



STEERING COMMITTEE REPORT

emlyon business school
2023/2024



FOREWORDS

“We must acknowledge that the once-prevailing ideology of progress – the belief that advancements in science, technology and industry would inevitably lead to an overall improvement in the human condition – has reached its end. The environmental damage we now face in the medium term is unparalleled in the history of humanity’s relationship with nature.”

This insight from our Steering Committee colleague Dominique Bourg in his 2018 book “Une Nouvelle Terre”, resonates with us as citizens, but it resonates even more profoundly with the educators, trainers, teachers and researchers who will shape tomorrow’s decision-makers and illuminate the paths of transition.

By becoming a mission-driven company, emlyon has reaffirmed its purpose to help create a society that is more just, community-minded and environmentally conscious.

After three full years of existence, the Steering Committee has sought to assess its rhetoric and intentions in light of the facts and initial outcomes. The Committee acknowledges that some of its remarks have been taken into account, such as the appointment

of an Associate Dean for Pedagogy in the Anthropocene and the creation of the Solidarity & Inclusion Center, which provides greater visibility and clarity to the school’s numerous social initiatives.

However, the process remains in its early stages, and there are still a number of projects to be completed, such as defining respectful management, aligning research and teaching with the mission, and ensuring that everyone is on board.

Indeed, the mission must not be the concern of just a few motivated individuals. The Steering Committee’s decision to present its work annually to emlyon’s staff and faculty stems from its belief that the success of this collective challenge depends on the conviction and commitment of the entire community – encompassing the school, alumni, foundation and partners.



Marie-Stéphane Maradeix
President of the Steering Committee

emlyon business school can look back on over 150 years of history shaping its commitment to provide lifelong training and support to enlightened individuals who effectively change organizations to build a society that is fairer, shows solidarity for others and respects the planet. This purpose has been inscribed in the School’s bylaws since 2021.

Through its unique teaching methods, combining thinking and action, emlyon cultivates the entrepreneurial mindset and reflexivity that have been the School’s DNA since its inception. It can rely on the excellence and expertise of its research professors to inform the global scientific conversation and contribute new knowledge to our academic programs. It ensures that **social and environmental engagement** underpins all its activities.

2024 has been a busy year for emlyon

Our new strategic plan, “Resonances 2028”, in line with our mission, focuses on five qualities we expect from our students, namely academic excellence, entrepreneurship, engagement, hybrid knowledge and resonance with the world, society and the business community. Our student are true “makers”, capable of exploring and building sustainable futures with a conscious mind.

The **new emlyon campus embodies our ambitious scientific and teaching goals.** This unique site, testifying to our strong local roots and international outlook, is set to offer a truly exceptional student experience. It is a training and meeting

place for all those committed to achieving a more sustainable and inclusive future.

In this report, we have set out to provide an uncompromising assessment of the progress we have made this year. While we take pride in our accomplishments, which testify to the sincerity of our approach and our unwavering commitment to our mission, we are equally mindful of the challenges that lie ahead. The tensions inherent in being a mission-driven company underscore the evolutions and efforts required if we are to truly drive change.

With enthusiasm for the actions to be taken, the initiatives to be launched and the progress to be achieved, we remain clear-sighted and discerning in keeping to the course we have set.

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 a 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.

This report presents both the milestones achieved since 2021 and the school's achievements over the 2023/2024 academic year.



THE SCHOOL REASSERTS ITS CONVICTIONS IN ITS MISSION STATEMENT

It is necessary to act and lead differently for the common good

Efficiency must be combined with responsibility and humility

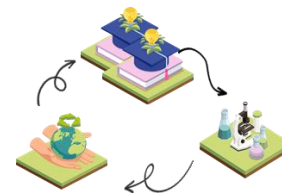
The company and the economy must also produce social and environmental justice

The necessary transformations require science, awareness and audacity

To provide lifelong training and support to enlightened people who effectively change organizations to 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: **education** and **research**, as well as its **functioning**, notably through proactive policies on the environment, diversity and inclusion.



ENGAGEMENT BASED ON 10 STATUTORY GOALS

These 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.



ON EDUCATION

FOR1. Nurture the spirit of enterprise and engagement with teaching grounded on experience and testing

FOR2. Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge

FOR3. Hone our learners' skills so that they can meet the social and environmental challenges

FOR4. Enable each student to develop their self-knowledge in order to open up their professional horizons and build their employability.



ON RESEARCH

R1. Promote academic freedom and develop pluralistic research

R2. Play an active role in the global scientific conversation and in socioeconomic debates, taking a stand on the relationship between value creation and social and environmental justice

R3. Keep training programs current by incorporating newly-created knowledge



ON FUNCTIONING

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

FON2. Embody a management model in our practices that respects people and helps them to develop

FON3. Engage our stakeholders in an active community that shares our educational project

II. THE “RESONANCES 2028” STRATEGIC PLAN IN SUPPORT OF THE MISSION

emlyon adopts an academic model grounded in skills built on a robust, pluralistic foundation of science, supported by programs that prepare generations to act responsibly in a fast-changing international context.

Resonances: the new 2024–2028 strategic plan

According to the German sociologist and philosopher Hartmut Rosa, resonance means being in harmony with the world around us and having a meaningful relationship with society.

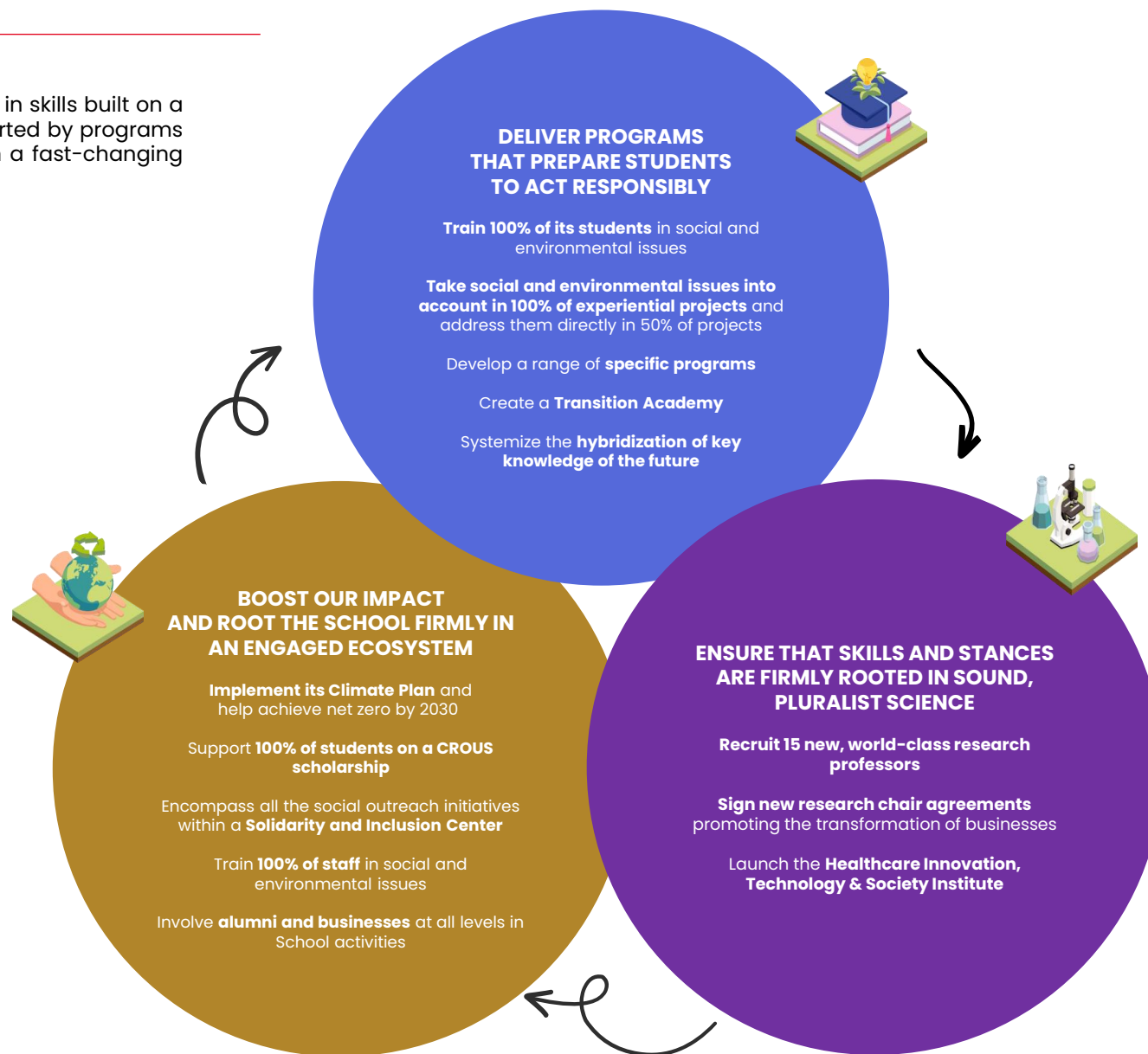
The “Resonances” strategic plan underlines the importance of the “maker mindset” with which its students are imbued and which has been part of emlyon’s DNA since its inception. It lies at the core of the School’s academic model and strategy.

