



**GRENOBLE
ECOLE DE
MANAGEMENT**

BUSINESS LAB FOR SOCIETY

Communication on Engagement 2024

Grenoble Ecole de Management's
Commitment to the Principles of
the United Nations Global Compact
Academic years 2023-2024



WE SUPPORT



**ACT
THINK
IMPACT**

Declaration of continued support for the Global Compact

For many years, Grenoble Ecole de Management has been committed to the Global Compact's Principles for Responsible Management Education (PRME) initiative. This commitment reflects our deep conviction that Business Schools play a central and strategic role in preparing tomorrow's leaders to meet the crucial challenges of our time.

Faced with the urgency of major environmental, societal and economic transitions, Business Schools have a duty to act as catalysts for change. Through innovative teaching, cutting-edge research and active dialogue with stakeholders, our mission is to pave the way towards a sustainable, inclusive and equitable future.

In submitting our Commitment Communication, we reaffirm our commitment to:

1. Integrate these transitions into our curricula:

We ensure that our students develop a deep understanding of issues related to social and environmental responsibility, while acquiring the knowledge and skills necessary to act ethically and effectively in complex environments.

2. Produce and promote responsible research: Our academic community is committed to exploring innovative and applicable solutions to climate challenges, social inequalities and economic change, while disseminating this knowledge widely.

3. Collaborating with our stakeholders to maximize impact: We work hand-in-hand with businesses, public organizations and associations to strengthen synergies, and to promote responsible management practices.

We recognize that the path to a sustainable future requires not only commitment, but also concrete, measurable action. It is for this reason that we have integrated the seven PRME principles into our institutional strategy, and commit to regularly sharing our progress, successes and challenges.

We firmly believe that the transformation of managerial practices can only be achieved by instilling in future leaders a systemic vision and a willingness to act in the collective interest. Management education must be an essential lever for accompanying and accelerating transitions, and we are determined to work tirelessly in this direction.

As a member of the PRME community, Grenoble Ecole de Management is part of a global movement to redefine the paradigms of management education and actively contribute to building a better world.

We thank you for your inspiring leadership and look forward to a continued contribution to your efforts to transform management education worldwide.



Fouziya Bouzerda
Directrice Générale

UN Sustainable development goals



The principles for responsible Management Education

As a higher education institution responsible for educating the managers of today and tomorrow, it is our duty to prepare individuals who are equipped to accompany the major transitions in companies in order to serve society and preserve the planet. We are proud to be part of a community of establishments that share the same values and work each day to create a better world. As part of Global Compact and PRME, we are publicly committed to promoting the following principles and goals:



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Grenoble Ecole de Management's raison d'être and transformation objectives

- The School's 2020-2025 strategic plan is based on three main pillars: Management of Technology and Innovation (MTI), GEM for Society and the School of the Future. Social and environmental responsibility which we will refer to here as "Sustainability" is integrated into each of these pillars, but most explicitly in the second - GEM for Society

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An original CSR charter was drawn up for the school in 2010 and updated in 2020 to symbolize a new level of maturity and commitment in our sustainable development practices. As GEM's ambition is to be exemplary and to go beyond mere compliance with environmental and social legislation, the internal Sustainability committee voted to draft a manifesto to share this mission of long-term transformation across all our activities.

In February 2021, GEM became the first French grande école to become a Société à Mission (SàM)*. This legal framework requires the school to position itself in relation to the positive impact it wishes to have, and then legally obliges it to make concrete, measurable progress on its objectives. Among the commitments made by a Société à Mission company, it must draw up a raison d'être, which is implemented through statutory objectives.

The seven PRME principles find their expression in GEM's raison d'être and its transformation objectives. In our raison d'être, our intention:

Thanks to our expertise in Innovation Management, our capacity to anticipate and support major transitions through our high impact research, and our close links with our ecosystems, we offer an educational experience to train change agents capable of helping organizations find answers to the major challenges of economic, ecological and societal transitions.

This raison d'être is based on values that guide our actions and interactions:

- Ethics,
- Diversity and inclusion,
- Access to education,
- Economic peace
- Protection of the environment and biodiversity

These values are directly linked to Sustainable Development Goals (SDGs) 4, 5, 10, 12, 13 and 16, with additional links to Goals 7, 9 and 11.

The raison d'être is implemented at four levels of our activities:

- 1 Our programs and teaching methods ;
- 2 Our intellectual contributions ;
- 3 Our institutional behavior ;
- 4 Our influence on and interactions with our ecosystems.

In line with the following PRME Principles:

- Teach,
- Research,
- Partner,
- Practice,
- Share



*<https://www.aacsb.edu/insights/articles/2023/10/leveraging-legal-frameworks-for-the-greater-good>

Our approach

Governance and corporate culture

Sustainability at GEM is supported by a multi-level governance structure involving both internal and external stakeholders. Internally, the Director of Quality, Accreditations and Sustainability represents the subject on the Executive Committee and ensures its place in strategic and decision-making processes. She assists other departments in drawing up and deploying sustainability roadmaps, and represents GEM on external bodies dealing with sustainability issues. She ensures GEM's alignment with the principles of the "Société à Mission", and coordinates all external and internal governance activities. Finally, she manages and monitors GEM's sustainability performance, developing relevant indicators and reporting to local, national and international CSR organizations/networks.

To ensure a broad and effective impact, it is important that social and environmental responsibility be firmly anchored in the

corporate culture. This is largely driven by the Sustainability Hub, a strategic business unit within the Sustainability Department. Its mission is to:

- Co-create a recognized and sustainable culture of social, environmental and economic responsibility with all stakeholders, using inclusive, cross-functional and collaborative approaches;
- Define and coordinate the school's sustainable development policy, supporting the various departments and working regularly with the relevant committees.

The Sustainability Committee is a collaborative community of faculty, staff and students who work to propose and support initiatives across all the School's activities - pedagogy, research, operations and outreach - and drive strategy and action. Created in 2009, it has been co-led since 2018 by the Sustainability Hub and the IMPACT

student association. The committee has two main functions:

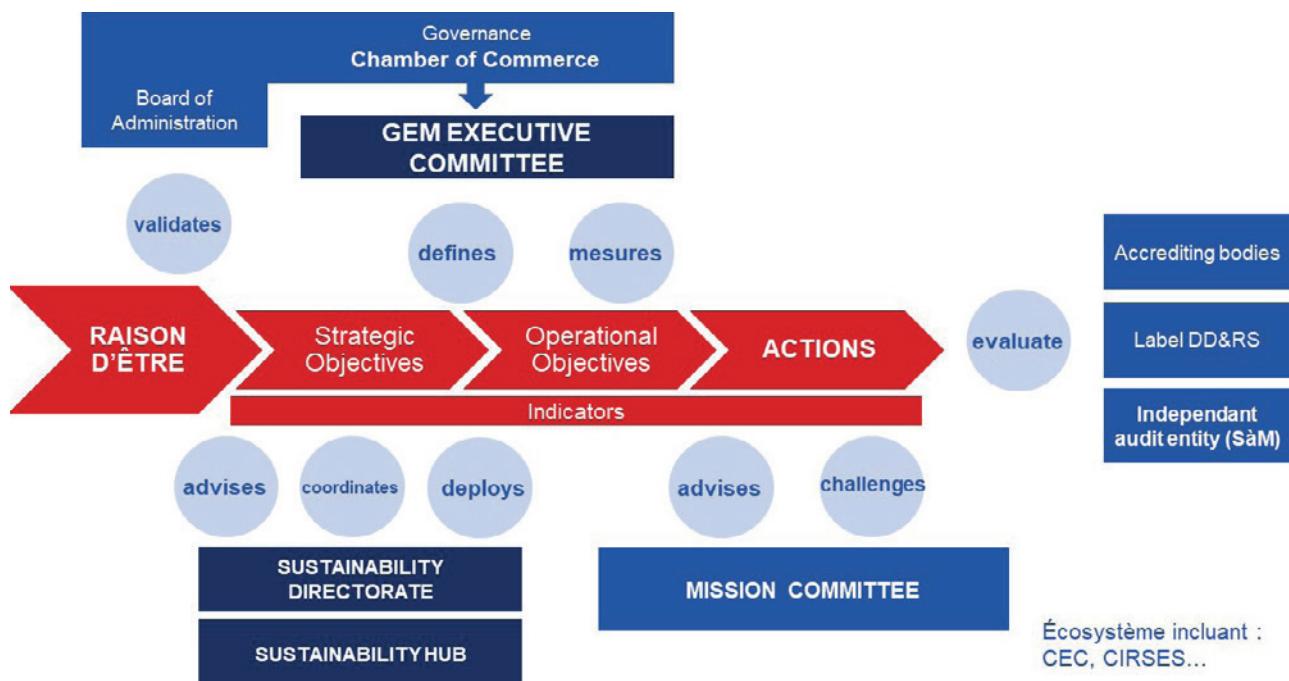
- Initiate, coordinate, deploy, support and map projects and actions in strategic areas and workgroups;
- Provide a focal point and synergy for sustainability initiatives (cf. SDGs) in collaboration with the school's various relevant departments.

