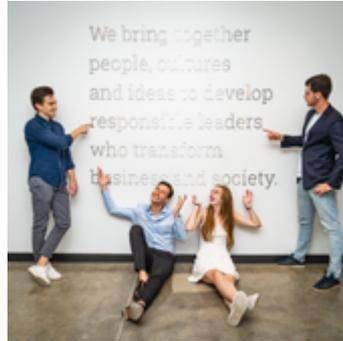




Hoffmann

Global Institute for Business & Society



Sustainability Report



Academic Year 2018/2019 through
Academic Year 2019/2020

Imprint

Contact

INSEAD Hoffmann Global Institute for Business and Society
www.insead/hgibs

Executive Director

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

Data Collection, Content and Project Management

Kim Wilkinson, Associate Director,
Hoffmann Global Institute for Business and Society

Editing, Concept, Photos and Design

Zoé Bilan, Graphic Designer, Communications
Shubh Kaur, Writer & Editor,
Hoffmann Global Institute for Business and Society
Cody Gildart, Editorial Advisor

GRI 102-53

Table of Contents

Foreword.....	4
Executive Summary	6
Sustainability at INSEAD.....	9
Hoffmann Global Institute for Business and Society	11
Knowledge.....	13
Learning.....	24
Degree Programmes	25
Executive Education	30
Engagement	33
Walk the Talk	46
Operations.....	50
People.....	54
GRI Index	60

Foreword by Dean Mihov



The ongoing pandemic, extreme weather events and recent geopolitical instability have all been sober reminders of the simple truth that the world is more interconnected than ever before. They have also underlined the pressing need for collective action to meet these challenges.

Healthy economic growth depends on healthy communities and global stability. These converging crises demonstrate that building resilient social and economic systems in line with globally agreed goals is essential to unlock sustained and sustainable growth.

INSEAD sits at the centre of a network with powerful potential for transformative change. The school can make a difference through the learning we share with students and executive participants, the knowledge created by our world class-faculty, our engagement with alumni and partners and how we walk the talk in the sustainability conversation.

As the world looks to rebuild, this is a moment for INSEAD to point our community towards rebuilding better, by championing new and innovative ways of doing business. Indeed, this is a moment for all organisations to look at their network and see what actions they can take to activate and inspire their community to be more ambitious in building a better tomorrow.

The INSEAD Sustainability Report: Academic Years 2018/2019 through 2019/2020 details how INSEAD is working towards an approach to business education that aligns with the UN Sustainable Development Goals, a cohesive and centralised framework for a model of growth that is good for people and the planet.

At INSEAD, our mission is to develop responsible leaders with the knowledge and skills to transform business and society. INSEAD graduates face new challenges as the global economy recovers from the current health crisis. With these challenges come new opportunities, and we strive to educate and engage leaders to deliver prosperity while understanding that business must be employed as a force for good in society.

We are driven to seek sustainable solutions to today's development challenges because of the scientific, economic and moral imperative to act. We must prepare our students to lead in a world where the old rules can no longer hold. We need to create a new normal based on sustainable business practices and global collaboration towards the many pressing challenges.

Business schools have an important role to play. As Chair of the Board of the Principles of Responsible Management Education Initiative (PRME) I am focused on promoting business as a force for good and further integrating sustainability into business education. Since 2007, the United Nations-supported PRME initiative has worked to raise the profile of sustainability in schools around the world. By working together, business schools and our graduates can transform growth and development and make it fit for the 21st century.

This report is a reflection of our unwavering commitment to foster innovation around sustainability and shared global goals. It is a record of achievement and a roadmap for the future. It is a testament to what is possible when we work together towards common goals and a call to action for our school, the INSEAD community and to everyone working within the field of business education.

We invite the world to join us. This moment of crisis is also a moment for self-reflection. This is the moment to embrace common sustainable development goals and business as a force for good. Our next steps forward need to be bold ones, let's take them together and champion a new era of prosperity where people and the planet are a priority.



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

GRI 102-1 | GRI 102-11 | GRI 102-14 | GRI 102-16 | GRI 102-20 | GRI 102-44 | GRI 102-46
GRI 102-48 | GRI 102-50 | GRI 102-51 | GRI 102-52

Executive Summary



INSEAD is the Business School for the World and a world leader in management education, and the first with campuses on three continents. The school's community is diverse, our reach is unrivalled, and the school is known for innovation in teaching and research. Our world-class faculty of business and economics thought leaders and more than 60,000 alumni give INSEAD an unparalleled global footprint and ability to mobilize today's leaders to confront global challenges. Our doctoral programme and five master's degrees, including the MBA programme, graduate more than 1,000 students each year, educating a new generation to lead.

We strive to lead by example and inspire our diverse and global community to point their talent, time and energy towards our common challenges. The pandemic brought these challenges into focus, reminding us of new and unexpected risks. We see the power of working together to overcome such challenges, and nurture future leaders who understand the value of sustainability and are poised to turn challenges into opportunity and usher in a new era of wealth creation that does not come at the expense of people and the planet.

Education and research on environmental and social responsibility issues is part of the DNA of INSEAD. The UN SDGs adopted in 2015 provide a global framework to pursue universally agreed sustainability goals. Around this time, INSEAD began to integrate sustainability reporting into school-wide operations and share the results more widely. In 2017, the MBA curriculum was reviewed to include business and society. In 2018, the Hoffmann Global Institute for Business and Society was established to bring coherence to all the activity happening around the school on sustainability and social impact.

Over the last few years, the strategy of measuring and reporting impact with an aim to improve engagement has produced results. At the time of publication, our most recent EcoVadis evaluation scored 63 of 100, up from a score of 38 out of 100 in 2014. INSEAD submits this Sustainability Report to the Global Reporting Initiative (GRI), the world's most widely used sustainability reporting standards. The INSEAD Sustainability Report is compliant with the requirements and standards elaborated by the Global Reporting Initiative (GRI), the world's most widely used sustainability reporting standards.

This year's report covers two years, academic year 2018/2019 to academic year 2019/2020. The report is organised around the four pillars of the Hoffmann Institute – Knowledge, Learning, Engagement and how we Walk the Talk on sustainability.

Knowledge

Creating knowledge is a crucial part of our sustainability work. Research holds powerful potential as a transformative force and promotes sustainable business principles and practices. During the reporting period, INSEAD focused on three aims:

- High academic impact – publish and present work in leading academic outlets to spark innovative ideas and challenge established thinking
- High real-world impact – inform our INSEAD community and public and private sector leaders through rigorous and relevant research
- Vibrant research community – foster an intellectual environment that leads to breakthrough ideas in both research and teaching

During the reporting period, the school's 168 faculty members conducted research in nine academic areas covering all aspects of business.

Much of this research was featured on INSEAD Knowledge, which publishes approximately 200 articles each year with ten percent related to sustainability. With more than five million annual page views and worldwide media reach, INSEAD Knowledge is a valuable resource for business leaders.

INSEAD will continue to advance the frontiers of business knowledge and explore practices and principles that underpin positive long-term progress for companies, organisations, governments, and society.

Goals through 2023 include developing 40% of our total volume of academic output related to sustainability, producing an additional 35 case studies related to sustainability, allocating a budget to support faculty representation and participation at major sustainability related conferences as well as a budget to support faculty in organizing INSEAD seminars and other academic research gatherings with sustainability components whether in-person or virtual.

Learning

One of the most diverse business schools, INSEAD graduated over 2,000 students from over 80 nationalities during the reporting period. Our MBA, Executive MBA, Executive Master in Change and Executive Master in Finance participants, along with our doctoral candidates, are presented with sustainability issues during their learning journey. This is in line with our mission to develop responsible leaders.

By 2020, 12 of 15 core courses and 19 of 75 elective courses of the MBA curriculum included sustainability components. The MBA Master Strategist Day brought sustainability front and centre in strategy by focusing on business cases with strong connections to the SDGs and social good.

INSEAD is a global leader in executive education, reaching more than 12,000 participants from 150 countries in the academic year 2018/2019. Even with the pandemic, the school taught over 10,000 participants the following year. Seven Open Programmes with business responsibility and sustainability components were attended by over 700 participants during the reporting period.

Goals through 2023 are numerous and look to educate all students about the SDGs. Furthermore, as part of these goals, INSEAD will be conducting a curriculum review of the MBA programme with a particular focus on sustainability. Executive education goals focus on asserting INSEAD as a trusted partner for diversity and inclusion and sustainability topics.

Engagement

This Sustainability Report represents a new era of engagement on sustainability by INSEAD. Much of this engagement has been led by the Hoffmann Global Institute for Business and Society, which launched in August 2018. The Institute quickly ramped up engagement by partnering on the first ChangeNOW Summit, holding the Force for Good conference, and eventually partnering with the SDG Tent at Davos.

Since then, the Hoffmann Institute has been a driving force in sustainability on all INSEAD campuses and with all members of the community. The Institute also leads external engagement on business as force for good. As part of a coherent and coordinated schoolwide sustainability strategy, the Institute publishes this report and uses the results to guide future action.

In academic year 2018/2019, the Campaign for INSEAD: A Force for Good was also launched. The Campaign's three themes of Values, Vision and Ventures offer opportunities for donors to make an impact on strategic areas of the school. These include research on global challenges, faculty Chairs and Fellowships related to business and society, scholarships for students from diverse backgrounds, and state-of-the-art green facilities for future learning.

