Hoffmann
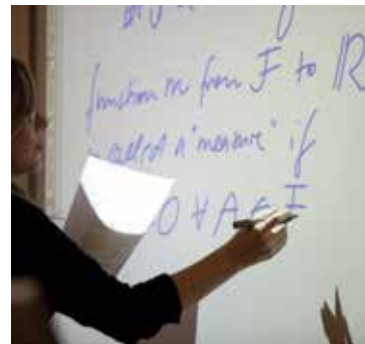
Global Institute for Business & Society

Sustainability Report

Academic Year 2015/2016 through
Academic Year 2017/2018

Imprint

Contact

Executive Director

Katell Le Goulven, Executive Director,
Hoffmann Global Institute for Business and Society

Data Collection, Content and Project Management

Miranda Helmes, Project Manager,
Hoffmann Global Institute for Business and Society
Kim Wilkinson, Operations Manager,
Hoffmann Global Institute for Business and Society

Editing, Concept, Photos and Design

Zoé Bilan, Graphic Designer, Communications
Luke Donaghy, Research Communications Manager
Cody Gildart, Director Institutional Communications

Table of Contents

Foreword by Dean Mihov

We live in a time of unprecedented challenges. Environmental pressures are accelerating as humanity pushes at our planetary boundaries. The rapid advance of technology is amazing, but technological vulnerabilities remain cause for concern. Geopolitical upheaval and declining trust point towards an uncertain future. These global risks have a profound effect on people and communities around the world.

At INSEAD, we understand that our graduates and executive participants face a vastly different business landscape than ever before. We strive to educate and empower these leaders to deliver prosperity and positive social impact. We also strive to lead by example.

This is the driving force behind our action on sustainability and the publication of the *INSEAD Sustainability Report: Academic Years 2015/2016 through 2017/2018.* We create knowledge, teach on sustainability-related topics, engage our partners and peer organisations and maintain sustainable operations on all three INSEAD campuses. Reporting our action helps us better understand sustainability at the school and improve year over year, especially as we look to expand into North America and grow our online offering.

In this moment of immense global challenge, it is important for all organisations to look at their operations and reconcile their actions with the UN Sustainable Development Goals, or SDGs, agreed in 2015. The SDGs provide a cohesive and centralised framework for discussing a development model that is good for people and the planet.

I am pleased to hear more and more business leaders talking about the SDGs and how to address the 17 global goals. One of the tests of our time is reaching clarity in the private sector regarding what these SDGs mean for strategies, operations and business models.

This is an area where INSEAD can shape the discussion and promote action. As a business school, we can engage our stakeholders and empower them as agents of change. INSEAD academics produce research needed for a well-managed transition to sustainable economic development. We bring together today's leaders and future leaders to find creative solutions. We can harness the power of our diverse community to transform business and society in line with global goals.

In August 2018, INSEAD established the Hoffmann Global Institute for Business and Society to do just that. The Hoffmann Institute is tasked with scaling up sustainability across the school. The Institute produced this report to show where we are and what we need to do to be more and more sustainable over time. This report is a roadmap to build strategies, set objectives and change the way we conduct business so the SDGs are integrated into the decision making process.

Business must be part of the solution, so INSEAD must be part of the solution

We hope you will join us. We encourage everyone to look at their actions in light of the sustainable development goals. Now is the time for leaders to take bold steps forward and make business a force for good.

Today, we face challenges unlike any other. Acting on sustainability is an opportunity unlike any other. By working together to find new ways to grow and develop, we can seize this opportunity and usher in a new era of prosperity and positive social impact.

Ilian Mihov, Dean of INSEAD,
Academic Director of The Hoffmann Global Institute for Business and Society

GRI 102-14 | GRI 102-51

Executive Summary

INSEAD is a world leader in management education, the only truly global business school with unmatched diversity, unrivalled reach and world-class teaching and research. With a faculty composed of thought leaders in business and economics and an alumni community of almost 60,000 members, INSEAD is well positioned to convene today's leaders to discuss global challenges. Graduating more than 1,000 students each year from our five master degrees and doctoral programme, the school is teaching the next generation to lead business and society.

As the Business School for the World, INSEAD seeks to forge responsible and analytical leaders that create value for their organisations and society. The school strives to create knowledge with high real-world impact and mobilise alumni, key decision makers and the public at large around key issues.

One crucial problem facing the world today is how to make our global impact more sustainable. As global challenges mount and the population grows, leaders with a deep knowledge of sustainability issues are poised to deliver better outcomes for business and society. INSEAD has long-recognised the need to teach and research around environmental and social responsibility. Following the adoption of the UN Sustainable Development Goals (SDGs) in 2015, INSEAD decided to publish a report that details action around the school related to sustainability.

In 2018, INSEAD established the Hoffmann Global Institute for Business and Society. The Institute aims to build on a strong history of sustainability at the school and take INSEAD's positive social impact to the next level.

This year's report covers three years, academic year 2015/2016 to academic year 2017/2018. The report is organised around the four pillars of the Hoffmann Institute – Knowledge, Teaching, Engagement and how we Walk the Talk.

Knowledge

INSEAD is a management education research leader with a vibrant research community producing knowledge with high academic and real-world impact. Much of this knowledge is sustainability-related. At the end of academic year 2017/2018, INSEAD had 155 faculty members in nine academic areas that cover all aspects of business. The research they produce has propelled us into the top 10 of the University Texas at Dallas research rankings since 2011. The knowledge created informs and influences businesses to address increasingly complex environmental and societal challenges.

During the reporting period covered in this Sustainability Report, INSEAD has published cutting-edge on the following topics:

• Environmental Sustainability – Research to understand and promote sustainable production and consumption
• Ethics – Research at the intersection of business, society, ethics, corporate social responsibility and sustainability
• Gender Diversity – Research on the experiences and impact of women in business and society
• Health – Research on healthcare management, delivery, marketing, strategy, business model innovation and operations
• Humanitarian Research Group – Research on the science of development and relief operations
• Performance and Progress – Research that integrates markets and society, humans and nature, and the present and future
• Social Impact – Research that contributes to the advancement of social entrepreneurship and social Impact
• Tech for Good – Research that explores how technology can deliver prosperity while addressing pressing social and environmental challenges
• Wealth Inequality – Research to gain a deeper understanding of the dynamics, causes and consequences of income and wealth inequality

INSEAD will continue to expand research, with goals for 2019 to 2023 including raising the proportion of publications relating to sustainability to 30%, developing an additional 20 case studies in sustainability, create ten impact narratives on sustainability/SDGs and appoint a sustainability academic champion.

Learning

INSEAD maintains one of the most diverse student bodies in the world and during the reporting period, more than 4,000 students graduated. All degree programs include sustainability components, ensuring that graduates from our MBA, Executive MBA and Executive Master in Consulting and Coaching for Change, as well as our doctoral candidates, are equipped with an understanding of sustainability. This prepares these leaders to act responsibly and transform business and society. By 2018 the MBA curriculum offered sustainability topics in seven core courses out of 14 and 19 elective courses of 75.

INSEAD also offers executive education for business executives around the world. Executive education programmes reached 12,175 participants from 138 countries in academic year 2017/2018 alone, 28% growth over the reporting period. Nine Open Programmes have a business responsibility component, which represents significant influence in decisions that steer the global economy.

Goals through 2023 are numerous. For MBA students, we want to develop more sustainability electives and achieve a 40% female student body. Our goal across all degrees is to teach students about the SDGs. INSEAD will also seek to appoint a sustainability champion for executive education.

Engagement

During the reporting period, INSEAD engaged with more than 28,000 stakeholders all over the world on issues related to sustainability, social impact and the SDGs.

Faculty and academic engagement translates to students that exercise leadership to secure a sustainable and prosperous future. Student clubs, community projects, career counselling and scholarships provide avenues for the INSEAD student body to engage around issues of sustainability. Each new student intake also participates in a SPLASH Project, a team-building exercise with social purpose that benefits local communities.

For students who want to carry these lessons into their careers, the Career Development Centre provides guidance to ensure our graduates can pursue a career with positive impact.

Engaging the alumni community is key to proliferating sustainability in principle and practice, as many steer global growth as leaders in business and government. Alumni engagement takes many forms:

- Alumni Reunions engaged over 5,000 alumni in the reporting period, often featuring sustainability-related sessions.;
- Alumni Forums during the reporting period engaged over 2,900 alumni with sessions on current topics that often focus on sustainability.
- Alumni clubs working in more than 150 countries encourage leaders to use business as a force for good by considering social impact and environmental concerns.
- Other events sponsored by INSEAD engage the school community and wider business and academic communities around sustainability, social impact and business as a force for good.

INSEAD strives to expand the reach and impact of sustainability-related engagement through partnerships and affiliations. These partnerships pursue a robust portfolio of activities from awards for women social entrepreneurs to research on corporate responsibility and how business can contribute to sustainable development. In line with the core academic mission, INSEAD also strives to follow accepted principles of responsible management education.

Walk the Talk

INSEAD understands the power of leading by example and undertakes numerous measures to achieve operational sustainability. INSEAD also fosters a healthy workplace, going beyond regulatory guidelines, prioritising physical and mental health of the workforce and promoting equality in the workplace.

This report details actions and activities undertaken by INSEAD on the sustainability of day-to-day operations per campus as well as several global cross-campus initiatives to improve the sustainability of global operations. These initiatives include carbon footprint analyses, the implementation of environmental protection and ethical standards throughout the supply chain to promote sustainable procurement of goods and services. Improved IT connectivity, usability, and efficiency reduces the need for on-campus infrastructure, improves energy efficiency and contributes to energy-efficient printing and a paper-free future. These initiatives reduce environmental impact and take us closer to our sustainability goals.

INSEAD takes action to promote a healthy workplace on all campuses. The following efforts prioritise the physical and mental health of faculty and staff and help make INSEAD a great place to work:

- Health resources are available, including a social worker, occupational nurse and occupational health physician on the Europe Campus, free psychological counselling and meditation sessions in Europe and Asia, and First Aid training with 160 staff taking part annually.
- INSEAD runs a Well-Being at Work programme on the Asia Campus to encourage staff to take better care of their health and hosts a Wellness Week and Wellness Days on the Europe Campus to promote health, wellness and self-care.
- A Works Council in France gives the staff a voice in decision making.
- A Committee on Health, Safety and Working Conditions improves working conditions by monitoring physical, social and psychological hazards.
- A biannual working conditions survey monitors results of workplace improvement initiatives.
- INSEAD also introduced policies and procedures to protect faculty, students and staff.
- The Code of Ethical Conduct enacted in 2016 includes principles of fairness and lack of conflicts of interest, respect for INSEAD resources, non-discrimination and respect for people and laws.
- A Global Anti-Harassment Policy introduced in 2018 protects against discrimination, sexual harassment and abusive and offensive behaviour.
- A Use of Computer Resources Charter outlines responsibilities to maintain proper use of computer and internet services with rules of courtesy, confidentiality and respect for others and the INSEAD brand.

Moving Forward

INSEAD has set ambitious sustainability goals across all department and campuses. This report will be used to monitor progress toward those goals. As INSEAD continues to act on sustainability and educate and empower others to do the same, we will regularly report our action and update our goals.

About INSEAD

Established in 1957 by the *Chambre de Commerce de Paris*, the *Institut Européen d'Administration des Affaires* brought management education in the case teaching method to Europe. Georges Doriot, Harvard Business School professor and founder of the first publically traded venture capital fund, envisioned an institution that promotes peace and prosperity, where people study together and build business with an international perspective.

Doriot had the support of a circle of young bold pioneers. The founders sought to stimulate economic growth and cooperation in post-war Europe. In doing so, they created an institution that has led business education for six decades.

INSEAD, as it is now known, was the first one-year MBA programme and innovator of executive education – first to offer company-specific programmes and now first to customise online programmes. INSEAD was the first business school with full campuses on different continents – in Fontainebleau, France since 1959, in Singapore since 2000 and in Abu Dhabi since 2015.

INSEAD is the business school for the world, with a faculty defined by innovation and diverse viewpoints. As of 2018, alumni number almost sixty thousand. The school convenes public and private-sector leaders to discuss global challenges. Those who study here leave with the ability to transform business and society. INSEAD conducts cutting-edge research and curriculum innovations to provide business leaders with the knowledge and cultural sensitivity to operate anywhere in the world, delivering value for their organisations and their communities.

The INSEAD mission is to bring together people, cultures and ideas to develop responsible leaders who transform business and society.

INSEAD was founded on five values that are as relevant today as when the first class met in 1959.

Diversity as a source of learning and enrichment
We are free from any dominant culture or prevalent dogma; we are open to, and respectful of, other views; we learn through the exchange of ideas and experiences.

Independence as a governance principle
We believe in intellectual freedom and are autonomous in our financial, institutional and academic planning and decision-making process.

Rigor and relevance in teaching and research
We encourage diversity in research and teaching methods with no single school of thought or methodology predominating; what matters is rigor and impact on management as an academic discipline, on business practice, and in the classroom.

Closeness to the international business community
We partner with the international business community to explore and disseminate management knowledge; we believe in the role of business as a force for improving people's lives.

Entrepreneurial spirit
We are willing to experiment and innovate; we are ready to take risks and manage the results of our actions. INSEAD is more than an institution for education and research. It is a place for dialogue and exchange among some of the brightest minds in business.

INSEAD Today
At the end of academic year 2017/2018, INSEAD had 144 faculty members from 40 countries. Since inception they (and their predecessors) have taught approximately 27,900 degree participants in its MBA, Executive MBA, specialised Master's degrees and PhD programmes. Over 183,000 executive professionals have participated in its Executive Education programmes since 1967.

INSEAD is consistently highly ranked by the **Financial Times**, **Bloomberg Businessweek** and others. The school is comprised of nine academic areas and 15 Centres and Initiatives, all of which deal with core issues in business administration, management or economics.

The school is organised by programmes and functions rather than by campus, with headquarters shared between Fontainebleau and Singapore.

INSEAD does not receive funding from a parent university and cannot count on regular government funding. The school is funded by tuition fees from degree and executive programmes, along with third-party funding of research, and donations made through the INSEAD Foundation.

The highest management body, the Executive Committee, provides strategic direction. The committee reports to a Board of Directors that oversees the strategy, budget, end-of-year accounts and dean appointments. The board is composed of internationally recognised business leaders from a wide range of industry sectors.

More information on INSEAD's leadership can be found at: www.insead.edu/about/leadership

Sustainability @ INSEAD

Sustainability has a long history at INSEAD. For 60 years, INSEAD has played an important role in developing responsible business leaders, which aligns with the modern concept of sustainability as defined in **Our Common Future**, the Brundtland Report published by the United Nations in 1987.

For example, research in environmental management goes back to the 1960s. In 1968, INSEAD was one of the first business schools to graduate women from our programme. The roots of INSEAD research on environmental resources management, business ethics and humanitarian initiatives go back to the late 1980s.

In 1989, INSEAD established the Centre for the Management of Environmental and Social Responsibility (CMER). One of the first formal mechanisms in the school to examine social responsibility, the CMER existed until 2005.

As the school grew and developed, so did our research and teaching in sustainability-related areas. Our Humanitarian Research Group was established in 2002 to identify best practices in disaster preparedness and response coordination.

The CMER was a forerunner of the INSEAD Social Innovation Centre (ISIC), created in September 2007. ISIC was established to bring together different experts and research streams, communicate our expertise and become a resource for business leaders and students, and mainstream these issues into INSEAD education to reflect the changing business environment.

The school established a Gender Initiative in 2008 and features centres and initiatives that research topics such as wealth inequality, healthcare management, family enterprise and social entrepreneurship. Since the concept of sustainability emerged, research and teaching on related topics were managed in a decentralised way, integrated in operations and decision-making processes of school departments.

Following agreement of the UN Sustainable Development Goals (SDGs) in 2015, sustainability is increasingly mainstream in business. Recognising the growing need for a more integrated, cohesive and centralised approach to sustainability across our organisation and our community, INSEAD established the Hoffmann Global Institute for Business and Society in October 2018. The Institute builds upon the foundations laid by previous initiatives and aims to take our positive social impact to the next level.

INSEAD produced our first public Sustainability Report in 2016, covering academic year 2014/2015. This initial report evaluated whether or not INSEAD is in accordance with the Global Reporting Initiative G4 Guidelines. The methodology used to collect data and present this data serves as the foundation for this report and will inform INSEAD sustainability efforts moving forward. The reporting process integrates multiple stakeholder views from all departments across the school and highlights our impacts as they align with the reporting standards.

This year, the Sustainability Report is produced by the Hoffmann Institute overseen by a steering committee that consists of the heads of all relevant departments, including the deans and senior leadership. The methodology used for this reporting process is designed to integrate internal stakeholder views from all departments.

<div style="background-color:green; color:white; text-align:center;">
GRI 101 | GRI 102-15 | GRI 103-2 | GRI 102-46 | GRI 102-47 | GRI 102-40 | GRI 102-42
GRI 102-43 | GRI 102-44 | GRI 102-51 | GRI 102-21
</div>

Why the GRI?

The Global Reporting Initiative (GRI) Standards are the world's most widely used sustainability reporting standards. GRI is an independent international organization that has pioneered sustainability reporting since 1997. They help businesses and governments worldwide understand and communicate their impact on critical sustainability issues such as climate change, human rights, governance and social well-being. This enables real action to create social, environmental and economic benefits for everyone. The GRI Sustainability Reporting Standards are developed with true multi-stakeholder contributions and rooted in the public interest.

The GRI maintains long-standing collaborations with more than 20 international organisations such as the United Nations (UN) Global Compact, the Organisation for Economic Co-operation and Development and the UN Working Group on Business and Human Rights. The UN Principles of Responsible Management Education and Global Compact guide our work on sustainability. For this year's report, we link the standasrds and disclosures in the GRI Standards and Sector Disclosures to the relevant UN SDGs and targets.

Compliant with GRI requirements and standards, this report covers INSEAD activities and efforts on sustainability on all campuses during the academic year 2015/2016 through academic year 2017/2018. This report has been prepared in accordance with the GRI Standards: Core option.

The report covers material topics such as the carbon footprint assessments for Fontainebleau and Singapore campuses, data on diversity, research achievements, and sustainability in teaching, among others. Each chapter includes smart goals proposed by the different departments within the school and vetted by a steering committee consisting of the senior leadership, including deans and department heads.

The INSEAD Sustainability Report Steering Committee uses the GRI standards to discuss and determine how to improve sustainability at our school and in our community. Faculty and staff have the GRI standards available to them for sustainability reporting. Making the sustainability journey at INSEAD a success is a team effort built on the GRI standards.

Through-out this report you will see green bars like the one below, with "GRI" standard disclosures, these refer back to the GRI content index that you can find at the end of this document. The aims being to facilitate comprehensive understanding of this report.

<div style="background-color:green; color:white; text-align:center;">
GRI 102-49 | GRI 102-50 | GRI 102-52 | GRI 102-54
</div>

Hoffmann Global Institute for Business and Society

In August 2018, INSEAD announced a landmark gift from André Hoffmann MBA'90D and his wife Rosalie that established the Hoffmann Global Institute for Business and Society. INSEAD decided to refer to them in the name of the Institute to acknowledge support by the Hoffmann family.

On the occasion of the formal signing, Mr. Hoffmann said, "Transformational change towards true sustainability will not take place without a new generation of leaders who are willing and able to change the status quo. This Institute is poised to help future leaders understand the importance of societal and environmental returns alongside the traditional financial approach, creating shareholder value while lifting up people and protecting our planet."

The Institute was founded to bring fresh perspectives and innovative solutions to the most intractable global issues that threaten our sustainable future and will pursue initiatives on INSEAD campuses in Europe, Asia and the Middle East. The Institute will help INSEAD lead transformation of business education.

One focus of the institute is to brings together world-class leaders, academics and researchers to generate new knowledge, curricula and outreach opportunities that equip tomorrow's leaders to address critical global challenges. This work is concentrated into four areas:

Knowledge – New theories, insights and business models driving organisational profit and social and environmental progress,

Learning – Inspired, diverse and analytical leaders creating value for their organisations, and for society and the environment,

Engagement – Real-world impact through leaders and organisations implementing new business practices that benefit society and the environment,

Walk the Talk – A model school integrating impact in its operations and contributing to social and environmental progress on a local and global level.

A key principle of the Institute is to work in an integrate manner with all parts of the school with the view to infuse sustainability into everything the school does, and showcase what INSEAD is doing around these areas. This is why the Hoffmann Institute produces the INSEAD Sustainability Report, including this year's edition.

The **INSEAD Sustainability Report: Academic Year 2015/2016 through Academic Year 2017/2018** is organised into sections that align sustainability-related academics and activities into the four Hoffmann Institute areas of work. This shows INSEAD has pursued sustainability action for some time.

Moving forward, the Institute will coordinate sustainability reporting activities and implement the creation of this report into other sustainability initiatives. For example, as the Institute integrates the UN SDGs with INSEAD research, teaching and operations, this report will highlight this integration and the impact it produces. This year's report features areas where this integration work has already begun.

GRI 102-49 | GRI 102-50 | GRI 102-20

Knowledge

INSEAD is increasing its research capacity and impact in top publication outlets and major research gatherings. Our 155 faculty members are thought leaders across all our nine academic areas. We are supporting research by increasing funding and research staff. INSEAD research on sustainability-related topics rose from 24% in 2015 to 32% in 2018. This shows our potential to lead by example and drive change, find solutions, innovate and develop new business models.