A SGBV team is available to help prevent and, if necessary, provide support in the event of sexual or gender-based violence.

A Mission Committee, in place for the Société à Mission, brings together external and internal members to monitor and report on the school's progress towards its statutory objectives within the framework of the Société à Mission.

Representatives across the different services are also in charge of actions and indicators.

Sustainability governance at CEM



Accreditations and other forms of recognition

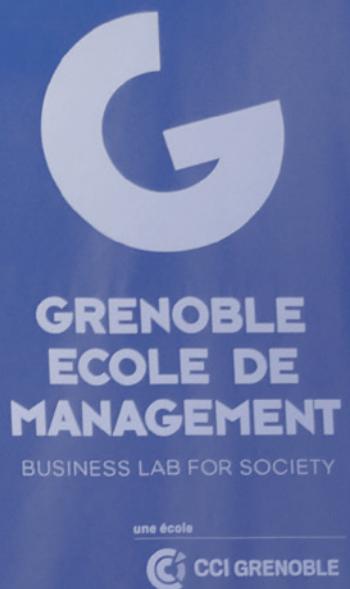
Reporting and a variety of audits and other types of control ensure that GEM has the structure and processes in place to make an impact. The Sustainability Directorate manages these external and internal reporting and control systems, which range from PRME reports to national reports on initiatives, rankings, accreditations and formal audits of targets and indicators set for the Société à Mission.

In December 2021, GEM obtained French sustainable campus certification (Label DD/RS)

for French higher education institutions, a continuous improvement framework and assessment process. (<http://label-ddrs.org/>). A self-assessment and peer review process uses a 5-dimensional framework, with 18 strategic variables and 44 operational variables (indicators) in total.

In 2023 and 2024, the school renewed its international accreditations, EQUIS, AACSB and AMBA, each with a substantial number of criteria dedicated to CSR.





Our Challenges and Areas of Action



Our Programs and Pedagogy

A classroom full of students sitting at desks, looking towards the front of the room.

By transforming our programs to fully integrate societal and environmental issues, we aim to have a significant impact on learners as individuals and on the organizations they join as interns or graduates, as they will be armed with the critical thinking skills and sustainability-related knowledge and skills they need to be agents of change.

As a result, curriculum transformation is currently a targeted area of work and, in parallel, because learning needs to take place both inside and outside the classroom, GEM continues to develop a wide range of experiences designed to impact students and help them think deeply about their own personal impact and that of the companies and structures in which they will work.

Our Programs and Pedagogy

Our goal:

Create and deliver business and management programs for all our learners that integrate environmental and societal issues and enable them to develop the knowledge, skills and attitudes needed to act in complex environments and be agents of change on an organizational and systemic scale, notably through innovation and technology.

Operational objectives:

- **001.** Transform our programs to take full account of economic, environmental and social challenges
- **002.** Integrate an experiential component linked to the societal and ecological transition into students' activities outside the classroom - international, professional, associative and extracurricular associatives et extrascolaires
- **003.** Ensure that all graduates have acquired the knowledge, skills and attitudes needed to bring about change linked to the ecological, societal and economic transition in the organizations in which they work.

Examples of actions started or in progress during the period:

Promote the integration of ethics, responsibility and sustainability into pedagogy and programs

GEM aims to open students up to new ways of thinking about business, by integrating geopolitics, economic peace, technology for the common good, gender equality, the fight against climate change, responsible consumption, etc. into their thinking.

For starters, welcoming students is a key moment for sharing and immersing them in our values and culture of sustainability, engaging them in their learning journey and inspiring them to take action throughout their studies and

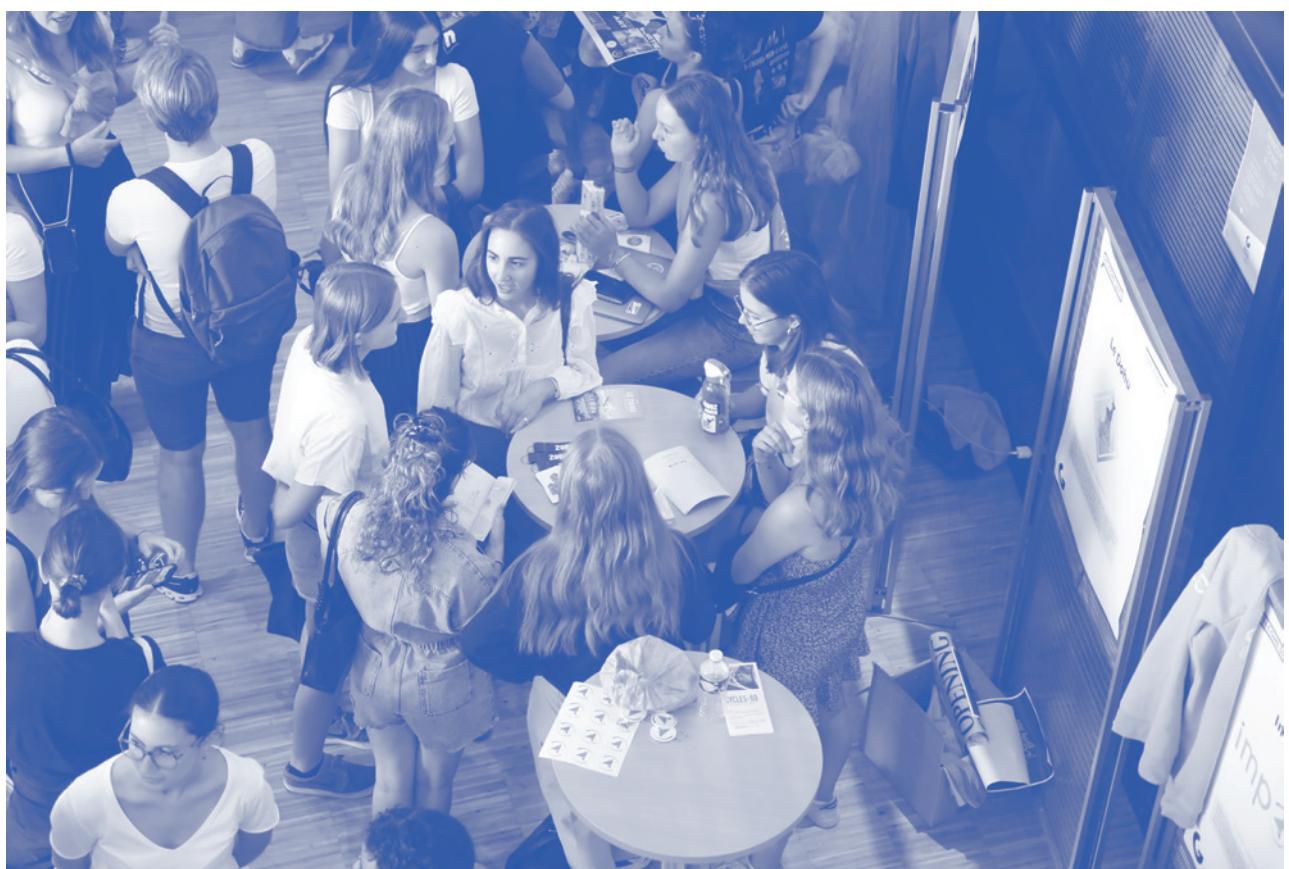
beyond. Here are just a few of these activities:

- **The back-to-school challenge.** For two weeks, new students are immersed in the societal commitments championed by the school and anchored in Grenoble's technological and innovative ecosystem.
- **Sustainability@GEM** is an integrative week of learning about how to get involved and take action to tackle today's environmental, social and economic challenges, and accelerate the world's transformation towards a sustainable future.