The 2024–2028 plan is built around the five qualities which emlyon students – the “makers” – are expected to demonstrate in order to become the entrepreneurs of change:

- Academic excellence
- Entrepreneurial spirit
- Engagement
- Hybrid knowledge
- Resonance with society

*More information on the Resonances plan
p.65–66*

As part of the strategic plan and in alignment with the mission, emlyon undertakes to implement the following actions by 2028



III. KEY STAGES IN EMLYON'S COMMITMENT

2020



2021



2022



2023



2024

STRATEGIC ENGAGEMENT

- Creation of the **Department for Social and Environmental Engagement**
- Renewal of our commitment to **PRME** – the United Nations global compact Principles for Responsible Management Education
- Renewal of the **BSIS label** (Business School Impact System)

EDUCATION

- **Transformation of teaching:** creation of the **SDGs Inside skills repository**
- **Apprenticeship:** creation of the emlyon Apprenticeship Training Centre (CFA)
- Creation of the M.S. **Energy Transition Management**

FUNCTIONING

- **Measures to combat discrimination and Sexual and Gender-Based Violence (SGBV):** Creation of the Speakup whistleblowing scheme

STRATEGIC ENGAGEMENT

- **emlyon becomes a mission-driven company** 
- **2025 Confluences Strategic Plan**, 3rd pillar = Social and Environmental Engagement
- **DD&RS** higher education label

EDUCATION

- Common thread for new classes: **SDG 10**
- Mandatory **Climate** initiatives at the start of the new school year
- New mandatory **Climate Action** course

FUNCTIONING

- **15th anniversary of the social outreach program** "Multi-campus Multi-neighborhood Link"
- **Creation of La Toile:** the inclusive and free School of Digital Qualification
- First **carbon audit**

STRATEGIC ENGAGEMENT

- **First Steering Committee report**

EDUCATION

- Common thread for new classes: **SDG 12**
- Mandatory **Climate** initiatives at the start of the new academic year

FUNCTIONING

- **New scholarship policy** covering up to 100% of school fees
- Launch of the **Climate Plan: contribution to Net Zero by 2030**
- Signing of the **Responsible Supplier Relations and Procurement Charter**

STRATEGIC ENGAGEMENT

- emlyon acquires a stake in the **London Interdisciplinary School**
- **Second Steering Committee report**

EDUCATION

- Common thread for new classes: **SDG 17**
- Mandatory **Climate** initiatives at the start of the new school year
- Appointment of an **associate dean of Anthropocene pedagogy**
- New 3-class compulsory course **"Thinking to act in the Anthropocene"**

RESEARCH

- First **"Sustainability Research Day"**
- **Three new teaching and research chairs** in line with the mission's challenges

FUNCTIONING

- **30 years of the emlyon Foundation**
- Signing of the **LGBT+ higher education charter**

STRATEGIC ENGAGEMENT

- **2028 Resonances Strategic Plan** a pillar for social and environmental engagement
- Opening of the **new campus in Lyon city center**
- **Third Steering Committee Report**

EDUCATION

- Common thread for new classes: **SDG 11**
- New academic year: **10 impact days** in Paris and Lyon for the 3300 new students

RESEARCH

- Launch of the **Leadership Academy for New Futures**
- New research partnership with Vinci and Centrale Lyon

FUNCTIONING

- New: **green travel voucher scheme**
- **Mandatory training** for employees in environmental issues

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 its opinion annually in a report, annexed to the management report, to the meeting responsible for approving the company's accounts.

REPRESENTATION OF ALL THE SCHOOL'S STAKEHOLDERS

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.

23/24 Committee Members - in alphabetical order

External members



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



Marie-Stéphane Maradeix
A graduate of emlyon, she headed the Daniel and Nina Carasso Foundation for 12 years. Since the start of the 2023 academic year, she has been working on a thesis at the Executive PhD program at Paris Dauphine-PSL University. Marie-Stéphanie Maradeix is a trustee of several foundations and represents civil society on the Steering Committee, which she also chairs.

Daniel Karyotis resigned during 2023-2024 and recruitment is underway to fill the vacancy.

Internal members



Isabelle Adeline
Director of the Professional Experience & Apprenticeship Training Center (CFA), she is also a member of the emlyon Economic & Social Committee. She expresses employees' expectations.



Erwan Augier
A fourth-year student in the emlyon Grande École program, he is also 2023-2024 President of the Corporation Council of student associations. He represents the voices of students and future generations.



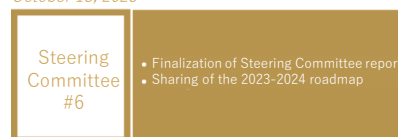
Françoise Dany
Professor of Human Resources Management at emlyon, she led the project to define the mission in 2021. She is a member of the Scientific Committee of the Community of mission-driven company. She represents the internal voice.

The emlyon Steering Committee met four times between September 2023 and July 2024.

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 (education, 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, the **Steering Committee organized ten discussion sessions with representatives of emlyon teams**: research, partnerships, foundation, faculty, HR, finance, development, alumni, and staff representatives from the Economic & Social Committee (ESC).

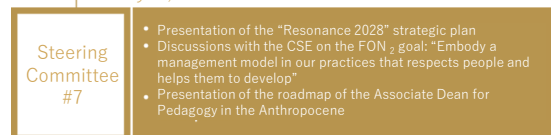
October 13, 2023



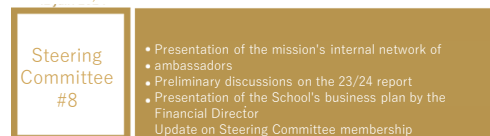
October 27, 2023



February 14, 2024



June 12, 2024



July 10, 2024



The Steering Committee adjusted a number of indicators to align them more closely to the School's mission:

- Incubator-accelerator: The indicators were modified to more effectively promote the incubated and accelerated projects that directly respond to the social and environmental challenges.
- Student associations: These indicators have been removed, as whether or not the number of students involved in associations is increasing is not related to the School's mission.
- Work-study: The Committee did not consider there to be a direct link with the mission.
- Job satisfaction: This indicator has been removed, as the Committee feels it has no direct impact on the mission. Instead, they prefer to track the percentage of students continuing into positive-impact professions.

**V.
TRACKING THE
MISSION
2023/2024**





EMLYON ACHIEVEMENTS

IN EDUCATION



Statutory goals:

FOR1. Nurture the spirit of enterprise and engagement with teaching grounded on experience and testing

FOR2. Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge

FOR3. Hone our learners' skills so that they can meet the social and environmental challenges

FOR4. Enable each student to develop their self-knowledge in order to open up their professional horizons and build their employability.



DELIVER
PROGRAMS THAT
PREPARE STUDENTS
TO ACT
RESPONSIBLY



The skills taught to solve social and environmental challenges are designed to enable students to choose careers that match their aspirations and give them the opportunity to make a positive impact on society.

Take social and environmental issues into account in 100% of experiential projects and address them directly in 50% of projects – contributes to FOR. 1/3/4

With its unique “We are makers” educational signature, which makes learning a lifelong project to be proactive in the world, emlyon offers a real alternative in its environment. **In line with the mission, this is an approach to learning that is based not only on the transfer of academic knowledge, but also on learning experiences**, which enable students to constantly interweave reflection and action “doing for learner and learning to do”.

Examples of experiential approaches:

- Civic engagement: **responsible engagement program**, mission projects,
- Action Learning: “Transforming early makers”, innovative courses for Specialized Masters students working in groups to create disruptive business models for companies,
- Managing innovative projects: **makers' projects**, UX design,
- Entrepreneurship programs: Business Start-up Project, Entrepreneur Academy.

In 2025, emlyon plans to open a **Transition Academy**, to bolster the impact of all experiential educational projects with a local focus that engage students in responding to the ecological emergency, with a particular focus on decarbonized neo-industrialization.

Systemize the hybridization of key knowledge for the future – contributes to FOR. 2

training programs in order to draw together the best of the socio-economic and academic worlds. The School aims to develop open-mindedness and a multidisciplinary approach through systematic hybridization, notably by signing new double and triple degrees and creating new academic partnerships.

Train 100% of its students in social and environmental issues & develop a range of specific programs – contributes to FOR. 3/4

emlyon's undergraduate and continuing education programs that aim to train professionals to lead 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.

In order to systematically integrate the acquisition of skills required to meet the challenges of ecological transition and social responsibility, **the School has completely redesigned its courses using the SDGs Inside methodology, as well as creating dedicated programs.**



Achievements and tracking mission goals

Achievements & monitoring indicators		
	2022/2023	2023/2024
FOR 1. Nurture the spirit of enterprise and engagement with teaching grounded on experience and testing	Makers' projects <ul style="list-style-type: none"> • 6.42% of projects have an environmental or social impact (27/420) Responsible Engagement Program <ul style="list-style-type: none"> • 100% of projects have an environmental or social impact (1,536 missions performed by 1,451 students) • 81,450 hours of volunteering Creation of an Environment Committee	Makers' projects (1) <ul style="list-style-type: none"> • 18.47% of projects have an environmental or social impact (104/563) Responsible Engagement Program (2) <ul style="list-style-type: none"> • 100% of projects have an environmental or social impact (1,612 missions performed by 1,584 students) • 86 partner associations • 87,300 hours of volunteering Incubator & Accelerator (3) <ul style="list-style-type: none"> • 24% of projects have an environmental or social impact within the Entrepreneur Academy (30/127) • 29% of projects have an environmental or social impact within the Incubator (18/62) • 50% of projects have an environmental or social impact within the Accelerator (20/40) <p>Co-creation of a CSR engagement charter with all student associations (4)</p>
FOR 2. Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge	New BSc in Data Science for Responsible Business with Centrale Lyon Double degrees & joint programs <ul style="list-style-type: none"> • 43 partner schools • 19 France + 24 abroad emlyon acquires a stake in the London Interdisciplinary School emlyon joins the Collège des Hautes Études Lyon Sciences, CHEL[s] Opening of the “em politics” course New “ Introduction to ethnography”	12 new exchanges & 3 new double degrees (5) <ul style="list-style-type: none"> • 45 partner schools • 18 France + 27 abroad New emlyon BioPharma curriculum (6) Design of a School diploma on transitions with the CHELS (launch in 2025)
FOR 3. Hone our learners' skills so that they can meet the social and environmental challenges	SDGs Inside 2.0 87% of courses reviewed Mandatory course “Acting to think, thinking to act in the Anthropocene” Common thread for the 2023 new school year SDG 16 “ Peace, Justice and efficient institutions” Appointment of an associate dean of Anthropocene pedagogy	Continued deployment of SDG Inside (7) Survey of 1st year PGE students on the integration of CSR skills into courses: 82% satisfaction (8) – Test of a skills assessment tool for meeting social and environmental challenges (TASK) (9) Common thread for the 2024 new school year: SDG 11 “Sustainable cities and communities” New MSc in Leading Sustainable Transformations (Sept. 2024) Launch of Association Leader Training (10)
FOR 4. Enable each student to develop their self-knowledge, open up their professional horizons and build their employability	Career surveys (PGE) Do social and environmental issues form part of your assignments? → on finishing: 34.4% say yes Development of the careers counseling support service emlyon “Printemps de l'Économie Sociale et Solidaire” emlyon & CDEFM: a career center for the future	Progress on the 2023 career survey: “Do social and environmental issues form part of your assignments?” * – Undergraduate education: 16% in main assignments (17.7% for the PGE) – Continuing education: 15.3% in main assignments Development of the careers counseling support service (11) – Workshop on salary negotiation for women – Continued work with the CDEFM on a career center for the future (2) New activities to promote positive-impact careers (13)

*The indicator has been revised this year to be more stringent. It now measures the percentage of students whose main assignments are specifically focused on social and environmental issues, rather than those who simply include a social or environmental dimension as a complement to their main duties, as was the case last year.

FOR.1 Nurture the spirit of enterprise and engagement with teaching grounded on experience and testing

(1) The makers' projects

Carried out in groups of 3 to 6 people over a period of at least 4 months, maker's projects require students to use their cross-disciplinary skills to manage innovative projects that benefits a business or association. It is mandatory for the project to include the notion of social or environmental impact.