Creating knowledge through research is a crucial part of our mission to develop responsible leaders who transform business and society. Proliferating gained knowledge holds powerful potential as a transformative force. Research at INSEAD focuses on three aims:

- High academic impact – We will increase our research capacity by increasing data availability and supporting access to research assistance.
- High real-world impact – We will broaden the appeal of INSEAD Knowledge, distributing classroom materials and leveraging events organised by our Centres.
- A vibrant research community – INSEAD will convene events regularly to bring together researchers and those who benefit from research knowledge.

GRI 103

Stakeholders

This INSEAD vision centres on a vibrant intellectual community that produces rigorous, relevant and impactful knowledge. This knowledge is shared widely to transform business education and the way business is done. INSEAD seeks to create knowledge and share it with stakeholders who include, but are not limited to:

- Students and participants
- Faculty members
- Alumni community
- Donors and sponsors
- Academic community
- Business leaders
- Policymakers
- Staff and employees
- Local communities, associations and civil society

GRI 102-40 | GRI 102-21

Impact

To achieve high academic impact, INSEAD challenges and changes established academic thinking by publishing innovative, rigorous and relevant research in top outlets and presenting at major research gatherings. To improve, we are increasing research capacity:

- Funding – After many years of an unchanging research budget, we are increasing funding from internal and external sources.
- Research assistance – We are steadily increasing capacity. We now have nine shared RA's (each typically working with ~four faculty), more than ever before, and we will have more yet. We are adding post-doctoral researchers. In the past we've had ~two per year, and by pursuing multiple sources of funding, we currently have eight, with more expected.
- Data availability and support – We are steadily increasing the availability of datasets. We will pilot providing support for data analytics.
- Faculty research time – We are monitoring demands on faculty time, seeking to reduce and when possible, to offload (e.g., lighten committee load, masterclasses).

We strive for high real-world impact via teaching, writing and outreach. Impact comes from using knowledge from sustainability research to teach students and participants and to mobilise alumni, key decision makers and the public at large. To increase impact, we adapt how we develop and disseminate knowledge in the following ways:

- Managerial publications –Staff and freelancers assisting the faculty submissions for HBR and Sloan Management Review.
- INSEAD Knowledge – Broadening what INSEAD Knowledge covers, refining the appeal of our coverage and using INSEAD Knowledge to support lifelong learning of our alumni.
- INSEAD developed teaching materials – Developing innovative pedagogical materials (cases, tools, games, etc.) and distributing directly, in addition to the current distribution channels.
- Centre driven impact – Reviewing and strengthening impact of knowledge created at INSEAD centres and broadening our influence.

Milestones

Develop four to six case studies on sustainability across different academic areas that could be taught in the school's degree programmes as well as in other schools.

Exceeded: September 2017

Develop the sustainability research agenda across the school, in different areas, and increase relevant research output by the end of the academic year 2017.

Achieved: September 2017

Appoint a faculty leader on sustainability by the end of the academic year 2017.

In progress

Goals for 2019-2023

Develop at least 30% of our total volume of publications including books, book chapters, academic journal articles, working papers, related to sustainability.

Develop an additional 20 case studies related to sustainability.

Develop 10 impact narratives on sustainability / SDGs, featuring research(ers) in sustainability.

Appoint an academic champion on sustainability by the end of the academic year 2021 to drive sustainability as a strategic priority for INSEAD.

Research overview

At INSEAD, 155 faculty members in nine academic areas conduct and oversee research, which collectively cover all aspects of business:

- Accounting and Control
- Decision Sciences
- Economics and Political Science
- Entrepreneurship and Family Business
- Finance
- Marketing
- Organisational Behaviour
- Strategy
- Technology and Operations Management

INSEAD coordinates this research in our Centres of Excellence. To get to know INSEAD's Centres of Excellence, visit www.insead.edu/faculty-research/centres-excellence.

As part of our commitment to academic excellence, INSEAD recruits core faculty who can make substantial research contributions. Although there is no specific time allocation in professors' contracts, research typically represents 40% of their duties – with teaching-load reductions available for outstanding publishing performance. Research is one of the three dimensions for annual professor evaluations and a key factor in granting tenure.

The quality of the global INSEAD faculty, and the diversity of our academic community on the school's three campuses, plays an essential role in delivering cutting-edge research. The school aims to identify current and future trends, and help the business world deal with increasingly complex environmental and societal challenges.

INSEAD is determined to extend the frontiers of business knowledge and explore the practices and principles that underpin the long-term success of companies, organisations, governments and society. Consortiums and partnerships, including unconventional ones, will become more important in setting the "new" norm. The experience and talents of our faculty – along with their ability to create world-class research – is vital.

| GRI 103-2 | GRI 102-6 | GRI 103-1 |

INSEAD Knowledge platform

In the past five years, our INSEAD Knowledge online publishing platform has taken off in popularity. Offered in English and Arabic, the platform translates academic research into practical, reader-friendly articles for the entire world.

Under the leadership direction of the Dean of Research and Chief Communications Officer, the site now exceeds four million page views annually and reaches many more readers through syndication to worldwide media partners. We make Knowledge available on our website and an application launched in 2016, with robust social media engagement to raise awareness of new research. Our alumni also receive the INSEAD Knowledge Alumni Exclusive Quarterly, an online publication featuring curated content.

Today most core faculty are enthusiastic contributors and work with our in-house team of journalists to ensure that their research makes maximum impact. To find out more about INSEAD Knowledge, visit https://knowledge.insead.edu/responsibility.

Research results

Excellence in research truly distinguishes top business schools like INSEAD. It is key to our ability to attract, retain and develop world-class faculty. Research is the basis of the knowledge creation we offer to the participants and companies who engage with us. Research keeps our faculty at the forefront of knowledge.

INSEAD consistently ranks highly for research output. In the Top 100 Business School Research Rankings by the University Texas at Dallas, we are a top-10 school since 2011. The ranking is based on research published in major journals over four years:

> #7 globally for the period 2011-2015
> #9 globally and #1 for schools outside the USA for the period 2012-2016
> #4 globally #1 for schools outside the USA for the period 2013-2017

Two of the top-cited INSEAD-authored journal articles between 2015 and 2018 were relevant to sustainability issues. These include:

- A Person-Centered Approach to Moral Judgment, Uhlmann, Eric Luis; Pizarro, David A.; Diermeier, Daniel (Perspectives on Psychological Science, 2015)
- Social Class, Power, and Selfishness: When and Why Upper- and Lower-Class Individuals Behave Unethically, Dubois, David; Rucker, Derek D.; Galinsky, Adam D. (Journal of Personality and Social Psychology, 2015)

Research areas

INSEAD has the potential to lead by example in driving change, finding solutions, innovating and developing new business models and market-based mechanisms. We can tap this potential to deliver sustainable economic, environmental and social prosperity on local, regional, national and global levels.

INSEAD continuously extends the frontiers of knowledge in many sustainability, business and society-related topics. Scholars in all nine academic areas publish research that is relevant to business and society.

Our research streams related to sustainability are featured here with examples.

Environmental Sustainability
Research is undertaken to understand and promote sustainable production and consumption, including measuring and implementing energy efficiency for companies and economies, and the operational challenges associated with moving towards a low carbon economy.

Sustainable Consumption
Research examines sustainability judgments, their potential halo effects and how to manage such effects for useful communication while avoiding greenwashing.

Sustainable and Closed-loop Supply Chains
Research looks at introducing a framework that can consolidate and recover the economic and environmental value from products during production, the (extended) product life or their second life (recovery).

The field of reverse logistics, green logistics, remanufacturing, closed loop supply chains and producer responsibility has grown into a mature science. With impact on business models and carbon footprints, it copes with product design, economic and environmental performance of value recovery, and policy measures to increase producer, government and consumer responsibility.

Sustainable Operations and Strategies
Research examines the structure of industrial parks using best practice benchmarks from around the globe, while focusing on how to improve energy and resource efficiency, reduce CO2 emissions and strengthen the business model.

Waste and Environment

Research studies organisations that interface between donors and beneficiaries for items like food (food banks), medicines, electronics and clothes. Running such platforms is hugely complex, as uncertainty comes from all directions: supply, demand, and capacity (volunteers). Researchers analyse such challenges and how to manage them from an operations and business model perspective with the overall aim to develop a zero-waste approach.

Climate Action

Research investigates how organisations execute high-level sustainability objectives and how they compromise between conflicting objectives.

Ethics

Research is at the intersection of business, society, ethics, corporate social responsibility and sustainability. At the core of this research is a focus on developing an understanding of corporate accountability and organisational or managerial conduct. Current research projects examine corporate political activism, the CSR mandate in India, boards and sustainability, sustainable consumption, and if employees will sacrifice pay to work for more socially responsible firms.

Hypernorms and Integrative Social Contracts Theory

Research looks at an Integrative Social Contracts Theory (ISCT) framework and proposes a design to retain ISCT's practical managerial guidance while answering philosophical problems that emerge in attempts to identify and justify hypernorms. Hypernorms are a significant part of the conception of international business ethics by which managerial and business decisions can be made with respect to their impact on relevant communities, ethical norms and possible universal moral standards.

Gender Diversity

Gender research includes psychologists, sociologists, economists, management and finance scholars who conduct cutting-edge research on the experiences and impact of women in business and society. The Gender Diversity Initiative is conducting theory-driven academic research on gender issues and solutions and building relationships with organisations to enhance their commitment to gender balance and their ability to fulfil this goal through initiatives and policies.

Support for Gender Equality

Research investigates the causes, consequences, and mitigating factors involved in predicting men's and women's support for gender balance in business and society. Emphasis is placed on intervention and ways to encourage individuals and organisations to develop gender balanced systems and processes.

Health

An interdisciplinary group of scholars at the Healthcare Management Initiative lead research and teaching in the areas of healthcare management, delivery, marketing, strategy, business model innovation and operational excellence, with a core focus on the sustainability of health systems. Recent research studies include:

- Gaining a deeper understanding of processes for more effective clinical trials
- Optimal reimbursement contracts with providers for chronic care
- Exploring the role of social and policy factors on health outcomes

- The relationship between socioeconomic status and child health: evaluating the impact of marketing on consumer food choices
- Modelling how improving healthcare delivery can enhance patient value

Health Systems Redesign and Innovation
In this area, our research explores:
- How organisational conditions such as congestion in emergency departments can affect decisions made by doctors; poor decisions can also lead to waste.
- How we can provide cost-effective, high-quality healthcare by pooling elective care, emergency care services and different specialties.
- Optimal reimbursement contracts for chronic care with individual or groups of providers, and the types of contracts used.

With an increasing focus on the costs and benefits of clinical research, particularly phase III trial design and health technology assessment, we explore the questionable value of carrying out a trial, as well as:
- How certain parameters influence its optimal design
- Better approaches that integrate emerging trends to improve trial design and create more value
- How different risk-sharing arrangements may affect clinical trial design and benefit certain treatments

Policy
Research examines the impact of income transfers on child outcomes and aims to understand how basic policies could affect outcomes in the Canadian region. We are also looking at how businesses can work with governments to improve health and promote healthy behaviour.

Humanitarian Research Group
The INSEAD Humanitarian Research Group encourages the science of development and relief operations through impactful practice-based research.

Disaster Preparedness and Response
Research looks at disaster logistics to meet vast needs under huge uncertainty and difficult circumstances. Researchers analyse major challenges in preparedness and response and how to address them. Preparedness and response is learned; organisations can improve and scientific research can contribute.

Asset Management and Deployment
Plentiful research involves international humanitarian organisations and how they manage assets such as vehicles, trucks, ships, planes and the major sources of inefficiency. Researchers develop and analyse asset management systems, tools or methods to efficiently stockpile reserve assets. Improving deployment of assets is another major research topic.

Access and Equity in Healthcare and Birth Control
Research looks at supply chain management and analyses root causes of drug stock-outs in clinics and pharmacies. Researchers also analyse how commercial organisations like Coca Cola manage to get their products in the most remote areas, whereas essential medicines are often lacking.

Research also examines the long-term development of family planning uptake and implications for resource allocation.

Performance and Progress
The Society for Progress, is an academically diverse and independent group of scholars and leaders. They believe that integrating perspectives from moral and social philosophy will help evolve the decentralised economic system ("capitalism") in a manner that better integrates markets and society, humans and nature, and the present and future.

The Society for Progress gives business leaders the tools to create value for society and the planet when they create monetary value for their firms. It focuses primarily on established economies and addresses fairness, well-being and expanded humanity.

Systematic Integration of Economic Performance and Societal Progress
In particular, the Society aspires to contribute to and catalyse rigorous research on how enterprises and all economic actors may better integrate performance and progress.

Social Impact
The Social Impact Initiative contributes to the advancement of the field of social entrepreneurship and social impact by developing knowledge on applying business tools and entrepreneurial principles to achieving social objectives. Current research streams include a conceptual framework for social entrepreneurship, business model innovation, scaling up social innovations and managing social businesses, collaborative impact enterprise ecosystems, impact investment and venture philanthropy, impact assessment and measurement and impact business / corporate social intrapreneurship; all create results from within.

Approaches to Impact Investment
Research looks at large global financial institutions which develop approaches to impact investment while specifically detailing the strategy and process for a new impact fund aligning social objectives with the commercial goals of a bank.

Strategy for Impact
Research examines how an impact entrepreneur uncovers a solution to match adults with Autism Spectrum Disorder (ASD) to challenging and rewarding employment in the technology industry. It looks at exporting a model from a small Scandinavian nation to Europe and provides insights to understand the complex ecosystems that such enterprises must operate within. It also examines how to transform competing interests of the parties involved into collaboration.

Scaling Social Impact
Research examines a leading global player in the cement industry looking for an opportunity to increase social impact while growing business by addressing the latent demand for housing among the low-income population. Research analyses the commercial and social impact potential and the unique challenges of trying to build a for-profit business while addressing the base of the pyramid; deciding whether to scale up and how business model innovation enables success.

Social Enterprises
Research investigates social impact at the "base of the pyramid." Multinational companies rarely address the issue of how to make a business case for running a social impact initiative / societal engagement within a large for-profit company.

Tech for Good
Digital@INSEAD explores how digital technologies can deliver prosperity for all while addressing some of the world's most pressing social and environmental challenges. INSEAD is currently looking to expand research, case studies and teaching on AI for Good and Blockchain for Good.

Tech for Financial Inclusion

Research studies an online platform that sources crowdfunding for low-income borrowers. As questions arise about the adverse effects of microcredit worldwide, the online crowdfunding platform must adapt its strategy to demonstrate maximum impact on improving the lives of the poor, while continuing to grow the user base and ensure financial sustainability. This research demonstrates how "good intentions" are not the same as "maximizing impact," and how an enterprise can contribute and learn from cumulative knowledge on how to best achieve impact in a given sector.

Wealth Inequality

The James M. and Cathleen D. Stone Centre for the Study of Wealth Inequality aim to gain a deeper understanding of the dynamics, causes and consequences of income and wealth inequality, contribute to the intellectual debate, and educate current and future business leaders about the related issues and implications. To that end, the research is focused on three areas: economic and policy origins of income and wealth inequality, implications of economic inequality for social outcomes, and behavioural and population-level implications of policy choices.

Inequality and Health

Current research examines a) the effect of precarious employment on mental health; b) the impact of inequality on individuals' health with a focus on the relationship between changes in income distribution and the availability of private health insurance.

Social Mobility

Current research examines a) the relationship between firm characteristics (e.g. gender composition, workers' average length of stay) and wage mobility, intergenerational mobility, gender gap and the likelihood of promotion; b) wage mobility and the relationship, if any, between inequality and mobility.

Research Output by Academic Year

INSEAD's total research output and research specifically addressing sustainability (non-exhaustive) in academic year 2015-2016 are summarised in the following table, with arrows to indicate the trend in comparison to the previous academic year:

	Books	Book Chapters	Academic Journal Articles	Working Papers	Case Studies	TOTAL
Total number of publications (T_{PUB})	9 ↗	24 ↗	132 ↗	91 ↗	77 ↗	333 ↗
Total number of sustainability-related publications (T_{SUS})	2 →	12 ↗	27 ↗	19 ↗	21 ↗	81 ↗
Percentage (T_{SUS} / T_{PUB})	22.2% ↘	50% ↗	20.5% ↗	20.8% ↗	27.2% ↗	24.3% ↗

INSEAD's total research output and research specifically addressing sustainability (non-exhaustive) in academic year 2016-2017 are summarised in the following table, with arrows to indicate the trend in comparison to the previous academic year:

	Books	Book Chapters	Academic Journal Articles	Working Papers	Case Studies	TOTAL
Total number of publications (T_{PUB})	10 ↗	28 ↗	100 ↘	79 ↘	90 ↗	307 ↘
Total number of sustainability-related publications (T_{SUS})	1 ↘	8 ↘	22 ↘	18 ↘	28 ↗	77 ↘
Percentage (T_{SUS} / T_{PUB})	10% ↘	28.5% ↘	22% ↗	22.7% ↗	31.1% ↗	25% ↗

GRI 102-7 | GRI 103-2 | GRI 103-1

INSEAD's total research output and research specifically addressing sustainability (non-exhaustive) in academic year 2017-2018 are summarised in the following table, with arrows to indicate the trend in comparison to the previous academic year:

	Books	Book Chapters	Academic Journal Articles	Working Papers	Case Studies	TOTAL
Total number of publications (T_{PUB})	15 ↗	18 ↘	116 ↗	59 ↘	114 ↗	322 ↗
Total number of sustainability-related publications (T_{SUS})	6 ↗	8 →	32 ↗	23 ↗	35 ↗	104 ↗
Percentage (T_{SUS} / T_{PUB})	40% ↗	44.4% ↗	27.5% ↗	38.9% ↗	30.7% ↘	32.3% ↗

GRI 102-7 | GRI 103-2 | GRI 103-1

INSEAD PhD Research

Throughout the doctoral programme, students are offered teaching practicums, teaching and soft skills training, participation in conferences and annual performance reviews. The number of sustainability-related research dissertations remains stable with an average of two a year since 2015. Below is a list of research dissertations of our PhD graduates:

- Aline Gatignon – "Cross-Sector Partnerships and Value Creation in Emerging Markets", June 2016
- Ashish Kabra – "Essays on New Business Models in Smart Transportation and Delivery", June 2018
- Amer Madi – "Finding Self-transcendent/Existential Meaning in Work: When and Why Do People Seek Existential Meaning in Work, and how is it Maintained, Changed, or Lost?", May 2017
- Bhavani Shanker Uppari – "Business Models for Off-Grid Energy Access at the Bottom of the Pyramid", June 2018

To find out more about the research areas and interests of our current PhD candidates, please see their profiles at https://www.insead.edu/phd/student-profiles.

Awards for Research

Every year INSEAD faculty, researchers and students win awards and honours. The following awards are related to research in the sustainability space, including those for papers, articles, case studies and other achievements.