- **The Sustainable Start-Up FAIR**, where more than 500 students have to imagine a sustainable start-up, link it to the SDGs and GEM's raison d'être, and present their start-up to teachers and other students while developing their English skills;

- **The Sustainability Literacy Test** has been offered to incoming students since 2017, and the TASK by Sulitest certificate since its inception;

- Signature campaigns for the **GEM Manifesto** for a Sustainable Future to share our commitments and values.



Welcoming students at the start of the school year

Sustainability modules are well represented in all the school's programs. They address the subject either explicitly (dedicated modules and numerous specializations), or implicitly in all disciplines. Here are a few examples:

- **The Innovation for a Sustainable Transition**

specialization is now in its fourth year as part of our third-year Grande Ecole program. Students enrolled in this specialization work simultaneously in companies and study to apply what they have learned in real time in real business contexts. Teachers from the world of business and industry contribute to the teaching of this course (135 hours);

- Twelve GEM researchers, in collaboration with a local company (Rossignol), have developed the immersive **Sustainability Transitions in International Business module**, which is being rolled out across all degree programs and will subsequently be offered for executive education. This interactive and immersive learning experience, based on WebXR technology, enables participants to discover the fundamental principles of sustainability transition on their own, and to apply their learning in the day-to-day context of a market-leading company. During the 20-hour module on innovation and sustainable transitions, students are confronted with a real-life

business case and with ethical and responsible decisions geared towards sustainability in a world where climate change must be taken into account, for example in the development of new products (in this case, skis) and the evolution of the business model;

- **Responsible Leadership and Followership** (24 hours) a specialized module introduced in year 3 of the Grande Ecole Program to develop critical thinking skills and become more «responsible» as future leaders and followers;

- **Towards a Responsible Company in a Sustainable world** (96 hours of specialized courses) in year 2 of the Grande Ecole Program;



Serious games

- **Serious Games for Sustainability** created by GEM's Playground - 21 Days (Innovation & Change), Are you Sure (Ethical Dilemmas), FinEthic (Finance & Ethics), PRISME 2023 - Smart Cities and Stakeholder collaboration. The Think Act & Play working group on educational resources for sustainability has created a catalog of internal and external resources for students and teachers;
- **Internship and cooperative education reports.** Sustainability topics are integrated into all work experience reports.
- **Certificates and executive training**, such as 'Developing Resilient Management', 'Transformation Management' certificates, 'Smart & Sustainable Business', 'Civic Engagement' and 'Responsible Leadership & Followership in a Digitalized World' ;
- **MOOCs**, including the MOOC «New Energy Technologies: Energy Transition and Sustainable Development», and «Shaping a Sustainable Future with Green Infrastructure».

The acquisition of sustainability knowledge and skills by students is monitored in each program. A process ensures that students acquire relevant knowledge and skills that enable them to propose and support decisions and practices that have a positive impact. They represent a specific theme in the catalog of learning objectives for the programs.

A working group has been set up to revise our sustainability learning objectives framework. Historically, the School has defined

sustainability competencies through three specific learning objectives. To reflect the evolution of professions and the need for these skills, the working group formulated several additional learning objectives around the challenges of ecological, economic and societal transitions;

- Analyzes pressing ecological, economic and social concerns, the need for change and its impact on organizations;
- Analyzes the interrelation between technological trends and ecological, societal, and economic evolutions;
- Considers the impact of business decisions and actions on the ecological, economic, and societal stakeholders;
- Demonstrates responsible decision making within the professional remit and is able to defend the position with regards to the stakeholders impacted.

As the approach is systemic, other objectives are associated with basic sustainability skills. These include intercultural, linguistic and collaborative skills, critical thinking and reflexivity.

• **Collaborative skills and leadership** - Thanks to a specialized working group, the learning objectives have been revised to cover the acquisition of the main tools and methods of collaborative work, to cover inclusive interpersonal communication and responsible leadership. Students are expected to demonstrate context-appropriate leadership and/ or follow-up, and to apply their skills to the common goal. They are encouraged to create the

conditions of trust and motivation that foster collective performance and well-being;

- **International and intercultural** - The objectives have been revised to use the notion of «ecosystem» rather than «environment». This notion better reflects the complexity of interactions and interdependencies. In addition, the notion of «transnational» now neutrally conveys the idea that local, regional and national space is crossed by flows, and that the logic and strategies of actors go beyond the framework of the nation.

In addition, since 2018, a working group dedicated to sustainability pedagogy and research has been bringing together, on a regular basis, around 30 members, made up of students, staff and teachers. The group's objectives are to accelerate the transversal and systemic integration of sustainability issues into all our programs, to promote and strengthen links between research and pedagogy, and to ensure that GEM students and learners develop the skills needed to assimilate the challenges of the ecological and societal transition into their professional and managerial practices. In April 2022, two faculty members were officially appointed to coordinate the cross-functional integration or transformation of existing modules through faculty coaching and training, and to accelerate the work done in the task force. As of September 2023, each academic department has appointed a person responsible for sustainability to ensure the integration of these elements in all disciplines covered by each department.

Finally, there are a number of educational initiatives that also contribute to the development of key sustainability knowledge and skills. These have developed steadily over the past five years and are encouraged implicitly or explicitly. Some key learning opportunities that demonstrate the interdisciplinary integration of sustainability at GEM:

- **Sustainability Student Pathway** (since 2020) - an innovative pedagogical tool that offers students an interactive mapping of all the ways students can co-develop their knowledge, skills and commitment to sustainability at GEM. This pathway is a dynamic mapping that illustrates our school's systemic approach to integrating and accelerating the transition to a sustainable future;
- **Sustainability Think and Act Open Badges** (since 2021), including the climate mural, literacy workshops, MOOCs and other extracurricular educational activities to encourage students in all degree programs to develop their skills and commitment ;
- In 2021, Grenoble Ecole de Management rolled out its platform dedicated to **Integrative Enterprise Projects (IEP)**. Today, some 170 to 180 IEPs, rooted in strategic or business development issues, involve students from some fifteen different programs. Since 2022 the campaign has focused on CSR and sustainable development projects.

Additional teaching resources and tools for teachers

- **Learning Design Centre** - includes training courses on sustainable development for teachers in its catalog. Several workshops and MOOCs for teachers have been proposed from 2022;
- **Faculty involvement** - teachers are widely represented on the school's Sustainability Committee, a collaborative community of teachers, staff and students. In addition, along with students and administrative staff, teachers are invited to take part in the Climate Fresks, organized internally by the Sustainability Hub, as well as in training courses organized by the LeD.
- **Sustainability library catalog** and sustainability trend monitoring - co-constructed with the Dieter Schmidt Library;
- **Partnership with UVED**
- Founded in June 2005, the Université Virtuelle Environnement et Développement Durable (UVED) is one of eight Universités Numériques Thématisques (UNT) supported by the French Ministry of Higher Education, Research and Innovation.

Integrating sustainability challenges into students' personal and professional development

The integration of sustainability goes beyond what happens in students' academic careers. It is also part of their personal and professional development.

Among the actions supporting this development:

- Students take the **Sulitest**, an international sustainability culture assessment tool;
- They can also take part in **sustainability-related workshops** through the Coach Centre. The eco-anxiety workshop is one example. The Career Center also focuses on career opportunities linked to CSR and sustainable development;
- **Companies and alumni** are encouraged to include an aspect of sustainability when meeting students at our corporate and recruitment events;
- **Monthly webinars** are organized with GEM graduates who hold positions related to sustainable development;
- Part of the **Forum Entreprises** is dedicated to companies with a strong commitment to sustainability;
- A **career advisor specialized in CSR** and sustainable development is available to students;

While many **student associations** are increasingly focusing on sustainability issues and activities, two of them are entirely dedicated to the subjects of inclusivity, ethics, responsibility and sustainable development:

- **IMPACT** promotes sustainable development and social entrepreneurship. IMPACT's 100 members work on projects such as furniture-making workshops from recycled materials, CSR consulting, (ethical) finance, raising children's awareness of sustainable development, and selling fruit and vegetable baskets at school. An IMPACT representative is also a member of the Mission Committee, which supports GEM's development within the framework of the Société à Mission.

• **Savoir Oser la Solidarité** is GEM's solidarity and humanitarian association. Every year, 150 students work on local projects to raise awareness and help the inhabitants of the Grenoble region, in particular disadvantaged children, pupils with learning difficulties and people suffering from respiratory illnesses, as well as international projects involving the construction of sustainable infrastructures and raising awareness of crucial issues such as education and contraception.