FOCUS

Students rally together to support the Lebanese

As part of their makers' project, students decided to provide material aid to Lebanese people affected by the economic crisis, in association with the L Blanches association.

Their motivation and involvement led to:

- The purchase of **5 defibrillators** from **Défibrillateur France**, worth over €5,000, providing a major boost to the Beirut fire department, which previously had no such equipment,
- The **distribution of glasses** to Lebanese people who can no longer afford eye care,
- The **distribution of school equipment**: 270 school bags, 300 sports bags and 1,000 pencils
- Dispatch of dozens of boxes of **medicines**
- Preparation of around 100 **meals** and 450 snacks for distribution to the Lebanese population and a school.



(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 the school's **86 partner associations**. These 50 hours of volunteering can be extended up to 100 hours and is followed by a phase of reflection. Those who would like to go further can follow a social entrepreneurship module to obtain their **Social Entrepreneurship Certificate**.

This engagement can also be turned into a project. Every year, emlyon rewards students with outstanding achievements. This year's **Social Entrepreneurship Award** was given to seven projects, two of which led to the creation of positive-impact associations:



COP1: To provide assistance to students in need through the free distribution of food, hygiene products and clothing, as well as access to rights, culture, sport and employment.



Nausicä: Highlighting professionals in the film and audiovisual sector who are committed to building a responsible industry.



2024 Social Entrepreneurship Award
www.linkedin.com/posts/em-lyon-business-school

FOCUS

In January, emlyon jointly organized an inter-association workshop with the student association **Solidari'Terre**, involving three partners: Entourage, Les Camions du Cœur and Urgence Sociale Rue.

These charities have a shared mission of responding to the social emergencies of people living on the streets, through various initiatives such as outreach work, food distribution and creating social ties.

The aim of this workshop was to encourage our students to reflect on their attitude towards beneficiaries, their long-term engagement and the motivating factors behind volunteering.

As part of its partnership with the La Duchère Football Club, emlyon hosted one of the club's flagship events called the "Coup du Chapeau".

This event involves coaching the club's 75 male and female players in face-to-face interviews with professionals.

Students from emlyon and other volunteers from the association joined forces in this initiative to promote inclusion.

(3) The incubator-accelerator celebrates its 40th anniversary

Founded in 1984, the **emlyon** business school incubator-accelerator was the first business school incubator in France.

Its mission is to support the creation of innovative companies in all fields, with a particular focus on projects with a strong technological component.

As with other experiential programs, the incubator-accelerator is increasingly involved in projects that directly address social and environmental issues.

Some accelerator programs are already focused on supporting projects with a social and environmental impact, such as the **Zesteur**. Created in 2022 by Le Village by CA Centre-Est, Isara and emlyon business school, this is a private accelerator in the agri/good/tech sector. Its main objective is to boost the transition to sustainable agriculture and food by bringing together startups and professionals in the sector.

LE ZESTEUR
Accélérateur de projets Agri/Food/Tech

FOCUS

myLabel

Accelerated within the Zesteur, this start-up supports consumers, brands and distributors in their **transition to healthy and sustainable food** by drawing on the expertise of independent associations and NGOs.

It is a government-approved social and solidarity company (ESUS), labeled Greentech Innovation by the French Ministry of Ecological Transition, and an official member of the EU Farm to Fork program.



(4) Co-creation and signing of CSR engagement charter with student associations

To embody the values of emlyon, **all student associations and collectives signed the Association CSR engagement charter last February.**

This charter was jointly created by the school's CSR department and all the associations.

This ambitious collective project defines a joint framework to govern the environmental and social transition of the School's associations which have undertaken to measure their impact.

With the Department's support, the associations undertake to:

- Introduce measures to improve their environmental and social impact and to present a summary of these actions in their reports
- Obtain the Ecolab label awarded by emlyon NOISE for at least one of their major events
- Carry out carbon audits of the 5 largest events and compare them to those of the previous year
- Implement an emissions reduction trajectory for its events, with the aim of reducing GHG emissions by 5% per year.



Several student associations have already begun to integrate or rethink their projects and events in compliance with the CSR charter.

The **JET association** has adapted workstations to accommodate students with disabilities, in conjunction with the School's disability and inclusion coordinator.



Club Voile strives to dispel the elitist image often associated with sailing, while taking care to ensure parity among its governing bodies.



The **Dress'Code association** organizes an inclusive fashion show and seeks to promote a wider representation of men's fashion.

“ This charter represents an ambitious step by the associations and reflects the students' strong commitment to the ecological and social transition. We are all very proud of this success. ”

Erwan Augier, President of the Student Council and member of the Steering Committee



Signing of the engagement charter:

<https://www.linkedin.com/>

FOCUS

FOR.2 Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge

(5) **emlyon is continuing to extend its offering in exchange programs and double degrees** The aim is to foster open-mindedness and a multidisciplinary approach that is connected to society and the planet

From the start of the 2024 academic year, over 2,000 students will have the opportunity to study in establishments outside France thanks to more than 200 global academic partnerships.

FOCUS

Double degree with Strate School of Design

The double degree program between Strate School of Design and emlyon business school positions design as a key driver of organizational transformation, emphasizing that innovation must adhere to planetary boundaries while balancing political, ecological, and economic goals.

This program trains designers able to create new value models and support companies and local authorities in their transition, thanks to skills in economics, entrepreneurship, strategy and innovation.



Double degree with Sherbrooke University, one of the leading Canadian universities in sustainable development, ranked among the global top 10 by the Sustainability Tracking, Assessment & Rating System (STARS) for BBA and PGE students.



12 new exchanges & 3 new double degrees:

em-lyon.com/international-echanges-et-doubles-diplomes

(6) **Creation of the emlyon Biopharma curriculum**

The launch of the Healthcare Innovation, Technology & Society Institute (*see p.34*) if accompanied by the creation of emlyon BioPharma, a PGE-integrated course in Master in Management, designed for life sciences students.

emlyon BioPharma is a two-year course:

- In the first year, a specialized academic path consisting of two economics modules specific to the biopharmaceutical sector.
- In the second year, the opportunity to apply to spend an academic semester at Copenhagen Business School (Denmark) on the Master of Science (MSc) in Business Administration and Bioentrepreneurship course before following a four-module vocational path benefiting from input from experts, scientists, managers and entrepreneurs from research centers, biotech companies and pharmaceutical companies.



Launch of the HITS Institution and the BioPharma curriculum:
em-lyon.com/lancement-institut-hits-et-cursus-biopharma

FOR.3 Hone our learners' skills so that they can meet the social and environmental challenges

(7) Continued deployment of SDG Inside

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

It involves setting up an analytical framework used to situate each course in a reference framework of 34 CSR competencies, compared to the 17 SDGs and 4 levels (based on Bloom's taxonomy), and then to steer all the courses towards a comprehensive and global response to these issues.

The process was initially developed under a pilot scheme for the IMBA program, before being rolled out for the EMBA program in 2020.

This grid is currently being used to analyze the courses taught in all the programs in order to identify the competencies already taught and those that should be increased and/or developed.

The tool allows us to reflect on the evolution and creation of programs. It is an ongoing process that enables us to transform our courses in depth.

(8) Creation of a perception survey among first-year PGE students

A survey designed to assess students' perceptions of the integration of CSR skills into all their courses was distributed to first-year PGE students.

Of the 467 responses received, 82% were satisfied (56%) or very satisfied (26%) with the integration of CSR skills into their courses.

(9) Trial of the TASK skills test

This international certification, launched in March 2023 by the *Sulitest* movement, measures knowledge of sustainability issues. This year, TASK was tested internally by a panel of over 200 students and employees. The results are currently

being analyzed.

If the test proves conclusive, the ultimate aim is to have students take the test in their first year, and then at the end of their course, in order to be able to more accurately assess the increase in their skills on sustainability issues.

(10) Launch of a new Association Leader training program

This first session of the program, delivered in person over a period of 8 days, took place on January 17 and 18 in Lyon.

It is designed to enhance the impact of association leaders by helping them to develop a long-term vision, draw up strategic and action plans, and build a sustainable, innovative business model.

It also encourages the identification, measurement and communication of social, economic and environmental impact, while fostering constructive relations with governance and improving human resources management processes.

FOR.4 Enable each student to develop their self-knowledge, open up their professional horizons and build their employability

(11) Development of the careers counseling support service

The emlyon CFA won a call for projects to finance an e-learning course for the School's apprentices. The aim is to prepare them to find a company, take up their position, develop skills within the company, and move forward after the work-study period. As of October 2023, all apprentices have had access to this course.

In the same vein, the Career Center has created a number of e-learning modules that will be available to students at the start of the 2024 academic year, enabling them to deepen their knowledge of career fundamentals at their own pace, wherever they are, thereby facilitating their integration into the workforce.

(12) Continued work with the Conference of Directors of French Management Schools (CDEFM) on a career center for the future

The Career Center is involved in the CDEFM's Business Relations - Employability Codex, focusing in particular on the theme of international career paths.

As part of this commitment, Mark Smith, Dean of Programs, attended a colloquium on international mobility and the employability of international students, to learn how to reconcile the need to broaden professional horizons beyond national borders, while ensuring consistency with our mission and a controlled carbon footprint. In addition, he learnt more about how to successfully integrate non-French-speaking internationals in France and Europe, in search of a better personal and professional future than that offered in their home country.

(13) New activities to promote positive-impact careers

recruitment opportunities for students:

- Lunch & Learn days, one of which focused on the energy transition
- The Impact Challenge, during which students are asked to solve a business case in groups, under the guidance of a coach from a participating company, on a positive-impact topic, such as energy transition, social and environmental commitments, and inclusion.

The Career Center provided support, publicizing and acting as an intermediary for the NOISE association's positive-impact forum.

For 24-25, the Career Center's project is to contribute to the forum through a conference on positive-impact careers with the partner Jobs that make sense.



Positive-impact forum

www.noise-emlyon.org/impact-improveandact



For the 8th year, the Times Higher Education global employability ranking has placed emlyon as the 2nd French business school

STEERING COMMITTEE OPINION

ON EDUCATION



Erwan
AUGIER



Dominique
BOURG



Françoise
DANY

GENERAL OPINION

The Steering Committee members note that the School has created several programs in line with the mission (such as Leading Sustainable Transformation).

They also noted several initiatives linked to FOR1 FOR2 FOR3 FOR4, including:

1. The Sustainable Futures course introduced for participants in all degree programs to:

Nurture the spirit of enterprise and engagement with teaching grounded on experience and testing

Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge

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

Enable each student to develop their self-knowledge, open up their professional horizons and boost their employability

2. the SDG Inside project, which aims to create a program to manage the skills developed in line with the mission, by identifying those developed in the various courses and determining their level.