On campus, the school strengthened scholarship offering both in award recipients and award amounts to ensure the inclusion of under-represented groups and the school's diversity. 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 team-building exercises that benefit local communities.

Events that focus on the SDGs are held often, giving the on-campus community multiple opportunities to learn more about sustainability. Sustainability was featured at the launch of the San Francisco Hub for Business Innovation, the first INSEAD facility in North America. Business as a force for good was in focus at alumni events.

Engaging the alumni community has proven to be an invaluable way to bring business leaders into the sustainability conversation and prompt action. Many alumni are decision makers in business and government. Alumni engagement includes:

- Alumni Reunions engaged over 5,500 alumni in the reporting period, with sustainability sessions delivered in-person and online
- Alumni Forum Europe 2019 engaged more than 400 alumni and external participants to discuss leadership with purpose
- Alumni initiatives for people and planet brought alumni together for a Community Impact Challenge to reduce plastic waste and Project Green for Impact delivered COVID-19 supplies to communities in need
- Lifelong Learning launched in academic year 2018/2019 and reached new heights the next year delivering 60 webinars with sustainability as a major theme

The Hoffmann Institute pursues partnerships and affiliations to expand the reach and impact of sustainability-related engagement. These partnerships encompass diverse themes from leading the transformation of business education to sponsoring awards for women social entrepreneurs and bringing INSEAD knowledge to major conferences.

Walk the Talk

INSEAD strives to lead by example across all our campuses. We recognise the powerful ripple effect that the school can have when we work towards sustainable operations and personnel practices with our stakeholders and suppliers. The school looks at our sustainability action into two categories – operations and people.

On-campus sustainability action looks to reduce carbon footprint, increase renewable energy, optimise energy efficiency and raw material use, conserve water, replace toxic products with non-toxic ones and much more. Our three campuses each adopt their own approach to manage sustainability initiatives and measure carbon footprint.

Carbon footprint analyses, environmental stewardship, ethical supply chain standards and more sustainable procurement practices all serve to meet sustainability goals. Robust IT connectivity, usability, and efficiency are responsible practices and integral in rapid response to the health crisis. This report details actions and activities by INSEAD to improve our global sustainability.

INSEAD actively promotes a healthy workplace on all campuses. We host a social worker, occupational nurse and occupational health physician on the Europe Campus, psychological and meditation sessions in Europe and Asia, and First Aid training. The Asia Campus Well-Being at Work programme encourages staff health and a Wellness Week and Wellness Days on the Europe Campus promote wellness and self-care.

Staff are kept informed with regular staff meetings and internal communication. The Works Council in France gives the staff a voice in decision making. A Committee on Health, Safety and Working Conditions improves working conditions and conducts surveys to track progress of workplace improvement initiatives. A Code of Ethical Conduct, a Global Anti-Harassment Policy and a Use of Computer Resources Charter protect faculty, students and staff, as well as the school

A Forward Look

The future of business is changing, and INSEAD strives to remain at the cutting-edge of business education. Even amidst the global health crisis, INSEAD is pursuing ambitious sustainability goals across all departments and campuses. This report shows progress toward those goals, and also serves as a guide as INSEAD continues to act on sustainability. We encourage our community and the world to join us on this journey of transforming business education.

Sustainability @ INSEAD



INSEAD was founded in 1957 by Georges Doriot and a select circle of young, bold pioneers. At the time, it was ground-breaking for a business school to be international, independent, close to business and propelled forward by entrepreneurial spirit. These values still guide the institution today. The founders envisioned a school that promotes peace and prosperity where diverse people study together and build business with an international perspective.

This vision has been a foundation for the school to build on for more than six decades. It 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 research funding and donations made through the INSEAD Foundation.

Today, INSEAD leads in multiple areas, including our one-year MBA programme, company-specific programmes, executive education and campuses on different continents. The school is consistently highly ranked by the Financial Times, Bloomberg Businessweek and others.

Leading by example also extends to the school's history with sustainability. From being one of the first business schools to welcome women in the 1960s, to research and teaching on environmental management in the late 1980s and exploring circular economy in the early 2000s – INSEAD has been at the cutting edge of many sustainability focus areas where we can make the most impact. Today these efforts are aligned with the United Nations Sustainable Development Goals (SDGs).

The Hoffmann Global Institute for Business and Society is a driving force behind this alignment. Established in 2018, the Hoffmann Institute systematically integrates sustainability-related activities around the school and regularly assesses progress to ensure that INSEAD is working towards its mission to develop responsible leaders. Progress is tracked using the methodologies and reporting standards listed below.

GRI 101 | GRI 102-11 | GRI 102-15 | GRI 102-16 | GRI 102-20 | GRI 102-21 | GRI 102-40 | GRI 102-42
GRI 102-43 | GRI 102-44 | GRI 102-45 | GRI 102-46 | GRI 102-47 | GRI 102-51 | GRI 103-2

GRI Sustainability Reporting Standards

The GRI Sustainability Reporting Standards are the world's most widely used sustainability reporting standards. GRI is an independent international organisation 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 with social, environmental and economic benefits. The GRI Sustainability Reporting Standards are developed with true multi-stakeholder contributions and rooted in the public interest.

This report has been prepared in accordance with the GRI Standards: Core option. Throughout this report you will see green bars like the one below with GRI Standards disclosures that refer to the GRI content index at the end of this report. By connecting the actions in this report with relevant GRI Standards, INSEAD strives for transparency and measurable improvement over time in our sustainability efforts.

Ecovadis

EcoVadis is the only universal sustainability ratings provider and one of the world's most trusted names in business sustainability assessment. Launched in 2007, they evaluate supplier sustainability performance through a document audit and generate a 'scorecard' with the assessment result. Suppliers can share the scorecard with client buyers in the EcoVadis network, and buyers can monitor supplier sustainability performances.

Since 2014, INSEAD has participated in the EcoVadis sustainability assessment every year and considers their guidance on specific priority areas and practices to improve the sustainability score. The school scored 63/100 in its latest EcoVadis assessment, which landed INSEAD in the top ten percent of all ranked organisations. We are proud of this assessment because this represents a significant improvement from our 2014 score of 38/100. By looking to improve the EcoVadis score, INSEAD has increased overall sustainability and will continue to use this tool to do so.

Principles for Responsible Management Education

An initiative with over 800 signatories, Principles for Responsible Management Education (PRME) is supported by the United Nations and was founded in 2007. It functions as a platform to raise the profile of sustainability in schools all over the world. PRME engages business and management schools to encourage development of future leaders that balance economic and sustainability goals, while aligning with the UN Global Compact. INSEAD has been a Signatory of UN PRME since 2008 and regularly reports to the UN on its activities in the areas of sustainability, including how they serve in parallel with the PRME's Six Principles. Since June 2020, Dean Ilian Mihov has served as Chair of the PRME Board, taking a leading role in transforming business education in line with agreed global goals.

United Nations Academic Impact (UNAI)

An initiative that aligns institutions of higher education with the United Nations and its goals, the UNAI was created in 2010 and has over 1,400 member institutions in over 147 countries encouraging service to humanity. The initiative encourages relevant institutions to undertake activities that can directly support the UN mandates and objectives and assists all the stakeholders in this by disseminating information on the UN initiatives, activities and how these can be applied in classrooms and communities. In turn, the UNAI hopes to bring together students, academics and researchers that can connect and share ideas, research and resources to advance the SDGs.

INSEAD has been a UNAI member since April 2020, and like all members, submits a yearly activity report detailing the activities undertaken by the school that drive the mission of the United Nations, specifically the SDGs.

To advance these efforts in sustainability, the Hoffmann Institute drives initiatives and partnerships to champion progress and positive impact.

GRI 102-16 | GRI 102-49 | GRI 102-50 | GRI 102-52 | GRI 102-54

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.

The Institute was founded to bring fresh perspectives and innovative solutions to global issues that threaten our sustainable future. It has helped INSEAD lead the transformation of business education to nurture responsible future leaders that act on both prosperity and positive social and environmental impact.

Looking back at the three years of the Institute, Mr. Hoffmann said, "Having a strategy for sustainability is a must-have, no longer a good-to-have for any business anywhere in the world, especially if we want to build a healthy and prosperous world for all. These unprecedented times have shown us the importance of responsible investing and partnerships based on sustainability, inclusion and positive impact. The Institute is a leader in the conversation and in action by sharing knowledge to encourage mindset shifts, exploring nature-based solutions, empowering the INSEAD community and by engaging at high-level global events. I hope the Institute will continue to create opportunities and inspire current and future businesses to move faster in this direction."