Since 2021, all 22 student associations have had a sustainability officer on their management team, who is responsible for ensuring that all association activities comply with sustainability policies and principles. In addition, students participate in GEM's Sustainability Committee, which is co-chaired by IMPACT's President and the school's Sustainability Manager. Student engagement is extremely important to GEM, as is the role of the faculty and staff who support them, as they help the school to continue to challenge its practices and are a major source of new ideas and initiatives.

Progress indicators:

- **PI1.** Rate of integration of SD and CSR objectives in the various programs
- **IP2.** Skills acquisition measures
- **IP3.** Student satisfaction with each module's ability to address the issues at stake
- **IP4.** Number and type of teacher support activities offered and number of teachers who participated in training/support activities



Our Intellectual Contributions

In the field of research, our impact translates into enlightened leadership within the academic community, as well as the creation and dissemination of practical tools and solutions to organizations, in line with GEM's areas of expertise.

Academic excellence requires a particular emphasis on scientific integrity. At GEM, this integrity is guaranteed, on the one hand, by the high degree of interaction within and between research teams and, on the other, by the vigilance and awareness of faculty and team leaders. GEM is committed to implementing ethical standards in its research practices, with regard to data management (GDPR), ethical relations and scientific integrity.

GEM's research strategy focuses on creating innovative knowledge that connects MTI and society. Particular emphasis is placed on issues in the fields of energy transition, digital transformation, health, gender balance, economic peace and sustainability at the territorial level through the activities of the research chairs.

Our existing and growing expertise in three main areas guides our impact:

1. Equality, inclusiveness and well-being
2. Technology, Innovation and Society
3. Environmental transition

Our Intellectual Contributions

Our goal:

Produce and share cutting-edge research to create the ideas and tools needed to anticipate and accompany major transitions, and to train change agents capable of helping organizations find answers to the challenges of economic, ecological and societal transitions.

Operational objectives :

- **001.** Maintain and develop our academic excellence and leadership in order to anticipate and support major transitions.
- **002.** Ensure the impact of our intellectual contributions through media visibility, collaborative research and convergence with pedagogy, programs and our innovation platforms.

Examples of actions launched or in progress during the period:

Sustainability is at the heart of many innovation projects at GEM through the actions of the research chairs, GEM LABS and the TIM Live Academy. For example, several GEM marketing researchers recently developed a scale to measure the degree to which individuals are oriented towards sustainability innovation. Through the TIM Live Academy, this scale has been applied to certain cohorts of GEM students and is now being implemented with partner

companies.

Interdisciplinary research is essential to finding solutions to our world's greatest sustainability challenges. For this report, we have chosen to highlight the actions of our Chairs as examples of how we are achieving our impact objective:

Public confidence in healthcare

The «Public Trust in Health» chair (launched in 2017) studies society's collective trust in healthcare organizations and companies, and the changes brought about by innovation in the healthcare sector

Example(s) of impact: At the level of the healthcare system, the Chair's work has contributed to a better understanding of health policy changes in the context of drug withdrawals; in addition, it has contributed to the debate on various issues concerning the future of healthcare, including the development of patient pathways and the acceptability of e-health applications, for example for informed consent.

In terms of healthcare innovation, yew has supported a large consortium of healthcare players in studying the acceptance by patients and the general public of connected implants in preventing the decompensation of chronic heart failure.

Finally, in its local context, the Chair's work helped to identify and raise awareness of the particular situation and many challenges faced by student carers. This initiative was then taken up by the Grenoble municipal social services (CCAS) to provide specific support for young adult carers.

Energy for society

The «Energy for Society» Chair (launched in 2019) studies the impact of new energy services that reconcile commercial attractiveness, citizen buy-in and energy transition. In its second cycle (from 2023), the Chair will focus on the social acceptance of new energy infrastructures.

Example(s) of impact: Given the expertise of the Chair's researchers and the relevance of the research in the context of national and international climate objectives, the current energy crisis and the resulting rise in the cost of living, Carine Sebi has been invited twice to the French National Assembly (in 2019 and 2023) to give her testimony regarding the multiple market failures facing the renovation sector, present the research findings and propose solutions to accelerate the pace of renovation activity. As part of the Chair's annual conference, Les Rencontres de l'énergie, Carine Sebi and Marie-Charlotte Guetlein organized a webinar in July 2022 to discuss their findings with key players from the Ministry of Energy Transition and the Ministry of Housing, as well as other major national and regional players involved in thermal renovations. To raise public awareness of the benefits of thermal renovation, Carine Sebi was invited to give her views on TV, radio and in the press.

Digital organization and society

The «Digital Organization and Society» chair (launched in 2016) explores the impact of digital technology on individuals, organizations and society

Example(s) of impact: Projects such as «Game of Streams», a collaboration with a company headed by an alumnus, illustrate the Chair's commitment to innovation and practical applications of research. Game of Streams is a free playful approach for the public that enables companies to generate business ideas by exploiting data. The monthly «Jeudis CDOS» lecture series and the publication of a collection of booklets entitled «Le Numérique au Cœur des Mémoires» underline the Chair's commitment to disseminating practical and academic knowledge, as well as its commitment to impact education. The Chair's coordinators, Pierre DAL ZOTTO and Fanny RABOUILLE, have actively contributed to public discourse through platforms such as The Conversation, and their roles in leading relevant Masters programs (Msc managing with AI & Data and Msc Big Data respectively) further underline the Chair's influence on education. Regular media appearances and participation in conferences, such as those featured on YouTube and at Midi Minatec, underline the Chair's commitment to engaging with a wider audience. The cumulative impact of these initiatives is well documented on the Chair's website [<https://www.grenoble-em.com/chaire-digital-organizations-and-society>], providing a comprehensive overview of their contributions to the evolving landscape of digital transformation.

OUR INTELLECTUAL CONTRIBUTIONS

UNESCO Chair for a Culture of Economic Peace

The «UNESCO Chair for a Culture of Economic Peace» develops a different approach to economic thinking based on confrontation and domination. Business performance and growth are based on cooperation; better living together is paramount; the economy is at the service of society.

Examples of impact: Prix de la paix économique: The two editions of the Prix de la paix économique 2019 and 2022, aimed at rewarding innovative initiatives that bring about major organizational, managerial or cultural transformations, attracted over a hundred applications from organizations of all sizes (listed companies, ETIs, SMEs, VSEs or associations) and from all sectors of activity in France. Ethical expedition: Launch of a digital serious game on ethical dilemmas: designed in co-innovation with ARaymond and GEM laboratories, this game will be deployed among all ARaymond management staff and partners (service providers, suppliers). The game will also be deployed in other companies (notably HPE) and with GEM students.

Co-design in partnership with HPE of the first «Pacified Leadership» certificate, launched on November 14, with the aim of making it a comprehensive training program for any company/organization. The program brings together a cohort of 22 high-potential managers.

Inclusive sustainability: Territories in transition

The «Inclusive Sustainability» chair (launched in 2019) supports private and public players in developing new services and systems for citizens in the local ecosystem.

Example(s) of impact: The Chair has recognized expertise in providing local players with knowledge on the social and environmental aspects of sustainability. Thanks to the local research panel, 11 studies on key sustainable development themes (heatwave, air quality, ecological practices, waste, etc.) have been carried out since 2020. The originality of such a survey system and the expertise of the Chair have led to the emergence of the «Transitions Barometer» project, co-funded by the Chair, ADEME (the French Agency for Sustainable Transition) and Grenoble Alpes Métropole. The results of the survey feed into research publications and the press, as well as into the research projects of local academic institutions, and feed directly into the steering of public policies of the region's local authorities (air-climate plan, waste/repair policy, food plan, etc.) and the network of regional observatories (Obs'y). The Transitions Barometer is also a valuable source of information for other players in sustainable transition, and a source of inspiration for other local authorities (e.g. Rennes Métropole). The Chair regularly publicizes these results, for example through discussions with local players, media coverage and the publication of written summaries (reports, notes, etc.). The Inclusive Sustainability Chair also has a strong pedagogical focus, and has been one of the

driving forces behind the ST101 «Sustainability Transition in International Business» project, which has been attended by over 2,000 GEM students since 2022. This innovative pedagogical project uses an immersive platform to plunge students into the heart of sustainability issues and confront them with the concrete realities of implementing a major transformation within an organization (Rossignol). All the Chair's research contributes to concrete local transformations (transition of mountain areas, ZAN, etc.) and provides tools for practitioners (impact, business model, etc.). The Chair's work is widely disseminated through events such as «Les rendez-vous de la transition territoriale», reports (Pratiques écologiques, Bien vieillir) and regular publications in the media (Les Echos, Challenge, The Conversation, Resilience, Le Dauphiné, RCF, La Tribune, Acteurs publics, etc.).