The Steering Committee members note that new publications on Sustainable Futures are helping to consolidate the project by making it more widely known, and by subjecting the positions taken by course leaders to the criticism of other specialists. The diversity of the companies involved in the project also enables students to make the link between what they learn and the reality of businesses, some of which are potential employers.

The Steering Committee members consider the recent work to analyze data from SDG Inside to be an important step towards achieving the mission's objectives. The observations are indeed potentially useful for discussions aimed at improving the both the project and programs. The Steering Committee requests **access to a summary of the analyses based on the data collected on SDG Inside**. Such a summary, focusing on the past and future stages of SDG Inside, would provide a clear understanding of what is meant by "courses are revised to factor in SDGs", and what conclusions have been drawn from the data collected.

For both these initiatives, the Steering Committee members encourage emlyon to listen carefully to learners' feedback on these important initiatives for the School, and to monitor their assessments and related comments. More specifically, they ask emlyon to propose a **mechanism next year to ensure that training objectives are being met from the students' point of view**.

This is all the more important given that the data collected on SDG inside is declarative and not always precise (many courses develop very general and level 1 skills), with a third of the Faculty still not (or not very) committed to the approach. **Discussions with Program Heads and the Faculty on the evolution of the SDG project need to be continued and strengthened**, to ensure that the system is both understood and discussed.

They also point out that emlyon would benefit from **clarifying what characterizes its teaching, described in FOR.1 as "grounded on experience and testing."** This combination of experience and testing could certainly help emlyon stand out from its competitors, who are equally committed to "experiential learning".

Finally, while emlyon highlights its new courses and programs, the Steering Committee members would like to see a more comprehensive presentation of its offerings in the future, in particular an **overview of all new courses, programs and double degrees, with explanations of how they relate to the mission**. They ask that Program Heads specify how the mission's objectives are embodied in their programs. In particular, what measures are being taken to *Develop reflexivity, critical thinking and creativity through the pluralism and interconnection of knowledge*, a particularly important objective at a time when many contradictions need to be addressed (e.g. between the various SDGs - for example, the eradication of hunger and the preservation of life on land and under water).



EMLYON ACHIEVEMENTS

IN RESEARCH

em
lyon
business
school

Statutory goals:

R1. Promote academic freedom and develop pluralistic research

R2. Play an active role in the global scientific conversation and in socioeconomic debates, taking a stand on the relationship between value creation and social and environmental justice

R3. Keep training programs current by incorporating newly-created knowledge



Prof. Isabelle HUALT

Présidente du Directoire
Directrice Générale

emlyon commitments by 2028

**ENSURE THAT
SKILLS AND
STANCES ARE
FIRMLY ROOTED IN
SOUND, PLURALIST
SCIENCE**



Scientific research is at the heart of emlyon business school strategy. It informs the global scientific conversation and fuels economic and social debate. Research is a key source of innovation in teaching, and underpins the School's legitimacy and international renown for the benefit of all those participating in the programs.

emlyon aims to recruit 50 new world-class research professors by 2028 – contributes to R.1/2/3

emlyon professors bring a wealth of diverse expertise and experience to the institution. They contribute to the mission to anticipate, guide, support and give meaning to the profound changes taking place in the world.

Their research work addresses a wide range of issues firmly anchored in the major socio-economic challenges of our time. They embody emlyon's commitment to training its students to become responsible leaders, by providing them with keys to understanding and guidance in the face of current and future challenges.

Since 2023, emlyon business school has been pursuing the Human Resource Strategy for Researchers (HRS4R) label, an initiative sponsored by the European Commission.

The School follows the guidelines of the European Charter for Researchers regarding the evaluation of researchers, with an annual collegial assessment of performance on three aspects, namely teaching, research and institutional contributions.

The key undertakings of the School include support for the continuing professional development of its research professors (including access to individual training and research budgets). One of our goals is also to strike a better balance between teaching and research.

The management strategy for the Faculty and its researchers, together with the recruitment policy for researchers, can be found in the document [downloadable here](#).

emlyon undertakes to sign new research chair agreements promoting the transformation of businesses – contributes to R.3

Originating from the intersection of business challenges and the expertise of emlyon professors, the chairs and research projects play a key role in the continuous updating of knowledge and its immediate application in both teaching and the broader emlyon community.

emlyon launched the HITS - Healthcare Innovation, Technology & Society Institute – in 2024 – contributes to R.3

Through this Institute, emlyon is seeking to strengthen its attractiveness in the field of healthcare and become the leading business school in this key economic sector.



Achievements and tracking mission goals

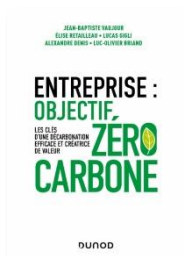
Achievements & monitoring indicators		
	2022/2023	2023/2024
R.1 Promote academic freedom and develop pluralistic research	A dynamic and multidisciplinary faculty <ul style="list-style-type: none"> 10 new professors 12 research centers and institutes Publications <ul style="list-style-type: none"> 121 publications 327 FNEGE/CNRS stars Organization of numerous lectures throughout the year <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> 	A dynamic and multidisciplinary faculty ⁽¹⁾ <ul style="list-style-type: none"> 8 new professors 12 research centers and institutes Publications <ul style="list-style-type: none"> 126 publications 318 FNEGE/CNRS stars Example of a lecture "Can economic efficiency truly serve the goal of a more just society?" Pierre-Yves Gomez, September 29, 2023
	R.2 Play an active role in the global scientific conversation and in socioeconomic debates, taking a stand on the relationship between value creation and social and environmental justice	emlyon launches the Leadership Academy For New Futures ⁽²⁾ <ul style="list-style-type: none"> Lecture cycle Columns published in Les Echos Leadership & Management New platform for disseminating knowledge and research: knowledge@emlyon ⁽³⁾ 49% of press coverage originates from the Faculty: 2,859 mentions in the media **
R.3 Keep training programs current by incorporating newly-created knowledge.	The faculty comprises researchers involved in the programs (design and teaching): <ul style="list-style-type: none"> 166 professors 95% of researchers hold a PhD 20% are hold a French Accreditation to Supervise Research 60% of researchers involved in the programs 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.	The faculty comprises researchers involved in the programs: <ul style="list-style-type: none"> 163 professors 96% of researchers hold a PhD 22% are hold a French Accreditation to Supervise Research Creation of a new chair with Vinci & Centrale Lyon "Hydrogen Transition for the Aeronautics Sector" ⁽⁴⁾ Launch of the Healthcare Innovation, Technology & Society Institute ⁽⁵⁾ Submission for the label Human Resource Strategy for Researchers (HRS4R)
	Creation of three new research and teaching chairs in line with the mission.	

** Previous year's data

R.1 Promote academic freedom and develop pluralistic research

(1) All 12 emlyon research centers link research and practice in order to address and anticipate changes in our society. While some centers have a purpose closely linked to the mission, they all include social and environmental issues:

1. **Entrepreneurship & Innovation Research Center** becomes the **Sustainable Entrepreneurship Institute** *"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 Governance** *"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 Intrapreneurship Institute**
12. **Artificial Intelligence in Management Institute**: publications include *"Perspectives in Sustainable Equity Investing"* by Prof. Guillaume Coqueret



"Business: Zero-carbon targets, the keys to effective, value-creating decarbonization"
J.B. Vaujour



"Preparing higher education in management for the energy and ecological challenges of the Anthropocene"
G. Carton and B. Valiorgue



"Why be an exemplary leader?"
Tessa Melkonian

R.2 Play an active role in the global scientific conversation and in socioeconomic debates on value creation and social and environmental justice

(2) Leadership Academy for New Futures

This comprises researchers from the School, with the aim of supporting leaders and managers with their leadership. The conferences organized by the Leadership Academy enable participants to explore new avenues for sharing and questioning managerial visions and practices on a global scale.

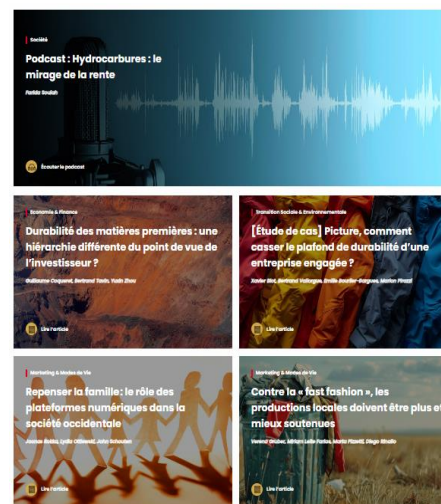
An inaugural conference was held in Lyon in the spring, with **Emmanuel Faber** as the keynote speaker. It focused on the ability of organizations to make an impact through change management, together with transformation in the way companies lead their performance / how they are judged.

Another will take place in Paris in the autumn. Guests will be leaders with inspiring backgrounds and original visions aligned around the core issue of global ecology.



Launch of the Leadership Academy:
em-lyon.com/leadership-academy-for-new-futures-lancement-conference-faber

Knowledge@emlyon
Where Research meets Society



(3) knowledge@emlyon: a new platform for disseminating knowledge and research:

Through short, accessible formats, the platform provides access to real-world research of excellence.

The aim is to disseminate this as widely as possible in order to respond to the economic, social, digital, and ecological challenges facing organizations and individuals today.



knowledge.em-lyon.com

R.3 Keep training programs current by incorporating newly-created knowledge

(4) Creation of a research chair with Vinci & Centrale Lyon “Hydrogen Transition for the Aeronautics Sector

This three-year Chair is part of emlyon's “Decarbonized Industry” initiative, focused on the “Hydrogen transition for the aeronautical sector”.

With the advent of hydrogen-powered aircraft, the energy transition within the airport environment presents a significant challenge, demanding substantial R&D efforts to ensure both technological and economic feasibility. This revolution introduces numerous uncertainties, whether technological, commercial, or related to available resources.

What sets this program apart is the collaboration between emlyon and École Centrale de Lyon, leveraging their combined expertise. An emlyon PhD student will focus specifically on the following question: “How will airports adapt to the arrival of hydrogen? How can VINCI Airports plan ahead for these new airport ecosystems?”

Their work will seek to develop a method for configuring the economic model for the hydrogen transition. At Centrale Lyon, researchers from four different laboratories (LTDS, LMFA, INL and Ampère) will also be supervising a PhD student (employed by VINCI Airports) on the following theme: “Developing a systems approach to hydrogen for the technical interfaces between infrastructures and aircraft (production, liquefaction, storage and transfer)”.



(5) Launch of the Healthcare, Innovation, Technology & Society Institute and the BioPharma curriculum.