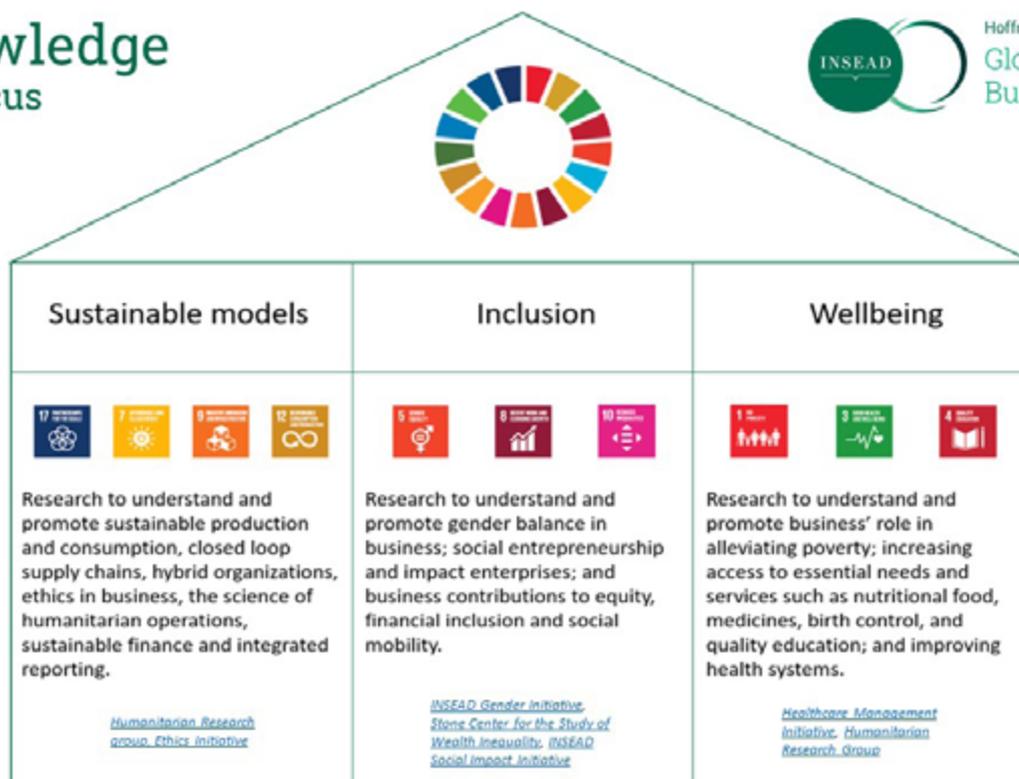
Echoing similar sentiments and looking forward to the future, Executive Director, Katell Le Goulven added, "It's been an exciting journey since day one to integrate sustainability into different aspects of INSEAD. We have succeeded in many of these efforts and involved our faculty, students, staff and even alumni, but much remains to be done. The Institute builds on this foundation so the school can lead by example and walk the talk. The pandemic put a spotlight on the environmental and social degradation in the name of economic growth, and it has become increasingly important to champion new, innovative and resilient business models. We strive to transform business education and create responsible leaders who deliver value to people and the planet."

One focus of the Institute is to bring 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

INSEAD is a management education research leader in producing knowledge. At the Hoffmann Institute, we leverage this research to inform business world efforts and address three main clusters of SDGs.

Knowledge Our focus



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 integrated manner with all parts of the school with the view to infuse sustainability into everything the school does. This Sustainability Report (2018-2020) showcases our progress in aligning sustainability-related academic and operational activities according to the Hoffmann Institute four-pillar framework

Moving forward, the Institute thrives to produce one report that consolidates inputs to match and meet all the sustainability reporting standards highlighted above for increased coherence across the board, and will continue to coordinate INSEAD sustainability reporting at a global level across all locations and facilitate implementation of the goals listed in this report.

GRI 101 | GRI 102-16 | GRI 102-20 | GRI 102-44 | GRI 102-47 | GRI 102-48 | GRI 102-49 | GRI 102-50

Knowledge



INSEAD is increasing its research capacity and impact in top publication outlets and major research gatherings.

We support research by increasing funding, research staff and resources. INSEAD research on sustainability-related topics rose from 24% in 2015 to over 33% in 2020.

Our 168 faculty members are thought leaders across all our nine academic areas. This shows our potential to lead by example and drive change, find solutions and innovate new business models.

Creating knowledge through research is a crucial part of our mission to develop responsible leaders who transform business and society. Our research holds powerful potential as a transformative force towards more sustainable business principles and practices. During the reporting period, research at INSEAD focused on three aims, which also increase the reach of sustainability knowledge:

- High academic impact – Publish and present work in leading academic outlets to spark innovative ideas and challenge established thinking.
- High real-world impact – Inform our INSEAD community and public and private sector leaders through rigorous and relevant research.
- Vibrant research community – Foster an intellectual environment that leads to breakthrough ideas in both research and teaching.

The school maximises impact in academia and the real world by building our research capacity and sharing the results widely. Research strengthens our teaching in the classroom and wider engagement. INSEAD publishes practical applications of research on INSEAD Knowledge and convenes events to bring together researchers and current and future business leaders who can use the knowledge we create.

GRI 103-1 | GRI 103-2 | GRI 102-2 | GRI 102-7 | GRI 102-21 | GRI 102-44

Stakeholders

This knowledge is shared widely to transform business education and the way business is done. INSEAD shares knowledge 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 102-6 | GRI 102-21 | GRI 102-40 | GRI 102-42 | GRI 102-43

Impact

To achieve high academic impact, INSEAD seeks to challenge and change established academic thinking. Our faculty and researchers publish innovative, rigorous and relevant research in top outlets and present at major research gatherings. The school pushes the boundaries by increasing research capacity:

Funding – We are directing more funding towards research. During the reporting period, the Hoffmann Global Institute for Business and Society contributed funding to 15 research projects that focus on sustainability, including funding for Research Assistants and post-doctoral support. Funding for these projects is managed by the INSEAD R&D committee

Research assistance – We are steadily increasing capacity and are able to support more faculty than ever before. We are also adding some postdoctoral researchers

Data availability and support – We are steadily increasing the availability of datasets to support data analytics. Today, INSEAD provides access to over 50 databases, including the RobecoSAM ESG sustainability Data, Audit Analytics.

Faculty research time – We monitor demands on faculty time, seeking to reduce their administrative burden when possible (e.g., lighten committee load,) to allow faculty to focus on their research output.

We strive to achieve high real-world impact via publishing, teaching and outreach. Impact comes from leveraging sustainability research knowledge into teaching curricula and mobilising alumni, key decision makers and the public at large. To increase impact, we adapt how we develop and disseminate knowledge in the following ways:

Management publications – INSEAD output remains high in top-level managerial journals such as Harvard Business Review and Sloan Management Review. INSEAD faculty also publish regularly on the platforms of these journals. We are making publishing inroads into key policy-related outlets such as Behavioral Policy Research and Stanford Social Innovation 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.

Podcasts – The INSEAD Knowledge podcast is a series of conversations with leading INSEAD faculty and researchers, addressing the most pressing challenges faced by today's business leaders. The Mission to Change series features inspiring figures who have transformed their businesses and initiatives to drive positive change.

INSEAD teaching materials – Developing innovative pedagogical materials such as cases, tools and simulations, and distribute directly via INSEAD Publishing and other channels.

Centre-driven impact – Reviewing and strengthening impact of sustainability-related knowledge produced by INSEAD centres, which broadens our influence across subjects and sectors.

GRI 102-2 | GRI 102-6 | GRI 102-7 | GRI 102-15 | GRI 102-47 | GRI 103-1

Milestones achieved

Increased total amount of R&D funding by 53% comparing AY 2016 to 2018 and AY 2018 to 2020.

Further increased total amount of R&D funding dedicated to support sustainability related research projects, including funding for Research Assistants and post-doctoral support by 33% comparing the last two AYs.

INSEAD publications on sustainability-related topics rose from 24% in 2015 to over 33% in 2020.

Published 19 case studies related to sustainability.

INSEAD Knowledge platform received more than 5 million page views in the last academic year. Over 10% of all Knowledge articles published focused on sustainability topics.

10 best paper awards, 5 case awards for research and publications on sustainability topics

3 new chair and fellowship appointments in areas related to business and society.

Goals for 2021-2023

Increase our support to research related to sustainability.

Increase our support to pedagogical developments related to sustainability.

Allocate a budget to support faculty representation and participation at major sustainability related conferences.

Allocate a budget to support faculty in organizing INSEAD seminars and other academic research gatherings with sustainability components whether in-person or virtual.

Engage the entire INSEAD community in practicing sustainability in our every day research, teaching, and service.

Research overview

At INSEAD, 168 faculty members in nine academic areas conduct and oversee research, which collectively covers 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

Some of this research is embedded in our Centres and Initiatives of Excellence. To explore, 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. Research is one of the three dimensions for annual professor evaluations and a key factor in granting tenure.

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

INSEAD will continue to advance the frontiers of business knowledge and explore practices and principles that underpin positive long-term progress for companies, organisations, governments and society. 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

Research results

Excellence in research truly distinguishes INSEAD as a top business school. It is key to our ability to attract, retain and develop world-class faculty. Research is the basis of knowledge creation we offer to students, 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. This ranking is based on research published in the most prestigious and rigorous management journals over four years.

INSEAD Knowledge platform

A lot of this research is amplified on our INSEAD Knowledge online publishing platform which has steadily grown in popularity. Thanks to our in-house team of journalists, the platform translates academic research into practical, reader-friendly articles. INSEAD Knowledge publishes approximately 200 articles annually, at least 10% of which are specifically on sustainability topics.

Under the leadership direction of the Dean of Research and Chief Communications Officer, INSEAD Knowledge receives more than five million page views annually and reaches many more readers through syndication to media partners worldwide. INSEAD Knowledge is available on the web and a mobile app with robust social media engagement to raise awareness of new research

To find out more about INSEAD Knowledge, visit <https://knowledge.insead.edu/responsibility>.

