package
- Introduction of a responsible travel policy for the MS and MSc

💡 ENERGY AND BUILDINGS Potential for reduction: - 51% de GGE, totaling 498 tCO2e

- Use of gas replaced by the urban heating network in Gerland (decarbonized energy)
- Reduction in use of heating (19°C) - air-conditioning (22°C)
- Sobriety and improved energy efficiency of buildings and equipment: automatic switch-off of screens and lights, full-LED relamping, etc.
- Inclusion of the primary energy reduction percentage (up to 20%) in the new profit sharing agreement.

💻 IT Potential for reduction: - 15% de GGE, totaling 530 tCO2e

- Laptop lifespan increased to 3, 4 or even 5 years.
- Purchase of reconditioned equipment for the La Toile program
- Reduction of equipment stocks and widescale donation campaigns for associations
- Digital clean up day to cut down on data storage
- A responsible IT fresco for all IT department staff

(7) THE AGORA OF TRANSFORMATIONS

The embodiment of the mission to promote hybridization, connections, excellence and sustainable development

Scheduled to open in September 2024, the new campus is designed as an agora, an open hub, a meeting and learning place for all those seeking to contribute to the transformation and organization of the world.

It will be a unique place of exchange and creativity, conducive to the changes needed to meet the environmental and social challenges of our century.

This new-generation campus is exemplary as regards environmental concerns, linked to the socio-economic world and designed for today's teaching methods. It embodies the School's strategy to guarantee an exceptional student experience

Certifications

The campus is built to the best current sustainable construction standards: HQE (Haute Qualité Environnementale) et BREEAM (Building Research Establishment Environmental Assessment Method).

As regards energy:

- The campus is connected to Lyon's urban heating system, one of France's leading green networks. It has 600m² of solar panels to help reduce sustainable electricity.
- It also boasts a natural cooling system to replace air-conditioning.
- To manage and optimize all use, this will be an R2S certified "smart building". This will ensure the agora's continued comfort, safety and environmental performance.
- As regards the impact of travel, the agora has integrated soft mobility into its design, with excellent access by bicycle and public transport. The campus includes 380 bicycle parking spaces and no parking facilities, except for PRM spaces.

The outdoor layout of the future campus includes a number of green areas designed to promote biodiversity.

- By moving onto the former industrial site of the Nexans plant, emlyon has ensured decontamination of the site.
- 152 trees have been planted in the gardens,
- Landscaped areas now account for 1/3 of the total surface area, offering a significant new landscaped park in the city center.



The Agora of Transformations



DAY-TO-DAY OPERATIONS GOAL NO. 2

Embody a model of management that respects people and contributes to their development

The School is committed to ensuring that employees are treated equally, in terms of organization and workload, as well as in the quality of their relationships with their peers and superiors, and in the development of their skills and progress.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>ADOPT MANAGERIAL PRACTICES AND WORKING CONDITIONS THAT CONTRIBUTE TO EMPLOYEE SATISFACTION</p>	<p>Strategic revision of the Human Resources Department roadmap: 3-year plan, tools and processes.</p>	<p>Introduction of an action plan and satisfaction monitoring (1)</p> <p>Initiatives to foster good working conditions & a shared managerial culture (2)</p> <p>Encourage civic engagement among staff School involvement in the "Entreprise des possibles" and the Foyer ND des Sans-Abris shelter for the homeless. (3)</p>
<p>ENSURE THAT PARITY AND EQUITY ARE RESPECTED IN THE TREATMENT OF EMPLOYEES</p>	<p>Gender Equality Index: 84/100 points</p>	<p>Gender Equality Index: 85/100 points</p> <p>Signing of the Autre Cercle Charter for LGBT+ inclusion and diversity (4)</p>
<p>PROVIDE OPPORTUNITIES FOR STAFF TO PROGRESS</p>	<p>40% of employees trained</p> <p>7.4 hours of training per employee</p>	<p>32% of employees trained</p> <p>13.6 hours of training per employee</p>

+34%

Compared with previous year
 Up
 Stable
 Down

Secondary contributions to the mission goals



IN MORE DETAIL...