The HITS Institute, led by Professor Bruno Versaevel, coordinates research activities and oversees both degree and continuing education programs in healthcare, while also fostering entrepreneurship within the sector.

Health research led by a team of 15 permanent or associate members focuses on the deciding factors shaping healthcare requirements (for example, insurance behaviors) as well as supply issues (optimizing medical logistics, measuring hospital KPIs), occupational health (employee engagement, the mental health of top management, impact of incentives) and R&D (for example, AI applied to biology) for the distribution of new drugs and vaccines.

The HITS Institute also supports the activities of the emlyon incubator/accelerator, which, over the past 10 years, has contributed to the creation or development of more than fifty innovative healthcare enterprises.

The HITS Institute and emlyon BioPharma curriculum benefit from close links with an exceptional scientific and industrial ecosystem, with the new emlyon campus being located in Gerland, in the heart of the Lyon life sciences community.

It is a research, development and production hub for biotechnology and pharmaceutical products which is home to international organizations (such as the International Cancer Research Center and WHO Academy), multinationals (Boehringer Ingelheim, Sanofi Vaccines, Viatris), biotech companies (MaaTPharma, Mablink bioscience, Ogivaux etc.), scientific research establishments (ENS Lyon, CNRS, Laboratoire P4 Jean Mérieux-Inserm, Lyon 1 University) and technological innovation institutes and clusters (Bioaster, CLARA, Lyonbiopole).



The HITS Institute and the emlyon BioPharma curriculum
em-lyon.com/lancement-institut-hits-et-cursus-biopharma

STEERING COMMITTEE OPINION

ON RESEARCH



Françoise
DANY



Armand
HATCHUEL

GENERAL OPINION

emlyon is recognized for the quality of its research (see the rankings), as well as for its respect and promotion of academic freedom (R1), which is reflected in the diversity of subjects covered and positions adopted, as well as in its recruitment. A number of achievements have also been made in relation to the objectives set out in the mission, including the creation of the Carbone 4 Chair, and positions taken in academic literature and the media (R2). The training programs mobilize qualified research professors to incorporate newly-created knowledge (see R3).

However, the School faces a number of challenges in effectively managing its research objectives. The current information system does not allow fine-tuned monitoring of the achievement of objectives. To advance in this direction, it is recommended that, as part of the ongoing development of information systems, the **School clarify its definition of pluralist research.**

Specifically, the **Director of Research, in collaboration with the members of the Scientific Committee and based on activity reports, should outline what pluralism in research at emlyon entails (review) and the actions needed to support it or potentially adapt it to current challenges. What are the strategic priorities in this area? What is the disciplinary scope for emlyon? What measures are in place to ensure that the courses benefit from the very best in research?**

- Generally speaking, the members of the Steering Committee encourage emlyon to gather and analyze research-related data in order to provide a more detailed characterization of contributions in terms of the themes addressed, as well as the epistemological positions and methodologies used. **The Steering Committee has requested access to the research teams' activity reports.**
- The purpose of the requested analysis of scientific output is to provide a clearer picture of emlyon's expertise, and in particular to identify the school's position on *the relationship between value creation and social and environmental justice*. The priority is to shift from merely identifying elements aligned with the mission to a more systematic approach to monitoring. This should in particular leverage existing processes, such as the production of research activity reports, the evaluation of research professors, and the declaration of publications in Scripta.

The Steering Committee also observes a separation between Research and Teaching activities, with decisions regarding new program creation sometimes being detached from the research output at emlyon. It is therefore requested that **program management clarify its decisions in relation to newly-created knowledge and the School's mission**



EMLYON ACHIEVEMENTS

IN FUNCTIONING



Statutory goals:

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

FON2. Embody a management model in our practices that respects people and helps them to develop

FON3. Engage our stakeholders in an active community that shares our educational project



emlyon commitments by 2028

**BOOSTING OUR
IMPACT AND
ROOTING THE
SCHOOL FIRMLY IN
AN ENGAGED
ECOSYSTEM**



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.

emlyon aims to provide support 100% of students on a CROUS scholarship – contributes to FON 1

Since September 2022, emlyon has applied a social policy to help students on a CROUS scholarship seeking to enroll in the Grande Ecole Program. Students will receive a 5% to 100% reduction in emlyon tuition, depending on their level of scholarship.

For the start of the 2024 academic year, this scholarship policy is being extended to students in the BBA program. Students can now benefit from the same needs-based scholarship policy, covering up to 100% of tuition fees for those on level 7 scholarships.

This year also saw the launch of the emlyon Foundation “impairment and disability” grant, created in association with the School. This is intended for the additional living expenses incurred by disabilities, as well as assistance with transportation, both on a daily basis and on internships abroad. In 23/24, the Foundation awarded 15 grants for a total of €8,550.

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.

These levers are in addition to the many inclusion initiatives deployed at the School:

- Signing of the “Autre Cercle” Charter
- The TrEMplin scheme to promote inclusion of

scholarship students

- The inclusive program “La Toile”
- New schemes to promote inclusion (experimentation with caregiver status, inclusion days, vigilance day, etc.).

By 25/26, emlyon will consolidate all its social outreach initiatives in a dedicated Solidarity and Inclusion Center.

emlyon continues implementation of its Climate plan to help achieve net zero by 2030 – contributes to FON 1

By conducting its first carbon audit in 2022 to identify its main causes of emissions, emlyon has outlined the School's Climate Plan for the forthcoming years.

To align with the December 2015 Paris agreements and help the global effort, emlyon has set itself the goal of contributing 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 (mobility, purchasing, energy and digital technology) and is committed to offsetting its incompressible emissions.

FON.1 Make our school an innovative organization in matters of inclusion and environmental protection



Achievements and tracking mission goals

Achievements & monitoring indicators		
	2022/2023	2023/2024
FON. 1 Make our school an innovative organization in matters of inclusion and environmental protection	<p>Needs-based scholarships</p> <ul style="list-style-type: none"> • 985 scholarship students, • i.e. 17% of eligible students (PGE and BBA) <p>Outreach program</p> <ul style="list-style-type: none"> • 848 pupils supported • Over 9,200 pupils supported since 2006 <p>TrEMplin scheme</p> <ul style="list-style-type: none"> • 85 students mentored <p>La Toile program</p> <ul style="list-style-type: none"> • 88% success rate • 77% finish the course with a career plan <p>Signing of the Autre Cercle Charter for LGBT+ inclusion and diversity</p> <p>85% satisfaction by disabled students</p>	<p>Needs-based scholarships</p> <ul style="list-style-type: none"> • 1058 scholarship students, • i.e. 19% of eligible students (PGE and BBA) • emlyon needs-based scholarships extended to BBA students • Launch of the “impairment and disability” grant <p>Outreach program</p> <ul style="list-style-type: none"> • 1020 pupils supported • Over 10,200 pupils mentored since 2006 <p>TrEMplin scheme (1)</p> <ul style="list-style-type: none"> • 137 students mentored <p>La Toile program (2)</p> <ul style="list-style-type: none"> • 86% success rate • 75.5% finish the course with a career plan <p>New initiatives: experimentation with student caregiver status and the introduction of inclusion days (3)</p> <p>87% satisfaction by disabled students</p>
	<p>Launch of the Climate plan: with the aim of contributing to net zero by 2030</p> <p>Construction of the new campus</p>	<p>Continuation of the Climate plan (4)</p> <ul style="list-style-type: none"> - Green travel voucher scheme - New travel policy - “Provélo” bicycle label - emlyon sponsorship for the documentary “WAY, le voyage responsable et conscient” - Commitment with the City of Lyon as part of the EU program “Lyon: climate-neutral city by 2030” <p>Move to the new emlyon campus (5)</p>

FON.1 Make our school an innovative organization in matters of inclusion and environmental protection

(1) The TrEmplin scheme to promote inclusion of scholarship students

The School continues to expand the trEmplin scheme started in 2021, working alongside the alumni network and the association Article 1.

This program is part of a more comprehensive support program for scholarship students, from integration to graduation:

- Administrative and financial support through the Student Services Center
- Personal and career development through the Career Center
- Student life, through the Wellness Center and the Corporation Council.

This year, support was introduced for scholarship holders involved in associative life, in recognition of their engagement.

Of the 1,070 attending the 2023 Integration Weekend, 18.04% were scholarship-holders and received financial assistance from the Tremplin scheme, benefitting from sliding scale prices according to their CROUS level.

(2) La Toile program



La Toile, created in 2020, is a fully free program designed to promote equal opportunities and workplace integration.

Its goal is to provide training that leads to a first level of qualification in high-demand digital professions, targeting young people without formal training and those with low employment prospects, and helping them reintegrate the workplace.

This training initiative is a direct response to emlyon's mission of inclusion, ensuring that everyone who wishes to develop professional skills has access to such opportunities.

Thanks to the Qualiopi certification and successful project applications aimed at supporting mobility and retention, a notable reduction in student dropouts has been observed (only 8.6%, or 13 students, dropped out for health or financial reasons this year, compared to 11.2% in 2022-2023).

Impact of La Toile since its launch:



(3) New programs to promote inclusion

Experimentation with caregiver status

To better support student caregivers in balancing their studies with caregiving duties, the Inclusion and Disability Unit has introduced an experimental caregiver status, which allows students with such responsibilities to benefit from special study accommodations.

This applies to students who provide regular and ongoing care to close family members who are losing their independence due to age, disability or chronic illness, in order to provide them with support and help them carry out all or part of the daily activities on a non-professional basis.

Inclusion Days

In partnership with APICIL, the Inclusion and Disability Unit has rolled out a series of **awareness-raising days on disability, consent and sexism in the workplace**, using virtual reality. This experience puts participants "in the other person's shoes", using immersive virtual reality technologies, in collaboration with Reverso, a start-up incubated under the emlyon mentoring program.

The aim is to teach people how to deal with all forms of discrimination in just 20 minutes (360° film and interactive experience).



Vigilance Day

In collaboration with the Student Corporation Council, emlyon organized a "Vigilance Day",

mandatory for all first-year students involved in student associations. The purpose of the event was to inform and raise awareness, ensuring that they can fully embrace their student experience in a safe and supportive environment.

The day also provided emlyon with an opportunity to reaffirm its commitment to respect for others and the fight against all forms of discrimination and violence, including sexual and gender-based violence.

The day began with a testimonial from Laurence Cottet-Flipo, a former alcoholic turned addiction counselor and founder of "Dry January" in France, raising awareness of the dangers of addiction. The Actheatre company then presented a play on sexual violence among students, leading to an open debate on the subject.

Throughout the day, students were able to gather information from stands covering a range of topics:

- Reducing addiction-related risks, with Avenir Santé and Dry January,
- Road safety,
- Virtual reality experiments on consent,
- First aid training.
- Health and inclusion.