GRI 102-40 | GRI 103-2 | GRI 102-2 | GRI 103-1

INSEAD faculty publish heavily in top-tier, peer-reviewed academic journals. Three of the top INSEAD journal articles cited between 2018 and 2020 covered sustainability issues:

- The differential effects of CEO narcissism and hubris on corporate social responsibility, Tang, Yi; Mack, Daniel Z.; Chen, Guoli (Strategic Management Journal, 2018)
- Assessing the economic and environmental impact of remanufacturing: a decision support tool for OEM suppliers, van Loon, Patricia; Van Wassenhove, Luk N. (International Journal Of Production Research, 2018)

- New Opportunities for Operations Management Research in Sustainability, Agrawal, Vishal V.; Atasu, Atalay; Van Wassenhove, Luk N. (Manufacturing & Service Operations Management)

Research areas

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

INSEAD expands the frontiers of knowledge on sustainability by examining business and society topics. Scholars in all nine academic areas publish relevant research for leaders of companies and communities.

Below are our research streams related to sustainability organised by the Hoffmann Institute's three main clusters of SDGs:

Sustainable Models



This cluster seeks to understand and promote sustainable production and consumption, closed-loop supply chains, hybrid organisations, ethics in business, the science of humanitarian operations, sustainable finance and integrated reporting.

- **Sustainable Consumption**

Research to understand how consumer behaviour drives economic growth and how to transform consumption in line with responsible management of resources. This examines sustainability decisions, their halo effects and how to communicate sustainability action without 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 with impact on business models and carbon footprints.

- **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.

- **Sustainable Operations**

Research conducted by the INSEAD Sustainable Operations Initiative focuses on research on sustainable operations in line with the UN Sustainable Development Goals.

- **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. *(Also categorized under Wellbeing)*

- **Asset Management and Deployment**

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. *(Also categorized under Wellbeing)*

- **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. Researchers analyse such challenges and explore how to manage operations from a business model perspective with 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.

- **The Social Impact Initiative**

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. From business model innovation and scaling up social businesses to intrapreneurship that transforms business from within, the Initiative is advancing the frontier of measurable impact.

- **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.

- **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 or societal engagement within a large for-profit company.

Inclusion



This cluster seeks to understand and promote gender balance in business; social entrepreneurship and impact enterprises; and businesses contributions to equity, financial inclusion and social mobility.

- **Hypernorms and Integrative Social Contracts Theory**

Research looks at an Integrative Social Contracts Theory, or 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.

- **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.

- **Systematic Integration of Economic Performance and Societal Progress**

The Society for Progress is an academically diverse and independent group of scholars and leaders that contribute to and catalyse rigorous research on how enterprises and all economic actors may better integrate performance and progress. They believe that integrating perspectives from moral and social philosophy will help evolve the decentralised economic system, or 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 tools to create value for society and the planet when they create monetary value for their firms. The Society focuses primarily on established economies to address fairness, well-

being and the progression of humanity.

- **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.

- **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.

- **Inequality and Health**

Research examines the effect of precarious employment on mental health, and the impact of inequality on individual health with a focus on the relationship between changes in income distribution and the availability of private health insurance. *(Also categorized under Wellbeing)*

- **Social Mobility**

Research examines the relationship between firm characteristics such as gender composition, workers’ average length of stay and wage mobility, intergenerational mobility, gender gap and the likelihood of promotion with wage mobility. It also looks at the relationship between inequality and mobility.

Wellbeing



This cluster seeks to understand and promote businesses role in alleviating poverty; increasing access to essential needs and services such as nutritional food, medicines, birth control, and quality education; and improving health systems.

- **Health Systems Redesign and Innovation**

Organisational conditions such as congestion in emergency departments can affect decisions by doctors, with poor decisions often leading to waste. Our research explores how we can provide cost-effective, high-quality healthcare by pooling elective care, emergency care services and different specialties. We look at better approaches that integrate emerging trends to create value.

- **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.

- **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. *(Also categorized under Sustainable Models)*

- **Asset Management and Deployment**

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. *(Also categorized under Sustainable Models)*

• 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. The group works closely with organisations like the World Food Program, UNICEF, Médecins Sans Frontières, Fleet Forum, Marie Stopes International, J&J and many research groups around the world.

• Inequality and Health

Research examines the effect of precarious employment on mental health, and the impact of inequality on individual health with a focus on the relationship between changes in income distribution and the availability of private health insurance. *(Also categorized under Inclusion)*

GRI 103-2 | GRI 103-1 | GRI 102-47

Research Output

During the academic year 2018/2019, 39 articles were published in academic journals on topics addressing sustainability, more than 33% of all articles published that academic year.

During the academic year 2019/2020, 45 articles were published in academic journals on topics specifically addressing sustainability, corresponding to over 33% of all articles published that academic year, a stable percentage of our research but also an overall increase in the number of publications.

INSEAD's sustainability research output is supported by the Hoffmann Global Institute for Business and Society and via the INSEAD R&D committee who oversees all research proposals and notably those that are sustainability focused.

The following funds contribute to increasing INSEAD's sustainability research output:

- The **Hoffmann Institute R&D fund for Business and Society**
- The **Janssen Family Fund** for research on impact investing, sustainable finance and accounting
- The **Jacques Garaïalde Research Fund** for Decreasing Wealth Inequality, supports the work of the James M. and Cathleen D. Stone Centre for the Study of Wealth Inequality.
- The **Cyril de Bournet Fund** for Gender Diversity in Faculty, supports female faculty at INSEAD in their research and teaching
- The **Dirk Luyten Research Fund** on Gender, supports the work of the INSEAD Gender Initiative.
- The **Mirjam Staub-Bisang Research Fund** for unrestricted support for HGIBS.

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

Chair and Fellowship Appointments

During the reporting period, INSEAD further appointed three 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 require careful consideration of academic and institutional contributions. These three new appointments are as follows:

- In September 2018, Professor Andre Calmon was appointed to the Patrick and Valentine Firmenich Fellowship for Business and Society. The Fellowship was created earlier the same year. Calmon investigates how operational excellence and innovative business models can help organisations generate positive social and environmental impact while still being profitable.
- In September 2019, Professor Atalay Atasu was appointed to the Bianca and James Pitt Chair in Environmental Sustainability. The Chair was established in May 2019 and is the first in its field at INSEAD as well as the first created since the Hoffmann Global Institute for Business and Society was established in 2018. Atasu's research focuses on socially and environmentally responsible operations management, including the circular economy, extended producer responsibility and environmental regulation
- In September 2019, Professor Maria Guadalupe was appointed to the Goltz Fellowship in Business and Society. Guadalupe's recent work focuses on how multinationals select their foreign targets and examines the productivity consequences of changes in firm boundaries.

In addition to these three new appointments, the following five Chairs and two Fellowships continue to support the work of our faculty and several other research centers and initiatives in conducting cutting edge research related to sustainability:

- **The James M. and Cathleen D. Stone Chair for the Study of Wealth Inequality** – Mark Stabile. The Stone chair enables INSEAD to be a leading venue for research, teaching, and data development concerning the causes, nature, and consequences of wealth inequalities in populations around the world.
- **Novartis Chair of Healthcare Management** – Stephen Chick. The Novartis Chair supports the school's research and knowledge dissemination, especially for the development of new ways to improve health care, community wellness, and strategy for new technology and pharmaceutical innovations.
- **The INSEAD Ethics and Social Responsibility Chair** – Craig Smith. This chair examines corporate responsibility from the perspective of the benefits that companies can gain from implementing “strategic CSR”, especially corporate and brand reputations, and enhanced trust with key stakeholders such as customers, employees, regulatory agencies and investors. Two research funds are also attached to this chair:
 - **The Dreyfus Sons & Co Ltd, Banquiers, Endowed Research Fund for Corporate Social Responsibility**
 - **The Yves Burrus Endowed Research Fund in Ethics**
- **The Paul Dubrulle Chair in Sustainable Development** – Jasjit Singh. The Paul Dubrulle Chair supports the cutting-edge thinking and research concerning sustainable development, and its implications for management issues worldwide.
- **The Abu Dhabi Crown Prince's Diwan Chair in Societal Progress** – Subramanian Rangan. Initially called the Abu Dhabi Crown Prince's Diwan Chair in Social Innovation and Sustainability, it supports the research, teaching, and institutional activities of a senior faculty member exploring the role of business in society. It also studies the sustainable development of capitalism and globalisation, and the institutional context, aspirations, and human capital promise of Abu Dhabi, the UAE, and the wider MENA region.
- **The Salmon and Rameau Fellowship in Healthcare Management**, supports the Healthcare Management Initiative (HMI).
- **The Shell Fellowship in Business and the Environment** – Sameer Hasija. The fellowship examines the challenges faced by business organisations at the stage of strategy formulation and anticipates long-term trends by studying challenges arising from the impact of social, political, technological and other environmental uncertainties on strategy.

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

INSEAD PhD Research

During the doctoral programme, students participate in teaching practicums, teaching and soft skills training, academic conferences and annual performance reviews. The number of sustainability-related research dissertations remains stable, with an average of two a year since 2018. Below is a list of research dissertations of our PhD graduates:

- Ekaterina Astashkina - Essays on Food Waste in Operations Management, June 2019
- Isabelle Solal - Gendered capital: How Similarity, Stereotypes, and Signals Structure the Market for Entrepreneurial Finance, June 2019
- Varun Karamshetty - Essays in Sustainable Operations Management, May 2020
- Utku Serhatli - Sustainability Issues in Agricultural Operations, June 2020

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 recognition for papers, articles, case studies and other achievements received during the reporting period:

Best paper awards

2018 INFORMS Fellow Awarded to Luk Van Wassenhove

In November 2018, Luk was named Fellow of INFORMS for his pioneering work on closed loop supply chains and circularity and humanitarian operations.