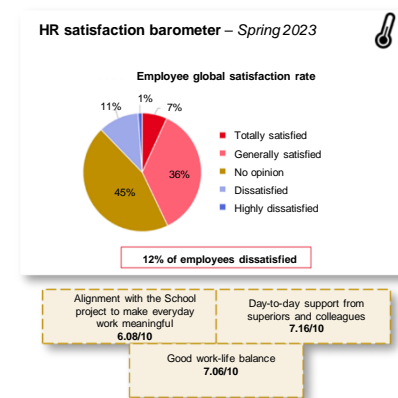
FOCUS



ADOPT MANAGERIAL PRACTICES AND WORKING CONDITIONS THAT CONTRIBUTE TO EMPLOYEE SATISFACTION

(1) HR satisfaction barometer

Designed as a Flash survey, the HR barometer aims to assess satisfaction levels among emlyon employees and offer them an opportunity to raise any problems anonymously. It is based on 5 questions to "take the pulse" over a short period of time (one week) to produce a snapshot of the climate within the School. The first survey took place in March, and then in June, with the experience designed to be repeated every 2 to 3 months.



(2) Develop initiatives to foster good working conditions & shared managerial culture:

- working conditions & shared management culture: parenthood agreement, working from home, and paternity leave extended by one month, etc.
- Key training areas: management and collaboration, combating discrimination and sexism

(3) emlyon has pledged to support the *Entreprise des Possibles*, a collective dedicated to reintegrating homeless people into society.

- donations of paid leave to non-profits
- team volunteering in non-profits
- involvement of students in study projects
- or responsible engagement assignments

ENSURE THAT PARITY AND EQUITY ARE RESPECTED IN THE TREATMENT OF EMPLOYEES

(4) Signing of the Autre Cercle Charter for LGBT+ inclusion and diversity

With respect to actions carried out for students, the School has undertaken to ensure an inclusive environment for the LGBT+ community by disseminating best practices to combat discrimination on the basis of sexual orientation.

Part of the action plan is designed for administrative and teaching staff (see FON 1.).

- Recruit with no discrimination and integrate all new staff
- Raise awareness, provide training and support on non-discrimination issues, and support victims of discrimination
- Publicize our LGBT+ policy and share best practices
- Ensure equal rights and equal treatment



DAY-TO-DAY OPERATIONS GOAL NO. 3

Engage our stakeholders in an active community that shares emlyon's educational vision

emlyon business school is an organization that is fully integrated into its ecosystem and the areas in which it operates. Through its activities, it is constantly interacting with all its stakeholders.

Commitments	Achievements & monitoring indicators	
	2021-2022	2022-2023
<p>PLAY AN ACTIVE ROLE WITH RESPECT TO KEY PLAYERS IN HIGHER EDUCATION</p>	<p>Participation in working groups and committees of the Conférence des Grandes Ecoles (CGE)</p> <p>emlyon sits on the committees and boards of leading organizations, including the CDEFM and the CICES</p>	<p>emlyon hosts the annual EFMD conference (1)</p> <p>Signing of the Lyon University COMUE CSR charter, along with 35 regional establishments at the Assises de la Transition</p>
<p>ENGAGE STAKEHOLDERS</p> <p>Revival of the Foundation</p> <p>Launch of a major consultation of alumni on the jobs of the future</p>	<p>Systematic integration of the mission's issues in business partnerships (2)</p> <p>Acculturation of alumni to the mission (3)</p> <ul style="list-style-type: none"> Launch of the magazine Le Fil magazine > focus on CSR 43 emlyon alumni and staff took part in <i>The Week</i> program to raise awareness of environmental issues and step up action <p>Inspiring talks open to the emlyon community</p> <ul style="list-style-type: none"> Eva Sadoun, a School alumni, on the role of the economy in the face of climate challenges and the SDGs LDLC Group executives, including an emlyon alumni, on the introduction of the four-day working week. <p>The emlyon Foundation: a key player in the rollout of the mission to promote equal opportunities and diversity (4)</p> <ul style="list-style-type: none"> €500,000 collected in 22/23 250 new donors 500 students helped each year 3000 young people helped over the last 10 years <p>Encourage staff engagement:</p> <ul style="list-style-type: none"> Integration of the mission's goals in the roadmaps of all departments and with all managers Inclusion of CSR criteria in the new profit-sharing agreement 	<p>Secondary contributions to the mission goals</p>



Secondary contributions to the mission goals

Compared with previous year
 Up
 Stable
 Down



IN MORE DETAIL...