Female entrepreneurship for a renewed economy

The FERE Chair (launched in 2016) aims to contribute to the development and economic renewal of territories by focusing on the contribution of women. It focuses in particular on female leadership, women's work-life balance and female entrepreneurship. Its missions are to (1) develop research studies to better understand women's actions in different contexts, (2) develop unique courses and educational content through exhibitions, podcasts, comic strips, business games that can be used by partners, (3) conferences/talons. (The research has been in partnership for at least 3 years with entrepreneurial incubation programs (GEM Les Premières, EDLV, Orange, Samuel de Champlain - Laval, Kic Inno Health, French Tech) or by society at large.

Example(s) of impact: Courses (with innovative content) that were developed by the research chair have been taught with these 4 in all programs since 2018 with over 240 people (including 220 women) from disadvantaged and remote territories included.

The Chair's research findings have been the subject of more than 10 research publications and 5 research studies. Each month, the results are disseminated to a wide audience of women entrepreneurs (November 2023: French Tech Britain - Quimper / Brest: 165 participants; November 2023: France Bleue Isère. Matin «Show»; October 2023: OECD Workshop). S. Le Loarne has been invited by the French National Assembly to discuss the Chair's research findings for the drafting of the «emancipation of women through entrepreneurship» legislation (2020). As a result, the name of the law and certain parts of its content

have been modified.

Ressource'elles: Business Game. In 2019, the chair conducted a study for Bouge ta Boite which revealed that independent women in France develop their businesses with less than 3,000 euros and very little entrepreneurial expertise. These results were presented in 2020 at Station F and the Chair has developed a business game aimed at young female students + budding female entrepreneurs. The game was created in 2022 and over 300 people have played it.

Thanks to the research results and the entrepreneurial courses/games, around 40 women from economically disadvantaged areas of Grenoble have set up their own business in 2 years AND we hope to have raised awareness of entrepreneurship among over 2,000 women in France between 2020 and 2023.

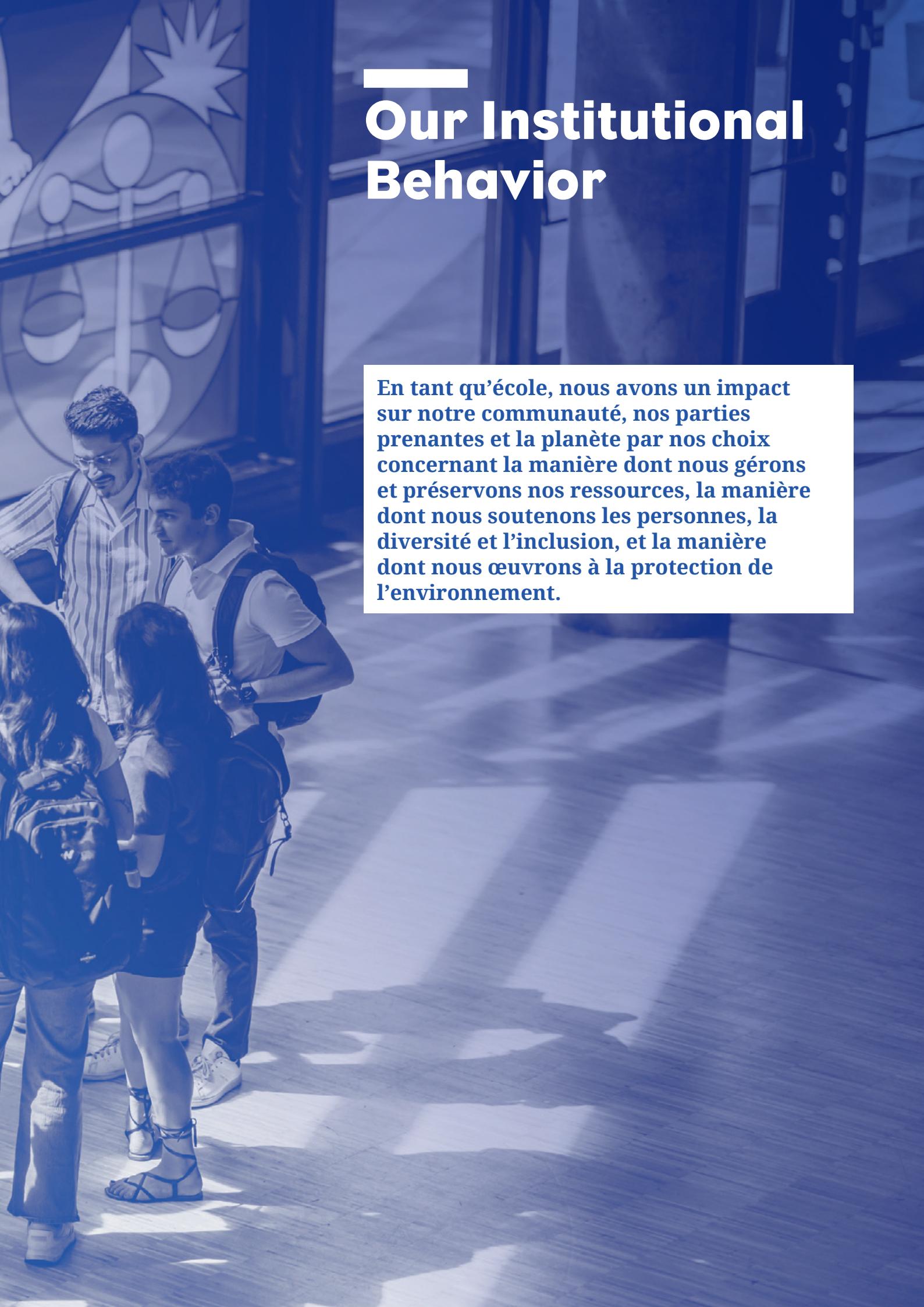
Sustainability-related research outcomes track the production of sustainability content in the intellectual contributions produced by its faculty. Over the past 5 years, sustainability-related intellectual contributions have increased from 264 in 2018 to 466 contributions in 2023. A survey conducted in 2023 revealed that 82 teacher-researchers (out of 167) work on subjects directly related to these themes. Our aim is to see this percentage rise steadily.

To situate our activity among our peer schools, in 2020, GEM achieved fifth place in a ranking of European business schools for their research related to the SDGs. In the 2020 Financial Times article «Weighing up business Schools' work on sustainability», Wilfred Mijnhardt, Director of Policy at Erasmus University's Rotterdam School of Management, drew the links between European business schools' research findings and the UN's Sustainable Development Goals (SDGs). The ranking of European business school research papers linked to the 17 UN Sustainable Development Goals and published in the [FT50 list of leading academic journals](#) has been compiled by the [Rotterdam School of Management](#) at Erasmus University and published in the [Financial Times](#).

Progress indicators:

- **IP1.** Level of funding received for projects related to our Société à Mission themes
- **IP2.** % of teacher-researchers producing intellectual contributions on subjects related to our themes
- **IP3.** IP3. Number of intellectual contributions (including impact cases) relating to our themes





Our Institutional Behavior

En tant qu'école, nous avons un impact sur notre communauté, nos parties prenantes et la planète par nos choix concernant la manière dont nous gérons et préservons nos ressources, la manière dont nous soutenons les personnes, la diversité et l'inclusion, et la manière dont nous œuvrons à la protection de l'environnement.

Our Institutional Behavior

Our goal:

Question and improve our «societal and environmental» practices in order to align our organizational behavior with our raison d'être. Areas of activity included: campus management, purchasing, digital, waste, mobility, carbon, reporting, inclusion and diversity, access, etc.

Operational objectives:

- **001.** Reduce our environmental footprint
- **002.** Respect parity across institutional populations
- **003.** Promote social openness
- **004.** Train GEM staff in collective sustainability skills.