Winner of 2019 Manufacturing & Service Operations Management Responsible Research Award | INFORMS |
Truthful Mechanisms for Medical Surplus Product Allocation Atalay Atasu | Can Zhang, Turgay Ayer, L. Beril Toktay

2019 Best Conference Paper Award | Society for Business Ethics | *Why Investors Are Not, and Should Not Be, Morally Responsible* | David Ronnegard

2019 MSOM iFORM SIG Best Paper Award Finalist | INFORMS | *Disruption Risk and Optimal Sourcing in Multitier Supply Networks* Management Science | Erjie Ang, Dan A. Iancu, Robert Swiney

2019 Best Paper Award | Academy of Management | *Microfinance and Entrepreneurship at the Base of the Pyramid* |Jasjit Singh, Pushan Dutt

2019 Annual Conference Best Paper Prize Strategic Management Society Nomination | Strategic Management Society | *Start-up Templates and Women's Entrepreneurial Intentions: Evidence from a Field Experiment in Rural India* | Leena Kinger Hans, Juan Ma

Finalist of 2019 MSOM Responsible Research Award | INFORMS | *Efficient Implementation of Collective Extended Producer Responsibility Legislation* | Management Science | Luyi Gui, Atalay Atasu, Özlem Ergun, L. Beril Toktay

Winner, 2019 IACBM-RRBM Award for Responsible Research in Management | Academy of Management |
Disasters and Community Resilience: Spanish Flu and the Formation of Retail Cooperatives in Norway |Academy of Management Journal | Rao Hayagreeva, Henrich Greve

2018 Winner of Best Track Proposal Globalization and Emerging Markets | 2018 SMS India Conference Finalist for Conference Best Paper | 2018 SMS India Conference Finalist for Best Paper in Global Strategy | *Vulnerability of Base-of-Pyramid Business to Policy Shock: Impact of Demonetization on Microfinance in India* | Strategic Management Society | Adbi A., Singh J.

2018 Winner for Best Track Proposal Corporate Social Responsibility and Sustainability | 2018 SMS India Conference Finalist for Conference Best Paper | *Outcome Efficiency in Impact Investing Decisions* Strategic Management Society | Lee M., Adbi A., Singh J.

Case Awards

2020 Outstanding Case Writer Hot Topic Winner, Diversity and Discrimination | The Case Centre
Zoe Kinias, Felicia A. Henderson
Mirvac: Building Balance (A) & (B)

Winner of 2019 EFMD Case Writing Competition, Corporate Social Responsibility Category
Lisa Duke, N. Craig Smith
Forever Chocolate: Barry Callebaut - Fighting for a Future with Chocolate

2019 Case Centre Awards Winner, Ethics and Social Responsibility Category | The Case Centre
Erin McCormick, N. Craig Smith
Uber and the Ethics of Sharing: Exploring the Societal Promises and Responsibilities of the Sharing Economy

Oikos Case Writing Competition 2018 – Second Prize Corporate Sustainability track
Smith N. C., McCormick E.
Volkswagen's Emissions Scandal: How Could It Happen?

Oikos Case Writing Competition 2018 – Third Prize Corporate Sustainability track
Chandon P., Heely L.
Candy Crush? Aligning Health, Business and Pleasure in the Chocolate Industry

Research Partnerships

INSEAD maintains a partnership with the alliance of research on corporate sustainability (ARCS) which 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.

For a more complete list of INSEAD partnerships and memberships, please see the Engagement chapter.

GRI 102-13 | GRI 103-1

Learning



INSEAD attracts one of the most diverse student bodies in the world, with more than 2,800 students graduating in academic years 2018/2019 and 2019/2020.

All our Degree Programmes incorporate sustainability in the curriculum. Our flagship MBA contains sustainability related components in 80% of core courses and 25% of electives as of 2020.

Our PhD Programme attracts a diverse group of bright potentials, with women making up more than 60% of candidates who joined the programme over the last two years. The programme provides a platform for students to pursue sustainability topics in research.

During this reporting period, INSEAD Executive Education reached more than 22,000 participants from over 160 countries. Our portfolio of executive courses teach participants the benefits of considering sustainability in business decisions and encourage a new normal of responsible business.

As a values-driven international business school, INSEAD forges leaders who seek more than productivity gains and shareholder value. We strive to develop responsible and analytical leaders that create value for their organisations and society.

INSEAD includes relevant teaching models, methods and materials to inspire and equip our students and Executive Education participants with tools that will enable them to make decisions in ways that deliver positive outcomes for business, communities, people and our planet.

To bring sustainability into the school's learning journey, we innovate, create and open new and standalone courses that respond to societal challenges. We want business to be part of the solution. This section gives examples of how and where sustainability is addressed in our master Degree Programmes, PhD Programme and Executive Education.

GRI 103-1 | GRI 103-2 | GRI 102-2 | GRI 102-7 | GRI 102-21 | GRI 102-44

Degree Programmes

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

Stakeholders

Our students are the primary stakeholders in our business education, along with faculty, alumni and staff. 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 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.

The school supports students in achieving this goal by offering regular courses in ten languages. The three-language requirement is a differentiator for INSEAD and it prepares graduates to lead in the multicultural business world. The school 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.

GRI 102-6 | GRI 102-21 | GRI 102-40 | GRI 102-42 | GRI 102-43

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 for careers in international business, and our MBA students bring an average of six years of work experience with an average age of 29. INSEAD introduces sustainability topics and the role of business in society in MBA courses and electives.

Impact

We impact and influence our students through our programmes, as our graduates carry and apply their learning in businesses and organisations around the world. INSEAD offers five master degree programmes and our impact can be measured by the number of students that graduated during the reporting period.

1) Master in Business Administration (MBA)

- a) Academic Year 18/19: 1,031
- b) Academic Year 19/20: 1,018

2) Global Executive MBA (GEMBA)

- a) Academic Year 18/19: 228
- b) Academic Year 19/20: 221

3) Tsinghua-INSEAD Executive-MBA (TIEMBA)

- a) Academic Year 18/19: 29
- b) Academic Year 19/20: 33

4) Master in Finance (MFIN)

- a. Academic Year 18/19: 32
- b. Academic Year 19/20: 30

5) Executive Master in Change (EMC)

- a) Academic Year 18/19: 95
- b) Academic Year 19/20: 100

GRI 102-2 | GRI 102-6 | GRI 102-7 | GRI 102-15 | GRI 102-47 | GRI 103-1

Milestones achieved

Award-winning SDG Bootcamp elective was offered on campuses in both Europe and Asia in Fall 2019 and Spring 2020.

Four new sustainability-focused cases were developed for Master Strategist Day, with three looking at Africa.

Percentage of female students increased from 33% in the MBA'18D class to 37% in the MBA'20D class.

Joined Professional Womens' Network, PWN Global, and Women in Africa to help women launch their learning journeys and careers.

Increased the number of female core faculty in the MBA Programme from 5 in academic year 2016/2017 to 9 in academic year 2019/2020.

Launched SDGWeek in 2019, an annual cross campus event, led by the Hoffmann Institute in collaboration with student clubs.

Goals for 2020-2023

Implement the Business and Society Public Policy core course in the EMBA curriculum for GEMBA23.

Educate all students about the SDGs and how to include them in the strategy and operations of their businesses.

Conduct a curriculum review of the MBA programme with a particular focus on sustainability.

Target 50% female student representation in the MIM Programme, with 38% women in the first intake in September 2020.

Further increase outreach to female prospects with an objective to reach a minimum of 40% female participants in the MBA Programme by academic year 2022/2023.

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

Improve Inclusion in syllabi as well as in all our marketing and communication

Core Courses

Our MBA core curriculum consists of 15 core courses. During the 2018-2020 reporting period, the following 12 core courses covered topics related to sustainability:

1. Business and Society: Public Policy
2. Business and Society: Ethics
3. Business and Society: Political Environment
4. Organisational Behaviour I
5. Organisational Behaviour II
6. Managing Customer Value
7. Managerial Accounting
8. Process and Operations Management
9. Financial Accounting
10. Prices and Markets
11. Macroeconomics
12. Strategy

Our core courses are taught using the case method, which enables students to experience the perspective of those facing difficult business decisions. The case method uses a dynamic process of exchanging standpoints, countering and defending ideas and building on peer concepts to teach students to analyse issues, exercise judgment and make difficult decisions. Recent sustainability-related cases developed for Master Strategist Day include:

Unjani Clinics

A network of healthcare clinics in South Africa owned and operated by nurses, Unjani provides affordable care to underserved communities. The students were posed the strategic challenge to grow Unjani's network of clinics to 1,000 by 2030 with a sustainable funding model built in.

Almouneer Diabetic Eye Care

Almouneer is MENA's first specialised digital service to prevent and treat avoidable blindness from diabetes. Students were tasked with developing strategic response to challenges of expanding care delivery to mobile clinics, broadening the scope of services, pivoting towards a hub-and-spoke model, and engaging with ecosystem partners.

La Brûlerie de Belleville

A fast-developing coffee business with sustainable sourcing, Belleville operated on a multi-channel model of retail, wholesale and online. As the business reflected on its business development strategy, our students helped the founders with strategic decisions on growth and sustainability.

Peace Parks Foundation

Students faced the challenge of developing strategic recommendations for this international NGO dedicated to nature and wildlife conservation in southern Africa. Efforts focused on developing a path to financial sustainability while preserving nature, biodiversity and the ecosystem of the parks.