2015

- Stephen E. Chick, Martin Forster, Paolo Pertile – Runner-up for the 2015 William Pierskalla Award from The Health Applications Society, INFORMS for "A Bayesian Decision-Theoretic Model of Sequential Experimentation with Delayed Response"
- David Clough - Awarded the 2015 Strategy Research Foundation Dissertation Scholarship for "Collaboration and Complexity in Innovation Ecosystems"
- Ashish Kabra, Elena Belavina and Karan Girotra - Winner of 2015 Best Student Paper Award from Manufacturing and Service Operations Management for "Bike-Share Systems: Accessibility and Availability"
- Zoe Kinias - Winner of 2015 Faculty Transnational Best Research Paper Award from the Academy of Management for "Affirming Personal Values Facilitates Women's Success in Business"
- Daniel Mack, Gabriel Szulanski - Winner of the 2015 Best Proposal Award from the Strategy Process Interest Group, Strategic Management Society for "Managing Participation and Inclusion in the Strategy Process"
- Michael Witt - Winner of the 2015 Willamette University Best Paper Award in International Ethics, Social Responsibility, and/or Sustainability from the Academy of Management for "The CSR Strategies of Chinese Multinational Enterprises: Antecedents of Global CSR Integration and Local CSR Responsiveness"

2016

- Arzi Adbi, Matthew Lee, Jasjit Singh - Winner of 2016 Best Poster Award for PhD Students and Young Scholars at the INSEAD-ILO Evidence Symposium for "Investor Behaviour in Impact Investing: How Much do Social and Financial Outcomes Really Matter?"
- David Clough - Finalist of the 2016 Wings of Excellence Award from the University of St. Gallen for "Alternatives to Growth? Platforms, Modularity and the Circular Economy"
- H. Frank Douglas, N. Craig Smith - Winner of the 2016 Best Paper Award from the Academy of Management for "Will Employees Pay to Work for a More Socially Responsible Organization?"
- Ilze Kivleniece - Winner of the 2016 Best Conference Paper Award from the Strategic Management Society for "Public-Private Partnering Environmental Uncertainty and Hybrid Organizational Design"
- Matthew Lee, Laura Huang - Nominated for the 2016 Best Conference Paper Award for "Gender Bias, Social Impact Framing, and Evaluation of Entrepreneurial Ventures"
- William Maddux, Roderick Swaab, Betania Tanure, Elin Williams - Winner of the 2016 Best Case Study Award from the Case Centre Awards in the Human Resource Management/ Organisational Behaviour Category for "Ricardo Semler: A Revolutionary Model of Leadership"
- Jasjit Singh, Nina Teng, Serguei Netessine - Nominated for the 2016 Carolyn Dexter Award for "Philanthropic Campaigns and Customer Behaviour: Field Experiments in an Online Taxi Booking Company"
- Bhavani Shanker Uppari (co-authors Ioana Popescu and Serguei Netessine) - Awarded the 2017 BOM Best Student Paper Runner Up at INFORMS ENRE 2016 for "Business Models for Off-Grid Energy Access at the Bottom of the Pyramid"

2017

- Sasa Zorc, Stephen E. Chick, Hasija Sameer - Finalist of the 2017 IBM Service Science Best Student Paper Competition and 2017 Pierskalla Award from INFORMS for "Outcomes-Based Reimbursement Policies for Chronic Care Pathways"
- Jose Holguin-Veras, William H. Hart, Miguel Jaller, Perez Noel, Wachtendorf Tricia, Van Wassenhove Luk N. - Runner-up for the 2017 Jack Meredith Best Paper for "On the Unique Features of Post-disaster Humanitarian Logistics"
- Leena Lankoski; N. Craig Smith; Luk Van Wassenhove - Runner-up for the 2017 Business Ethics Quarterly Best Article for "Stakeholder Judgments of Value," Business Ethics Quarterly 26, 2 (2016) 227-256
- N. Craig Smith; Erin McCormick - Winner of the Second Prize in Corporate Sustainability from the 2017 Oikos Case Writing Competition for "Uber and the Ethics of Sharing: Exploring the Societal Promises and Responsibilities of the Sharing Economy"

- Matthew Lee, Arzi Adbi, Jasjit Singh - Winner of the 2018 Best Track Proposal Award in Corporate Social Responsibility and Sustainability from the Strategic Management Society for "Outcome Efficiency in Impact Investing Decisions"
- Matthew Lee, Arzi Adbi, Jasjit Singh - Finalist of the 2018 SMS India Conference Best Paper Award from the Strategic Management Society for "Outcome Efficiency in Impact Investing Decisions"
- Arzi Adbi, Jasjit Singh - Finalist of the 2018 SMS India Conference Finalist Best Paper Award from the Strategic Management Society for "Vulnerability of Base-of-Pyramid Business to Policy Shock: Impact of Demonetization on Microfinance in India"
- Arzi Adbi, Jasjit Singh - Winner of the 2018 Best Track Proposal in Globalization and Emerging Markets from the Strategic Management Society for "Vulnerability of Base-of-Pyramid Business to Policy Shock: Impact of Demonetization on Microfinance in India"
- Arzi Adbi, Jasjit Singh - Finalist of the 2018 SMS India Conference Best Paper in Global Strategy from the Strategic Management Society for "Vulnerability of Base-of-Pyramid Business to Policy Shock: Impact of Demonetization on Microfinance in India"
- Erin Mc Cormick, N. Craig Smith - Winner of the 2018 Case Centre Awards in the Ethics and Social Responsibility Category for "Uber and the Ethics of Sharing: Exploring the Societal Promises and Responsibilities of the Sharing Economy"

GRI 102-15 | GRI 103-1

Chair and Fellowship Appointments

In December 2017, INSEAD appointed the following two Faculty to chairs in areas related to business and society. Chair appointments are considered the highest honour bestowed on a faculty member at INSEAD, and requires due and careful consideration of academic and institutional contributions.

Sameer Hasija was appointed to the Shell Fellowship in Business and the Environment. The overall research theme is use of economic analysis tools to understand and enhance design and management of operations, the role of emerging technologies such as blockchains, AI, IoT in transforming businesses and societies.

In June 2018, Professor Singh was appointed the Paul Dubrule Chair in Sustainable Development. He is the Academic Director of the INSEAD Social Impact Initiative and Co-Director of the INSEAD Social Entrepreneurship Programme. Jasjit Singh is a Professor of Strategy and holds the Akzo Nobel Fellowship of Strategic Management.

Singh's contribution to research, teaching and external engagement at INSEAD is related to inclusive business, sustainable development, innovation, impact investing and impact evaluation. He has published recent research in journals, including **Management Science, Organization Science and the Strategic Management Journal.** In a range of projects, Singh examines corporate social engagement from the perspective of different stakeholders – employees, investors, customers and society.

Research Partnerships

INSEAD also maintains a partnership that has an impact on sustainability research. The Alliance for Research on Corporate Sustainability (ARCS) serves as a vehicle for advancing rigorous academic research on corporate sustainability issues. ARCS is a consortium of institutions including 19 leading universities and over 200 individual scholars. The Social Innovation Centre was an alliance member until 2018 and now our Hoffmann Global Institute for Business and Society carries that membership forward. An INSEAD faculty member sits on the ARCS board.

GRI 103-1

Learning

INSEAD attracts one of the most diverse student bodies in the world, with more than 4,000 students graduating between 2015 and 2018. All our degrees incorporate sustainability components in their curriculum, with our MBA covering sustainability topics in 50% of core courses and 25% of electives by 2018. During this same period, INSEAD executive education reached over 30,000 participants from 138 countries. More than 50% of the school's executive education programmes include business responsibility and sustainability components.

As a values-driven international business school, INSEAD forges leaders who seek more than productivity gains and shareholder value. INSEAD strives to develop responsible and analytical leaders that create value for their organisations and society. To achieve this, INSEAD offers five master degrees, a PhD programme and executive education programmes.

INSEAD includes relevant teaching models, methods and materials in existing courses to make sustainability a new standard in business education. To bring sustainability into our learning journey, INSEAD continues to innovate, create and provide new and standalone courses that respond to societal challenges and allow business to be part of the solution. This section gives examples of how and where INSEAD addresses sustainability in the programmes we offer.

This chapter provides an overview of sustainability in our master degree programmes, doctoral programme and executive education.

GRI 103-2 | GRI 102-2 | GRI 102-7 | GRI 102-21

Degree Programmes

Milestones

Further develop the MBA electives on sustainability to increase student demand for these electives.

Achieved: September 2015

Introduce an environmental sustainability session in the core course "International Political Analysis" by the end of academic year 2017.

Achieved: September 2017

Analyze best practices in sustainability teaching, conduct a competitive benchmarking analysis through a Dean's Innovation Project.

Achieved: June 2016

As part of new French legislation, appoint a referent within Degree Programmes to raise awareness on discrimination and reinforce social responsibility among students.

Achieved: June 2018

Goals for 2019-2023

Grow the SDG Bootcamp elective offering.

Develop and teach new case studies with a focus on sustainability and in particular on Africa for the Master Strategist Day.

Target 50% female students for the MIM Programme when it launches in September 2020.

Implement the Business and Society: Public Policy core course in the EMBA curriculum for GEMBA22.

Increase the number of female core faculty in the MBA Programme to two per section.

Increase outreach to female prospects with the objective to reach a minimum of 40% female participants in the MBA Programme by academic year 2022-2023.

Teach all students about the SDG goals and how to include them in the strategy and operations of their businesses.

INSEAD offers master degrees, executive master degrees and a doctoral degree, all of which include sustainability in their curriculum in some way.

Impact

We impact and influence our students through our programmes, and participants set new norms in business education and management.

INSEAD offers five master degree programmes. Our graduates take what they learn and apply it in businesses and organisations around the world.

Here are the numbers of students that graduated during the reporting period, showing the impact of our teaching:

- Master in Business Administration (MBA)
  - Academic Year 15/16: 1,004
  - Academic Year 16/17: 1,055
  - Academic Year 17/18: 1,039
- Global Executive MBA (GEMBA)
- Combined for academic years 2015/2016 – 2017/2018: 574 students, graduation in December 2015, December 2016 and December 2017

- Tsinghua-INSEAD Executive-MBA (TIEMBA)
  - Combined for academic years 2015/2016 – 2017/2018: 41 students, entered in June 2016, graduation in January 2018
- Master in Finance (MFIN)
  - Combined for academic years 2015/2016 – 2017/2018: 35 students, entered in April 2017, graduation in November 2018
- Executive Master in Consulting and Coaching for Change (EMCCC)
  - Academic Year 2015/2016: 114 students, entered in 2015/ graduation in 2016
  - Academic Year 2016/2017: 108 students, entered in 2016/ graduation in 2017
  - Academic Year 2017/2018: 108 students, entered in 2017/ graduation in 2018

Our Doctoral Programme graduated 17 students in June 2016, 11 students in June 2017 and 13 students in June 2018.

<div style="background:green;color:white;text-align:center">GRI 102-15 | GRI 102-7 | GRI 103-1</div>

Stakeholders

Our students are the primary stakeholders in our business education. We encourage diversity in our stakeholders to foster an open-minded, tolerant and respectful learning environment where different perspectives are valued and embraced. All programmes deliberately include group work to promote inclusiveness and diversity.

INSEAD has the most international and multicultural business school student body in the world, without fixed quotas; no single nationality accounts for more than 12% of our MBA student intake. INSEAD requires candidates to demonstrate practical knowledge of at least one other language before starting a programme. Furthermore, all students are required to exhibit a basic knowledge of a third language before graduating. Students are supported by the school in achieving this goal, as it offers regular courses in ten languages. The three-language requirement is a differentiator for INSEAD.

INSEAD also encourages diversity in teaching methods with no predominant school of thought or methodology. What matters is the ability of academic disciplines to impact management and affect business practices.

<div style="background:green;color:white;text-align:center">GRI 102-6 | GRI 102-40</div>

Master in Business Administration

INSEAD offers an intensive 10-month full-time MBA Programme, one of the largest in the world in terms of participant numbers. This programme prepares professionals with an average of six years of work experience and an average age of 29 for careers in international business. INSEAD introduces sustainability-related topics and content regarding the role of business in society in various MBA courses and electives.

Core Courses

The core curriculum consists of six courses covering microeconomics, financial reporting, statistical tools and decision heuristics, valuation and investments, managing individuals and teamwork. Of the 14 core courses offered during the 2015-2018 reporting period, the following 7 cover topics related to sustainability:

- Business and Society
  - Business and Public Policy Module
  - Ethics Module
  - Political Environment Module
- Organisational Behaviour I
- Organisational Behaviour II
- Managing Customer Value
- Managerial Accounting
- Process and Operations Management
- Financial Accounting

Our core courses are taught using the case method, which puts students in the role of people who faced difficult decisions. The case method uses a dynamic process of exchanging perspectives, countering and defending points and building on peer ideas to teach students to analyse issues, exercise judgment and make gruelling decisions. The following courses have used sustainability-related cases:

- **Managing Customer Value** – Algramo: Smart Purchasing
- **Managerial Accounting** – VMD Medical Imaging Center
- **Process and Operations Management** – Shouldice Hospital Limited
- **Financial Accounting** – Stanford case on BP and Contingent Liabilities
- **Business and Society (Ethics Module),** with relevant cases:
  - A Costly Train Journey (A)
  - Conflict on a Trading Floor (A)
  - Ziqitza Health Care Limited
  - Volkswagen's Emissions Scandal: How Could it Happen?
  - Turing
  - WebTeb: A Very Palestinian Dilemma (A)
  - Man in the Mirror (A and B)
  - Uber and the Ethics of Sharing
  - Google in China (A)
- **Business and Society (Political Environment Module),** with relevant cases:
  - The Brent Spar Platform Controversy (A and B)
- **Business and Society (Business and Public Policy Module)**, with relevant cases:
  - Obamacare
  - Did Apple Pay Too Little Tax?
  - Hoping to Reduce Unemployment, President Emmanuel Macron Issues Decrees to Liberalize the Labour Market: Who Wins and Who Loses?
  - The Rise in Inequality (A and B)

Our core courses also teach the values that propagate sustainability into the organisations that graduates join or start after INSEAD. For example, core courses like Organisational Behaviour and Personal Leadership Development present important aspects that relate to social sustainability. Organisational Behaviour aims to improve the students' capacity to better understand themselves and others, and to lead and work within teams. The course adopts an evidence-based management approach, providing students with scientific research from organisational psychology that helps leadership and teamwork.

Such a course contributes to the development of processes and structures that meet the needs of community members and supports a healthy society.

Electives
Students can tailor their programme to suit individual needs, choosing from a wide selection of over 75 elective courses on average per academic year, in 10 different academic areas. During the elective period, students have the chance to switch campuses from Singapore to Fontainebleau, or vice-versa. Nineteen elective courses cover topics related to sustainability:

- Biopharma Marketing Strategy
- Body Business: Food and Well-Being
- Business in the world 2050
- Europe and the EU in Crisis
- Capitalism: Historical, Comparative and Critical Perspectives
- Business Sustainability Thinking
- Creating Value in Health
- Dean's Innovation Projects
- Economics and management in Developing Countries
- Ethical Decision Making in Business
- Ethical Dilemma
- Health Care Markets and Policy
- Income and Wealth Inequality and Future of Business
- Strategy and Impact
- Impact Investing
- Psychological Issues in Management
- Social Entrepreneurship
- Strategies for the Bottom of the Pyramid
- Power and Politics

Executive Degree Programmes

Milestones

Run a pilot in Singapore for an open enrolment executive education course on "Leading the Business of Sustainability" by November 2015.

Achieved: November 2015

Implement a pilot in Singapore, for an elective on "Sustainability" in the open enrolment programme, the "Advanced Management Programme (AMP)" by March 2016.

Achieved: September 2016

Implement an open enrolment executive education programme on "Value Creation for Owners and Directors Programme" including sessions on Sustainability and Corporate Social Responsibility & Ethics by October 2015.

Achieved: October 2015

Implement a process to systematically track and identify relevant content across the openenrolment programmes in the Executive Education Department by August 2017.

In progress

Goals for 2019-2023

Implement a new content management system tracking specific data related to sustainability within programme session titles in collaboration with HGIBS.

Launch "awareness sessions" for client facing teams, online, marketing and coordination teams, providing tutoring around the SDGs with support of HGIBS who would identify facilitators, experts to deliver these sessions in a way that is effective and meaningful.

Appoint a sustainability champion within the Executive Education Department who would function as a focal point and would be involved in sustainability initiatives where relevant.

Launch of a joint Executive Education Open Enrollment Programme in collaboration with the United Nations.

INSEAD offers two Executive Master in Business Administration programmes, the Global Executive Master in Business Administration and the Tsinghua–INSEAD Executive Master in Business Administration. We also offer an Executive Master in Consulting and Coaching for Change, which was renamed to Executive Master in Change after the reporting period, and an Executive Master in Finance.

GRI 103

Global Executive Master in Business Administration

The modular Global Executive Master in Business Administration (GEMBA) takes place in fully integrated campuses across three regions – Europe in France, Asia in Singapore and the Middle East in Abu Dhabi. The Global Executive Master's in Business Administration offers an intensive 14 to 17-month programme to experienced executives with an average of 14 years of work experience and within an age range of 33-43 years.

The GEMBA curriculum is similar to the regular full-time MBA Programme. Participants from the GEMBA Programme alternate between the classroom and the real world. Learning methods are grounded in theory and emphasise practical learning and actionable insights. The GEMBA Programme offers 11 core courses and includes a course on Ethics at the end of the cycle.

Besides the 11 core courses, participants choose four electives to dig deeper into subjects of personal interest or to learn about new topics. In the list of 31 GEMBA elective courses, only one course included a sustainability component: Social Entrepreneurship - Building Impact Ventures.

During the GEMBA, participants have Key Management Challenges (KMCs) which are broad, cross-disciplinary, cross-departmental courses that reflect the realities of business. INSEAD offers KMCs on all three campuses and several off-campus locations. Four of these courses have a sustainability component:

- Fair Process, Leadership and Governance
- Strategy and Impact
- Strategies for the Bottom of the Pyramid
- Wise Power: Thinking, Feeling, Dreaming

Tsinghua-INSEAD Executive Master in Business Administration

The INSEAD partnership with Tsinghua University School of Economics and Management was established in 2006 to create the Tsinghua–INSEAD Executive MBA (TIEMBA). Tsinghua's unique expertise, cultural heritage and place in Chinese society complement INSEAD expertise in international management.
The partnership also includes faculty exchanges, research collaboration and joint Executive Education programmes. The programme takes place on INSEAD campuses in Singapore, Abu Dhabi and Fontainebleau, France, and Tsinghua's campus in Beijing.

The TIEMBA is a modular 22-month programme for executives with an average of 14 years of professional experience. Participants may remain employed full-time throughout the programme, which takes place in integrated campuses across two schools in three regions: Europe in France, Asia in Singapore and Beijing, the Middle East in Abu Dhabi.

Delivered by both Tsinghua and INSEAD faculty, the TIEMBA includes 12 core courses, four elective courses, Key Management Challenges and a final thesis. The programme is bolstered by a Leadership Development Programme that runs throughout the course. It is unclear if core courses, elective courses and Key Management Challenges include a sustainability component.

Executive Master in Consulting and Coaching for Change

The INSEAD Executive Master in Consulting and Coaching for Change (EMCCC) is a modular, 18-month degree programme spanning over eight modules of three to four days each; two campuses have three intakes. Participants investigate the basic drivers of human behaviour and the hidden dynamics of organisations.

The EMCCC Programme integrates business education with a range of psychological disciplines and enables participants to understand themselves and others at a fundamental level. This knowledge creates healthier workplaces, teams and organisations with more effective leaders and relationships.
Through the programme, leaders will increase awareness of personality types of their own and their followers. Programme participants improve the ability to recognise and diagnose key behaviours, to navigate the different cultural realities of how people think and get things done, to be effective in leading and managing various stakeholders, to influence and remain agile, to discover techniques of regulating emotions and to explore ways of building trust and collaboration.

The EMCCC Programme is intrinsically linked to sustainability, which encompasses social responsibility, social justice, cultural competence, community resilience, human adaptation, social equity, liveability, health equity, social capital, social support, human rights, labour rights and community development.

The eight modules draw on general and organisational psychology, psychodynamics, psychoanalysis, cognitive theory and the latest neuropsychological research.
The following sessions in academic year 2017/2018 have a sustainability component:

- Social Identities, Systems of Inequality and Psychological Threat
- Social Identities and Resiliency
- Understanding people: A Behavioural Economics Perspective
- Success, Meaning, and the Stuff that Matters
- Performance and Progress

Executive Master in Finance

Our Executive Master in Finance (EMFin) is a modular, 18-month degree programme designed for experienced finance professionals to accelerate careers without requiring an extended leave of absence.

Coursework for the EMFin is divided into six modules of two weeks, spaced three to four months apart, giving programme participants time to implement skills learned in the classroom in their workplaces. INSEAD teaches the programme primarily on the Asia Campus in Singapore, a global and regional financial hub with a progressive financial market, but also on the Europe Campus in Fontainebleau.

The finance courses cover a range of topics and frameworks that apply to complex financial transactions. The programme's portfolio of courses evolves with the changing priorities and needs of the financial industry.

INSEAD's Executive Master in Finance programme includes four core courses which give participants a deep understanding of finance, accounting and modelling.

The programme also provides the opportunity to concentrate on both Corporate Finance and Financial Markets. Each track encompasses four courses. These eight concentration courses equip participants with an understanding of both corporate and asset management.

Besides the core and concentration courses, participants can choose four electives out of a broad selection, which include electives from our Executive MBA programme.

In the list of 31 elective courses, only one course included a sustainability component – Social Entrepreneurship: Building Impact Ventures.

Four capstone courses tie together management issues in finance, bridging the gap between studies and current business practices. The compulsory Leadership Capstone concludes the exploration of leadership. At least two of these capstone courses include a sustainability component:

- ALCO Simulation
- Fair Process Leadership & Governance

The Doctoral Programme

The doctoral programme is a top-level four to five-year PhD programme dedicated to training the business faculty of tomorrow.17 doctoral students graduated in 2015/2016, 11 doctoral students graduated in 2016/2017 and 13 doctoral students graduated in 2017/2018.

Courses in the first two years focus on theory and research methodology. The students then choose a research topic. Here are a few examples related to sustainability which were started, continued or in the process of academic publication during the reporting period of 2015-18:

- Agricultural Supply Chains – looking at the urgent challenge of feeding nine billion people by 2050 with thinning natural resources
- Bike-sharing Systems – looking at the impact on bike-share ridership, system performance, accessibility and bike-availability

- Cross-Sector Partnerships and Value Creation in Emerging Markets – looking at cross-sector partnerships such as alliances between private firms and public or non-profit organisations
- Finding Self-transcendent or Existential Meaning in Work – looking at self-transcendent meanings, or callings, where people perceive work as contributing socially and morally to the greater good while being personally significant

The PhD programme supports integration of sustainability into the new standards in business education through PhD student research and their collaboration with INSEAD faculty on these topics. The department also continues to raise awareness on sustainability research trends.

As per INSEAD faculty research themes, academic areas regularly execute research-related courses that incorporate sustainability. For example, during academic year 2017/18, the Technology and Operations Management class included considerations on health and humanitarian supply chains.

<div style="background:green;color:white;text-align:center">GRI 103-2 | GRI 102-7</div>

Executive Education
INSEAD leads in delivering innovative and influential learning experiences for business executives around the world.

<div style="background:green;color:white;text-align:center">GRI 103</div>

Impact
In academic year 2015-2016 INSEAD Executive Education reached 9,798 participants, representing 125 nationalities. In 2016/2017, we taught 11,135 participants, representing 134 nationalities. In 2017/2018, INSEAD Executive Education reached 12,175 participants, representing 138 nationalities. Since 2014/2015, INSEAD Executive Education has grown by more than 28%.