PLAY AN ACTIVE ROLE WITH RESPECT TO KEY PLAYERS IN HIGHER EDUCATION

(1) **emlyon hosts the annual EFMD conference on "The role of business schools in an unstable, unpredictable and unsustainable world"**

Every year, the EFMD conference attracts several hundred members of the management education community to discuss topics such as the impact of globalization, collaborative research, creative leadership and digital learning strategies.

ENGAGE STAKEHOLDERS

(2) **Continued partnership with the Apicil Group**



This partnership aims to promote support and the transfer of expertise from the Group within the School:

- social outreach, with the "Inclusion Days"
- awareness workshops for managers and executives on the theme of employee mental health.

This partnership is a continuation of relations that started in 2015 and led to the creation of the Wellness Center, a place that welcomes emlyon students free of charge and promotes prevention and healthcare.

(3) **engaging alumni with respect to the mission**

Graduates are permanently involved in all School activities, including recruitment, teaching methods, mentoring, mission committees and the Foundation Board.

They also give inspiring lectures, such as the talks by:

- Eva Sadoun on the role of the economy in the face of climate challenges and the SDGs
- LDLC Group executives, including an emlyon alumni, on the introduction of the four-day working week.

New:

To continue to forge ties among the 41,000 graduates and the School, a graduate network magazine has been created, called *le Fil*.

The first issue included a special feature on positive impacts entrepreneurship and mission-driven company



(4) **The emlyon business school Foundation: a key player in the rollout of the mission to promote equal opportunities and diversity**

Every year, it supports 500 talented students to ensure that financial considerations are no longer an obstacle to success, through 5 main initiatives:

- Grants for living costs for students with financial difficulties
- Emergency funds for students in serious and unforeseen situations
- The "Tour de France des Oraux" to help talented young people with the oral exams required to École
- Boost for research by supporting PhD students with scholarships
- NEW: Support for students in poor health and with disabilities



STEERING COMMITTEE OPINION

AS REGARDS DAY-TO-DAY OPERATIONS



**Daniel
Karyotis**



**Bernard
Laurent**



**Marie-Stéphane
Maradeix**

GENERAL OPINION

The Steering Committee (SC) acknowledges the work carried out by emlyon to place the School at the center of a social and environmental strategy in line with its mission statement.

This strategy encompasses an ambitious policy of inclusion - in particular, a proactive scholarship program linked to the revival of the emlyon Foundation and the mobilization of alumni through mentoring - and concrete commitments to reduce the school's carbon footprint, particularly in view of the move to central Lyon (Agora des Transformations).

After some difficult years in terms of employer relations, prior to the arrival of the current team, emlyon's determination to embody a management model that respects people is a challenge that will no doubt take time, but one that the School has taken care to measure through a regularly updated HR satisfaction barometer.

Here again, concrete actions are being implemented, such as an average increase in training hours per employee, the development of a managerial culture and a diversity policy. The Steering Committee will be monitoring the development of these actions in the light of a "respectful management" goal, which has yet to be defined.

OPINION ON THE PERFORMANCE OF THE MISSION AND ACHIEVING THE GOALS

FON1 GOAL - Make our school an innovative organization in matters of inclusion and environmental protection

emlyon's commitment to equal opportunity and inclusion goes back a long way, and is certainly not opportunistic in view of the adoption of the mission-driven company status. The "Cordées de la réussite" social outreach program dates back to 2006, for example, and "La Toile", the free digital qualification school, was founded in 2020.

The Steering Committee takes note of the School's renewed ambition to "flesh out" its range of schemes to promote greater inclusion - whether through the reduction in tuition fees for PGE scholarship holders or through mentoring - but would like to highlight the following points of vigilance:

- **There are numerous, sometimes complex programs**, which are losing their clarity and undoubtedly their visibility, particularly in terms of the added value they can offer compared to other business schools.
- **Measurement tools** need to be further refined to monitor not only the quantitative, but also the qualitative aspects of the programs, in order to understand their real impact on the future of beneficiaries (during their studies, and potentially beyond).
- **Extension of these schemes** (scholarships, mentoring) beyond the PGE (and the corresponding resources required).