For more details on these four business cases, please visit INSEAD case publishing platform.

Our core courses also teach values that propagate sustainability in the organisations that graduates join or start after INSEAD. For example, core courses on Organisational Behaviour present important aspects that relate to social sustainability. Organisational Behaviour aims to improve the students' capacity to lead, work in teams and better understand themselves and others. The course adopts an evidence-based management approach, improving leadership and teamwork with scientific research from organisational psychology. This course helps develop skills and strategies that can meet the needs of communities and companies, supporting 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 9 different academic areas. The 19 elective courses covering topics related to sustainability are:

1. Biopharma Marketing Strategy
2. Body Business: Food and Well-Being
3. Business in the world 2050
4. Europe and the EU in Crisis
5. Capitalism: Historical, Comparative and Critical Perspectives
6. Business Sustainability Thinking
7. Creating Value in Health
8. Dean's Innovation Projects
9. Economics and Management in Developing Countries
10. Ethical Decision Making in Business
11. Ethical Dilemma
12. Health Care Markets and Policy
13. Income and Wealth Inequality and Future of Business
14. Strategy and Impact
15. Impact Investing
16. Psychological Issues in Management
17. Social Entrepreneurship
18. Strategies for the Bottom of the Pyramid
19. Power and Politics

GRI 102-6 | GRI 102-7

Executive Degree Programmes

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

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 (France), Asia (Singapore) and the Middle East (Abu Dhabi). The GEMBA programme offers an intensive 14 to 17-month programme to experienced executives with an average of 14 years of work experience and 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, with learning methods grounded in theory to 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 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, four courses included a sustainability component:

- Social Entrepreneurship - Building Impact Ventures
- Strategy and Investment for Impact
- Measuring an Impact
- The SDG Bootcamp

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. Six of these courses cover sustainability:

1. Fair Process, Leadership and Governance
2. Strategy and Impact
3. Strategies for the Bottom of the Pyramid
4. Wise Power: Thinking, Feeling, Dreaming
5. PropertyTec and Business, part 1
6. PropertyTec and Business, part 2

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

Executive Master in Change

The INSEAD Executive Master in Change (EMC) is a modular, 18-month degree programme spanning over eight modules of three to four days each. Each academic year features three intakes on our Europe and Asia campuses. Participants investigate the basic drivers of human behaviour and the hidden dynamics of organisations.

The EMC Programme integrates business education with a range of psychological disciplines, which enables participants to gain a better understanding of themselves and others at a fundamental level. This knowledge creates healthier workplaces, high-performing teams and organisations with more effective leaders. The EMC Programme is intrinsically linked to sustainability, with great potential to address issues related to social responsibility, equitable development, human rights and building resilient societies.

The eight modules draw on general and organisational psychology, psychodynamics, psychoanalysis, cognitive theory and the latest neuropsychological research.

Five sessions in academic years 2018/2019 and 2019/2020 had a sustainability component:

1. Social Identities, Systems of Inequality and Psychological Threat
2. Social Identities and Resiliency
3. Understanding people: A Behavioural Economics Perspective
4. Success, Meaning, and the Stuff that Matters
5. Performance and Progress

Executive Master in Finance

Our Executive Master in Finance (EMFin) is a modular, 18-month degree programme designed to accelerate the careers of experienced finance professionals 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 participants time to implement skills from the classroom to their workplaces. INSEAD teaches the programme primarily on the Asia Campus in Singapore, a global and regional financial hub with a progressive financial market. Some courses are offered on the Europe Campus in Fontainebleau.

EMFin courses cover a range of topics and frameworks that apply to complex financial transactions. The programme's portfolio of courses evolves with the priorities and needs of the financial industry. The programme includes four core courses that provide 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 from a broad selection that includes electives from our Executive MBA programme. Of the 31 elective courses, three include a sustainability component:

- Social Entrepreneurship: Building Impact Ventures
- Measuring the Impact
- The SDG Bootcamp

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

1. ALCO Simulation
2. Fair Process Leadership & Governance

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

The PhD Programme

The PhD in Management Programme aims to develop bright potentials passionate about research to become the influential academics of tomorrow. Candidates who make it through a rigorous selection process then face five years of intensive doctoral training. INSEAD PhD graduates are well prepared to pursue careers in business academia.

The programme is highly interdisciplinary, with PhD candidates specialising in one of eight areas – Accounting, Decision Sciences, Entrepreneurship, Finance, Marketing, Organisational Behaviour, Strategy, and Technology and Operations Management. With the programme's interdisciplinary approach to research, the INSEAD PhD is attractive to students even from non-management backgrounds.

Though its size is small and intimate, the PhD Programme is as diverse as all other graduate programmes **offered at** INSEAD. We have 73 students from over 20 nationalities. With fewer than 20 candidates accepted each year, the programme achieved gender balance with 60% women in 2018/19 and 2019/20 cohorts. Eleven students graduated in academic year 2018/19 and 16 in academic year 2019/20.

The PhD programme supports integration of sustainability into the new standards in business education through PhD student research and collaboration with faculty. The department examines sustainability in the following research areas:

- Humanitarian operations
- Humanitarian supply chain management
- Humanitarian funding (chain) models
- Sustainable business models
- Sharing economy
- Mobile healthcare units
- Fairness in resource allocations
- Circular Economy
- Corporate Social Impact

- Non-market Strategy
- Corporate Social Responsibility
- Gender impact on investment decisions
- Evaluations in financial markets

Students in the PhD Programme go through five years of intensive training in coursework and research, culminating in a dissertation.

The first two years lay out the fundamentals of business in interdisciplinary classes. Advanced courses in a chosen area of specialization are followed by the dissertation phase from years three to five. At the start of the dissertation phase, students have already determined their unique research identity and further develop this identity by choosing a research topic. Research related to sustainability continues, with the following research output developed for publication during the reporting period:

- Resource Allocation with Sigmoidal Demands: A Data-Driven Approach to Managing Mobile Healthcare Units
- Traceability Technology Adoption in Supply Chain Networks
- Consumer Acceptance of Circular Business Models and the Potential Effects on Economic Performance: The Case of Washing Machines
- Business Model Implications of the Right-to-Repair Regulations
- Can Radical Transparency Increase Credibility of Corporate Sustainability Efforts?
- Meeting the Need for Scale – Organizational Design and Growth in Hybrid Organizations.
- Selling Out, Really? Post-acquisition Performance of CSR-oriented Products
- See Annex for more details on each of these research papers.

While research training is central in the PhD Programme, scholarly activity through teaching is vital to prepare for careers as management professors. Through the teaching preparation programme and teaching practicum, students learn practical tools and skills to disseminate the knowledge they create.

Throughout the programme, inspiration comes from collaboration, mentorship and advising from peers, visiting faculty and INSEAD faculty experts. Faculty and the PhD Committee carry out annual performance reviews to determine whether sufficient progress is made and provide constructive feedback.

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

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

Executive Education

INSEAD delivers innovative and influential learning experiences for business executives around the world.

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

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 sustainability in business decisions and encourage making sustainable business the new norm.

GRI 102-6 | GRI 102-20 | GRI 102-40

Impact

In academic year 2018-2019, INSEAD Executive Education reached over 12,000 participants, representing over 150 nationalities. In academic year 2019-2020, although heavily impacted by the COVID-19 pandemic, we taught over 10,000 participants, representing 130 nationalities.

In response to the pandemic, most existing Custom Programmes were converted to Live Virtual format, and new projects were developed for virtual delivery. However, some clients decided to postpone in-person learning.

GRI 102-15

Milestones

Run a pilot in Singapore for an open enrolment executive education course on “Leading the Business of Sustainability”.

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

Implement a process to systematically track and identify relevant content across the open enrolment programmes in the Executive Education Department.

In progress

Goals for 2019-2023

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

Launch awareness sessions for client-facing teams, online, marketing and coordination teams, providing tutoring around the SDGs to best advise INSEAD clients on programs and modules related to diversity and inclusion, sustainability and the circular economy. Identify facilitators and experts to deliver these sessions in an effective and meaningful manner

Objective to become a trusted partner for Diversity & Inclusion and Sustainability related topics.

Open Programmes

INSEAD maintains 12 portfolios- suites of courses related to one topic- with over 70 Open Programmes for individual executives at all career stages. These portfolios are:

1. General Management
2. Corporate Governance
3. Top Management
4. Leadership
5. Digital Transformation & Innovation
6. Strategy
7. Finance
8. Marketing and Sales
9. R&D and Operations Management
10. Social Entrepreneurship & Family Business
11. Online Programmes
12. Partner Programmes

Six out of the 12 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 seven Open Programmes with business responsibility and sustainability components were attended by over 700 participants during the reporting period.

1. Value Creation for Owners and Directors (Portfolio: Corporate Governance)
2. The Women Leaders Programme (Portfolio: Leadership)
3. Integrating Performance and Progress (Portfolio: Leadership, Strategy)
4. INSEAD Social Entrepreneurship Programme (Portfolio: Social Entrepreneurship & Family Business)
5. INSEAD Gender Diversity Programme (Portfolio: Online Programmes)
6. Middle East Health Leadership Programme (Portfolio: Partner Programmes)
7. INSEAD Healthcare Compliance Implementation Leadership Programme (Portfolio: Partner Programmes)

GRI 102-7 | GRI 103-1

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 and have reported having an increasing number of discussions for programmes related to diversity and inclusion, sustainability and the circular economy. 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. However the first delivery of this programme was delayed due to the COVID-19 pandemic.