<div style="background:green;color:white;text-align:center">GRI 102-15</div>

Stakeholders
Our Executive Education stakeholders are decision-makers who shape the direction of the global economy. We aim to raise awareness of the benefits of considering sustainability in business decisions.

<div style="background:green;color:white;text-align:center">GRI 102-40</div>

Open Programmes
INSEAD maintains 12 Portfolios with over 50 Open Programmes for individual executives at all career stages. The portfolios are:

- General Management
- Corporate Governance
- Top Management
- Leadership
- Digital Transformation & Innovation
- Strategy
- Finance
- Marketing and Sales
- R&D and Operations Management
- Social Entrepreneurship & Family Business
- Online Programmes
- Partner Programmes

Seven out of the twelve Portfolios contain Open Programmes that cover sustainability. Each portfolio contains several programmes. Programmes cover all business disciplines, as well as specific industries and geographical regions. It includes specialist and generalist management programmes, hard and soft skills, traditional and hands-on learning, self-awareness and global perspectives.

The following nine Open Programmes have a business responsibility component:

- Value Creation for Owners and Directors (portfolio: Corporate Governance)
- The Women Leaders Programme (portfolio: Leadership)
- Integrating Performance and Progress (portfolio: Leadership, Strategy)
- INSEAD Social Entrepreneurship Programme (portfolio: Social Entrepreneurship & Family Business)
- INSEAD Gender Diversity Programme (portfolio: Online Programmes)
- Middle East Health Leadership Programme (portfolio: Partner Programmes)
- Strategic Innovation for Community Health (portfolio: Partner Programmes)
- Innovating Health for Tomorrow (portfolio: Partner Programmes)
- INSEAD Healthcare Compliance Implementation Leadership Programme (portfolio: Partner Programmes)

<div style="background-color:green; color:white; text-align:center">GRI 102-7 | GRI 103-1</div>

Customised Programmes

INSEAD delivers Customised Programmes for some of the world's largest companies.
Our design and collaboration with the companies tailors the Customised Programmes to their objectives, building specific skill sets needed by their teams to drive their organisations to success.

INSEAD directors of Customised Programmes advise clients to include sustainability components in programmes. However, it is not possible to include relevant sessions or modules in this report due to confidentiality.

INSEAD also contributes to The Africa Directors' Programme, a partnership programme, which has specific sessions and cases dedicated to sustainability. The programme promotes sustainable business development through an integrated vision for governance and board processes as well as governance credibility for stakeholder confidence. The first module centres on the responsibilities of the directors.

Engagement

Between 2015 and 2018, INSEAD engaged with more than 28,000 stakeholders across the globe, including academics, alumni, business leaders, industry experts and students. Events such as academic conferences, student-led initiatives, alumni forums, reunions and partnerships with world summit forums connect us with these key audiences. INSEAD engagement and events increasingly focus on topics related to sustainability, social impact and the UN Sustainable Development Goals.

Engaging with the public, business and society is essential to our mission. Since the first classes met in 1959, INSEAD has brought together senior executive alumni, industry experts and academics to discuss and debate the impact of business, including sustainable development. We engage our stakeholders and facilitate collaboration and dialogue on a wide range of issues, including sustainability.

INSEAD engages with key audiences and communities – on-campus with students and faculty, through alumni engagement events that are open to wider audiences, and through partnerships that increase reach and impact.

GRI 103-2 | GRI 102-2 | GRI 103-1 | GRI 102-21

Goals for AY 19/20

- Define at least one smart objective per relevant department under Engagement for 2020-2021 and 2021-23.

Stakeholders

INSEAD engages a variety of stakeholders to substantively influence their assessments and decisions. Stakeholders we engage include, but are not limited to:

- Faculty and academic community
- Students and prospective students
- Alumni community
- Business leaders and executives
- Policymakers and public administrators
- Donors and sponsors
- Local communities, associations and civil society NGOs
- Staff members and contractors

GRI 102-40

Impact

INSEAD organises events throughout each academic year. These attendance numbers exemplify our impact:

- 15 major events across the globe in academic year 2015-2016, attracting 7,913 participants
- 16 major events across the globe in academic year 2016-2017, attracting 10,237 participants
- 17 major events across the globe in academic year 2017-2018, attracting 10,312 participants

Please note that numbers do not include participants at events organised by the National Alumni Associations, Centres of Excellence, departments or student clubs.

GRI 102-15	GRI 102-6	GRI 102-7

On-Campus Engagement

INSEAD engages with faculty to leverage the thought leadership in areas such as sustainability, social impact and SDG-related topics into action by students. Students carry what they learn at INSEAD into the world, and it is our goal to ensure they understand how leadership opens the door to a sustainable future and a more prosperous world.

This section outlines faculty and student opportunities to engage on sustainability-related issues during their time on campus. We use the scholarships included in this section to recruit talented individuals with a deep understanding of these issues.

Student Clubs

Student clubs provide a variety of options for engagement on issues related to sustainability. For each new student intake in the reporting period, the Social Innovation Centre (ISIC) organised the Social Impact Week with the INDEAVOR Club, the club most focused on sustainability and social impact.

INDEVOR is an impact organisation for students and alumni founded in 1993. Along with ISIC, the club formerly organised a full week of events to raise awareness among MBA students on sustainability and social impact. The main areas of interest for INDEVOR are international development, corporate social responsibility, environmental sustainability, non-profit and non-governmental organisations and social entrepreneurship. The club serves as the main student forum to examine the role of business in society and is an affiliate chapter of NetImpact. NetImpact is a non-profit membership organisation for students and professionals interested in using business skills in support of various social and environmental causes.

Additional student clubs that allow students to engage with sustainability issues are:

INSEAD Africa Club
The INSEAD Africa Club develops the business and human capital of the African continent within the INSEAD community. The club welcomes membership from those interested in the African continent. The purpose of the INSEAD Africa Club is to increase awareness amongst the MBA community about the challenging yet exciting business and social impact opportunities in Africa today.

INSEAD Environment and Business Club
Founded in 2013, the Environment and Business Club aims at raising future business leaders' awareness of today's environmental challenges, inspires them to develop sustainable solutions on a corporate level, and promotes related career opportunities.

INSEAD Energy Club
Founded in 2006, the Energy Club focuses on alternative energy technologies, the energy economy and its political, social and environmental impact, including global warming and climate change, within a context of a balanced debate on energy needs and usage. The INSEAD Energy Club aims to be a forum of discussion and networking for energy and environment-related issues for the greater INSEAD community. ISIC collaborated closely with students and alumni from the Energy Club for events, curriculum development and hands-on projects.

INSEAD Healthcare Club
The INSEAD Healthcare Club brings together MBA participants who wish to pursue a career in the healthcare industry, those who are seeking to return to the healthcare industry, and students who want to learn more about this fast-growing sector.

INSEAD Women in Business
The IWiB is a student club that aims to create more opportunities for women to become stronger leaders and future role models. IWiB was created in 2005 to promote awareness of gender diversity issues in the business world, across the INSEAD community and beyond. Since its launch, IWiB has built considerable interest among MBA participants and outside organisations across all INSEAD campuses. Many INSEAD students and partners have a desire to change norms and influence perceptions during their careers or personal lives. IWiB intends to be a forum for discussion and networking for anyone promoting gender diversity within the business community, leveraging its alumni network and INSEAD's existing corporate relationships to provide career services and mentorship for members.

Club Cooperation and Competitions
Sometimes different clubs work collaboratively on a student event or activity. Typical student activities would include on-campus events such as panel discussions with business and industry professionals, information sessions about career perspectives and talks from industry leaders, with topics including social entrepreneurship and impact investing/consulting. Activities range from student treks, networking lunches and dinners, student competitions, Career Forums, study projects or curriculum development. Student clubs also jointly organise competitions with each other and outside organisations.

In the reporting period, students participated in the following sustainability-related competitions:

- Annual INSEAD Venture Competition and Social Venture Competition for INSEAD MBAs, EMBAs, GEMBA and/or TIEMBA and MFin
- Annual Kellogg-Morgan Stanley Sustainable Investing Challenge by Kellogg School of Management and Morgan Stanley for MBA and graduate students
- Annual MIINT-MBA Impact Investing Network & Training for MBA students
- Annual Nespresso Sustainability MBA Challenge for MBA students
- Annual Hult Prize in partnership between Hult International Business School and the Clinton Global Initiative for-good/ for-profit start-ups for MBA and graduate students
- Tommy Hilfiger Social Innovation Challenge for social entrepreneurs

SPLASH Community Projects
INSEAD has supported SPLASH Projects since 2007, teaching students how to engage with local communities and with children in particular. Thousands of children have befitted from the 29 MBA SPLASH Projects held to date. During academic years 2015-2018, a total of 1,420 INSEAD participants took part in SPLASH Community Projects.

Every MBA student intake starts with a SPLASH Project, a one to four-day team-building activity with a societal purpose. For example, a 2015/2016 academic year project featured 210 MBA students working for three days to build a playground for The Haven in Singapore, a residential home that services children and young people lacking care from their own families. Splash Projects extend to executive education participants and INSEAD staff.

Career Development Centre

The Career Development Centre (CDC) supports students in choosing the best possible career path with the most positive impact. In line with this commitment, the CDC has an Employer Engagement specialist dedicated to careers in social impact. The Employer Engagement specialist works closely with organisations, in both the private and public sectors, with clearly defined social or environmental purposes.

The CDC supports the students' initiatives to learn and gain exposure to business as a force for good. Partnerships are key to these efforts. The CDC works collaboratively with other INSEAD stakeholders such as the INDEVOR student social impact club, faculty and alumni to gather information, identify recruitment champions and source relevant social impact job opportunities for students.

Scholarships

Scholarships are another way that INSEAD engages around sustainability, and the concept of inclusive education outlined in the SDGs. The INSEAD scholarship programme is central to the school's ability to attract the best and most diverse talent from around the world. These scholarships recognise applicants who have a strong passion for topics that relate to business as a force for good. Examples are:

INSEAD Andy Burgess Endowed Scholarship for Social Entrepreneurship
INSEAD created The Andy Burgess Scholarship Fund for Social Entrepreneurship at INSEAD in 2005 with the generous support of entrepreneur Andy Burgess MBA '91D, CEO of Somerset Entertainment. This endowed fund provides one scholarship per year for a deserving MBA student in each January class who can demonstrate a commitment to social entrepreneurship through their pre-INSEAD experience.

INSEAD Padma and Rashmi Shah Social Enterprise Scholarship
The INSEAD Padma and Rashmi Shah Social Enterprise Scholarship aims to support candidates who have substantial experience in the social enterprise sector and a genuine commitment to the pursuit of a career in social enterprise post-MBA. The scholarship defines a social enterprise as an organisation that applies commercial strategies to maximise improvements in human and environmental well-being and may include maximizing social impact alongside profits for external shareholders.

INSEAD Ryoichi Sasakawa Young Leaders Fellowship Fund (Sylff)
The Ryoichi Sasakawa Young Leaders Fellowship Fund (Sylff) Fund was established in 1987 by the Nippon Foundation. This scholarship is an endowed gift that helps create a new generation of leaders and overcome the divisions of nationality, religion, ethnic background and politics. The Sylff programme demonstrates its commitment to education by awarding fellowships to promising graduate students in the social sciences and humanities. Sixty-nine universities and consortia worldwide, including INSEAD, have received endowments of one million US dollars. The Sylff programme is now building a worldwide community of young leaders made up of the Sylff Fellows at all funded institutions. By receiving this award, candidates automatically join the Sylff worldwide network and gain opportunity to apply for additional Sylff support programmes. INSEAD grants one Sylff award per year.

INSEAD Social Impact Award
INSEAD has established the Loan Assistance Programme for graduates who choose to pursue careers in organisations with clearly defined social or environmental purposes to better society through constructive means. The organisations can be in the public or non-profit sectors, for-profit social ventures and social investment firms.

Society for Progress

In 2013, the Society for Progress was established through a partnership with the Abu Dhabi Education Council.

The Society for Progress is an academically diverse and independent group of social scientists, philosophers and business leaders. INSEAD supports the research, meetings and activities of the Society. In 2016, this group launched the Progress Medals Ceremony to award medals for pioneering research and leadership. The society recognises medal winners for transforming the economic system to achieve greater fairness and well-being. Each contributor received a gold medal, a formal certificate and one hundred thousand US dollars, donated from around the world.

In academic year 2016/2017, the Society for Progress honoured five pioneering theorists and practitioners for their contribution to developing the economic system to achieve greater fairness and well-being. Two Nobel Prize winners were among the laureates. During Academic Year 2017/2018, Progress Medals awarded in June 2018 honoured seven individuals for their contributions to theory and practice:

- Elizabeth Anderson
- Jean Tirole
- Donald MacKenzie
- A joint award was made to Bob Massie, Allen White and Jean Rogers
- Fadi Ghandour

GRI 103-1

Alumni Engagement

Our alumni community is made up of over 58,000 alumni in more than 175 countries. Many are leaders in business and government, shaping the direction of global growth. Engagement with this group is crucial to proliferate sustainability in principle and practice and transform communities and economies worldwide. This section outlines how INSEAD is engaging our alumni on issues related to sustainability.

GRI 102-15

Alumni Reunions

INSEAD holds reunions for returning MBA and EMBA classes every five years. Over a weekend of social and networking events, these gatherings provide alumni with the opportunity to reconnect with former classmates, interact with alumni of other classes and engage in lifelong learning. INSEAD organises speaker events, panel discussions and workshops, some featuring sustainability.

Academic year 2015/2016 reunions engaged 2,398 alumni. A sustainability-related faculty lecture presented An Economist's Thoughts on Corporate Responsibility.

Academic year 2016/2017 reunions engaged 2,623 alumni. Several sustainability topics were covered, including faculty lectures on:

- Developing Responsible Leaders in Business Schools: Wishful Thinking?
- The Characteristics of Sustainable Differentiators
- An Economist's Thoughts on Corporate Responsibility

Academic year 2017/2018 reunions engaged 2,989 participants and did not include sessions on sustainability-related topics.

GRI 102-15

Alumni Forums

The INSEAD Alumni Forum is an INSEAD tradition, taking place three times a year in different locations around the world. Forums bring together thought leaders from government, business and academia to explore timely topics that often focus on themes related to sustainability.

In academic year 2015/2016, two forums reached 572 people.

Alumni Forum Americas engaged 250 participants in April 2016 to discuss the future of business, including sustainability issues. Sessions included:
- A panel on The Future of Business
- A panel on The Future of Work
- A panel on The Future of Finance

Alumni Forum Europe engaged 322 participants in London around the theme 'Business as a Force for Good?' Sessions included
- A panel on Living the Challenges of Business as a Force for Good
- A panel on Examining Business Models Which Disrupt, Challenge and Improve our Economies and Lives
- A panel on The Leader's Responsibility in Inculcating Values Which Embrace Sustainable Positive Economic Impact

In academic year 2016/2017, INSEAD held three forums and reached 1,317 people.

Alumni Forum Asia engaged 493 participants around the theme 'The Future of Business: Ideas, Innovation and Technology', including sustainability discussions in sessions on:
- A CEO roundtable on Innovation in Asia
- A panel on Innovative Entrepreneurship
- A panel on The Promise of Health Innovation

Alumni Forum Americas engaged 354 participants around 'Innovation & Entrepreneurship: Shaping the Future of the Americas'. Sustainability was discussed in sessions:
- A panel on Kickstarting Innovation: Where Start-ups Shine
- A panel on Sustaining a Culture of Innovation

The Alumni Forum Europe engaged 470 participants around the theme 'Digital Transformation: A Force for a Better World?' Sustainability sessions included:
- A business leader's dialogue on Main Evolutions of Cognitive Sciences and Artificial Intelligence, Internet and the Impact on Products and Business Models
- A business leader's dialogue on How Digital Transformation is Forcing Incumbents like Regus and Schneider Electric to Change their Business Models Faced with New Entrants like Lazada, Alibaba and BlaBlaCar
- A business leaders dialogue on How Digital Innovation and Digital Transformation Applied to People, Social Communities and Youth Consciousness Can be a Force for a Better World"

Academic Year 2017/2018 featured three forums, reaching 1,030 people.

Alumni Forum Asia engaged 320 participants on the theme 'Re-imagine Asia: The New Digital Frontier'. Sustainability was discussed in the following sessions:
- A coffee panel on The Changing Face of Business
- A panel on The New Digital Economy
- A panel on Digital Innovators

Alumni Forum Americas engaged 360 participants on the theme 'Inventing the Future', where sustainability issues were discussed in these sessions:
- A faculty lecture on Technology and Trust
- A panel on Women in Technology

Alumni Forum Europe engaged 350 participants on the theme 'Business and Society - European Leadership in a Changing World', including sustainability discussions in sessions:
- A panel on Leadership for Change
- A keynote on the SDGs
- A faculty lecture on Basic Income - A Solution to Growing Inequality and Increasing Automation in the Labour Market?
- A faculty panel on sustainability in business models

Alumni Club

Founded in 1993, the INDEVOR Alumni Global Club is a network that encourages leaders to use business as a force for good in society. In February 2018, the club rebranded as The INSEAD Global Impact Network (INDEVOR). This renaming accompanied a push to expand the scope beyond social impact and include more types of impact such as environmental.

The INDEVOR Alumni Global Club is seeking opportunities to collaborate and increase positive social impact in more than 150 countries.

<div style="background-color:green; color:white; text-align:center">GRI 102-15</div>

Visionaries Conferences

Launched in 2015, the Visionaries Conference is a stewardship event for INSEAD principal and potential donors. Donors are often INSEAD Alumni, important stakeholders who drive change with expertise, input and financial resources.

The Visionaries Conference is primarily designed to engage donors around the school's leadership and vision. These discussions engaged 151 participants during the reporting period and deliberated the Dean's vision of business as a force for good.

<div style="background-color:green; color:white; text-align:center">GRI 102-15</div>

Event Engagement

Engagement at INSEAD involves faculty, staff, students and alumni, generally occurring at INSEAD-sponsored events on our campuses or other locations. INSEAD recognises our convening power and promotes meaningful participation at events, often highlighting topics such as sustainability, social impact and business as a force for good.

This section outlines events held in the reporting period that contribute to sustainability and social impact.

iW50 Summit

During academic year 2017/2018, INSEAD celebrated the 50th anniversary of our first female MBA students. Branded as iW50, this celebration of the past, present and future of women at our school also brought greater attention to gender imbalance. INSEAD also highlighted our effort to make gender balance the 'new norm' on campus, at work and in the world. We believe that gender parity is not a women's issue, but a business and societal issue that men and women must address together.

The year culminated with the iW50 Summit on our Europe Campus in Fontainebleau. This event gathered business leaders from around the world, as well as faculty, students and staff. 460 participants attended the summit which featured:

- Lectures and panel discussions by prominent academics and alumni
- Breakout sessions to discuss critical issues of gender parity
- Workshops on mentorship and coaching
- Structured discussion that encouraged an open exchange of ideas

There were ample opportunities to socialise and network with other members of the INSEAD community who champion gender balance.

World Knowledge Forum

The World Knowledge Forum (WKF) event is designed to move the world towards balanced global growth and prosperity. Organised by a non-profit group, the WKF is a platform for sharing knowledge and promoting a sustainable economy. INSEAD is a long time Knowledge partner of the WKF.

As the largest business forum in Asia, World Knowledge Forum brings together opinion and business leaders, ranging from environmental and international organisations to the world's biggest corporations and institutions. The aim is to find insights toward solutions for the future and to highlight the importance of sharing knowledge while working for a balanced global economy. The WKF engaged 950 participants in the reporting period.

Social Innovation Research Events

Academic areas regularly organise research seminars, 'brownbag' lunch talks and workshops visio-linked with Singapore and Abu Dhabi Campuses to enrich academic exchanges. Each area hosts a seminar series where peers from other schools, INSEAD faculty and doctoral students are invited to present research findings related to social innovation, and often, sustainability. These research events are open to faculty and researchers from all academic areas, students and staff. Speakers present their work or research in progress and receive valuable feedback.

Between 2015 and 2018, the INSEAD Social Innovation Centre organised 23 research events. Around 700 participants attended various seminars, brownbag talks and workshops. Often, events were organised with other research areas, departments or centres and initiatives to increase reach and impact. Examples include:

- Joint research seminar on Why We Should Care About Whistleblowing
- Brownbag seminar on Post-COP21: Emerging Business Approaches to Climate Resilience
- Research seminar on Energy is Everything
- Joint research seminar on Improving Resilience to Tail Risks: Lessons from New York City
- Brownbag seminar on Why We Do Not Always Act Ethically in the Workplace? An Exploration of the Key Impediments
- Two joint workshops on Giving Voice to Values
- Joint research seminar on Gender Congruent Contexts and Counter-stereotypical Exemplars: Women as Risk Seekers
- Research seminar on Partnering for the SDGs: Aligning Corporate and Partnership Portfolio Strategies
- Joint research seminar on The Impact of Free Secondary Education: Experimental Evidence from Ghana
- Public lecture on The Economist as Plumber
- Joint brownbag seminar on Institutional Resistance: All-Male Boards in the 21st Century
- Joint brownbag seminar on The Goldilocks Challenge: Right-Fit Evidence for the Social Sector
- Joint research seminar on The Marketing Lives of Micro-entrepreneurs

Social Entrepreneurship Conferences and Summits

Every year INSEAD Social Entrepreneurship Programme (ISEP) graduates gather from around the world at ISEP conferences or summits to reconnect and focus on a theme of work. These events are organised on an annual basis in collaboration with an academic partner institution and are open to ISEP graduates and the interested public. Participants of the ISEP Programme and the conferences or summits are generally social entrepreneurs, entrepreneurs and executives from companies, governmental institutions or organisations interested in furthering the common good.