(4) emlyon continues to roll out its climate plan: contributing to net zero by 2030

Creation of a green travel voucher scheme to encourage carbon-neutral international student travel

This scheme is intended to reward emlyon students who adopt an environmentally-friendly attitude by providing a financial incentive for students using green modes of transport (bus, train, car-pooling etc.) when they go abroad on an academic exchange. They will receive financial compensation proportional to the distance traveled to help cover some of the costs of their journey. The scheme came into force in September 2024.

A stricter staff travel policy

Rail travel must be chosen as a priority for all journeys under six hours.



emlyon continues to roll out its Climate Plan
em-lyon.com/cheque-mobilite-etudiante-decarbonee-emlyon

Objectif Employeur Pro Vélo program

With the new campus in Lyon city center, mobility is evolving and it is easier than ever to commute by bike. Launched in March 2023, the Objectif Employeur Pro Vélo program encourages employees to use bicycles for their commute to work (workshops to refresh cycling skills, safe cycling, safety and repair kits).



New narratives

To make a success of this transition, the School is keen to suggest desirable future scenarios and share inspiring and motivating stories. emlyon is the exclusive partner of a documentary film created by three of its students entitled "WAY, le voyage responsable et conscient" which describes their eco-friendly journey using only green modes of transport during their academic exchange year following a wake-up call about the state of the planet.

This project won the prize for the best CSR projects with environmental impact in the 2021 Social Entrepreneurship Awards under the Responsible Engagement Program (see page 20).



The School is working side by side with the City of Lyon as part of the EU program "Lyon: climate-neutral city by 2030"

This alliance is the culmination of four major commitments undertaken by emlyon.

- Strengthen the training and awareness of every student, learner and employee to the challenges of the climate emergency
- Promote low-carbon mobility for students' academic exchanges
- Enhance the employer's low-carbon mobility plan
- Reinforce our Climate objective by contributing to carbon neutrality by 2030



(5) The new emlyon campus, embodying the mission to promote hybridization, connections, excellence and sustainable development

After some fifty years in Écully, emlyon is opening a new chapter in its history with its move to Gerland (Lyon 7th district).

This new-generation campus is exemplary as regards environmental concerns, linked to the socio-economic world and designed for world-class teaching. 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).

Promoting low-carbon mobility

Green mobility solutions are encouraged and public transport services are in the immediate vicinity of the campus (metro, TER, bicycles, tramway and bus).

The campus includes 380 bicycle parking spaces and no parking facilities, except for PRM spaces.

New connected ways of working

The new emlyon campus houses new, connected ways of working, while the library and makers' lab have been designed using the latest hybrid tools and approaches:

- 8,500 m² of learning spaces, with classrooms



designed for action learning, flexible use and work.

- A state-of-the-art makers' lab: 740 m² equipped with a textile lab, 15 3D printers and the latest pro software licenses.
- An association village designed as a place for students to develop their professional skills: 700 m² with a 200 m² foyer, an event space and a number of workspaces designed for association premises, as well as a soundproof music room.

Involvement in the local social and economic community

Located alongside the Lyon ENS, Sciences Po Lyon, ISARA, Université Lumière Lyon II, Université Jean Moulin Lyon III and the WHO Academy, the campus thrives within a dynamic, high-quality university and scientific district. Thanks to its proximity and synergy with leading academic and socio-economic partners, students have direct access to all the nearby university libraries and can easily participate in conferences, lectures, and corporate projects.



FON.2 Embody a management model in our practices that respects people and helps them to develop

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.

Work undertaken to define “respectful management”

As part of the FON2 objective, the School has launched a collaborative effort to define a management model that respects people and helps them to develop.

Led by the Human Resources Department and the Social and Environmental Engagement Department, this project aims to bring together all the School's stakeholders to help them drive change.

The goal is to set out a common value base and repository that clarifies concepts, defines fundamental management principles, and shares internal rules of good relational and managerial practice.

This project, which began in the summer of 2024, is scheduled for completion by the end of 2025.

The School undertakes to train 100% of staff in social and environmental issues – contributes to FON 1/2/3

The “Understanding and tackling climate change” training course is delivered to staff in the form of a series of compulsory learning modules. Staff can either try out the 2 tons workshop or explore training modules on history of the earth, the climate system, the collapse of biodiversity, the depletion of natural resources, impacts on human societies and inequality.

287 employees have already been trained, including the entire emlyon executive Committee

End-of-career management

The School's management and social partners have signed a new agreement aimed at establishing a social policy that supports employees aged 58 and over, offering the possibility to retire and approach this transition with peace of mind, thanks to:

- Enhanced access to information
- Training for “senior” employees
- Planning the end of careers and the transition between work and retirement
- The transfer of knowledge and skills

The Autre Cercle Charter for LGBT+ inclusion and diversity

emlyon has been a signatory to the Autre Cercle LGBT+ Charter since 2022. The School has thus undertaken to ensure an inclusive environment for the LGBT+ community by disseminating best practices to combat discrimination on the basis of sexual orientation.

emlyon took part in the L'Autre Cercle x Ifop LGBT+ barometer, the results of which were published in 2024: 77% of employees consider the organization to be benevolent towards the LGBT+ community.



Achievements and tracking mission goals

Achievements & monitoring indicators		
	2022/2023	2023/2024
FON2. Embody a management model in our practices that respects people and helps them to develop	Introduction of the HR action plan and satisfaction monitoring Encourage civic engagement among staff School involvement in the “Entreprise des possibles” and the Foyer ND des Sans-Abris shelter for the homeless. Gender Equality Index: 85/100 points Signing of the Autre Cercle Charter for LGBT+ inclusion and diversity	Social barometer: 70% satisfaction in December 2023 Work undertaken to define “respectful management” Partnership agreement signed with the French National Guard: to promote employee engagement New end-of-career management agreement signed for a smooth transition to retirement Commitments under the Autre Cercle Charter for LGBT+ inclusion and diversity (2)
	32% of employees trained 9.9 hours of training per employee	20% of employees trained 8 hours of training per employee New mandatory training “Understanding and tackling climate change”

FON.3 Engage our stakeholders in an active community that shares our educational project

emlyon is an organization that is fully integrated into its ecosystem and the local area. It is constantly interacting with all its stakeholders.

emlyon aims to involve alumni and companies at all levels of the School's activities – contributes to FON 3

Graduates are involved in all the School's activities, including recruitment, teaching, mentoring, the Steering Committee and the Foundation's Board of Directors. In nearly 150 years, graduates of emlyon business school have consistently maintained a strong connection to their school. There are now over 45,000 graduates around the world, who keep the emlyon alumni spirit alive through regular gatherings.



Achievements and tracking mission goals

Achievements & monitoring indicators – (1/2)	
2022/2023	2023/2024
<p>Signing of the Lyon University COMUE CSR charter, along with 35 regional establishments</p> <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>Acculturation of alumni to the mission</p> <ul style="list-style-type: none"> Launch of the magazine "Le Fil" 43 emlyon alumni and staff took part in <i>The Week</i> program to raise awareness of environmental issues and step up action <p>The emlyon Foundation: a key player in the rollout of the mission to promote equal opportunities and diversity</p> <ul style="list-style-type: none"> €330,000 in pledges 250 new donors Assistance for 500 students and 3000 young people helped over the past 10 years 	<p>New "Resonances" 2028 strategic plan.</p> <p>Encourage team commitment: stronger internal coordination of the mission (1)</p> <p>Increased communication about the mission (2)</p> <ul style="list-style-type: none"> New institutional communications campaign: "training enlightened leaders who build a fairer society". School CSR engagement report emlyon is the most influential business school on social networks, according to the "Palmarès de l'autorité sociale des établissements d'enseignement supérieur" <p>Co-organization of events related to the mission</p> <p>Actively engaging alumni in the mission (3)</p> <ul style="list-style-type: none"> 3rd edition of Le Fil magazine New, more collaborative web platform Graduation ceremony: "finding where you belong" message from students <p>Strengthening ties with local stakeholders (4)</p> <p>emlyon Foundation (5) a key player in the rollout of the mission to promote equal opportunities and diversity:</p> <ul style="list-style-type: none"> €500,000 in pledges Nearly 200 new donors 350 students assisted

FON3.
Engage our stakeholders in an active community that shares our educational project

(1) Internal coordination of the mission was strengthened this year

A network of mission ambassadors was set up internally. It comprises 35 employees representing all the School's activities, and meets with the same frequency as the Steering Committee.

This network's objectives are to:

1. Implement the mission in its respective activities
2. Promote the mission and share mission news and issues with their teams
3. Contribute to data and information collection

(2) The School boosts the visibility of communication about the mission

Through its range of internal and external communication channels (websites, social networks, program & corporate newsletters, brochures, intranet, internal signage, etc.), the School regularly informs its ecosystem of its strategy and highlights its own achievements, as well as those of its students, learners and graduates.

In 2024, the School published its first **engagement report**, summarizing the year's achievements with regard to Social & Environmental Responsibility.



In May 2024, emlyon business school unveiled a **new institutional communications campaign**, which was disseminated in the national media and on urban billboards in Paris and Lyon.

This campaign aims to showcase the School's unique identity by providing tangible examples of its action.

It reflects the "maker spirit" at the core of the School's mission to help create a society that is fairer, more sustainable and shows solidarity for others, through five illustrations:

- **Yann Bucaille-Lanrezac**, a 1993 graduate, and his Café Joyeux initiative, which creates permanent employment for people with disabilities;
- The impact of the Association track on they involvement on the career plans of **Clément Meyer**, a 2023 graduate;
- The commitment and qualification for the Paris 2024 Olympics of Global BBA Talents pathway student **Shirine Boukli**;
- emlyon's stake in the **London Interdisciplinary School**, an institution that champions hybrid learning models and innovative teaching approaches;
- The creation of the **Strategy in the Anthropocene** research chair with Carbone 4.

Entitled "**This is How We Embrace Change**", the campaign provides tangible illustrations of how the School is pursuing its mission.

(3): co-organization of events related to the mission

On January 25, 2024, emlyon, in collaboration with École des Mines and the Scientific Council of the Communauté des Entreprises à Mission, organized the inaugural academic symposium dedicated to a mission-driven company.

The School also co-organized and hosted the Société Française de Management's winter seminar, which focused on the role of Higher Education in Management Science with respect to ecological emergencies. In the lead-up to this seminar, Françoise Dany led two open sessions for all Management Science research professors. The first session featured a talk by Aurélien Acquier on "Management Sciences and the Anthropocene". In the second session, Yves-Marie Abraham shared his experience on teaching sustainable sobriety.