Engagement



Between 2018 to 2020, INSEAD deepened its transformational impact by launching the Force for Good campaign, inaugurating the Hoffmann Global Institute for Business and Society, and engaging an expanding alumni community that advances sustainability and societal progress in organisations all over the world.

In a time unlike any other, the COVID-19 pandemic brought numerous challenges to the school and its community. Thanks to the resilient INSEAD spirit and support of the community, the school was able to find alternative ways to engage with the community, continue sharing knowledge through online means and advance conversations on building back better.

While COVID-19 affected INSEAD profoundly, the school responded by checking in with its community, keeping in contact virtually with its stakeholders, and sharing best practices to adapt and adjust with the unpredictable times. The Dean also reached out to the alumni sympathising with their difficulties, congratulating them on their initiatives to help frontline health workers, and updating them about the school's financial challenges caused by the pandemic. During the pandemic, INSEAD has focused on three priorities:

1. Protecting the health and well-being of the INSEAD community
2. Securing the future of the school
3. Delivering an excellent academic experience to our students

Following the Dean's call and the INSEAD Alumni Association's (IAA) call to support students and the school, there was an immediate outpouring from alumni globally. Engagement with the alumni continued through digital outreach, with in-person events such as reunions shifting to digital formats. The number of webinars, workshops and pop-up programmes multiplied, elevating the school's lifelong learning to a new level. In academic year 2019/2020 more than 50,000 people registered for these webinars and talks.

GRI 102-2 | GRI 102-7 | GRI 102-21 | GRI 102-44 | GRI 103-1 | GRI 103-2

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 102-6 | GRI 102-21 | GRI 102-40 | GRI 102-42 | GRI 102-43

Impact

Impact: Measuring the strength of diversity and reach of INSEAD's alumni

Alumni	61,000+
Alumni nationalities	166
Alumni countries	175
Alumni volunteers	3000+
National Alumni Associations and Clubs	62
Alumni returning for reunions (over the two years)	6575

The Force for Good campaign has enabled a paradigm shift in INSEAD's efforts to deliver value to business and society. Donors for the campaign transformed multiple strategic areas:

- A milestone gift from Rosalie and André Hoffmann MBA'90D established the Hoffmann Global Institute for Business and Society, a landmark development in our ambitions as a force for good. The Hoffmann Institute is at the forefront of aligning INSEAD with the UN Sustainable Development Goals. The Institute is catalysing studies in subjects such as sustainable operations, strategies, social impact, healthcare, inequality and ethics, supporting new curriculum and programmes, and ensuring the school is walking the talk.
- Momentum from advancing knowledge on business and society led a number of donors to give major gifts, funding research and creating faculty Fellowships and Chairs that include:
 - The Bianca and James Pitt Chair in Environmental Sustainability
 - The Octapharma Chair in Decision Neurosciences
 - The Patrick and Valentine Firmenich Fellowship for Business and Society
 - The Goltz Fellowship in Business and Society
 - The Patrick and Valentine Firmenich Research Fund for Business and Society
 - The Jacques Garaialde Research Fund for Decreasing Wealth Inequality
 - The Dirk Luyten Research Fund on Gender
 - The Mirjam Staub-Bisang Fund for Business and Society
 - The Cyril de Bournet Fund for Gender Diversity in Faculty
 - The Dreyfus Sons & Co Ltd, Banquiers, Endowed Research Fund for Corporate Social Responsibility
- Scholarships change individual lives, are vital to the school's diversity and ensure the inclusion of under-represented groups. Alumni and friends have helped INSEAD strengthen our scholarship offering both in number of students receiving the awards and award amounts. Average scholarship amounts for MBA students rose from €12,400 in 2013 to €18,500 in 2020, and the number of recipients rose from 233 in 2013 to 302 in 2020.
- In February 2020, the school's global reach expanded when the INSEAD San Francisco Hub for Business Innovation opened. Our first learning facility in North America, created with the support of our donors, is a key milestone in our journey as the Business School for the World.

Milestones

- Launched the INSEAD Force for Good campaign.
- Received milestone gift from Rosalie and André Hoffmann MBA'90D establishing the Hoffmann Global Institute for Business and Society.
- Received several major gifts to create faculty Fellowships and Chairs as well as research funds to advance knowledge on business and society.
- Strengthened scholarship offering both in number of students receiving the awards and their amounts to ensure the inclusion of under-represented groups vital to the school's diversity.

Goals

- Mobilise our alumni community around tangible SDG-related actions.
- Continue to partner with the alumni volunteer-led Community Impact Challenge and support other alumni driven initiatives that promote more sustainable practices.
- Work with INSEAD Alumni Associations and clubs to raise awareness about SDGs and encourage leaders to implement strategies that advance the SDG agenda.
- Raise awareness and contribute to Business & Society lifelong learning track of our community through webinars and programmes.
- Integrate SDG sessions in alumni reunions and forums.
- Continue to grow the number of Force for Good alumni award recipients celebrating exceptional achievements in advancing the SDGs and Business as a Force for Good.
- Increase fundraising for Business & Society funds (research, chairs, and fellowships)
- Increase fundraising for scholarships that promote diversity – nationalities, socio-economic backgrounds, sectors, gender and sexual orientation.
- Use alumni communication channels to recognise alumni who embrace Force for Good values.

Special feature: The Campaign for INSEAD: A Force for Good

In 2018, INSEAD publicly launched The Campaign for INSEAD: A Force for Good. The Campaign's overarching goal is to expand the global impact of our mission by driving sustainable growth and accelerating societal progress to better equip our students to transform business and society. We are closely aligning our teaching, research and partnerships at INSEAD with the UN Sustainable Development Goals. As the Business School for the World, INSEAD is dedicated to driving global growth by developing leaders who champion business as a force for good.

The Campaign's three themes of Values, Vision and Ventures offer opportunities for donors to make an impact on strategic areas of the school. These include research on global challenges, faculty Chairs and Fellowships related to business and society, scholarships for students from diverse countries and social backgrounds and eco-friendly, state-of-the-art facilities for future learning.

The Campaign is eliciting wide support and high engagement from alumni, friends, foundations, faculty, students and staff. In 2020, we surpassed the goal of €250M – three years ahead of schedule, a testimony to community interest and support for the Campaign, which will officially close in September 2023.

On-Campus Engagement

INSEAD engages with faculty to leverage thought leadership in areas such as sustainability, social impact and other SDG-related topics with a goal to promote 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 topics.

Student Clubs

Student clubs provide options for engagement on issues related to sustainability. For each new student intake in the reporting period, the Hoffmann Institute organised the several activities with the INDEVOR Club, the club most focused on sustainability and social impact.

Founded in 1993, INDEVOR is an impact organisation for students and alumni. Along with the Hoffmann Institute, the club is formerly involved in co-organizing INSEAD's SDG Week to raise awareness among MBA students on sustainability and social impact. The main areas of interest for INDEVOR are:

- Environmental, Social and Governance (ESG)
- Corporate Social Responsibility (CSR)
- Impact Investing
- Venture Philanthropy
- Social Entrepreneurship
- International Development
- Non-profit and non-governmental organisations (NGOs)

The club serves as one of the main student forums to examine the role of business in society and is an affiliate chapter of NetImpact - a non-profit organisation for students and professionals interested in using business skills to support social and environmental causes.

Additional student clubs that allow students to engage with sustainability-related topics are:

INSEAD Africa Club

The INSEAD Africa Club develops the business and human capital of the African continent within the INSEAD community and welcomes membership from those interested in the African continent. The purpose of the club is to increase awareness amongst the MBA community about the challenging yet exciting business and social impact opportunities in Africa today. Every fall, the Africa Club organises its conference, usually in Paris. The last edition's topic was "The Africa Venture: Fostering Investment, Impact and Innovation".

INSEAD Emerging Markets Club

Founded in 2019, the Emerging Markets Club launched its inaugural conference in Singapore on how technology and impact investing are shaping emerging economies, globally and in Southeast Asia. Since 2019, they have organised several events in conjunction with other clubs to raise awareness on emerging markets.

INSEAD Environment and Business Club

Founded in 2013, the Environment and Business Club aims to raise 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. This includes global warming and climate change, in context of a balanced debate on energy needs and use. The Club aims to be a forum of discussion and networking for energy and environment-related issues for the greater INSEAD community.

INSEAD Healthcare Club

The 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. In 2019, the club organised its first conference on the Europe Campus. The full day event featured presentations on data analytics, start-ups and emerging markets, and also witnessed an engaging case discussion. It was also an opportunity for students to interact with companies seeking INSEAD talent.

INSEAD Student Impact Fund Club

Launched in 2020, the Student Impact Fund Club, or ISIF, provides real-world learning opportunities for INSEAD students to invest in responsible early-stage social and environmental enterprises.

INSEAD Women in Business

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

Club Cooperation and Competitions

Different clubs sometimes work collaboratively. Activities typically include on-campus events such as panel discussions with industry professionals, information sessions about career perspectives and talks from industry leaders, with topics including social entrepreneurship, impact investing and consulting. Off-campus activities include 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 external organisations.