The Conferences and Summits aim to discuss burning societal questions and explore ways to address making positive social impacts. For the reporting period, these events engaged 340 participants with themes that include:

- Academic year 2015/2016 – Impact Measurement, Inclusive Business, and Business Models
- Academic year 2017/2018 – Impact Investment for Development
- Academic year 2017/2018 – Hyper-Urbanisation: Challenges & Opportunities for Impact

Sustainability Executive Roundtables

Starting in 2003, the INSEAD Sustainability Roundtables brought together senior level executive alumni, industry experts and academics to discuss and debate the business impact of sustainable development. They were guided and supported by an external Advisory Board of senior alumni in collaboration with the Social Innovation Centre.

The Sustainability Executive Roundtables strongly influenced the INSEAD business and society agenda. The thinking and the energy was critical and provided a solid foundation to create the Hoffmann Global Institute for Business and Society. The roundtable events attracted over 196 participants in the reporting period.

The 33rd INSEAD Sustainability Executive Roundtable in academic year 2015/2016 focused on 'The Impact of Climate Change Action on Business'. Discussions focused on better understanding the roles of stakeholders like legislators, corporations and consumers.

INSEAD's 34th Sustainability Executive Roundtable in academic year 2016/2017 focused on '*Systems Change: Plus Ça Change, Plus C'est La Même Chose?*' The conference goal was to better understand what systemic change of this nature means to INSEAD and our mission to develop responsible leaders who transform business and society. This roundtable looked at the roles of different stakeholders, including legislators, corporations, students and consumers when it comes to systemic change. INSEAD presented its first Sustainability Report during this 34th Sustainability Executive Roundtable.

INSEAD suspended the Sustainability Executive Roundtable program in academic year 2017/2018, and the Hoffmann Institute is now looking at ways to continue to engage these stakeholders.

Network for Business Sustainability Centres Workshop

On 16 and 17 November 2016, INSEAD hosted the Network for Business Sustainability Centres Workshop, held every two years and accommodated by one of the member institutions. This INSEAD-hosted workshop brought together a network of international academic experts and leaders of business sustainability research centres to address key challenges and opportunities in centre management, teaching, research and outreach. Sixty sustainability research centre leaders shared insights and experiences to create:

- A report on "What I Wish I Knew Before Launching a Sustainability Centre"
- Advice from sustainability centre directors on managing a research centre
- Suggestions on how sustainability centres can support effective teaching

These resources were shared with research centres and academic institutions within the network and the public.

Les Conférences de l'INSEAD

These French-language conferences are organised every year (since 1984) to engage Fontainebleau residents and surrounding communities. The conferences deal with a variety of subjects, from contemporary relevance to current events, frequently covering issues related to sustainability and business and society. These conferences attracted over 1,400 participants in the reporting period.

GRI 102-15

Partnerships

INSEAD participates in several partnerships that increase the reach and impact of our academic activities, including sustainability-related engagement. We seek to strengthen sustainability at INSEAD and partnering universities and business schools through these relationships. We also maintain affiliations that promote responsible leadership, positive social impact and sustainability-related issues in the business community. This section outlines INSEAD partnerships that promote sustainability and better outcomes for business and society.

Cartier Women's Initiative

Founded in 2006 by Cartier, McKinsey & Company and INSEAD, the Cartier Women's Initiative is an annual international business competition created to identify, support and encourage women entrepreneurs. The competition is open to women-run, for-profit businesses in any country and sector working to create strong social impact. The Cartier Women's Initiative encourages inspirational women entrepreneurs worldwide to solve contemporary global challenges by:

- Supporting and recognising creative women who are making concrete contributions to finding solutions for the future of our planet
- Bringing these business solutions to the largest audience possible

Since 2006, Cartier has identified 198 promising female business-owners and recognised 70 laureates at a Cartier Women's Initiative Awards ceremony. Juries for the award include business experts, leaders and successful entrepreneurs, including previous laureates.

Winners benefit from positive media coverage of their success and an enhanced profile which can open doors and help take their products and services to market. Since 2017, the winning package for each Cartier Awards laureate has included:

- One year of personalised mentoring, media visibility and networking opportunities
- Opportunity to apply for a place on an INSEAD Social Entrepreneurship Programme

- US$100,000 awarded to each laureate's business
- A complete coaching programme, boosted with heightened involvement by INSEAD, to provide a better match between finalist needs and coach expertise, as well as improved methods for tracking business outcomes

For all award applicants, Cartier has created the Cartier Awards network, involving a LinkedIn group, Facebook page, Twitter account and a dedicated online platform. The network facilitates contact between participants working in the same sector or sharing common interests.

Globally Responsible Leadership Initiative

INSEAD is a member of the Globally Responsible Leadership Initiative (GRLI), consisting of a pioneering group of 60 business schools, learning institutions and companies representing five continents. Through the GRLI over 300,000 students and 1,000,000 employees are engaged in developing the next generation of globally responsible leaders.

The GRLI was co-founded in 2004 and is supported by the United Nations Global Compact and the European Foundation for Management Development. The GRLI is a catalyst to develop the next generation of globally responsible leaders.

GRI 102-13 | GRI 103-1

Global International Sustainable Campus Network

The Global International Sustainable Campus Network (ISCN) was founded in January 2007. The ISCN-GULF Charter was developed in late 2009 as a partnership with the Global University Leaders Forum. INSEAD is a member of The International Sustainable Campus Network which provides a forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

GRI 102-13 | GRI 103-1

The Alliance for Research on Corporate Sustainability

INSEAD is part of the Alliance for Research on Corporate Sustainability (ARCS), a partnership among academic institutions to provide data and networking opportunities to facilitate research on corporate sustainability. ARCS helps to develop greater understanding of the opportunities and limits of policies and strategies to create sustainable businesses by facilitating rigorous academic research.

The Alliance launched in January 2009 by Dartmouth College, Duke University, Harvard University, University of Michigan, University of Virginia and University of Western Ontario. INSEAD was the first non-US member.

GRI 102-13 | GRI 103-1

UN Global Compact Principles for Responsible Management Education

INSEAD was one of the first signatories of Principles for Responsible Management Education and supports the six principles. These principles aim to inspire and champion responsible management education, research and thought leadership around the world.

GRI 102-12 | GRI 102-13 | GRI 103-1

The Academy of Business in Society Alliance

INSEAD is a founding member of the Academy of Business in Society (ABIS) Alliance, a global network of over 130 companies and academic institutions, whose expertise, commitment and resources are leveraged to invest in a more sustainable future for business in society.

ABIS enables informed decision-making on business in society issues through collaborative research, education, thought leadership, policy insights and business acumen. INSEAD has conducted ABIS-funded research on corporate social responsibility.

GRI 102-13 | GRI 103-1

World Business Council for Sustainable Development

In 2013, INSEAD and the World Business Council for Sustainable Development (WBCSD) signed a Memorandum of Understanding to share expertise, experience, tools and training material on interdisciplinary challenges associated with environmental, social and economic systems.
The World Business Council for Sustainable Development is a CEO-led organisation of forward-thinking companies that galvanises the global business community to create a sustainable future for business, society and the environment. Together with its members, the council applies respected thought leadership and effective advocacy to generate constructive solutions and shared action.

GRI 102-12 | GRI 102-13 | GRI 103-1

Walk The Talk

INSEAD recognizes the powerful ripple effect that sustainable operations and personnel practices have for our stakeholders and suppliers. Throughout the reporting period, the school increased our operational sustainability by implementing systems to reduce energy, raw material usage and waste, all of which contribute to carbon emission reductions. In the reporting period, INSEAD also took steps to ensure a safe and healthy work environment for all faculty and staff through technologies, training and measures to promote equality.

In this Walk the Talk chapter, we highlight the practices and actions that INSEAD performs in line with our mission and founding vision of business education. Sustainability and care for our common home are part of that.

INSEAD divides sustainability actions into two main sections, operations and people. Operations refers to how we conduct business, while people signifies how we develop our workforce. INSEAD promotes ethics among our faculty and staff so we included an ethics section. We collaborate with and appreciate our staff in efforts that increase and support school-wide sustainability.

Stakeholders

Our primary stakeholders for our operations and working conditions are those who are on campus on a day-to-day basis – faculty, staff and students. However, many more stakeholders are also involved. Our secondary stakeholders include executive education clients, suppliers, partners we work with and the communities we operate in and our workforce lives in. We also consider the global business community an important stakeholder. When considering actions with worldwide impact, such as carbon emissions, we consider all people to have a stake in our activities.

GRI 102-40 | GRI 102-21

Impact

How INSEAD walks the talk has far-reaching impact. Our faculty and staff will often go on to work with other organisations, so developing a healthy workforce strengthens our industry and other sectors. We understand the powerful ripple effect that sustainable operations and personnel practices can have with secondary stakeholders.

GRI 102-15

Milestones

Europe Campus

Installation of new wastepaper recycle bins in offices and public areas.

Phase 1: new recycling containers are available in public spaces for all to use.
Achieved: August 2017

Phase 2: recycle bins and containers to be made available in all office zones by end of 2018

In progress

Installation of a system to recycle organic food waste; including a dehydration machine.

Achieved: May 2017

Optimization of the recycling zone to increase sorted waste by 60%.
Achieved: August 2017

LED bulb replacement.

In progress

Deployment of motion sensors in campus restrooms.

In progress

Improvements to heating, ventilation, air-conditioning regulation systems.
Achieved: August 2018

Optimisation of the garden and grounds watering system.

On hold

Operationalization of a rainwater storage tank.

In progress

Asia Campus

Reduce overall energy consumption by 2% by the end of the academic year 2016 and by another 3% by the end of the academic year 2017

Achieved: August 2017

Work jointly with IT and AV to look at energy saving initiatives.

(a) Switching off equipment when not in use

In progress

(b)Reducing the number of computers in breakout rooms around campus
In progress

(c) Decrease air-conditioning thus energy consumption by raising temperature in server rooms.
Achieved: August 2017

Negotiate contract with KAER, an air conditioning service supplier based in Singapore to help INSEAD decrease its carbon footprint.The contract concerns both chilled water production as well as airside distribution.
Achieved: August 2017

Reduce general waste disposal by 6% by the end of academic year 2016 by optimizing waste segregation, and further reduce by another 8% by the end of academic year 2017. Appoint a waste manager
Achieved: September 2017

Continuing green-sourcing with suppliers.
Ongoing

5% increase by the end of academic year 2016 in re-lamping of energy efficient and LED lighting around campus and a further 10% by the end of academic year 2017
Achieved: August 2017

Apply for the ASEAN Energy Awards, Southeast Asia's highest reward for excellence in the field of energy efficiency and conservation (EE&C) in buildings and green buildings by March 2015.
Achieved: September 2016

Middle East Campus

Eliminate plastic water bottles for Executive Education Programmes on all three campuses by the end of academic year 2017.

In progress

All course materials for Executive Education programmes to go paperless by the end of academic year 2017.

In progress

Goals for 2019-2023

Europe Campus

LED lighting replacement in offices and corridors in the East Wing, and in parking CII and Parking under the East Wing.

Installation of at least 30 electricity meters, 15 cold water meters, 2 gaz meters and 18 calorie meters in the Plessis Mornay building, the three residences and Le Cercle to allow live tracking of consumption and detect variability.

Replacement of the heating ventilation and air conditioning (HVAC units in the East and West Wing buildings as well as Main Building to include an energy conversion system. The Ermitage 1 and Clos Saint Merry residences will also be equipped with new HVAC units.

Replacement of the AVC system in the EuroAsia Centre.

Change burners of boilers in Le Plessis with modulating burners which would save an estimated additional 20% on energy consumption to produce hot water.

Install eight new electric car recharging stations with four recharging stations at the Cercle underground parking and another four at the Ermitage underground parking.

2020 will see the start of a major campus renovation programme on our Europe Campus which will last for at least four years. A detailed description of what INSEAD ambitions to achieve will be communicated in the upcoming reporting cycle.

Asia Campus

Increase of 20% of renewable energy production through PV cells.

Removal of all plastic laundry bags in Residences rooms and of all plastic wrapping of clean laundry.

Implement 100% paperless invoicing at the Residences, bars, and restaurant.

Middle East Campus

Ensure that 80% of the ongoing consumable purchases meet sustainability criteria and ensure that GRI Standards and EcoVadis criteria will be included.

Ensure that 90% of the durable goods and electric-powered equipment purchases meet the sustainability criteria.

Ban the usage of chemical-based air fresheners.

Apply new integrated pest management policy and reduce the use of pesticides.

Pursue efforts to increase usage of the public and shared transportation.

Due to uncertainties regarding the long term location of the Abu Dhabi Campus the decision was made to not commit to any long-term objectives.

Global goals for 2019-2023

Energy

To achieve 5% energy saving.

Investment in and i set up an energy monitoring system/ tool to track data real time and monitor energy consumption globally across all campuses

Energy saving through investment in the Internet of Things (IOT) and the RST linked to building management systems.

Investment in renewable energy sources.

Waste Management

To achieve 50% food waste reduction.

To achieve zero plastic usage on Europe and Middle East Campus

To achieve 10 % increase of the waste diverted from landfill.

Transportation

Create at least four new electrical car parks per campus.

Improve indoor environmental quality.

Achieve100% eco-friendly cleaning materials on each campus.

Sustainable Procurement

Include sustainability criteria in INSEAD's global procurement policy and strategy. Carbon Footprint

Implementation of a global, internal carbon offset fund, a "Greening Fund" whereby travellers contribute with approx. 3% towards this fund. This money would help sustainability initiatives or other sustainability projects on campus and beyond.

Buildings

All renovation projects across campuses to follow strict sustainability guidelines and set standards as well as to include sustainability KPIs.

Information Management

Implement annual "target programmes", a school wide initiative to define one global theme per year and reporting cycle with help from a taskforce. For example: 2020 on waste management, 2021 on energy consumption, 2023 on transportation etc.

Tag SDGs in campus activities and operations where relevant.

Ongoing initiatives:

Energy rationalisation through investment in latest technologies and continual revision of AC/heating/lighting but subject to mutual decisions on minimum service levels and budgets.

Continued efforts in the areas of:

- Workplace safety
- Indoor air quality
- Responsible, sourcing of products and services
- Waste management
- Food waste management

Operations – Energy, Infrastructure and Campus Services

INSEAD implements systems, processes and practices to reduce energy use, examine the resources we consume, ensure reduced raw materials usage, expand use of renewable energy, optimise energy efficiency, recycle waste products, conserve water, replace toxic products with non-toxic ones and other actions.

INSEAD integrates sustainability into its goals and aspirations. We have the ambition to minimise the environmental impact of our campuses and operations across our locations in France, Singapore and Abu Dhabi. A Director of Operations manages each INSEAD campus and Campus Services. Their respective teams offer a multitude of services, including the maintenance and renovation of buildings, infrastructure and grounds, technical services, security, printing, catering, accommodation, reception, mail and shipping, purchasing, logistic support for events, sports facilities, transportation and a bookstore.

Our three campuses are in different stages of evolution and operate in various legal contexts. Currently, each campus has an approach to managing sustainability initiatives and carbon footprint measurements.

GRI 103-3

Carbon Footprint

The carbon footprint assessment is a regulatory requirement in France and conforms to the Grenelle II law. INSEAD must perform a carbon footprint assessment and report our sustainability aims to the Prefecture:

- Exceeding expectations of corporate clients that consider environmental policies in school selection process, up to 10-20% weight in overall grading
- Generate cost reductions by optimising energy efficiency
- Strengthen institutional communication to attract students of Generation Y who care more about the environment
- Create playground for green experiments and leverage for educational content

During the reporting period, both our Europe and Asia campus have carried out carbon footprint assessments.

- Europe Campus – Two carbon footprint analysis covering calendar years 2015 and 2016.
- Asia Campus – Two carbon footprint analysis covering academic years 2015/2016 and 2016/2017

Generally, assessments come with at least a one year delay, once complete data has become available for a proper assessment. Data is still in process for the carbon footprint analysis for 2017 and 2018. The footprint assessment relies on the collection of activity data that are then multiplied by the corresponding factor to obtain the CO_2 equivalent emission of the activity and its breakdown per greenhouse gas (CO_2, CH_4, N_2O, HFC, PFC, SF_6). For example, if INSEAD uses 100 000 kWh of electricity, and the emission factor is 23g of CO_2 per kWh, then the corresponding emission is 2,300 kg of CO_2.

Our Europe Campus has generated detailed carbon footprint reports since 2010, allowing us to track the evolution on an annual basis. The carbon footprint assessment follows the guidelines published by *Agence de l'Environnement et de la Maîtrise de l'Energie* (ADEME) to comply with the French Grenelle II Law, Art. 75, which imposes a mandatory assessment of carbon footprint and an action plan from companies with more than 500 employees.

The pie chart below shows carbon emissions for the Europe Campus in calendar year 2015 and 2016 excluding the Residence Clos St. Merry, Maison Tavernier, Aigle Noir and the Social Science Lab in Paris.

Waste 0.5 %
45k Kg CO2

Business 25.4 %
2,285k Kg CO2

Building 28.1 %
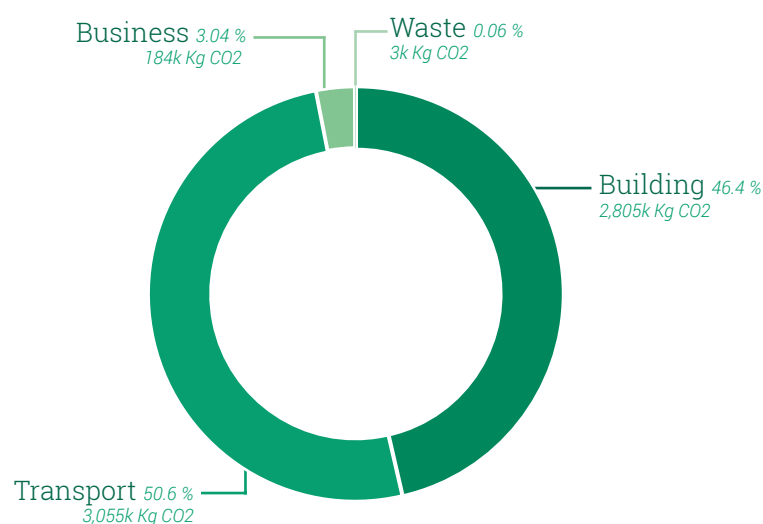2,532k Kg CO2

Transport 46 %
4,126k Kg CO2

See appendix for full breakdown.
Source: INSEAD September 2015 to August 2016 and September 2016 to August 2017 Carbon Footprint Assessment

In calendar year 2013, INSEAD's total footprint was 7 875 t of CO2. The INSEAD Europe Campus total footprint decreased in the calendar year 2014 to 7 231 t of CO2, representing a reduction of 644 t of CO2 (or 8.2%) from 2013. In the calendar year 2015 INSEAD Europe Campus's total footprint increased significantly to 9 018 t of CO2 which is an increase of 1 787 t of CO2 (or 19.8%) from 2014. The service provider making the assessment explained that the winter in 2015 was colder than in 2014, a partial explanation. Energy and gas consumption also went up as faculty and staff air and rail travel increased as did the number of on-campus computers.

INSEAD Europe Campus's total footprint decreased in the calendar year 2016 from 9 018 to 8 549 t of CO2, a reduction of 469 t of CO2 (or 5.2%) from 2015 even though the carbon footprint assessment states the winter in 2016 was colder than in 2015. In 2016 energy and gas consumption continued to increase along with air and rail travel for faculty and staff. Although energy consumption has risen since 2014, colder winters don't provide a complete explanation; higher temperatures should need less heating but also more cooling.

On our Asia Campus, we conducted a carbon footprint assessment of their operations for the periods September 2015 to August 2016, and September 2016 to August 2017. There is no law requiring this assessment in Singapore. However, the director of the Asia Campus carried out the first carbon footprint assessment voluntarily in calendar year 2014. The project followed the methodology that guides emission factors published by ADEME. To facilitate data collection, the carbon footprint assessments that followed covered academic years, not calendar years.

See appendix for full breakdown.
Source: INSEAD 2015 and 2016 Carbon Footprint Assessment

The total carbon footprint is 6 048 t CO_2e for the period of September 2015 to August 2016, and 5 906t CO_2e for the period September 2016 to August 2017. Overall there is little change to the total carbon footprint. The main emission contributors in the two periods are the same: faculty and staff air travel (41.78 % and 39.81 % of total, in each period respectively), and electricity consumption by air conditioning systems (10.45% and 10.36% of total in each period) and other operations (28.12 %, and 28.73 % of total in each period). An analysis performed specifically for these activities showed changes to staff/faculty air travel activities had the most impact to the total carbon footprint.

On our Middle East Campus, we did not perform a comprehensive carbon footprint assessment in the reporting period. The Middle East Campus was formally established in 2015 and moved into its present location in 2017. We are currently exploring options for assessing our Middle East Campus carbon footprint to better understand our emissions school-wide.