Current policies

CEM has a number of policies to set the framework and clarify our line of conduct:

Field of activity	Current policies
Fighting corruption	Code of Ethics
Data protection and system security	SSI policy GDPR Policy
Responsible purchasing	Responsible purchasing policy
Emissions and energy	GHG reduction trajectory Energy Sobriety Policy
Mobility	Travel policy

Examples of actions launched or in progress during the period:

Reducing our CHC emissions

GEM has demonstrated a clear commitment to positive environmental and societal impact in its internal operations, as formulated in a plan known internally as «GEM Zero Waste», which focuses on positive impact by identifying and working on areas where we can reduce negative impact. One such area is our impact on the environment. As a result, the school has been measuring its carbon footprint since 2013 in the three areas of our greenhouse gas emissions.

Our carbon footprint exercise for 2023 measured our emissions

at 10,314 ktCO₂, a significant reduction from the 12,000 ktCO₂ measured in 2019 (the last year of «normal» operation before the COVID period). Most of our emissions are generated by air travel - particularly that of incoming and outgoing students, as international experience is a mandatory requirement of the French Ministry for the award of diplomas. An international mobility workshop for outgoing students to raise awareness of the carbon issue and consider alternative methods was proposed in 2022, and awareness-raising and incentive actions have been put in place.

In 2021, GEM joined a national initiative called the Convention of Companies for the Climate and produced a comprehensive commitment document outlining how to move the school from a Business as Usual approach to one based on more regenerative practices. In this roadmap, we have declared our carbon strategy objectives for 2030 as well as a series of other targets that will contribute to our wider impact. Additional actions that contribute to our zero waste ambition:

- An «**Energy Sobriety Plan**» has been deployed at GEM for winter 2022, with the aim of reducing consumption by 40%;
- **Food services** now offer locally sourced, organic, plastic-free and recyclable or compostable containers, as well as waste reduction initiatives;
- A comprehensive **recycling program** including e-waste and compostable waste with local partners and metropolitan authorities;
- **100% renewable electricity** contract with local company;
- **Zero plastic bottles** policy for events and coffee machines with consigned and reusable cups;

• **A corporate eco-mobility plan** that reimburses employees up to 65% of their public transport costs. Already by 2021, 60% of GEM staff had chosen to travel to work using a low-carbon mode of transport.

• **Active participation in Grenoble's PDIE** (Plan interentreprises de Grenoble pour la promotion des pratiques de mobilité durable - Grenoble inter-company plan for the promotion of sustainable mobility practices), co-construction of policies and programs designed to promote local territorial dynamics.

• The creation of a **responsible purchasing charter** to reduce the school's environmental impact and promote greater equality and inclusion through dialogue with our key suppliers and in our purchasing practices.

Finally, GEM has inaugurated a new campus in Paris in September 2023. This building has been designed to embody the school's commitment to reducing carbon emissions and preserving the planet; it is eco-certified and has been awarded a biodiversity label. Equally important is the location of the new campus outside central

Paris, in a historically more diverse area facing societal challenges. The choice to locate in this area is consistent with GEM's aim to support a broader base of learners and to be active in a community that strives to promote the values of inclusion, diversity and open access to education. Reaching populations that traditionally have limited access to top schools due to tuition fees is an important area of impact for GEM.

The reporting and reduction of carbon emissions is ensured by a commitment to the ACT (Assessing Low Carbon Transition) reporting initiative since 2020. ACT is a voluntary initiative of the UNFCCC Secretariat's Global Climate Program that supports corporate climate responsibility. An ACT assessment provides companies with a feedback report highlighting best practices and opportunities for improvement, as well as a score to track progress. Carbon footprinting across the 3 scopes began at GEM in 2015 and in 2021, the school began work on a carbon reduction strategy following ACT guidelines and processes and aligned with the Paris Agreements. This strategy was presented to the Executive Committee in July 2023.



Policies and commitments to diversity, equality, inclusion and well-being

Supporting the diversity, inclusion and well-being of staff and students is a top priority for GEM. This ranges from facilitating access for all disabilities to having policies, procedures, guides and identified contact people in place for students, staff and faculty that support health and well-being across a range of topics: gender equality, reporting sexual harassment or sexist behavior; identifying and preventing psychosocial risks, harassment and burnout; supporting work-life balance, etc.

The school also aims to have the most inclusive and diverse student body possible. This is a challenge for France's Grandes Ecoles, which have historically catered to a specific socio-economic group. Our goal is to ensure «inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)». Consequently, our equality and inclusion policy mobilizes all GEM departments. The Health and Inclusion department is fully dedicated to these issues, and actions in this direction include the GEM Refugee Grant program, a growing number of financial aid solutions, special admission channels for students with disabilities or from difficult situations, etc.

In 2023, the GEM Foundation also amended its articles of association to enable it to raise money for scholarships, giving us another means of opening up access to less privileged populations.

Our policy of equality and inclusion mobilizes all GEM departments. It lies at the heart of human resources, teaching, research and student services. Our objectives include:

- Promote **human and social policies of equality and diversity** in our administrative, teaching and student bodies;
- Implement **actions in favor of parity** (equality) in staff recruitment and promotion, in management and governance functions, in staff representative bodies and in our student body.
- **Gender Equality Index:** Since January 2019, a French national decree has defined the framework for the new gender equality system. French companies with more than fifty employees must produce and communicate their Gender Equality Index annually. For the year 2023, the Gender Equality Index result for Grenoble École de Management is 76 points out of 100.
- Committed for several years to the fight against gender inequality, GEM is an active participant in the national working group on this subject led by the Conférence des Grandes Ecoles. For GEM, signing the **Gender Equality Pact** is a natural step in the pursuit of its investments, of which the WoMen@GEM project is a part.

Other key equality-related actions:

- The school has taken a proactive stance in dealing with cases of sexual and gender-based violence (SGBV) by setting up its own **SGBV unit**, launching a reporting platform and providing free psychological and medical support to students through the «Care Line GEM for me». Back-to-school training and awareness courses on sexual and gender-based violence are also essential to prevent such incidents from occurring;
- GEM's **«Women and Economic Renewal»** chair is organizing exhibitions, workshops and reflections on the occasion of International Women's Rights Day to demonstrate the school's commitment to promoting gender equality and addressing issues related to sexism and violence against students;
- **The partnership agreement with the Grenoble public prosecutor's office**, the departmental public safety directorate and the France Victims Association, as well as other Grenoble institutions, adds a further level of support and protection for victims of sexual and gender-based violence by establishing a secure legal framework for reporting and dealing with such incidents.
- **GEM's Social and Economic Committee (CSE)** - The Social and Economic Committee (CSE) is the mandatory employee representation body in France for companies with more than 11 employees. CSE members are elected by a company's employees and have several key missions at GEM, including :
 - > Presentation of individual and collective labor claims;
 - > Consultation on school operations and processes ;
 - > Regular consultations with management (strategy, economic situation, social policy);
 - > Occasional consultations (organizational and legal issues, conditions of employment, etc.)
 - » Consultations on health, safety and working conditions:
 - » Occupational hazards ;
 - » Handicaps ;
 - » Workspace, working conditions, QWL, etc;
 - » Whistle-blowing policy: violation of rights and grave and imminent danger.

Social openness - inclusion and diversity for students

Several initiatives are in place to enable students from different backgrounds to join GEM programs:

- The **Concours Diversité Post-bac** is aimed at baccalaureate holders from disadvantaged socio-economic backgrounds or with disabilities. Successful candidates enter the Grande Ecole program after two years in another approved program at a partner institution. They are not required to sit the entrance exam again;
- Every year, **1100 GEM students find work-study placements in 600 companies across France**. This cooperative education scheme means that students' tuition fees are shared between a public funding body (OPCO) and the company employing the student, making tuition free for the student. Students also receive a proportional salary to help cover their living expenses;
- GEM created the **GEM Refugee Scholarship program** in 2015 in response to the French Ministry of Higher Education and Research's call for universities to set up actions to integrate refugees into higher education. This program offers up to ten places per year in the school's programs to qualified students with refugee status. GEM also offers four «Career Booster» workshops for personal and professional development, open to any refugee who has completed at least two years of higher education;
- GEM has a **partnership with Article 1**, an association that fights for equal opportunities and intervenes in high schools to inform about higher education and limit self-censorship.

GEM supports their «INSPIRE» program by recruiting GEM «scouts» to talk about their experience of higher education in local high schools;

- Since 2021, as part of the **PARL partnership**, the Bachelor team has been organizing «Lycées Days» to present GEM to students from several Grenoble high schools, including schools in more disadvantaged areas.