As regards the environmental component, the SC notes the ambition of the "Climate Plan", for which the action plan depends largely on the move to the new premises in Lyon, and draws the School's attention to the following two points:

- The definition of measurement tools for the Plan's various goals and their implementation.
- Furthermore, given that "environmental protection" covers more than just the climate, the SC suggests that the Climate Plan should become a "Climate and Biodiversity Plan", especially as the greening of spaces is one of the project's key points. Targets could also be set in this area.

FON2 GOAL - Embody a model of management that respects people and contributes to their development

The SC highlights the actions taken to promote inclusion and diversity among both students and employees (e.g. signing of the Autre Cercle charter).

The SC will continue to monitor the positive trend in the HR satisfaction barometer and the impact of measures taken to improve working conditions and develop a managerial culture. These actions should be measured in the medium and long term.

Finally, a slightly more precise definition of what constitutes "respectful management" of people remains to be established.

FON3 GOAL - Engage our stakeholders in an active community that shares emlyon's educational vision

emlyon has chosen to relaunch its foundation, under the aegis of the Fondation de France, and to entrust it with part of the financing of its social outreach policy, in addition to the reduction or elimination of tuition fees for scholarship students, which are paid by the School. The foundation's target is alumni, who can finance social scholarships or research grants. The Steering Committee questions the Foundation's actual capacity to mobilize alumni around a limited range of projects, namely scholarships, when foundations involved in higher education also offer support for research, training or innovation.

The SC would also like to point out that the **environmental** aspect, linked to the mission statement, is not part of the Foundation's scope of action, and requests justification for this.

With regard to the Alumni, beyond mentoring, their engagement in relation to the School's mission statement could be better developed, for example by mobilizing the sector clubs that deal with social and environmental issues, to involve them in the School's reflections or in the students' pathways on these issues.

In light of the future move into Lyon, and the project to create an agora open to the city, the Steering Committee suggests an in-depth study of how to restore momentum with stakeholders. There are many SMEs in the Lyon region that are aware of the transition, but lack the keys to take further action. Through its students and research, emlyon could guide them towards transition, for example through the creation of a "**Transition Academy**". This could be an open, multi-faceted space serving the economic fabric of the region, as well as local players (associations, schools, etc.), to address these issues.

Finally, the Steering Committee asks the School to consider the existence, implementation and follow-up of a "Partnership Charter" in all areas of the School (functioning, training, research, student life), in line with the mission goals.

VI. FOR MORE DETAILS...

ABOUT EMLYON

A unique and engaged school

Founded in 1872 by the Lyon CCI, emlyon business school is a State-accredited private institution of higher education.

It is one of the oldest business schools in Europe. The School is part of the 1% of the world's business schools that have been awarded the three international accreditations: AACSB, EQUIS and AMBA. As such, it justifies its place as a world-class business and management school.

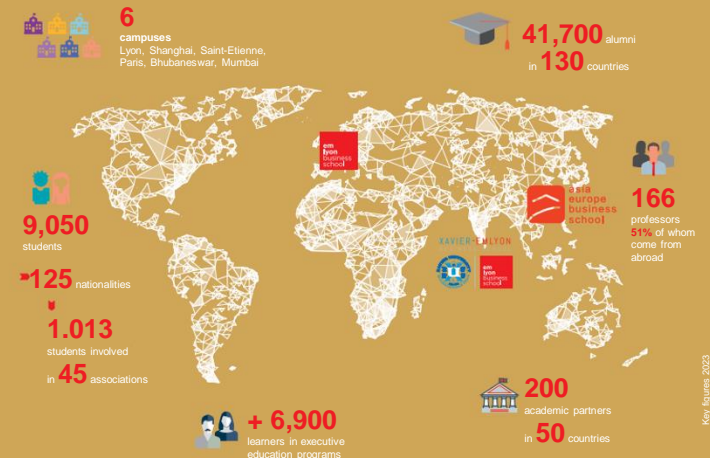
The School, which has a number of campuses both in France and abroad (India and China), relies on a Faculty of 166 international research professors as well as a network of 200 academic partners around the world to offer outward-looking programs of learning and excellence.