Additionally our Europe campus is situated at the heart of the Fontainebleau Forest. Both classified and protected this forest counts over 2,300 ha of biological reserves. INSEAD has a responsability to control and maintain it's impact on this forest, we believe in raising awareness amongst stakeholders on the importance of protecting this precious ecosystem.

GRI 102-10 | GRI 304-1 | GRI 305-1 | GRI 305-2 | GRI 305-3 | GRI 305-5

Waste

On Europe Campus, several waste sorting processes are in place: separation of general waste from glass, cardboard, paper, newspaper, plastics, aluminium cans and batteries. Paper and batteries are each collected by an external service provider. Glass is collected separately by Veolia. Cardboard, newspaper and plastics are collected together by Veolia and transferred to a sorting and recycling site. Veolia collects general waste and transfers it to a facility in **Vaux le Pénil** that incinerates waste and produces heat.

INSEAD implemented a renewed selective waste sorting initiative in August 2017 based on voluntary contribution. New selective sorting bins are available in all public areas. The plan is to expand these sorting bins to all office areas by the end of calendar year 2018.

Since 1 January 2016 the French law obliges recovery of bio-waste in the catering sector and transferring it to approved sites of anaerobic digestion or composting. To facilitate the sorting of organic waste, since August 2017, we promote 'The Perfect Tray' at the tray return area of the self-service restaurant.

INSEAD recycles all organic waste at the self-service restaurant with the volume estimated at 50 tons/year. Bio-waste is currently 7% of all waste at INSEAD, one-third of the average household in France. INSEAD does not collect organic waste from other buildings on Europe campus i.e. Le Cercle, Le Plessis Mornay or our hotels.

For the Asia Campus, there is no government scheme for recycling or sorting waste. It is done voluntarily by campus operations for plastic, paper, cans, batteries and food waste. Waste is a source of emissions as the collection and treatment of waste generates emissions.

We have put in place a two-tier food waste management system:

* Management of food waste at the production level
* Awareness of consumer food waste through waste sorting at the tray return

A food digester treats all food waste on campus, producing grey water used for washing bins and driveways.

To encourage and simplify recycling we have placed new recycling stations around campus. With posters above the bin stations for guidance, waste is segregated by:

* Paper
* Plastics, glass, cans
* Other waste/cups

The Residences hotel replaced guest bathroom amenities with more environmentally friendly alternatives packaged in biodegradable tubes.

Lighting

Since the last reporting cycle, we have also continued re-lamping with LED lights and energy-efficient lighting. LED lights illuminate forty-four percent of the Asia campus and the balance is a mix of T5 and T8 energy efficient bulbs. Switching to energy efficient LED lighting contributes to saving money on utilities, reduces the frequency of changing light bulbs and lowers overall carbon emissions.

Lighting, ventilation and cooling are the largest consumers of electricity. To reduce energy consumption, we continually revise air conditioning and lighting cycles in areas with little or no occupancy, or around peak and off-peak periods. Current campus energy consumption is 160 kWh/m² per year, a reduction of 4 kWh/m² compared to 2015/2016, a good improvement given higher occupancy and activity levels.

We conduct annual indoor air quality testing to ensure the quality of our indoor spaces. The testing is not a legal requirement but something we do to enhance the well-being of our building users.

Sustainable Procurement

The school asks suppliers to comply with various principles governing employment conditions, forced or involuntary labour, child labour, health and safety, non-discrimination, protection of the environment, ethical dealings, monitoring and record keeping, compliance with law and the compliance of suppliers and their providers.

Information Technology

Technology is becoming more central to teaching, research and operations, especially at INSEAD with its geographically dispersed locations.

The IT Department, led by the Chief Information Officer, directs a global team of approximately 120 people, with a mix of around 70% internal and 30% outsourced employees. We currently deliver services to support our three campuses, our Paris-based locations at the INSEAD-Sorbonne University Behavioural Lab and the INSEAD LaunchPad at Station F, the world's largest start-up campus. During academic year 2017-2018 we relocated to a new Abu Dhabi campus on Al Maryah Island and we are supporting a new Innovation Hub opening in San Francisco, USA.

Since 2015, we have worked to improve IT infrastructure to become more functional and reliable. Our key office applications are now delivered electronically with 1GB of storage and enterprise sharing and collaboration through SharePoint cloud services. We manage desktops through centralised configuration, and we have successfully upgraded to the latest operating systems to improve efficiency and usability.

Concerning connectivity, we have systemically upgraded internal networks and WiFi, improving reliability and increasing bandwidth by a factor of four, all of which has helped our customer satisfaction scores and the inter-campus collaboration experience.

To meet the requirements of the school and take advantage of rapidly changing technological innovation, IT is in a five-year digital transformation journey to push the frontiers of education by applying pragmatic, innovative and agile information technology to research and teaching. We aim to drive operational efficiency gains, improve the learning experience and contribute to the ongoing development of a seamless one-school culture.

A key part of this strategy is to consolidate pivotal operational systems to cloud-based 'Software as a Service' platforms where we customise only where necessary, reducing the need for on-campus infrastructure and development and leveraging shared cloud environments to improve operational sustainability.

We have refreshed teaching and collaboration technologies across campuses with more modern and efficient hardware. Monitors and smart boards are set to power down when not in use, and staff hardware, where possible, is centrally configured through virtual desktop which organises power options.

In our amphitheatres, we have also improved the performance and efficiency of hardware including the addition of more modern audio-visual equipment. Video conferencing and collaboration across our global footprint are keys to maintaining a sustainable operation. We have enabled most meeting rooms with video conferencing and improved its quality through prioritising traffic through software-defined networks, increasing virtually conducted business.

Also, we continue to use collaborative technology such as Microsoft Teams, WebEx and Zoom which enable multi-room and individual simultaneous collaboration.

This upgrade enables us to support a 170-person home-working trial, introducing more staff flexibility and reducing the capacity on our campus facilities. The utilisation of teaching and collaboration spaces will be enhanced by the deployment of a new Resource Timetabling and Scheduling tool, integrated with other school platforms that will optimise teaching and collaboration spaces.

The school has operationalised 'follow-me-printing' services across a global fleet of 150 institutional printers, improved printer placement, real-time monitoring and support and completed a fleet refresh to enable more energy efficient and intuitive services. We constantly work with our partners and internal teams to manage 8 million pages per year.

We are also investing in a paperless future, along with enhancements to Study@INSEAD for Executive Education and MyINSEAD digital platforms. The deployment of the Canvas learning management system enables students to receive course materials and interactive content through an intuitive platform. We also made our admissions process for Open Enrolment Programmes paper-free, which enables INSEAD to provide a high-speed and high-quality service to programme participants through more sustainable operations.

The deployment of DocuSign integrated with other key administration platforms will reduce the need for physical paper-based workflows in the next few years, with more effective and sustainable electronic processing and approval of vital documentation.

The security of internal, customer and personal data is of primary importance as we move to further embrace technology. To ensure this, INSEAD has revised and aligned IT Security practices to embrace recent GDPR regulations and strengthen internal and external compliance through minimum-security requirements. We improved the management and tracking of assets across our three main campuses to ensure that operational inventory is up to date and that old equipment meets stringent decommission and disposal standards.

Digital and physical transformation will be evident in the renovation of the Europe Campus, which will enable us to refresh and enhance infrastructure to make the best use of our new administrative platforms. INSEAD will embrace the Internet of Things technology and embed it into the fabric of the campuses to enable a richer, more real-time experience to students and staff alike, and to optimise both our virtual and physical resources in the pursuit of becoming a force for good.

The **Middle East Campus** was located a temporary 14-story building until summer 2017. In September 2017, the campus moved to the LEED-certified Al Khatem Tower opposite the Abu Dhabi Global Market on Al Maryah Island. Plans to construct a full-fledged campus are in discussion.

Middle East Campus status of goals by Operations and Campus Services for 2015/2016 and 2016/2017
- Plastics have been included to our recycling agreement.
- Food recycle machines have been placed across the campus, the resulting powder is used as organic fertiliser for our indoor plants.
- Increase the usage of the recycled paper to more than 50 %.
- Overall new campus's design, material and furniture selection follow the sustainability best practices.
- A significant reduction of water and energy consumption has been achieved compared to the old campus.

<div style="background-color:green; color:white; text-align:center;">GRI 301-1 | GRI 301-2 | GRI 302-1 | GRI 302-3 |GRI 306-2</div>

People – Human Rights, Working Conditions and Social Dialogue
INSEAD promotes a safe and healthy work environment and strives for respect and recognition in the workplace. As a global educational institution with a pioneering multi-campus model, INSEAD is subject to different laws, legislation and regulations for each campus location in three different countries on three continents. Although the three campuses operate under different regulations, some programmes and initiatives are the same for all our locations. Our approach also extends across all three campuses.

We believe that excellent working conditions and the physical and mental health of the workforce is a top priority. We want to go beyond simple regulatory compliance and create a great place to work.

The Works Council and Staff Representatives
In France, the Works Council called the *Comité d'Entreprise (CE)* is mandatory. French law requires an institution to establish the CE as soon as there is a minimum of 50 employees. The employer must hold elections every two years.

The INSEAD CE is responsible for the economic, cultural and social functions within the school. On our Europe Campus, the council possesses material and financial resources. It is composed of a manager and staff representatives elected by employees for a term of four years. The Works Council has an advisory role and is informed and consults on decisions related to the management and economic and financial developments of the school.

It investigates the organisation of work time, the introduction of new technologies, re-organisation, training

plans, and equality. Staff representatives on the Europe Campus oversee the enforcement of labour law, social protection, health and security, etc. The Committee of Health, Safety and Working Conditions can intervene in cases of psycho-social risks, breach of rights of staff or threat to physical and mental health.

Occupational Health and Safety

The goals of occupational safety and health (OSH) programmes include fostering a safe and healthy work environment. OSH also protects co-workers, family members, customers, participants, students and many others who might be affected by our workplace environment.

In France, the Committee of Health, Safety and Working Conditions, called *Le Comité d'Hygiène, Sécurité et des Conditions de Travail (CHSCT)* is actively involved in the improvement of staff working conditions, performing key functions:
    Analyses occupational hazards like physical, social, psychological
    Checks compliance with rules including inspections and investigations
    Takes preventive action and investigates the causes of accidents and occupational disease.
This committee is a group with technical expertise and exists in all companies of 50 employees or more to encourage staff to be active in establishing and maintaining security and hygiene measures within the organisation.

The CE benefits from the CHSCT's expertise on relevant matters and ask the CHSCT to carry out surveys. The *Délégués du Personnel*, Staff Representatives, can also pass on their suggestions to the CHSCT. In terms of social dialogue, 16 elected employees represent staff on Europe Campus by keeping management informed of any individual or collective matters regarding the rules and regulations of working life.

The school also provides training for staff members to become first-aid officers. Close to 160 trained employees on Europe Campus receive first aid training every year. Any interested staff member may enrol in the training plan, which provides theoretical and practical knowledge required to provide first aid and care while waiting for rescue.

On our Europe Campus in France, a social worker, an occupational nurse and an occupational health physician work in collaboration with the Committee of Health, Safety and Working Conditions to preserve the physical and mental health of workers throughout their professional careers. Their role is to advise the school leadership, employees and their representatives in avoiding or reducing occupational risks, improving working conditions, preventing the use of alcohol and drugs in the workplace, preventing sexual or moral harassment, preventing and reducing the effects of exposure to certain occupational risk factors and professional disintegration and maintaining employment.

The occupational health physician ensures the monitoring of health status of workers and third parties, based on risks to their safety and health at work, the exposure to certain occupational risk factors and their age. The doctor monitors and contributes to the traceability of occupational exposures and health surveillance.

The social worker, occupational nurse and occupational health physician often participate in the regular meetings with the Committee of Health, Safety and Working Conditions and the school leadership.

In addition to these occupational health services, INSEAD offers free access to psychological counselling in France and Singapore for students and employees seeking professional therapy and support. Both campuses have a family/nursing room as well as a quiet room. The school also provides training sessions on Resilience and Personal Efficiency for interested staff members in Fontainebleau and Singapore.

Wellbeing

Human Resources implemented regular meditation workshops in collaboration with the schools' psychological services in France and Singapore. After an experiential introductory period, Human Resources offered mindfulness sessions every week for faculty, staff, PhD candidates, MBA students and partners since October 2015.

INSEAD set up a Well-Being at Work programme in Singapore in 2013 at the behest of the government. Part of this programme is Healthy Workplace Week organised once a year in March or April. The week features a series of talks, activities, games and events dealing with health, well-being and diet. Events are open to all faculty and staff as well as MBA participants and partners. The programme encourages participants to care better for their health, provides tips on nutrition and makes suggestions on how to incorporate physical activity into sedentary lifestyles.

In Fontainebleau, Human Resources organised a Wellness Week, which took place for the first time in January 2017. It included five days of presentations and wellness activities open to faculty, staff, PhD candidates, MBA students and their partners.

Examples included a conference on food and health, a workshop on nutrition, a screening of the Gilles Vernet film *Tout s'Accélère* followed by a debate on campus and a screening at the local cinema followed by a debate with the director of the film around well-being in life and the relationship to time. A documentary on meditation in business and its benefits, exchanges with mindfulness experts, workshops on ergonomics of workstations, addictions, burn-out with the occupational health physician and the nurse, "well-being meals" and menus elaborated by a nutritionist in partnership with Sodexo were also part of the program.

With the success of Wellness Week in 2017, INSEAD decided to hold Wellness Days@INSEAD in 2018. Examples included workshops on self-esteem, osteopathy, laughter yoga, foot reflexology, massages and more.

We are conscious that health and wellness in the workplace can improve employee health behaviours and lower health risks. We think that a healthy and safe working environment ensures productivity and reduces the number of leaves. We also believe that taking care of staff health and wellbeing attracts talented workers.

To measure the impact of initiatives that focus on improving the schools' working conditions, the school conducts surveys on staff morale every two years.

Promoting Diversity

Diversity has always been a part of who we are. Diversity of faculty and staff in terms of culture and gender is at the heart of INSEAD. We also welcome those with disabilities as part of our commitment to diversity.

Cultural diversity is one of our school's key competitive advantages and reflects on all levels. We seek to bring together different viewpoints and experiences to enhance education and expose our community to diverse perspectives.

In terms of recruitment, support staff and junior positions are typically advertised and hired in the country where the campus is located – France, Singapore or UAE. For senior professionals, the school looks for candidates in the region or globally.

Staff transfers are made from one campus to another when appropriate. INSEAD aims to employ faculty and staff permanently and on a full-time basis. There are no significant seasonal variations in employment numbers. As in the business world, we encourage equal representation of female and male employees, and actively monitor the gender diversity.

The following table gives an overview of our faculty and staff by campus, including total number of staff, the number of nationalities, gender representation and percentage on full-time contract.

Fontainebleau	2015-16	2016-17	2017-18
Total Employees	629	627	653
International	210	202	227
Percentage International	35.65%	35.19%	37.64%
Gender Balance (Female / Male)	425 / 204	425 / 201	433 / 220
Number of Nationalities	63	62	64

Singapore	2015-16	2016-17	2017-18
Total Employees	320	336	336
International	152	167	168
Percentage International	47.5%	47.2%	50.0%
Gender Balance (Female / Male)		207 / 129	
Number of Nationalities	37	38	36

Abu Dhabi	2015-16	2016-17	2017-18
Total Employees	41	38	40
International	41	38	40
Percentage International	100%	100%	100%
Gender Balance (Female / Male)		17 / 21	
Number of Nationalities	24	22	23

Ten years ago, we formalised our celebration of diversity through disability with the introduction of our policy on employment and disability in France, making disability one of our priorities. We position ourselves as an organisation that is responsive to the needs of disabled employees and we wish to be recognised as such by all our employees and partners.

On the Europe Campus, INSEAD engages in specific actions on behalf of disabled staff members designed to improve working conditions and to offer additional work opportunities. The school has a cooperation agreement with the Centre for Vocational Rehabilitation and Training in the Seine-et-Marne region. To improve diversity, INSEAD takes action in several areas.
Raise Awareness and Communication
• To explain and discuss what disability is in the workplace and daily life.
• Participate in the annual national week in November on disability and propose awareness-raising actions for all staff.
• Develop disability information pages on our Human Resources intranet.

Facilitate Recruitment
• Recruit new employees and integrate disabled workers when positions are available, after budgetary validation of appropriate skilled personnel. Accompany them throughout their professional life within INSEAD.
• Network with various local or regional disability activists and develop partnerships in the search for trainees, alternates, direct hires etc.
• Develop our different subcontracting activities on campus with the protected sector in the region.

Help Maintain Employment
- Accompany and advise employees in difficulty regarding their professional career path.
- In general, as part of our human resources policy, we encourage diversity and promote the plurality of recruitments.
- Disability is a social issue and warrants national-level reflection and programs.

GRI 103

Talent Development and Training for Administrative Staff

INSEAD invests in talent development of its staff via a global learning and development plan each year. We discuss learning and development requests between staff and management as part of regular professional development discussions, and once we assemble requests globally, a comprehensive Learning and Development plan is rolled out across all three campuses. These learning and development initiatives are a mixture of tailor-made on-campus training sessions identified as subjects of institutional priority, individualised training sessions and INSEAD Executive Education Programmes. A comprehensive learning path for our team managers rolled out in 2018.

GRI 404-2	GRI 103

Discrimination and Harassment

INSEAD implemented The Global Anti-Harassment Policy in June 2018 concerning discrimination, sexual harassment, and abusive and offensive behaviour. It covers all our stakeholders: faculty, staff, students, participants, contractors, alumni and visitors on all campuses, with necessary adaptation to local legal environments and specific contexts. The objective of the policy is to ensure a good work and study environment where people respect and treat each other properly and fairly, with full protection for their physical and psychological well-being.

Sexual harassment is perhaps the most commonly understood form of harassment, but harassment can take many forms, all of which are expressly forbidden. Violations are not acceptable at INSEAD. The school is committed to dealing with any complaints in a consistent and timely way, ensuring fair processes and decisions.

INSEAD is committed to the free and vigorous discussion of ideas and issues, which we believe will be protected by this policy. Academic freedom and the related freedom of expression include, but are not limited to, the respectful exchange of ideas inside and outside the classroom. However, academic freedom does not imply that an individual can engage in bullying, harassment of any kind, communication that is xenophobic or incites hatred against an individual or a group of individuals or hate speech of any nature.

Additionally, as part of new French legislation, a referent has been appointed within Degree Programmes to raise awareness of discrimination and reinforce social responsibility among students.

GRI 103

Ethics

INSEAD has put in place charters, principles and policies that relate directly to ethics.

Code of Ethical Conduct

The Code of Ethical Conduct Policy was implemented in January 2016 and replaces the Professional Ethics Charter. The purpose of this policy is to ensure high standards of honesty, integrity, respect for others and professionalism in all activities across all INSEAD campuses. Such values should help the trust placed in INSEAD by its employees, students, participants, donors, suppliers and partners.

These values and principles guide INSEAD's actions, and are points of reference for everyone, regardless of his or her work or responsibilities within the Institute. Thus, everyone is responsible not only for complying, but also for promoting and implementing these values and principles. INSEAD's professional ethics charter includes the following principles, applicable to all INSEAD employees:
- Fairness and lack of conflicts of interest
- Respect for INSEAD resources
- Non-discrimination and respect for people
- Compliance with applicable laws

This charter does not supersede laws and regulations applicable in the countries where INSEAD carries out research, teaching and other activities. Its objective is not to provide a complete and detailed list of all rules governing employee behaviour and actions. Rather, the rules described in this professional ethics charter provide points of reference and guidance for professional conduct. In the case of a policy violation, the Dean reserves the right to investigate the case and decide on the course of actions.

Ethical Procedures for Research with Human Participants

This policy ensures that research involving human participants meets the requirements of the INSEAD Policy for Protection of Research Participants, defined as living individuals, including students and executive education participants, from or about whom research obtains data or identifiable private information. The approval process applies to faculty and PhD students, visiting faculty and faculty from institutions with access to INSEAD.

GRI 412-3

Use of Computer Resources Charter

This charter is primarily a code of good conduct. It aims to outline users' responsibilities, in compliance with current legislation, to establish proper use of computer resources and Internet services, applying the minimum rules of courtesy, respect for others and confidentiality, while protecting the INSEAD brand.

GRI 102-12	GRI 103-1	GRI 102-16	GRI 103

EcoVadis

As part of our commitment to walk the talk on sustainability, INSEAD performs an annual EcoVadis evaluation. EcoVadis provides business sustainability ratings, intelligence and collaborative performance improvement tools for global supply chains. EcoVadis is a Paris-based start-up co-founded by an INSEAD alumni that offers a framework to assess and improve business sustainability performance.
The EcoVadis evaluation results in an easy-to-use and actionable sustainability rating on a 0-100 scale. The score reflects the quality of the company's CSR based on the principle that an effective CSR management system is composed policies, actions and results. The assessment considers a range of CSR issues grouped into four themes:
- Environment – Energy consumption and greenhouse gas emissions, materials, chemicals and waste
- Labor Practices and Human Rights – Employee health and safety, working conditions, social dialogue, career management and training
- Fair Business Practices and Ethics – Corruption, anticompetitive practices and responsible information management
- Sustainable Procurement – Supplier environmental and social practices

The CSR scores are based on international standards such as the Ten Principles of the UN Global Compact, the International Labour Organization conventions, Global Reporting Initiative standards, the ISO 26000 standard, the CERES Roadmap and the UN Guiding Principles on Business and Human Rights, also known as the Ruggie Framework. Each assessment considers these principles in the company's specific context, such as activities, industry, size, and geography.