The school facilitates students' access to a wide range of financial aid and grants offered by GEM, the French government, local authorities and other French and foreign institutions. Two project managers help students finance their studies on all degree programs by identifying internal and external sources of funding. GEM has developed an online tool, financial-advisor.grenoble-em.com, which provides information on financing options and is available to all current, new and potential students.

The Institut de l'Engagement grants full tuition waivers, subject to validation by a jury that assesses the candidate's attitude, level of social commitment and life project.

The Diversity initiative, managed by the Health and Inclusivity team, ensures that the School's doors are open to two populations under-represented in higher education, particularly in business schools: students in fragile socio-economic situations, and students with disabilities.

The Health & Inclusivity team develops and manages activities that promote, facilitate and maintain an environment conducive to diversity in all its forms. It is involved in setting up and monitoring accommodation, providing specific career support, raising awareness of

diversity issues among students, faculty and staff, and promoting relationships with companies to ensure sustainable professional integration. The unit also coordinates a group of students working in project management on disability issues.

GEM's buildings in Grenoble and Paris comply with current accessibility standards (elevators, mobile furniture, flashing lights in case of fire, etc.). Innovative digital projects take into account «digital accessibility» specifications from the outset.

Integrating ethics, responsibility and sustainability into student recruitment, admission and management

Ethics, responsibility and sustainability are fully integrated into the GEM student experience. A Diversity Officer within the Health and Inclusivity unit develops initiatives to promote, facilitate and create an environment respectful of all forms of diversity. These initiatives include: the recruitment, integration and support of students with special needs; diversity training and awareness programs; individual support and tutoring for students with special needs; the creation and maintenance of strategic partnerships with national associations and companies.

Other services and initiatives include

- Implementing **special protocols for students who encounter difficulties** (health problems, disabilities, because they are carers or encounter financial problems), organizing specific professional support, providing information on relevant measures to teachers and staff ;
- Leading a group of students in a **project management course on the theme of disability**, working on awareness campaigns;
- **The Management and Disability certificate**, co-registered by GEM and Unirh-Thransition is offered to GEM students. 342 certified since 2014
- Specific **career coaching** and introductions to partner companies;
- A **tutoring program** for young people from socially disadvantaged backgrounds, in partnership with the Article 1 association;
- **A tutoring program for young people**, in partnership with the

student association GEM Savoir Oser la Solidarité, helps young people to think about and build their academic and professional projects in a less formal environment than school;

- **Solidarity events** organized by the Pôle Agir Ensemble of the IMPACT association for vulnerable local populations;
- As part of a project supported by the European Social Fund, a **specialization in «Diversity Management»** is offered to raise students awareness of socio-cultural diversity in the workplace. It presents the legal, practical and managerial dimensions of diversity, with the help of expert testimonials and role-playing. The course also addresses ethical issues and practical implementation in the field.

Welcoming and integrating international students

In 2019, GEM was awarded the «Bienvenue en France» label by the French Ministry of Higher Education and Research. This label is awarded to establishments that demonstrate the quality of their integration processes for international students. It recognizes our aim to offer the best possible conditions of integration and inclusion for these incoming students. An integration team, made up of school staff and students from the Aloha association, offers a wide range of services to incoming international students, including:

- Assistance with all administrative formalities;
- Access to a free, **private accommodation platform** dedicated entirely to GEM students. A multilingual support team is on hand to help international students find accommodation and make reservations in the platform's accommodation catalog;
- **Guarantor services** and/or home and liability insurance are available;
- **Information and awareness sessions**, activities and games to get to know each other better, as well as city tours. Newcomers will find all the information they need to complete their settlement, discover practical life in Grenoble or Paris, better understand French culture and avoid culture shock;
- Throughout the year, the **integration team** is on hand to help students who need it. It distributes information on the corporate social network and organizes events with external partners (on topics such as health insurance, for example) or the school's associations (to introduce them to student life on campus).

Sustainability training for faculty and staff

It is essential to educate faculty and staff on these issues, as raising awareness and understanding among all stakeholders is key to moving forward in a concerted manner. With regard to faculty, GEM is committed to integrating the sustainability competency framework into all its programs by 2025. To achieve this goal, it is important to provide teachers with the training and support they need to address these themes in their modules. To this end, a dedicated training program has been set up to enhance teaching staff's knowledge of climate change and social issues. The program also aims to share best practices, encourage pedagogical innovation and provide a space for wider dialogue around these major issues.

After participating in the first cohort of the Convention of Companies for the Climate, GEM's Director at the time asked all staff and faculty to take part in the

Climate Fresks organized in spring 2022 to build a common knowledge base and understanding of climate change. During the debriefing, staff and faculty identified key priority actions for GEM in building and resource management / digital footprint / mobility and teleworking / zero waste / staff awareness / research and student awareness. A communication plan aimed at raising awareness of GEM's past, present and future actions in these areas was put in place and deployed throughout the school year.

Following the Climate Fresk, employees and faculty were encouraged to take the MOOC: « Understanding the ecological crisis to Reinvent the Company ». This MOOC has been designed to provide training in the ecological transition, and contains around 8 to 10 hours of teaching program in three modules: «Understanding the ecological crisis»; «Our socio-economic model at the heart of the ecological crisis» and «How to reinvent the company in the face of the ecological crisis».

The «Diversity Fresks» were offered to staff and faculty during the 22-23 academic year. This collaborative workshop raises awareness of the cognitive mechanisms at work in discrimination, proposes approaches to reduce them, sparks debate on their scope and limits, and enables participants to acquire a common vocabulary for engaging in constructive dialogue and building a more inclusive and peaceful society.

An Eco-Anxiety workshop and group sessions also began in 2023.

Progress indicators

- **IP1.** IP1. Progress on our GHG reduction trajectory
- **IP2.** Gender equality index
- **IP3.** Amount and number of scholarships and partial and full tuition waivers
- **IP4.** Percentage of staff trained in ecological and solidarity-based transitions



Our Ecosystems

Within our ecosystems, our impact is exerted through influence and accompaniment - moving the collective group forward as we address many of the same issues.

Our Ecosystems

Our goal:

Co-construct, experiment and create impact in order to implement our raison d'être at the scale of our ecosystems.

Operational objectives:

- **001.** Set up an organization to develop a strategy and manage relations with our ecosystems
- **002.** Be a presence in our region's key areas of influence
- **003.** Engage in intellectual contribution projects with key local players

Examples of actions launched or in progress during the period:

Networks in higher education

Our impact also extends beyond the walls of the school and into the various ecosystems in which we interact. One of these ecosystems is the higher education community. The school has played an active role in supporting existing networks and initiatives through activities aimed at raising awareness of ecological, economic and social change, shaping policy, creating tools and facilitating the integration of sustainability issues into higher education. At international level, GEM actively contributes to the following activities:

- Signatory of the **Global Compact** and Global Compact France since 2007 ;
- **PRME Advanced** Signatory since 2008 / PRME France Benelux - Founding member and contributor ;
- **Academic impact UN** signatory since 2009 ;
- **The Sustainability Literacy Test** (Sulitest) (Board of Directors and founding member) ;
- **HESI** - Higher Education

Sustainability Initiative since 2012;

- **SDG Agreement and Global Alliance** since 2018;
- **SDSN (Sustainable Development Solutions Network) & SDSN France** since 2019 ;
- Member of the **AACSB RME affinity group** steering committee since 2023.

GEM obtained official observer status at the COP in 2021 thanks to a rigorous application and verification process for the negotiations. It is one of the few French schools to send delegates to the climate negotiations. An institutional project was carried out for COP26, involving students, researchers and staff with 4 key objectives and areas of impact:
1. Students: COP learning path for students;
2. Research - Longitudinal action research project involving students and research chairs;
3. Institutional - Advocacy on climate change;
4. Ecosystem connections and collaboration (partnership with local engineering school, awarding of badges to other NGOs, Grenoble

Ville Verte and the Mayor of Grenoble). GEM supported a delegation at COP27 and decided not to take part in COP28.