The School welcomes 9,050 undergraduate students (degree programs) from 125 nationalities and more than 6,900 participants in continuing education programs (programs leading to diplomas and certificates).

It coordinates a 41,700-strong alumni community across 130 countries.

emlyon business school has over 650 employees throughout its campuses.

emlyon business school community



EMLYON STRATEGIC PLAN "CONFLUENCES 2025"

The School's project is to produce and share the knowledge that will enable us to address organizations' social, digital and ecological issues and reveal the lifelong-learning skills of managers who are responsible, capable of grasping the complexity of the world, and transforming the society in which they operate.

The School continues to base itself on its fundamentals, inherited from a rich 150-year history. The "early makers" pedagogy, which focuses on the acquisition of fundamental knowledge as well as on experience as the foundation for informed action "doing to learn and learning to do", remains at the heart of the School's academic project and education courses.

The "Confluences 2025" project, defined in consultation and with the participation of stakeholders, is based on 60 actions, involving all of the institution's operations, and is part of a resolutely responsible approach.

This action plan allows students to learn in contact with research, in the best conditions, to achieve their full potential.

This plan is based on three strategic focal points:

1. Engaging to create change

- Social and environmental commitment is the overarching focus of all of the School's actions.
- To boost social accessibility, emlyon is launching a proactive policy of equal opportunity, awarding grants and developing apprenticeship training courses.
- As a mission-driven company, emlyon has reasserted its general-interest mission in the School's articles of association.

2. Hybridizing to understand

- emlyon is consolidating the scientific quality of the Faculty and the research produced by the establishment and increasing the hybridization of its programs
- New institutes are also to be created - combining training, research, chairs and socio-economic partnerships - to stimulate experiential training and top-quality research on themes with cross-cutting relevance to the School.

3. Living the world

- "Confluences 2025" marks a fresh turning point in the expansion of the School's international footprint. emlyon, which already has establishments in France and China, opened a campus in Mumbai in 2021, making it the first French business school in India's business capital.

→ The focal points of the strategic plan are at the heart of emlyon's mission



MISSION-DRIVEN COMPANY STATUS

An innovating framework under the PACTE law

“Mission-driven company” status is set out in the French Commercial Code by Article L210-10, itself introduced by the law of May 22, 2019 known as the "PACTE law".

To gain this status, a company must have:

- Decided on a mission statement and has written it into its articles of association,
- Set a number of social and environmental goals in line with this mission statement,
- Appointed a Steering Committee to oversee progress in achieving these goals,
- Designated an independent third party to verify the proper execution of the mission,
- Registered its status as a mission-driven company with the Commercial Court registry.



A structuring and engaging status

Becoming a mission-driven company allows us to engage all stakeholders in a collective project, a path towards the future, to be traced progressively and in an iterative manner, based on the values and expertise of the School.

In a complex and uncertain world, emlyon business school is convinced that we can no longer act and decide as we did before. We must create new ways of doing, thinking and being in order to play a positive role in the world.

Its role as an institution of higher education is to train initiators of change and the responsible transformation of organizations.

emlyon's vocation is to produce and share the knowledge that will enable us to respond to the social and ecological challenges facing organizations.

It is to develop the lifelong skills of responsible managers and decision-makers, who are able to understand the complexity of the world and transform society.

This vocation, with its social and resolutely responsible focus, anchors emlyon business school in its role as a player for the common good.

The path to becoming a mission-driven company

The steps to gaining the status of a mission-driven company form part of a continuous improvement process within which responsibility and social and environmental commitment are cornerstones of the "Confluences 2025" strategic plan.

The mission-driven company status was incorporated in the School's articles of association on July 26, 2021.

This change enables emlyon to reaffirm its general interest mission.

It involves disseminating the challenges of the ecological transition to all learners. Combining these fundamental issues with academic excellence, as well as with the School's operations, positions emlyon as a resolutely responsible organization, both from the point of view of impact and quality of life for students and staff.