INSEAD was evaluated in 2017 and in 2018. In 2017, INSEAD received an EcoVadis score of 38. INSEAD made adjustments and the next year improved its score to 52, well above the higher education sector average score of 42. The 2018 result garnered INSEAD an EcoVadis silver rating.

In the future, the INSEAD Hoffmann Global Institute for Business and Society will use the EcoVadis score to identify areas where sustainability can be improved in operations, procurement and the ongoing commitment to provide a safe and healthy work environment for our faculty and staff. The goal is to receive an EcoVadis gold rating and become a sector leader in sustainability.

GRI 102-9	GRI 103-3

GRI Content Index

The following GRI Content Index provides an overview of INSEAD's Sustainability Report 2015-2018 and associated GRI Standards and Sustainable Development Goals (SDG). It serves as a compass and helps finding relevant information.

For the Materiality Disclosures Service, GRI Services reviewed that the GRI content index is clearly presented and the references for Disclosures 102-40 to 102-49 align with appropriate sections in the body of the report.

For the SDG Mapping Service, GRI Services reviewed that the disclosures included in the content index are appropriately mapped against the SDGs.

STRATEGY AND ANALYSIS				
GRI Standard N°	**Disclosure N°**	**Pages**	**Chapter**	**SDG Mapping**
GRI 101 Foundation 2016	101 Foundation	12	Sustainability @ INSEAD	N/A
ORGANIZATIONAL PROFILE				
GRI Standard N°	**Disclosure N°**	**Pages**	**Chapter**	**SDG Mapping**
GRI 102 General Disclosures 2016	102-1 Name of the organization	P. 10	About INSEAD	N/A
GRI 102	102-2 Activities brands, products, and services	P. 16, 18, 26, 35	Knowledge, Learning, Engagement	N/A
GRI 102	102-3 Location of headquarters	P. 10	INSEAD Today	N/A
GRI 102	102-4 Location of operations	P. 10	About INSEAD, INSEAD Today	N/A
GRI 102	102-5 Ownership and legal form	P. 10	INSEAD Today	N/A
GRI 102	102-6 Markets served	P. 19, 28, 36	Knowledge, Learning, Engagement	N/A
GRI 102	102-7 Scale of the organization	P. 22, 23, 26, 28, 29, 31, 32, 33, 34, 36, 57	Knowledge, Learning, Engagement, Walk the Talk: People, Human Rights, Working Conditions and Social Dialogue	N/A

| GRI 102 | 102-8 Information on employees and other workers | P. 57 | Walk the Talk: Promoting Diversity | SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG Target: 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

SDG Goal: 10. Reduce inequality within and among countries

SDG Target: 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard |
|---|---|---|---|---|
| GRI 102 | 102-9 Supply chain | P. 59 | N/A | N/A |
| GRI 102 | 102-10 Significant changes to the organization size and its supply chain | P. 51 | Walk the Talk: Operations and Campuses | N/A |
| GRI 102 | 102-11 Precautionary principle | P. 10 | INSEAD Today | N/A |
| GRI 102 | 102-12 External initiatives | P. 44, 45, 59 | Engagement, Walk the Talk | N/A |
| GRI 102 | 102-13 Membership of associations | P. 44, 45 | Engagement, Walk the Talk | N/A |
| GRI 102 | 102-14 Statement from senior decision-maker | P. 5 | Foreword by Dean Mihov | N/A |
| GRI 102 | 102-15 Key impacts, risks, and opportunities | P. 10, 12, 16, 25, 28, 33, 36, 39, 40, 41, 43, 46 | About INSEAD, INSEAD Today, Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk | N/A |
| GRI 102 | 102-16 Values of behavior, principles, standards and norms | P. 10, 59 | About INSEAD, Walk the Talk: Ethics | SDG Goal: 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG Target: 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all |
| GRI 102 | 102-18 Governance structure | P. 10 | INSEAD Today | N/A |
| GRI 102 | 102-19 Delegating authority | P. 10 | INSEAD Today | N/A |

GRI 102	102-20 Executive-level responsibility for economic, environmental, and social topics	P. 14	Hoffmann Global Institute for Business and Society	N/A
GRI 102	102-21 Consulting stakeholders on economic, environmental, and social topics	P. 12, 15, 26, 35, 46	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	SDG Goal: 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels SDG Target: 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
GRI 102	102-22 Composition of the highest governance	P. 10	INSEAD Today	SDG Goal: 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels SDG Target: 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
GRI 102	102-23 Chair of the highest governance body	P. 10	INSEAD Today	SDG Goal: 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels SDG Target: 16.6 Develop effective, accountable and transparent institutions at all levels
GRI 102	102-40 List of stakeholder groups	P. 12, 15, 18, 28, 33, 36, 37, 46	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-41 Collective bargaining agreements	P. 55	Walk the Talk: People, Human Rights, Working Conditions and Social Dialogue	SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG Target: 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
GRI 102	102-42 Identifying and selecting stakeholders	P. 12	Sustainability at INSEAD	N/A
GRI 102	102-43 Approach to stakeholder engagement	P. 12	Sustainability at INSEAD	N/A

| GRI 102 | 102-44 Key topics and concerns raised | P. 12 | Sustainability at INSEAD | N/A |

MATERIAL TOPICS AND BOUNDARIES

GRI Standard N°	Disclosure N°	Pages	Chapter	SDG Mapping
GRI 102 General Disclosures 2016	102-45 Entities included in the consolidated financial statements	P. 10	About INSEAD	N/A
GRI 102	102-46 Defining report topic boundaries	P. 12	Sustainability at INSEAD	N/A
GRI 102	102-47 List material topics	P. 12	Sustainability at INSEAD	N/A
GRI 102	102-48 Restatements of information	P. 10	About INSEAD	N/A
GRI 102	102-49 Changes in reporting	P. 12, 14	Why the GRI?, Hoffmann Global Institute for Business and Society	N/A

REPORT PROFILE

GRI Standard N°	Disclosure N°	Pages	Chapter	SDG Mapping
GRI 102 General Disclosures 2016	102-50 Reporting period	P. 12, 14	Why the GRI?, Hoffmann Global Institute for Business and Society	N/A
GRI 102	102-51 Date of most recent report	P. 5, 12	Foreword by Dean Mihov, Sustainability at INSEAD	N/A
GRI 102	102-52 Reporting cycle	P. 12	Why the GRI?	N/A
GRI 102	102-53 Contact point for questions regarding the report	P. 2, 82	Imprint	N/A
GRI 102	102-54 Claims of reporting in accordance with the GRI Standards	P. 12	Why the GRI?	N/A
GRI 102	102-55 GRI content index	P. 60	GRI content index	N/A

GOVERNANCE				
GRI **Standard N°**	**Disclosures** **N°**	**Pages**	**Chapter**	**SDG Mapping**
GRI 102 General Disclosures 2016	102-56 Report external assurance		No external assurance	No external assurance
MATERIAL TOPICS				
This reference to GRI 103 Management Approach 2016 and corresponding disclosures 103-1, 103-2 & 103-3 applies to all material topics which we report on with the GRI Standards below.				
GRI 103 Management Approach 2016	103-1 Explanation of the material topic and its boundary	P. 16, 17, 18, 22, 23, 25, 28, 34, 35, 37, 38, 39, 44, 57, 59	Knowledge, Learning, Engagement, Walk the Talk	
GRI 103	103-2 The management approach and its component	P.10, 12, 16, 17, 18, 22, 23, 25, 26, 28, 33, 34, 35, 37, 38, 39, 44, 45, 57, 59	INSEAD Today, Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk, Walk the Talk: Operations and Campuses	
GRI 103	103-3 Evaluation of the management approach	P. 50, 59	Walk the Talk	
GRI 201 Economic Performance 2016	201-4 Financial assistance received from government	P. 10	INSEAD Today	N/A
GRI 301 Materials 2016	301-1 Materials used by weight or volume	P. 54	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources
GRI 301	301-2 Recycled input materials used	P. 54	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources
GRI 302 Energy 2016	302-1 Energy consumption within the organization	P. 54	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources

GRI Standard N°	Disclosures N°	Pages	Chapter	SDG Mapping
GRI 302	302-3 Energy intensity	P. 54	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources
GRI 304 Biodiversity 2016	304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	P. 51	Walk the Talk: Operations and Campuses	SDG Goal: 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss SDG Target: 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
GRI 305 Emissions 2016	305-1 Direct (Scope 1) GHG emissions	P. 51	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
GRI 305	305-2 Energy (Scope 2) GHG emissions	P. 51	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

GRI 305	305-3 Other indirect (Scope 3) GHG emissions	P. 51	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
GRI 305	305-5 Reduction of GHG emissions	P. 51	Walk the Talk: Operations and Campuses	SDG: 13 - Take urgent action to combat climate change and its impacts SDG Target: 13.1 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
GRI 306 Effluents and Waste 2016	306-2 Waste by type and disposal method	P. 54	Walk the Talk: Operations and Campuses	SDG Goal: 12. Ensure sustainable consumption and production patterns SDG Target: 12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
GRI 401 Employment 2016	401-2 Benefits provided to full-time employees that are not provided to temporary or part-time employees	P. 55	Walk the Talk: People, Human Rights, Working Conditions and Social Dialogue	SDG: 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG Target: 8.5 - By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
GRI 403 Occupational Health and Safety 2016	403-1 Workers representation in formal joint management—worker health and safety committee	P. 55	Walk the Talk: People, Human Rights, Working Conditions and Social Dialogue	SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG Target: 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

GRI 404 Training and Education 2016	404-2 Programmes for upgrading employee skills and transition assistance programmes	P. 58	Walk the Talk: Talent Development	SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG Target: 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
GRI 412 Human Rights Assessment 2016	412-3 Significant investment agreements and contracts that include human rights clauses or that underwent human rights screening	P. 59	Walk the Talk: Ethical Procedures for Research	N/A

More details can be found on the GRI Global Reporting website.

Goals

This chapter regroups the goals for each section and goes into greater detail in an attempt to ease your understanding of this document as a whole.

In progress: Appoint a faculty leader on sustainability by the end of the academic year 2017.

We have not appointed a faculty leader on sustainability as such, however in 2017, Professor Jasjit Singh became the Academic lead for the INSEAD Social Impact Initiative and in June 2018, he was appointed the Paul Dubrule Chair in Sustainable Development. Appointing an academic champion by 2021 remains a relevant goal to achieve.

Achieved: Develop the sustainability research agenda across the school, in different areas, and increase relevant research output by the end of the academic year 2017.

September 2017. Several relevant research areas have been created, developed and given wider attention to since 2015. Examples are gender balance, wealth and inequality, an initiative founded in 2017, digital technologies and Tech4Good, artificial intelligence and blockchain as well as economic performance related to societal progress.

The sustainability research agenda has increased overall across the school between 2015 and 2018. Existing areas like Ethics, Healthcare Management, Humanitarian Operations, Social Impact, Society for Progress and Sustainability continue to advance INSEAD's relevant research output together with the nine academic areas. By the end of 2017 the percentage of sustainability-related publications to the total number of publications increased a little in comparison to the previous year, however, there's a significant increase by the end of 2018 going from 24.1% in 2017 to 30.1% of sustainability relevant publications.

Exceeded: Develop four to six case studies on sustainability across different academic areas that could be taught in the school's degree programmes as well as in other schools. September 2017.

Between 2015 and 2017, forty-nine relevant case studies across six different academic research areas, have been developed, largely exceeding the objective of six case studies that was set to be achieved by the end of 2017.

Goals for 2019-2023

Develop at least 30% of our total volume of publications including books, book chapters, academic journal articles and working papers related to sustainability.
Develop an additional 20 case studies related to sustainability.
Develop 10 impact narratives on sustainability / SDGs, featuring research(ers) in sustainability.
Appoint an academic champion on sustainability by the end of the academic year 2021 to drive sustainability as a strategic priority for INSEAD.

Degree Programmes

Achieved: Further develop the MBA electives on sustainability to increase student demand for these electives. September 2015.

Sections for the electives "Business Sustainability Thinking" and "Strategy and Impact" have doubled since 2015. Another elective on "Impact Investment" has been added to the MBA electives portfolio and ran for the first time on both campuses in May / June 2018.

Achieved: Introduce an environmental sustainability session in the core course "International Political Analysis" by the end of academic year 2017. September 2017.

The core course "International Political Analysis" was part of the curriculum revamp implemented in September 2017. This core course has been replaced by "Public Policy," part of the Business and Society core programme. Sessions on environmental sustainability and policy are part of this course.

Achieved: Analyse best practices in sustainability teaching, conduct a competitive benchmarking analysis through a Dean's Innovation Project. June 2016.

This project, supervised by Professor James Constantini, was completed by a two-person student team as part of the DIP elective in May and June 2016. The team compared INSEAD to other schools, in detail to five, along various metrics including academics, faculty and student life. The comparisons also involved the courses and programmes offered.

Achieved: As part of new French legislation, appoint a referent within Degree Programmes to raise awareness on discrimination and reinforce social responsibility among students. **June 2018.**

Katy Montgomery, Associate Dean of Degree Programmes was appointed as a referent in June 2018 for student harassment complaints within the Degree Programmes e.g. MBA, EMBA, EMCCC, EMFin or PhD.

Goals for 2019-2023

- Grow the SDG Bootcamp elective offering.
- Develop and teach new case studies with a focus on sustainability and in particular on Africa for the Master Strategist Day.
- Target 50% female students for the MIM Programme when it launches in September 2020.
- Increase outreach to female prospects with the objective to reach a minimum of 40% female participants in the MBA Programme by academic year 2022-2023.
- Implement the Business and Society: Public Policy core course in the EMBA curriculum for GEMBA22.
- Increase the number of female core faculty in the MBA Programme to two per section.
- Teach all students about the SDG goals and how to include them in the strategy and operations of their businesses.

Executive Education

Achieved: Run a pilot in Singapore for an open enrolment executive education course on "Leading the Business of Sustainability" by November 2015. November 2015.

The pilot version of an open enrolment executive education "Leading the Business of Sustainability" has taken place on Singapore Campus in November 2015 in partnership with Unilever. After a reassessment in positioning this forerunner resulted in the open enrolment executive education "Integrating Performance and Progress".

Achieved: Implement a pilot in Singapore, for an elective on "Sustainability" in the open enrolment programme, the "Advanced Management Programme (AMP)" by March 2016. September 2016.

Since 2016, at the AMP we have intertwined a series of strategic leadership content areas that include cross-cutting major themes affecting global business leadership. This includes technology, disruption, customer behavioural change, the impact of regulatory policies, macro-political economic trends, sustainability and diversity including intergenerational diversity. We build these themes into different session activities on strategic leadership throughout the AMP. In terms of sustainability, examples are used in the AMP Strategic Encounter exercises relating to renewable energy and sustainable agriculture; in setting vision for an organisation we look at the case of social impact and visionary leadership from Venezuela's "El Sistema" education initiatives from 1975 to 2015; we also include a participant sharing session on CSR initiatives in their organisations.

Achieved: Implement an open enrolment executive education programme on "Value Creation for Owners and Directors Programme" including sessions on Sustainability and Corporate Social Responsibility & Ethics by October 2015.

In progress: Implement a process to systematically track and identify relevant content across the open enrolment programmes in the Executive Education Department by August 2017.

The implementation of a knowledge management system is still work in progress. Going forward, the tracking of relevant content will still need to be done manually for each of the programmes. The aim is to implement this system before the end of academic year 2019-2020. The current knowledge management system will be integrated into new system, an initiative that will be streamlined with the Information Technology Department.

Goals for 2019-2023

• Implement a new content management system allowing to track specific data like sustainability through programme session titles and tagging, identified in collaboration with HGIBS.
• Launch "awareness sessions" for i.e. client facing teams, online, marketing and coordination teams, providing tutoring around the SDGs with support of HGIBS who would identify facilitators, experts to deliver these sessions in a way that is effective and meaningful.
• Asses the feasibility of a joint Executive Education Open Enrollment Programme in collaboration with the United Nations.
• Appoint a sustainability champion within the Executive Education Department who would function as a focal point and would be involved in sustainability initiatives where relevant.
• Launch of a joint Executive Education Open Enrollment Programme in collaboration with the United Nations.

Walk the Talk:

Campus and Operations Europe

Installation of new wastepaper collection areas with recycle bins in offices and public areas.

Achieved: August 2017. Phase 1: new recycling containers are available in public spaces for all to use.
In progress: Phase 2: recycle bins and containers will be made available in office zones during 2018. A pilot is in place since January 2018 at Campus Services in Fontainebleau which should be extended to all copy corners on campus by spring 2019.

Achieved: Installation of a system to recycle organic food waste; including a dehydration machine.

In France the law obliges since 1 January 2016 to recover bio-waste in the catering sector and to transfer them towards approved sites of anaerobic digestion or composting. On average, 50 tons of organic food waste is collected on INSEAD Europe Campus on an annual basis since May 2017. The food waste is used for composting as part of a programme managed by Smitcom. By the end of 2020 the compost will enter a methanation cycle to produce energy of campus.

Achieved: Optimization of the recycling zone to increase sorted waste by 60%. August 2017.

Each type of waste has since August 2017 its own recycling channel or goes through a waste recovery system.

In progress: Continuation of LED bulb replacement.

Replacement of LED lights is ongoing. During the reporting period LED bulb replacement has been completed in all renovated buildings; the Ermitage 1, Clos Saint Merry and in the corridors of the Main Building.

In progress: Continuation of motion sensor installation in campus restrooms.

The installation of motion sensors in campus restrooms by building is an ongoing initiative. During the reporting period motion sensors have been installed in all restrooms of the Plessis Mornay building.

Achieved: Improvements to heating, ventilation, air-conditioning regulation system.

August 2018. The air conditioning ventilation and cooling (AVC) systems in Amphi A and B have been replaced as well as in our self-service restaurant, and our kitchens. Replacement of the AVC system in the Euro-Asia Centre is planned for April 2020.

Postponed: Optimisation of the garden and grounds watering system.

No initiatives for optimisation of the garden and grounds watering system have been undertaken and will not in awaiting of the renovation works which will not start for another three years.

In progress: Operationalization of a water recuperation tank (2m3) at the Plessis Mornay Learning Space.

A water recuperation tank at the Plessis Mornay returned to service about three years ago, unfortunately the water of this tank has not been used since. Campus services is looking into a solution to efficiently recuperate this water and is aiming at implementing a system to do so by 2020.

Europe Operations Goals for 2019-2020

- Continuation of LED lighting replacement in offices and corridors in the East Wing.
- Continuation of LED lighting replacement in Parking CII and Parking under the East Wing.
- Implementation of at least 30 electricity meters, 15 cold water meters, 2 gas meters and 18 calorie meters concerning Le Plessis Mornay building, the three residences and Le Cercle to allow live tracking of consumption and detect variability.
- Change of the heating ventilation and air conditioning (HVAC) air handling unit in the East Wing, Main Building and West Wing buildings and include an energy conversion system.
- Replacement of the AVC system in the Euro-Asia Centre.
- Implementation of a new HVAC equipment for Ermitage 1 and Clos Saint Merry.
- Change burners of boilers in Le Plessis by modulating burners which would save an additional 20% on its energy consumption to produce hot water.
- Implementation of eight new car recharging stations with four recharging stations at the Cercle underground parking and another four at the Ermitage underground parking.
- 2020 will be the start of an ambitious campus renovation programme with renovation works on the Europe Campus which will last for at least four years. Self-sufficient buildings, a renewable energy mix, a wellbeing label are all topics that will be covered over the period 2020-2024. A description of future objectives will be communicated in the upcoming reporting cycle.

Campus and Operations Asia

Achieved: Reduce energy consumption by 2% by the end of the academic year 2016 and another 3% by the end of academic year 2017.

August 2017. In January 2015 we opened phase 3, i.e. we added an additional 10,000m2 to the campus, yet energy consumption has remained flat. This was achieved through investment in more energy efficient equipment, as well as consumption optimization. Over the period 2016-2018 activity on campus increased with a growing number of programmes, participants and room nights at our Residences. Staff numbers have also been on the rise however energy consumption has remained stable with a small drop.

Here below you'll find the energy consumption by academic year in Kwh with an increase when the campus extension was opened. This was stabilized for the following year, including a small decrease.
- AY 2014-2015 = 4,648,819 Kwh
- AY 2015-2016 = 4,816,565 Kwh (increase of 7,79%)
- AY 2016-2017 = 4,762,527 Kwh (reduction of 2,6%)
- AY 2017 -2018 = 4,727,987 Kwh (reduction of 1,6%)

Work jointly with IT and AV to look at energy saving initiatives.

In progress: Switching off equipment when not in use. A campaign which included clear communication of instructions in each room and teach cleaners and security guards how to switch off equipment was implemented; it had limited success. The purpose of this campaign is to make users aware that they need

to switch off equipment at the end of the day or at the end of a meeting. The campaign needs constant reminding and remains ongoing.