GEM also seeks to make an impact by playing a leadership role at the national level, notably by being an active member of and contributing to French working groups, boards of directors and other membership organizations. In this way, we have a greater impact on issues that are best addressed by a collective whole rather than by individual initiatives. Among the results, GEM has played a major role in building the French national quality improvement framework and certification process for «sustainable and responsible» campuses in France. We have used this tool to steer our sustainable development strategy since 2012. This framework is now an online assessment tool called Plateforme d'évaluation de la durabilité pour les établissements d'enseignement supérieur (PERSEES). GEM also co-chaired the working group that produced the sustainable development competency framework to be integrated into all management programs in France by 2025. Among our other national commitments:

- **CIRSES** - Collectif pour l'intégration de la durabilité dans l'enseignement supérieur (Member since 2013 - Vice-Chairman since 2018) ;
- Member of the Scientific Committee and **the Mission Committee of the Transition Campus** ;
- **Campus Responsables** - Member since 2009 ;
- **Member and chairman of the CGE-CPU** (French association of universities and grandes écoles) working groups on sustainable development and diversity;
- **FECODD** - Member of the scientific committee since 2019 ;
- Contribution in 2022/23 to the Ministry of Higher Education and Research's **working group on CSR skills**;
- **Shift Project** - Signatory of the Shift Project's call for the integration of the climate emergency into higher education curricula. GEM was one of the first 5 French management schools to sign this commitment to structural and curricular change in summer 2019;
- **RESES** - Association GEM Impact board member - French national student association for sustainable development;
- **CTES** - Signatory of the «Grenoble Accord» - an agreement presented at the COP2 Student Conference in April 2021, the Grenoble Accord aims to be a structuring document for Higher Education and Research on the challenges of the socio-ecological transition ;
- **Planet Tech Care** signatory since 2021;
- **Zero Waste France** signatory since 2018.

Territorial networks

GEM is also in touch with the local community and networks on sustainability issues through numerous activities. GEM's student associations are active and collaborate on sustainability-related topics through independent initiatives or in collaboration with the Sustainability Hub, research chairs or GEM Labs. Here are a few examples:

- **Grenoble Agreement** signed in 2021 - launched by COP2 Student and piloted by CTES at national level;
- **Grenoble European Green Capital** Award and one-year activities with partners (2022);
- **Refugee working group** in partnership with Grenoble University (since 2015);
- **RISING Metropolitan authorities** - a project to accelerate the integration of migrants (since 2018) ;
- **PDIE** - Plan de Déplacement Inter-Etablissements - since 2015, a consortium of organizations collaborating on eco-mobility policy and initiatives.
- **Agir Ensemble** - Local consortium of higher education, student services, municipalities and local authorities collaborating on sustainable development activities.

Building reciprocal relationships with our local ecosystem is a crucial aspect of our impact. GEM has a Sustainability Stakeholder Map that identifies key partners and areas of focus for our outreach activities and defines our scope of influence. The school engages with NGOs, local authorities and community organizations to integrate the perspectives of different stakeholders, share and collaborate with them to promote and build sustainability-related initiatives and collaborate on knowledge and solutions. Our community engagement involves faculty, staff, students and graduates in outreach activities that can create a sense of community and commitment to sustainable development within the school and our wider ecosystem. The School uses various forms of community engagement, including: community building, community education, community organizing, deliberative dialogue, direct service (expertise, training, research), economic development, engaged research, experimentation. Some key examples of external community engagement in more detail:

- **SharinGrenoble**, created in 2014 by Grenoble École de Management and the city of Grenoble, is an annual event dedicated to the «sharing» economy, the Social and Solidarity Economy, social innovation and new collaborative citizen practices. The event brings together students, partners, companies, citizens and local authorities to share and stimulate debate on the economic, social and environmental impact of new collaborative practices within the local urban space.
- **The Rencontres de l'énergie** (themes: green finance, digital for energy efficiency...) are dedicated to current events in the energy sector, in line with the work of our dedicated research team.
- **Action Art Project** is an educational project involving a partnership with a local medical center as part of a graphic art course. It culminated in an «Endometriosis» exhibition in October 2022 for the inauguration of the «Endometriosis Belledonne» Health Center. For several years now, 2nd and

3rd year students taking the Graphic Art option at GEM have been reflecting on and working on various social issues and producing action art projects: Ma Ville, Projet AFDI - Agriculteurs Français et Développement International «Promouvoir l'agriculture pour favoriser un développement socio-économique durable dans les pays du Sud», Art et Science, Hommes-Machines, Progrès Innovation Croissance, Hommes Femmes en Entreprise, Endométriose, Sexisme....

- **Air Quality People Lab.** GEM Labs is taking part in a collective project aimed at generating broad collaboration and solutions to the issue of air pollution, the second leading cause of avoidable death in France. GEM has worked collectively to design a unique co-construction mechanism, the Air Quality People Lab, aimed at combating air pollution in Auvergne-Rhône-Alpes. The Lab brings together citizens, industrialists, experts and representatives of civil society to imagine tomorrow's air quality solutions, and has given rise to workshops, conferences and public events.
- Other learning expeditions and playground outputs from GEM Labs include the creation and facilitation of a serious game called **Ethical Expedition** for a partner company, a learning expedition for municipal authorities on innovation and active experimentation, an AI tool for «soft skills for the energy sector», a serious game called Prisme that helps make decisions in complex environments, and a beta version of the ST101 module for sustainable transformation that will be offered to partner companies.

• Created in 2011 to meet the growing needs of its young entrepreneurs, **IncubaGEM** is a support structure for students, alumni and employees wishing to set up a business. Since its creation, Incubagem has supported 358 start-ups, with a 40% creation rate and a 60% survival rate. More than 80 of these companies are a response to environmental or social challenges. Two interesting and successful examples:

- >**Dabba** is a young company dedicated to the circular economy, offering returnable glass containers for restaurants and takeaways. Dabba was deployed at GEM's Café Perret to promote zero-waste practices, accompanied by GEM's purchasing department;
- >**Champiloop** - A local, organic and sustainable urban mushroom growing company.

Student and alumni communities

In conclusion, students are the main drivers of positive impact through their active participation in all areas of cultural and operational transformation at GEM and in our field of influence and impact on the community. From sustainability representatives in the 22 student associations to co-leading the sustainability committee and working groups, student input and demands have, over the past five years, continued to grow in quality, quantity and depth. Their feedback on how they perceive GEM's commitment to sustainability is solicited through an annual internal satisfaction survey at the end of taught programs. In 2019, GEM also began asking students' opinions by participating in the first Positive Impact Rating, which assesses the positive impact on the planet of business schools. In 2022, they rated GEM's performance at 4 = transformative school on a scale of 5.

Not only are current students driving change, but GEM graduates are engaged and currently working as sustainability and CSR professionals in a variety of organizations and companies. With over 47,000 members, the influence of GEM's global alumni network is undeniable. A clear indicator of the growing importance in the business world and among our alumni was the creation of a special networking community on Facebook and LinkedIn dedicated to the transition to sustainability in 2017. The community is growing and organizing meetings and events to share and develop their networks. Other sustainability-focused alumni groups include:

- **Her Century**, a global women's empowerment organization, have launched the «WoMen @ GEM «Alumni Club»» with a series of mentoring and empowerment events for women;
- **SOS Alumni** student humanitarian aid association;
- **IMPACT Alumni** for alumni of the sustainable development student association.

GEM is also joining the new Alumni for the Planet initiative in France to accelerate and create further synergies with alumni from institutions across France who are coming together around the common theme of sustainability to accelerate business transformation from within.

Students and alumni are increasingly driving change and seeking professional opportunities in companies and organizations that recognize and adapt to the environmental, social and

economic emergencies facing the world. GEM students drive change through the school's programs and send clear messages to future employers about their commitments. A specific «sustainability» tag on our search engine for internship, work-study and job offers helps students identify companies and organizations in the social economy or sustainability-oriented missions. A careers service web page is specifically dedicated to students wishing to find out about career opportunities in the transition to sustainable development. The Career Center's sustainability expert also organizes webinars and offers personalized support to students seeking a career with impact. Some examples: Webinar «Social Impact Career Opportunities»; Webinar «Skills for working in CSR/NGO's and other impact careers»; Webinar «CSR Corner Preparation».

Research for our ecosystems

The section above on GEM's intellectual contributions has already touched on the impact of the school's research activities on our ecosystems, particularly in terms of local businesses.

Progress indicators:

- **IP1. Number of territorial partnerships**
- **IP2. Amount of funding from our partners for school activities**
- **IP3. Number of events open to our ecosystems**

IMPACT



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