The School actively engages its alumni in support of its mission by organizing a range of events connected to its engagements.

2023 Worldwide Alumni Day—a global event that rallies the emlyon community around the School's vision.

On December 7, 2023, during Lyon's Festival of Lights, the emlyon spirit illuminated the world during the 5th Worldwide Alumni Day. For 24 hours, graduates and students from across the globe came together to celebrate belonging to this huge community, through events organized in numerous cities around the world. This year, the theme **"Staying Enlightened"** resonated profoundly with emlyon's mission.

As part of this initiative, three research professors illustrated the School's academic excellence through lectures in different cities, highlighting the global alumni network's engagement with pressing contemporary themes:

- Paris: **"Staying enlightened in a changing world"** by Philippe Silberzahn, Professor of Strategy.
- London: **"Staying enlightened through Artificial Intelligence"** by Imène Brigui, Director of the MSc. in Data Science & AI Strategy.
- Geneva: **"The paradox of servant leadership"** by Vincent Giolito, Professor of Strategy and Organization.

Round table on mentoring – Exemplary involvement of alumni to help young people

On December 8, 2023, as part of the national initiative *1 Young Person, 1 Mentor*, emlyon and the *Collectif Mentorat* co-hosted a round table discussion entitled **Mentoring: the Region's Commitment to Young People**, in the presence of Mr. Olivier Dussopt, Minister of Labor, and Ms. Prisca Thévenot, Secretary of State for Youth and an emlyon alumna.

The event highlighted the exemplary involvement of alumni in the field of mentoring.

- **In 2023, 84 scholarship students received mentorship from members of the emlyon community**, including former pupils, professors and staff.

- The aim for 2024 is to increase this number to 140, demonstrating the alumni network's ongoing commitment to supporting the next generation in their academic and professional success (see page 42).



(4) Strengthening ties with local stakeholders

The second annual evening dedicated to emlyon's corporate partners took place on 16 May 2024. The event was attended by a large number of partners, demonstrating the strengthening of ties between the School and its partners.

The close relationship with our corporate partners is set to move to a higher level at the new emlyon campus. This is an accessible, open place, directly connected to its environmental ecosystem, to local, European and international public authorities, as well as to the socioeconomic community (see page 45).

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

Under the auspices of the Fondation de France, the mission of the emlyon Foundation is to transform the lives of 500 individuals each year. Every donation received is directly allocated to support students facing financial hardship, ensuring they have the resources needed to succeed in their studies. For over 30 years, the Foundation has been a pillar of support, placing students at the heart of all its initiatives.

In 2023/2024, it focused on five priority initiatives:

1. **Grants for living costs: supporting emlyon students in a structurally disadvantaged situation.** 219 students received support totaling €505,780.
2. **Emergency funds: special assistance for students in serious and unforeseen situations.** In 2023, 60 grants were awarded totaling €28,400.
3. **Disability grant: support for the health of young people at emlyon.** In 2023, €8,570 was collected to help 15 students.
4. **The "Tour de France des Oraux": helping talented young people to gain entrance to the major business schools** 25 grants were also awarded under the TUP program, for a total of €10,000.
5. **PhD and Research Grant: a grant to support the international doctoral program.** 20 profiles are selected, including 5 new applicants each year depending on their results. The total budget for these 20 PhD grants exceeds €200,000.

Raising awareness of the alumni network:

Alumni are a natural source of donations thanks to their strong ties with the School. 2024 saw the launch of collection campaigns targeting alumni of short courses, certain parents of students, as well as companies and foundations aligned with our projects. These initiatives have resulted in significant donations and multi-year commitments of support.



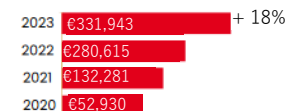
5 priority projects
to fund



€400,000 of
donations and
pledges collected
since January 1,
2024



€1,107
average donation
€100
median donation
€50,000
maximum donation



trends in donations over
recent years

Since January 1, 2023

21
172

Corporate Donors &

alumni donors

STEERING COMMITTEE OPINION

ON FUNCTIONING



Isabelle
ADELIN



Marie-Stéphane
MARADEIX

GENERAL OPINION

Numerous initiatives have been implemented in relation to FON1, particularly in light of emlyon's relocation to its new campus. The goal of achieving carbon neutrality by 2030 is closely linked to the move from the Écully campus to Lyon, with the new campus designed to serve as a model of environmental sustainability. **emlyon's Climate Plan indicators are still to be monitored.**

As regards inclusion, in its last opinion the Steering Committee highlighted the need for greater clarity and visibility regarding emlyon's various inclusion initiatives. In response, a commitment has been formalized in the Resonance strategic plan, which includes the creation of a **Solidarity & Inclusion Center** "to provide support, from guidance to integration to job placement". **The Steering Committee suggests that this new Center should address the issue of measurement tools for these various programs, as proposed in the previous opinion.** The committee will also be paying close attention to the deployment of the Global BBA scholarship program.

In its previous opinion, the Steering Committee asked the School to define the notion of "respectful management" (FON2 - goal no. 9: *"Embody a management model in our practices that respects people and helps them to develop"*). The committee met with representatives of the ESC and emlyon's human resources department to define the scope of this project. The School proposed an action plan and a collaborative working method, which were presented to the social partners. The project is being led by the SEC and HR Departments, with the broadest possible input. This work is scheduled to take place over the 2024 - 2025 academic year. **The committee would like to be provided with the various deliverables and to hear from employees on the subject.**

In addition, the Steering Committee points out that the School needs to provide feedback on the closure of the Saint-Etienne campus, which could also help set out the way forward for FON2, through measures that go beyond what can be expected of good management.

With regard to stakeholder commitment (FON3), the Steering Committee asks the School to re-launch its reflection on the mobilization of Alumni with regard to the mission, and to propose an action plan.

Given the strong interest already expressed by regional stakeholders in leveraging the School's presence in Lyon city center, the Steering Committee requests that the School provide further clarification on the proposal outlined in point 5 of the Resonance plan: "To enable companies to benefit from a comprehensive, co-constructed service offering", regarding potential alignment with the mission and its local roots.

In addition to regional companies, the Steering Committee recommends mapping out local stakeholders and potential partnerships that could be developed in connection with the School's mission.

OPINION ON THE PERFORMANCE OF THE MISSION AND ACHIEVING THE GOALS

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

Follow-up on emlyon's commitments and the SC's 2022-2023 opinions

emlyon's intention to extend its scholarship program to the BBA program is taking shape at the start of the 2024/2025 academic year. The number of PGE scholarship students is increasing. The cost of this scholarship policy for the School amounted to €2.7m for 2023-2024, with a target of 92% increase by 2027/2028, i.e. €5.1m.

The Tremplin scheme, created for the 2021-2022 academic year to help scholarship students succeed, is also progressing, with a 42% increase in students benefiting from the program.

In its previous opinion, the Steering Committee highlighted the need for greater clarity and visibility regarding emlyon's various inclusion initiatives. In response, a commitment has been formalized in the Resonance strategic plan, which includes the creation of a Solidarity & Inclusion Center "to provide support, from guidance to integration to job placement". The SC suggests that this new Center should address the issue of measurement tools for these various programs, as proposed in the previous opinion.

The first tangible initiatives have been introduced under the Climate Plan, such as the green travel voucher scheme and a stricter travel policy. However, the goal of achieving carbon neutrality by 2030 is closely linked to the move from the Écully campus to Lyon, with the new campus designed to serve as a model of environmental sustainability (HQE and BREEAM labels). emlyon's Climate Plan indicators therefore still require monitoring.

Furthermore, in line with the CM's previous opinion, emlyon has incorporated biodiversity considerations into the report (decontamination, tree planting and landscaped areas).

The campus transfer was completed on schedule, with students starting the new academic year in September 2024.

Additional opinion

The SC will continue to monitor the progress of indicators relating to emlyon's commitments to equal opportunity and inclusion, and will pay close attention to the implementation of Resonance plan commitments, particularly on the following points:

- The creation of the Solidarity & Inclusion Center (objectives, governance, resources, action and communication plan, tools for measuring the measures taken).
- Continued deployment of the Global BBA scholarship program.

On environmental issues:

- Achievement of the commitment to train 100% of students, teachers and staff in social and environmental issues.
- The operational implementation and measurement tools of the Climate Plan for the new campus in Lyon.

FUNCTIONING GOAL FON2 - Embody a management model in our practices that respects people and helps them to develop

Follow-up on emlyon's commitments and the SC's 2022-2023 opinions

Under the Resonance strategic plan, emlyon's human resources roadmap is structured around 6 key areas, 4 of which are presented as being relevant to the mission. In this report, we will focus on two, namely: "Anchor the development of human resources at emlyon:

- "Anchor human resources development in the mission": new rights such as menstrual leave or transition leave; pilot testing of a 4-day week; inclusion of disabled workers; development of skills sponsorship; strengthening social dialogue, etc.
- "Making management and sales teams the benchmark": establishing a standard of leadership to foster a culture of respectful management.

In its previous opinion, the SC asked the School to define the notion of "respectful management" from Goal 9 of the mission ("*Embody a management model in our practices that respects people and helps them develop*"). The SC met with representatives of the ESC and emlyon's human resources department to define the scope of this project. The School proposed an action plan and a collaborative working method, which were presented to the social partners. The project is being led by the SEC and HR Departments, with the broadest possible input using collective intelligence methods. This work is scheduled to take place over the 2024 - 2025 academic year and result in three types of deliverables: a repository of key skills and target behaviors for managers; a roadmap for appropriation, training and implementation; monitoring and measurement indicators.

Additional opinion

The SC requests clarity and measurement indicators on the deployment of the HR roadmap in relation to the mission. It will pay close attention to the implementation of the action plan proposed by the School's management to arrive at a shared definition of "respectful management" and follow-up indicators, by the time of the next report.

In addition, to illustrate the issue of "respectful management", the SC has asked the School to draw up a feedback report on human resources management following the closure of the Saint-Etienne campus (including the method, schedule, employee demands and measures implemented).

FUNCTIONING GOAL FON3 - Engage our stakeholders in an active community that shares our educational project

Follow-up on emlyon's commitments and the SC's 2022-2023 opinions

The SC consulted emlyon's executive vice-president on the involvement of alumni in the mission's goals. The School cites internal organizational reasons and was unable to make any progress in this area.

According to the School, one way of mobilizing alumni could be through the planned investment fund for projects with a social and environmental impact.

With regard to the development of financial resources, to complement the work of the emlyon Foundation, the School's status no longer enables it to raise sponsorship funds for projects such as the Chairs. The Dean's Office confirmed to the SC that the spirit of the Chairs has been upheld, particularly in terms of academic freedom and the broad dissemination of knowledge (in alignment with goal R2).