In progress: Reducing the number of computers in breakout rooms around campus. Some renovated breakout rooms on Asia Campus no longer have computers but owing to a high number of teaching simulations that are PC based, we still need equipment in breakout rooms. A solution is to move all the simulations to central servers on the cloud, to achieve this resources, time and reprogramming would need to be planned.

Achieved: Decreasing air-conditioning thus energy consumption by raising temperatures in server rooms while maintaining a stable heat.

August 2017. The temperature in the server room has been increased to 21-22 degrees. Unfortunately, we have no measuring equipment to actually track what the energy decrease here represents. Meters are planned for 2020-2023.

Achieved: Negotiate the contract with KAER, an air conditioning service supplier based in Singapore which helps companies to decrease their carbon footprint, to provide a full air-condition and chilled water solution to reduce consumption of chilled water and generate energy savings and efficiencies; as well as to look at replacement of aging equipment like New "KAER Air". The contract with KAER concerns both chilled water production as well as airside distribution.

August 2017. Like stated earlier, in January 2015 INSEAD opened phase 3 where we added an additional 10,000m2 to the campus-built area, although air conditioning consumption has remained almost flat. This was accomplished through investment in more energy efficient air handling equipment and the replacement of an older air handling unit and fan coil units. We also conducted regular consumption optimisation. Over the period 2015-2018, activity on campus has significantly increased with a growing number of programmes, participants and room nights at our Residences. Staff numbers have also been on the rise however energy consumption has remained stable with a small drop from 2015-2016 to 2016-2017 and again to 2017-2018.

KAER has invested in a highly efficient plant and equipment running at an average of 0.55 Kwh/RT making the Asia Campus extremely energy efficient in production of air conditioning, surpassing the Green Mark Platinum level of 0.65 Kwh/RT.

Here below the energy consumption of air conditioning by academic year in Kwh with an increase when the campus extension was opened. This stabilized and decreased from 2016 to 2018.
   •   AY 2014-2015 = 1,262,216 Kwh
   •   AY 2015-2016 = 1,304,482 Kwh (increase of 3,3%)
   •   AY 2016-2017 = 1,262,171 Kwh (decrease of 3,2%)
   •   AY 2017 -2018 = 1,245,846 Kwh (decrease of 1,3%)

In progress: Raise awareness among students, faculty and staff through a communication campaign.

A communication campaign was run to nudge campus users to switch off lights and machines. Stickers to raise awareness were added by light switches in meeting rooms and breakout rooms. Despite the need of constantly reminding people, the campaign booked a small but limited success. This communication campaign is ongoing.

Achieved: Reduce general waste disposal by 6% by the end of academic year 2016 by optimizing waste segregation, which does not include recycling, and appointing a waste manager, and reduce another 8% by the end of academic year 2017.

September 2017. We did not manage to decrease general waste by 6% by the end of academic year 2016 (3,5%). We have decreased the general waste by 26,1% between 2015 and 2017 which largely exceeded the planned objective of 14% by the end of academic year 2017.

We have decreased the number of large refuse bins on campus from 8 to 6. Waste has dropped significantly from 156,960 kg down to 118,020 kg. Recycling has increased in some areas but with more people going paperless and using less paper this resulted in a reduction of the quantity of paper to be recycled.

Here below you'll find the quantity of recycled paper in kg.
- AY 2014-2015 = 156,960 kg
- AY 2015-2016 = 151,452 kg (decrease of 3,5%)
- AY 2016-2017 = 117,180 kg (decrease of 22,6%)
- AY 2017 -2018 = 118,020 kg (decrease of 0,7%)

In progress: Continuing green-sourcing with suppliers.

Green-sourcing with suppliers is an ongoing initiative which will be taken over by a central procurement department starting summer 2019. Our aim is to ensure that GRI Standards and EcoVadis criteria will be included while defining the new procurement strategy.

Achieved: 5% increase by the end of academic year 2016 in re-lamping of energy efficient and LED lighting around campus and a further 10% by the end of academic year 2017

August 2017. All lights on campus are energy saving with a mix of T8, T5 and LED lighting. As we replace lights (once they break down), we replace with the most energy efficient solution. By end AY 2018, 44% of lights on campus were LED and the remainder being T5 and T8.

<u>**Achieved:**</u> **Apply for the ASEAN Energy Awards, Southeast Asia's highest reward for excellence in the field of energy efficiency and conservation (EE&C) in buildings and green buildings by March 2015.**

September 2016. INSEAD Asia Campus Phase 3 was the winner of the ASEAN Energy Awards in September 2016 in the "Large Green Building Category".

Asia Operations Goals 2019-2023

- Increase of 20% of renewable energy production through PV cells.
- 100% removal of plastic laundry bags in Residences rooms and 100% removal of plastic wrapping of clean laundry.
- 100% introduction of paperless invoicing at the Residences, bars, and restaurant.
- Implement an energy monitoring system, adding at least another 40 meters across campus with the aim to track data in real time.

Campus and Operations Middle East

In progress: Eliminate plastic water bottles for Executive Education Programmes on all three campuses by the end of academic year 2017.

Water bottles for Executive Education Programmes have been eliminated on the Asia Campus since 2017. On Europe and Middle East Campus, water bottles for Executive Education Programmes are planned to be eliminated before the end of academic year 2018-2019.

In progress: Distribute Executive Education materials paperless by the end of academic year 2017.

Middle East Operations Goals 2019-2023

- Ensure that 80% of the ongoing consumable purchases meet sustainability criteria and ensure that GRI Standards and EcoVadis criteria will be included.
- Ensure that 90% of the durable goods and electric-powered equipment purchases meet the sustainability criteria.
- Ban the usage of chemical-based air fresheners.
- Apply new integrated pest management policy and reduce the use of pesticides.
- Pursue efforts to increase usage of the public and share transportation.
- Due to uncertainties of the Abu Dhabi Campus and its destination, the decision was made to not commit to any long-term objectives.

Energy

- To achieve 5% energy saving.
- Investment in and implement energy monitoring an energy monitoring system/ tool to track data in real time and monitor energy consumption globally across all campuses
- Energy saving through investment in the Internet of Things (IOT) and the RST linked to building management systems.
- Investment in renewable energy sources.
-

Waste Management

- To achieve 50% food waste reduction.
- To achieve zero plastic usage on Europe and Middle East Campus, Asia Campus achieved this in 2015.
- To achieve 10 % increase of the waste diverted from landfill.

Transportation

- Create at least four new electrical car parks by campus.
- Improve indoor environmental quality.
- Achieve100% eco-friendly cleaning materials on each campus.

Sustainable Procurement

- Include sustainability criteria in INSEAD's global procurement policy and strategy.

Carbon Footprint

- Implementation of a global, internal carbon offset fund, a "Greening Fund" whereby travellers contribute with approx. 3% towards this fund. This money would help sustainability initiatives or other sustainability projects on campus and beyond.

Buildings

- For the Europe Campus renovation project to follow strict sustainability guidelines and French standards as well as to include sustainability KPIs.
- For any developments or expansion on the Middle East Campus or on the Asia Campus to follow strict sustainability guidelines and local standards as well as to include sustainability KPIs.

Information Management

- Implement annual "target programmes", a school wide initiative to define one global theme per year and reporting cycle with help from a taskforce. For example: 2020 on waste management, 2021 on energy consumption, 2023 on transportation etc. This would not prevent INSEAD from continuing other initiatives like reporting the carbon footprint etc. but should allow for more traction and momentum among our campus building users.
- Tag SDGs in campus activities and operations where relevant.

Ongoing initiatives:
- Energy rationalisation through investment in latest technologies and continual revision of timings for AC/heating/lighting but subject to mutual decisions on minimum service levels and budgets.
- Continued efforts in the areas of:
    - Workplace safety
    - Indoor air quality
    - Responsible, sourcing of products and services (requires effort and buy in from central procurement)
    - Waste management
    - Food waste management

Human Resources Europe

Achieved: Appoint a referent within the school to raise awareness on discrimination and reinforce social responsibility among faculty and staff.

August 2017. Two staff members have been trained to handle harassment complaints, one person on Asia Campus and one person on the Middle East Campus. Our aim is to report back on the impact of this initiative by the next reporting period.

Achieved: Raise awareness on sustainability issues among our staff with a view to make everyone concerned and responsible for the topic and a proactive actor in the school's sustainability initiatives.

August 2017. INSEAD continues to engage in specific actions on behalf of staff members with a handicap, designed to improve working conditions of existing employees and to offer additional work opportunities. We implemented the anti-harassment policy in June 2018. INSEAD strives to provide a safe and secure environment for its employees, students and programme participants. Through this policy, we wish to reinforce an environment where respect for one another, alongside the strict enforcement of clear rules that apply to all, empowers everyone to give their best. This policy has been developed with input from various stakeholders within the school, including Legal, Faculty, Human Resources and our Psychological Services.
Regularly team managers across campuses are being trained on psychosocial risks in the workplace.
For almost 10 years, INSEAD engages into a charity association called « La Cravatte Solidaire » which collects professional clothing for men and women from companies and individuals. The purpose of the charity is to accompany and promote access to employment for people in need.

In progress: Introduce a global management development programme, aiming at developing alternative career paths for employees and aligning our managers in their daily practice with a view to contribute to the increase of our employee engagement and staff retention.

In 2018 INSEAD rolled out a comprehensive learning path for our team managers.

Achieved: Reinforce the positive impact on the school's local communities by adding targeted new initiatives related to education and training for children and adults.

August 2017.

Goals for 2019-2023

- Our company nurse will be trained on psychosocial risks by the end of the academic year 2019-2020.
- As of August 2019, Human Resources will make recycling bins available for collecting plastic bottle caps, in the context of a partnership with the COS (Centre de réadaptation professionnelle et de formation) of Nanteau-sur-Lunain. The COS works to reintegrate people with disabilities in the workplace.
- INSEAD continues to engage in specific actions at least twice a year to raise awareness on the recognition of the disabled worker's qualification RQTH (Reconnaissance de la Qualité de Travailleur Handicap).

Human Resources Asia

Goals for 2019-2023

- To build a community that is competent to deal with emergencies, both on campus and the wider community. First aid training will be offered for all staff members at the Asia campus in multiple phases. 30% of staff members will be certified First Aiders by 2019/2020.
- Following up on the first phase of first aid training in 2019-2023, we're aiming at 60% of staff members to be certified First Aiders by 2020-2023.

Human Resources Middle East

Goals for 2019-2023

- To build a community that is competent to deal with emergencies, both on campus and the wider community. First aid training will be offered for 50% staff members at the Middle East campus in phases. 25% of staff members will be certified First Aiders by 2019-2020.
- Following up on the first phase another 25% of staff members will be certified First Aiders by 2020-2023.

Human Resources Global

Goals for 2019-2020

- In 2019, INSEAD plans to implement a whistle blowing policy to strengthen ethical and legal standards and increase the resources of employees, faculty and external collaborators to communicate information by the beginning of academic year 2019-2020.
- Contribute on raising awareness among staff members with support from HGIBS on the SDGs with a minimum of one information session or brownbag a year.
- After a pilot, the teleworking policy will be reviewed for an implementation at the end of calendar year 2019.

Carbon Footprint Appendix

Europe Campus in Fontainebleau		Jan '15 to Dec '15 included		Jan '16 to Dec '16 included	
Category	Sub-category/ Units	Emission (kg CO2e)	Value	Emission (kg CO2e)	Value
Building	Electricity HVAC/ Kwh	789 320	9 286 112	776 114	9 130 756
	Volume Water/ m3	NA	24 254	NA	25 860
	Gas/ Kwh	1 300 255	504 760	1 507 068	585 045
	Amortisation/ m2	442 933	30 200	601 172	36 000
Landscape	Perimeter, gardens, courtyard, green space, roofs, walls, carpark, residences/ m2	NA	70 433	NA	70 433
Transport	Air/rail travel - staff/ faculty/ MBA students/ km	4 126 712	29 456 284	4 271 626	29 072 004
Business	Paper consumption/ prints	58 681	44 455	48 779	36 954
	IT/ machines	1 700 722	2 986	822 506	2 833
	Restaurant - excluding Residences/ meals	479 402	335 246	397 776	278 165
	Cleaning	46 769	NA	46 141	NA
	Residences/ nights	NA	43 877	NA	38 292
	Site security	NA	27 447	30 211	823 923
Waste	Disposed waste - liters	45 327	4 040 000	47 877	4 696 000
	Glass recycling - liters	NA	32 000	NA	35 000
	Total	**9 017 568**	NA	**8 549 271**	NA

Asia Campus in Singapore		Sep '15 to Aug '16 included		Sep '16 to Aug '17 included	
Category	Sub-category	Emission (kg CO2e)	%	Emission (kg CO2e)	%
Building	Electricity – air conditioning	631 817.81	10.45	612 001.24	10.36
	Electricity - others	1 700 900.12	28.12	1 697 252.85	28.73
	Water	13 349.40	0.22	16 542.89	0.28
	Gas	20 973.21	0.35	17 707.12	0.30
	Amortisation	438 343.00	7.25	438 343.00	7.42
Transport	Air travel – staff/faculty	2 527 316.23	41.78	2 351 402.73	39.81
	Air travel - student	382 438.47	6.32	434 594.04	7.36
	Commuting – staff/faculty	127 928.58	2.11	142 525.25	2.41
	Commuting - student	18 089.95	0.30	17 691.98	0.30
Business	Paper consumption	14 797.12	0.24	14 831.38	0.25
	IT	112 618.66	1.86	112 618.66	1.91
	Restaurant	45 751.12	0.76	37 223.00	0.63
	Cleaning	10 919.51	0.18	10 919.51	0.18
Waste	Disposed and recycled waste	3 627.68	0.06	3 280.70	0.06
	Total	6.048 870.86	100	5 906 934.53	100

Sustainability Reporting Steering Committee

1. Ben BENSAOU, Dean of Executive Education, 2. Ziv CARMON, Dean of Research, The Alfred H. Heineken Chaired Professor of Marketing, 3. Attila CSELOTEI, Chief Operating Officer, 4. Cody GILDART, Director Institutional Communications, 5. Yazan DEEB, Senior Manager Operations and Projects Campus Services Abu Dhabi, 6. Erika GUDJONSON, Global Director Legal Affairs, 7. Christine HIRZEL, Global Head External Relations, 8. Peter HOLMES, Head of IT Governance Information Technology, 9. Nida JANUSKIS, Associate Dean Advancement, 10. Zoe KINIAS, Academic Director, INSEAD Gender Initiative, 11. Katell LE GOULVEN, Executive Director Hoffmann Global Institute for Business and Society, 12. Ahmed MALEK, Head of Risk Management, Dean's Office, 13. James MIDDLEDITCH, Director Operations & Campus Services Singapore, 14. Ilian MIHOV, Dean, The Rausing Chaired Professor of Economic and Business Transformation, 15. Véronique MORTESSAGNE, Interim Chief Human Resources Officer, 16. Urs PEYER, Dean of Degree Programmes, 17. Olivier POLLARD, Director Operations & Campus Services Fontainebleau, 18. Mark ROBERTS, Associate Dean of Executive Education, 19. Jasjit SINGH, Academic Director Social Impact Initiative, The Paul Dubrule Chaired Professor of Sustainable Development, 20. N. Craig SMITH, Academic Director of the CSR & Ethics Research Group, The INSEAD Chaired Professor of Ethics and Social Responsibility, 21. Mark STABILE, Academic Director, The James M. and Cathleen D. Stone Centre for the Study of Wealth Inequality, The Stone Chaired Professor in Wealth Inequality, 22. Lukas THALHAMMER, Chief of Staff, 23. Luk N. VAN WASSENHOVE, Academic Director of the Humanitarian Research Group, The Henry Ford Chaired Professor of Manufacturing, 24. Monique VAN DONZEL, Global Executive Director Strategic Research Initiatives, 25. Axel TAGLIAVINI, Chief Communications Officer, 26. Peter ZEMSKY, Deputy Dean, The Eli Lilly Chaired Professor of Strategy and Innovation

Contributors

1. Manuel ABELLAN, Associate Director Campus Services Technical Services, 2. Ridhima AGGARWAL, Associate Director Stone Centre for the Study of Wealth Inequality, 3. Fadilah AHMAD, Senior Director, Alumni Institutional Events and Sponsorships, 4. Affirah AKMAL, Trainee Events, Advancement, 5. Samia ALI, Associate Director EMBA Programmes, Degree Programmes, 6. Anne AUJARD, HR Officer, Human Resources Europe Campus, 7. Alice BANDEIRA, Faculty Assistant Technology and Operations Management, Faculty and Research, 8. Valérie BRANCHE-ADRION, Manager HR Communication and Events, Human Resources Europe Campus, 9. Sven BIEL, Associate Director MBA Programme Operations, Degree Programmes, 10. Mary BOLDRINI, Senior Research Librarian, Faculty and Research, 11. Anne BRESMAN, Senior Associate Director, Specialised Degrees, Degree Programmes, 12. Soline BUSSIERE, Associate Director Campus Services, Europe Campus, 13. Maria CAILLAUX, Student Life and Clubs Officer, Degree Programmes, 14. Stephen CHICK, Professor of Technology and Operations Management, 15. Julia CONTREA, Events Manager, Advancement, 16. Catriona CORRIGAN, Courses and Schedule Officer, Degree Programmes, 17. James CONSTANTINI, Affiliate Professor of Strategy, 18. Gaëlle CORDIER, Programme Manager, Degree Programmes, 19. Frédéric CORNET, Senior Marketing Analyst, Executive Education, 20. Agnès COSNIER-LOIGEROT, Director Global, Career Development Center, 21. Hilary COSQUER, Associate Director, Faculty Administration Europe, 22. Mia DEANA, Manager, Student Life and Events, 23. Tracey DELIAS, Associate Director Course Planning and Schedule, Degree Programmes, 24. Ana Cristina DE SA, Events Manager, Hoffmann Global Institute for Business and Society, 25. Jonathan DESVIGNES, Payroll Manager, Human Resources Europe Campus, 26. Harwin DE VRIES, Post-Doctoral Research Fellow, Humanitarian Research Group, 27. Myriam DIAKHATE, Executive Assistant, Faculty and Research, 28. Tabitha DOMINEY, Faculty Assistant, Entrepreneurship and Family Entreprise, Faculty and Research, 29. Hind EL MOUMEN, Director Human Resources Operations, 30. Vimi EMRAZ, Assistant Director, Career Development Centre, 31. Margy FULLER, Programme Advisor, Executive Education, 32. Pascale GADROY, Area Manager Accounting and Control, Faculty and Research, 33. Solenne GRIFFON, Faculty Assistant, Organizational Behaviour, Faculty and Research, 34. Sophie HOOK, Marketing Manager, Executive Education, 35. Chris HOWELLS, Director, Research Communication and Media Relations, Communications, 36. Samantha HUDSON, Copyright Officer, Degree Programmes, 37. Alina JACQUET, Director, PhD Department, 38. Cyrielle JAMES, Faculty Assistant Accounting and Control, Faculty and Research, 39. Alison JAMES, Global Director Research Administration, Faculty and Research, 40. Géraldine JAMOTEAU, Coordinator Courses and Schedule, Degree Programmes, 41. Ghislaine LABRO, IT Vendor Manager, Information Technology, 42. Delphine LAGOGUEY, Data and IT Liaison Officer Budget and Control, Advancement, 43. Stef LEMMENS, Post-Doctoral Research Fellow, Humanitarian Research Group, 44. Estee LEW, Controller, Budget and Control, 45. Sheila LOXHAM, Senior Coordinator, Social Impact Coaching, Faculty and Research, 46. Aurelia MERLE, Coordinator Science Entrepreneurship Initiative, Faculty and Research, 47. Ansa MOHAMMAD, Area Manager, Technology and Operations Management and Decision Sciences, Faculty and Research, 48. Ines MAGNASCO, Faculty Assistant, Organisational Behaviour, Faculty and Research, 49. Claire NABAIS, Director Talent Development and HR Communications, 50. Connie NG, Programme Manager, Executive Master in Finance, Degree Programmes, 51. Mathias OEHLER, Information Coordinator, Faculty and Research, 52. Vernice ONG, Head of HR and Operations, Asia Campus, 53. Aurore PACCOU, Administrative Assistant, Hoffmann Global Institute for Business and Society, 54. Patrick PARKER, Director Specialised Degrees, Degree Programmes, 55. Cloe PEKMEZIAN, HR Officer, Faculty and Research, 56. Sophie PERONNET, Manager Research Administration, Faculty and Research, 57. Natalia ROSTOVA BOL, Assistant Director Data Analysis, Degree Programmes, 58. Carole TANGUY, Chair Coordinator, Technology and Operations Management, Faculty and Research, 59. Frederick TAY, Associate Director Marketing and Sales Operations, Executive Education, 60. Joanne TEIL, Manager, Boards and External Relations, Deans Office, 61. Rémi TERSIGUEL, HR Director, Human Resources Europe Campus, 62. Neha THAKKAR, Associate Director, Gender Initiative and Social Impact Initiative, 63. Sabine TOGNOTTI, Senior Coordinator, PhD Department, 64. Hans WAHL, Director Social Entrepreneurship Initiative, 65. Alex WALKER, MBA '19J, 66. Jean YEW, Assistant Director, TIEMBA, Degree Programmes. As well as all the Faculty with whom we engaged (or exchanged) around the SDGs. And a big thank you to all the Faculty with whom we engaged and exchanged around the SDGs.