While the Resonance strategic plan incorporates the SC's suggestion to establish a "Transition Academy," it focuses not on regional stakeholders who could benefit from emlyon's expertise in ecological transition, but rather on "strengthening the impact of all experiential educational projects [...] engaging students in addressing the ecological emergency".

The SC has not yet received an answer regarding the alignment of the Partnership Charter.

Additional opinion

The SC would like the School to reopen the debate on involving alumni in its mission, and to propose an action plan.

Given the strong interest already expressed by regional stakeholders in leveraging the School's presence in Lyon city center, the SC requests that the School clarify the proposal of point 5 of the Resonance plan: "To enable companies to benefit from a comprehensive, co-constructed service offering", regarding potential alignment with the mission and its local roots.

In addition to regional companies, the SC recommends mapping out local stakeholders and potential partnerships that could be developed in connection with the School's mission.

STEERING COMMITTEE CONCLUSION & GENERAL OPINION



Isabelle
ADELIN



Erwan
AUGIER



Dominique
BOURG



Françoise
DANY



Arman
HATCHUEL



Marie-Stéphane
MARADEIX

The work of previous years has helped to clarify the various areas of focus of emlyon's mission and to identify avenues for deployment.

In this, its third year of operation, the Steering Committee notes that the School has taken a number of steps in response to its observations, including:

- The appointment of an associate dean of Anthropocene pedagogy
- Introduction of activities for faculty and staff to develop awareness and knowledge of environmental issues
- Extension and revision of the SDG Inside project

These activities complement other School initiatives, including:

- Commitments in relation to inclusion and environmental protection
- Creation of three new research chairs and training programs connected to the mission's goals

The School regularly references its mission in both internal and external communications, and the second annual meeting, held on February 14, 2024, between Steering Committee members and employees, provided an opportunity to share and discuss the Committee's findings.

While the Steering Committee acknowledged the many activities aligned with the School's mission, it encourages the School to take a more proactive approach – one that extends beyond "what happens naturally" – by better integrating mission stewardship into its management structures. The School must empower itself to set more ambitious goals and stay vigilant in monitoring any potential deviations from its mission.

Our interviews and discussions with the mission's manager reveal that many accomplishments are still driven by individual initiatives – often recognized only in hindsight – or are the result of long-standing traditions at emlyon. However, there is a need to assess the conditions for sustaining these traditions or determining whether changes are necessary to better respond to the mission. The mission has not yet been integrated across all departments to ensure that emlyon's academic and entrepreneurial excellence is aligned with its mission. Steering Committee members continue to have difficulty identifying deep, transformative changes beyond the initiatives presented.

In fact, emlyon has made no progress on the new goal of implementing a management model that respects people and helps them to develop (FON2), or engaging alumni with respect to the mission (FON3).

The Steering Committee therefore makes several recommendations to emlyon's management to help drive and secure the successful implementation of the School's mission. In addition to specific cross-functional suggestions for each objective, the Committee recommends strengthening the role of the mission within the management structures and reinforcing the Steering Committee itself. Proposed measures include:

- Introducing dedicated Executive Committee and Management Committee meetings to ensure that the mission is integrated into each department to address priorities and challenges, with reports sent to the Steering Committee.
- Creating a "Steering Committee" email address to gather suggestions and feedback from emlyon staff.
- Given the ambitious nature of emlyon's mission, the members of the Steering Committee emphasize the strong need for expertise to assess the School's initiatives and support its transformation project. Since many of the objectives are closely tied to teaching and research, they encourage emlyon and its governance to identify new academic leaders who could join the Steering Committee. A discussion would help clarify the most relevant academic expertise required. Additionally, the members suggest collaborating with the Head of Partnerships to identify business contacts who could offer valuable support and expertise to the Steering Committee.

VI. ADDITIONAL INFORMATION

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.

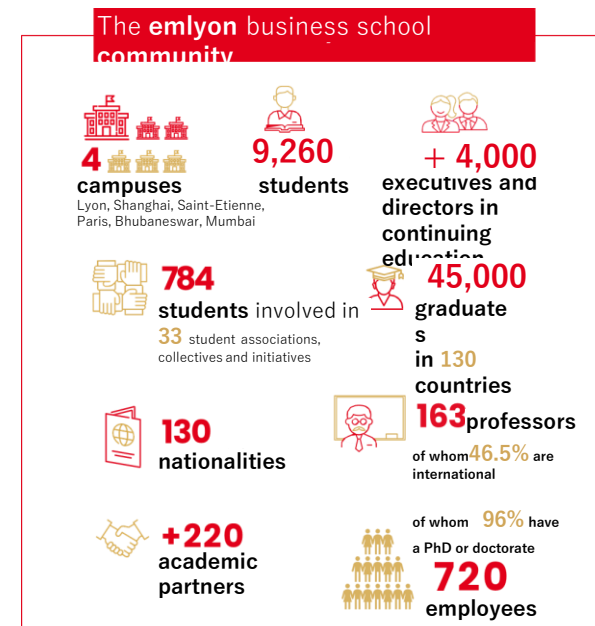
It is one of the oldest business schools in Europe. The School is part of the 1% of the world's business schools that have been awarded the three international accreditations: AACSB, EQUIS and AMBA. As such, it justifies its place as a world-class business and management school.

The School has two campuses in France, located in Lyon and Paris, in addition to establishments abroad (India, China, and Africa). It relies on a Faculty of 163 international research professors as well as a network of over 220 academic partners around the world to offer outward-looking programs of learning and excellence.

The School welcomes 9,260 undergraduate students (degree programs) from 130 nationalities and more than 4,000 participants in continuing education programs (programs leading to diplomas and certificates).

It coordinates a 45,000-strong alumni community across 130 countries.

emlyon business school has over 720 employees throughout its campuses.



EMLYON STRATEGIC PLAN "RESONANCES 2028"

→ The maker mindset at the core of our academic model and strategy

Resonance* means being in harmony with the world around us and having a meaningful relationship with society. **Resonances** is our project to ensure that our students, faculty, and all **emlyon** business school teams provide answers to the major challenges of both today and tomorrow.

In 2021, we launched the Confluences 2025 plan, renewing our governance, expanding our research and training programs, and strengthening our international presence. As a result, we achieved our goal of ranking among the top ten European business schools. With **Resonances 2028**, our new strategic plan, developed in collaboration with all our stakeholders, we are entering a new phase to forge further ahead, while staying true to our course.

As our world faces many challenges (social and ecological emergencies, geopolitical crises, information warfare and technological upheaval), **emlyon**, a mission-driven company whose purpose is to "provide lifelong training and support to enlightened leaders who effectively change organizations to build a society that is fairer, shows solidarity for others and respects the planet", seeks to provide answers to the challenges of a changing world through its research and teaching.

More than ever, the world needs entrepreneurs for change who have access to the most advanced

knowledge, and who know how to connect disciplines, perspectives, cultures, skills and world views, in order to create economic, social and environmental value. To this end, **emlyon** business school aims to be a forum for scientific, intellectual, economic and community exchange, a place of connection between

- the academic world and the socio-economic sphere;
- research and the dissemination of scientific knowledge in training programs and for society;
- students and the world of work;
- Lyon, Paris, France and the world.

emlyon, an engaged school for students who engage, therefore sets out to train **"makers" capable of exploring alternative futures, building and taking action.**

The **"maker" mindset** has been part of the school's DNA since its creation. **It lies at the core of its academic model and strategy.** This is why our strategic plan is built around the five qualities expected from a maker: **academic excellence; entrepreneurial spirit, engagement, hybrid knowledge and resonance.**

Action plan

1 Academic excellence

Our ambition: Provide the latest scientific output and the best teaching to each student.

- Making major investments in the recruitment of top world-class professor-researchers: 50 new positions by 2028.
- Launching the **Healthcare Innovation, Technology & Society Institute (HITS)**.
- Ramping up signing of Research chairs with the best companies in energy and health-related subjects.
- Developing our capacity to compete for large internationally funded projects (ERC, ANR).
- Disseminating our research more widely in the mainstream media, in addition to our scientific publications.
- Providing our students with innovations in digital pedagogy via our new classrooms and a complementary micro-learning approach.
- 100% of our degree programs integrating an initiation to research.

2 Entrepreneurial spirit

Our ambition: Allow each and every one to become action-driven leaders.

- The space dedicated to the makers' lab is doubled on our new campus.
- 100% of our students' training based on an action learning pedagogy: think to do and do to think.
- Provide the support and guidance of our incubator, a front-runner in France over the past 40 years, and that of our Sustainable Entrepreneurship Institute, launched in 2024.
- Creating a fund with impact with the support of the **emlyon** alumni.
- Reinforcing the leadership of our programs designed to support High-Level Athletes from the start of their career to their professional retraining.

3 Engagement

Our ambition: Increase our impact, reduce our footprint.

- Transformation of all our teaching, with SDGs inside, driven by the Associate Dean for pedagogy in Anthropocene.
- Creation of an Academy of the Transition, to reinforce the impact of all experiential pedagogical projects (Responsible Commitment Program, makers' projects, etc.) in which students are committed to address the

ecological crisis, with a specific perspective on decarbonized neo-industrialization.

- Training of 100% of our students, professors and staff members in social and environmental issues.
- Consolidation of initiatives related to social diversity within a Solidarity & Inclusion Center to take actions from education orientation, to integration and up to professional integration.
- Scholarships dedicated to Global BBA students providing up to 100% tuition fees.
- Implementation of our Climate Plan and contribution to a net zero by 2030.

4 Hybrid knowledge

Our ambition: Develop openness and multi-disciplinarity in connection with society and the planet.

- Systematic hybridization (Artificial Intelligence, Data, Arts, Social Sciences, Design Thinking).
- Creating new double and triple degrees (European Master in Management, Finance & Technology with Politecnico di Milano and Bayes Business School; and schools of the Galileo Global Education Group - Cours Florent, Strate, Penninghen, Istituto Marangoni...).
- Accelerating the development of a Global Management University, primarily in Europe.

5 Resonance: openness and exchanges

Our ambition: Allow each student of emlyon business school to interact at the very heart of the city in connection with other ecosystems and the rest of the world.

- Transferring the School's activities to Lyon city-center as of September 2024 to develop student commitment, reflexivity, employability, creativity, projects...
- Increasing our presence in Paris and acting for the international outreach of Lyon.
- Reinforcing our international attractiveness, especially in Africa and amplifying our historical cooperation with China and India.
- Developing and promoting the outreach of the alumni community across the world.
- Providing companies with a comprehensive and collaborative service offer.
- Creating connections with executive leaders as part of the Leadership Academy For New Futures.

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 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.