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

1. Annual INSEAD Venture Competition and Social Venture Competition for INSEAD MBAs, EMBA, GEMBA and/or TIEMBA and MFin
2. Annual Kellogg-Morgan Stanley Sustainable Investing Challenge by Kellogg School of Management and Morgan Stanley for MBA and graduate students
3. Annual MIINT-MBA Impact Investing Network & Training for MBA students
4. Annual Nespresso Sustainability MBA Challenge for MBA students
5. 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
6. Tommy Hilfiger Social Innovation Challenge for social entrepreneurs
7. The COVID-19 Innovation Competition (one time event)

GRI 103-1 | GRI 102-40

SPLASH Community Projects

Since 2007, INSEAD has partnered on SPLASH Projects that encourage students to engage with local communities and with children-in-need in particular. During academic years 2018-2020, a total of 2,029 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, an academic year 2019/20 project featured 510 students working for four days to improve an outside area for elderly patients of the hospital in Fontainebleau. Splash Projects extend to executive education participants and INSEAD staff.

GRI 102-12 | GRI 103-1

Career Development Centre

The Career Development Centre (CDC) supports students in choosing a career path with opportunities to create a positive impact in their professional capacity. In line with this commitment, the CDC has an Employer Engagement Specialist dedicated to careers in social impact. The Specialist works closely with organisations in the private and public sectors with clearly defined social or environmental purposes.

The CDC supports students looking 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.

GRI 102-12 | GRI 103-1

Scholarships

INSEAD's scholarships uphold the school's values of diversity, equity and inclusion. These values are also inherent in the UN Sustainable Development Goals. The majority of INSEAD scholarships have been established through philanthropic gifts from alumni, students, corporations and foundations.

Diversity Scholarships

Diversity is a principle that infuses our education, culture and policies and constitutes. It is an INSEAD hallmark. Dedicated diversity scholarships are key to maintaining the spread of nationalities, range of professional experience and ensuring that programmes have students from varied socio-economic backgrounds, including those from immigrant families and LGBTQ orientation. By facilitating diversity and enabling students who are financially challenged to join INSEAD, scholarships send a message of equity while increasing the school's inclusion capability.

In academic years 2018/2019 and 2019/2020, more than 40 MBA scholarships were specifically earmarked for diversity.

Scholarships for Women

INSEAD was one of the early business schools to induct women in its MBA programme. The school has ramped up its endeavours over the last decade to increase representation of women in its programmes, confident that education plays a key role in developing gender diversity in leadership. We established the INSEAD Gender Initiative, held a summit to celebrate the 50th anniversary of the first women in the MBA programme, undertook the Limitless Campaign to highlight women role models and held Women at Work conferences. Most of all, increasing scholarship numbers and amounts are a strategic priority for the school.

INSEAD scholarships support talented women from different regions of the world and from diverse professional sectors to join INSEAD. They are critical in attracting women who simply cannot afford the cost of an INSEAD education, particularly as women are less likely to borrow for fear of putting themselves and their families at risk of increased debt.

Today there are 10 women-only MBA scholarships, with all other scholarships open to both women and men.

Scholarships on Sustainability and Social Impact

INSEAD's scholarships are also instrumental to reinforcing the school's mission to develop leaders who will transform business and society.

Established in 2020, the Belltown scholarship gives preference to candidates who have demonstrated an interest in sustainability in their career, and who plan to focus on sustainability and want to deploy business solutions and a commercial approach to achieve long-term sustainability.

Social Impact Scholarships and Awards

Our Social Impact Scholarships and Awards recognise applicants who have a strong passion for social enterprise and have demonstrated the ability to implement solutions that can benefit society.

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

The Social Impact Award – The Social Impact Award is available for the MBA December class students to pursue a summer internship aligned with the INDEVOR Club's mission of making a positive difference. Employing organisations can be a registered not-for-profit, NGO, public sector organisation, for-profit social venture or social investment firm with a clearly defined social or environmental purpose incorporated into core operations, evident in both mission and practice.

INSEAD Andy Burgess Endowed Scholarship for Social Entrepreneurship – INSEAD created The Andy Burgess Scholarship Fund for Social Entrepreneurship 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 supports candidates with substantial experience in the social enterprise sector and a genuine commitment to pursuing a post-MBA career in social enterprise. 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 maximising social impact alongside profits for external shareholders.

Scholarships for Africans

Underrepresented in our student body, we are making a concerted effort to raise the number of Africans in our MBA and MIM programmes. Our capacity to offer higher scholarship amounts, particularly full scholarships, to retain the brightest candidates from the region is critical in this effort. For graduates planning to return to Africa, a scholarship is important to reduce debt, as salaries are comparatively lower in the region.

GRI 102-12 | GRI 103-1

Alumni Engagement

Working in 175 countries and representing 166 nationalities, our 61,000+ alumni are the most diverse and globally connected alumni community of any graduate business school in the world. As leaders in both the private and public sectors, they influence principles and practice to transform organisations, communities and economies worldwide. This section outlines how INSEAD engages alumni around sustainability.

INSEAD Alumni Force for Good Awards

Each year, thousands of INSEAD alumni make profound differences to the world as business leaders. The annual INSEAD Alumni Force for Good Award recognises the most impactful alumni who have significantly transformed to business and society in ways that typify INSEAD's mission to develop responsible leaders.

- 2019/2020 – Awarded to Bart Hartman MBA'87J, CEO of NOTS Solar Lamps BV. Since 2010, Hartman has been on a mission to provide 125 million low-income African households that currently use kerosene lamps and charge their mobile phone in a kiosk with affordable electricity through Made in Africa solar home systems.
- 2018/2019 – Awarded to Yu Helen Hai TIEMBA'11 Goodwill Ambassador for Industrialisation in Africa with the United Nations Industrial Development Organisation and co-founder of C&H Garments, a Pan-Africa export-oriented garments manufacturer. Hai founded the Made in Africa Initiative, which advises African governments on sustainable industrialisation and investment promotion.

The NAA of Netherlands, Canada and Hong Kong have all established their Force Good Initiatives to support alumni sustainability engagement and Campaign goals at the local level.

GRI 102-13 | GRI 102-15

Alumni Reunions

Each year, thousands of INSEAD alumni gather to celebrate milestone anniversaries. During these joyful events, they reunite with their classmates and alumni from other classes and connect with the school's faculty, students and staff.

In academic year 2018/2019, more than 3,200 MBA and EMBA alumni and partners gathered for reunions on campuses in Fontainebleau and Singapore. In-person reunions continued in September, October and November 2019, with some 1,075 MBA and TIEMBA alumni and partners coming together on both the Europe and Asia Campuses. The pandemic moved all 2020 reunions online, to a new and interactive digital format that welcomed nearly 2,300 MBA alumni.

For each reunion, INSEAD organised programmes of plenary sessions, sessions on globally relevant subjects, and social and networking events. Many sessions focused on sustainability.

For example, the Force for Good Conference held in October 2018, was a half-day event featuring faculty lectures and panel discussions on how business can be a force for good. During this event, the school formally inaugurated the Hoffmann Global Institute for Business and Society. Other sustainability related sessions during reunions included:

- Business and business schools as «a force for good»: wishful thinking or categorical imperative?
- What's at Play? Fair Process Leadership challenges in Sports
- Africa's Leapfrog Developments and Impact Investments
- Overcoming Barriers to Women Leadership
- A Moral Theory of the Firm
- How growing inequality has changed the economic landscape
- Is contemporary capitalism sustainable?

GRI 102-13 | GRI 102-15

National Alumni Associations and Global Clubs

National Alumni Associations and Global Clubs working in more than 50 countries encourage leaders to use business as a force for good by considering social impact and environmental concerns. The great work of our alumni volunteers is apparent in several crucial areas:

INDEVOR is INSEAD's Global Impact Network for alumni and students. As previously presented on p5, the Club's mission is to employ and encourage others to promote Business as a Force for Good in society.

With the belief that the energy sector represents one of the most significant opportunities for a sustainable future, the Energy Global Club brings together INSEAD alumni, students and faculty to champion energy transition and carbon neutrality. The Club shares actionable insights by connecting experts and global leaders while promoting INSEAD talents.

The INSEAD Women in Business (IWIB) Global Club supports women in business and advocates gender balance and inclusive leadership and culture in organisations. IWIB activities include networking, sharing best practices, providing awareness and solutions to the issues of gender equality. IWIB brings together like-minded men and women to achieve the full potential of women in business and society.

GRI 102-13 | GRI 102-15

Alumni Forums

The INSEAD Alumni Forum is an INSEAD tradition, with events each 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 June of academic year 2018/2019, Alumni Forum Europe 2019 engaged 376 alumni participants and 70 external attendees to discuss leadership with purpose, a topic that touched on the challenges of contributing to social progress while delivering economic performance. The event was held at the Hotel President Wilson in Geneva, Switzerland and sessions included:

- A keynote address on the impact of Business on Society
- A panel on Business and Government in an Age of Disruption
- A panel on Corporates Meet Social Entrepreneurs

GRI 102-13 | GRI 102-15

Alumni Initiatives for People and Planet

Community Impact Challenge

The Community Impact Challenge (CIC) is an alumni-driven, long-term initiative globally launched on 1 December 2019. The initiative is led by a group of volunteers from within the INSEAD community and supported by the Hoffmann Global Institute for Business and Society, the INSEAD Alumni Association and the INDEVOR – social impact club. The CIC is to revitalise the future of our planet by igniting powerful networks of individuals to take action toward the UN Sustainable Development Goals. They provide practical and purposeful tools that empower individuals to reduce and offset their environmental footprint – personally and professionally. Together, they engage and mobilise households, communities and organisations to align the long-term interests of nature, people and economy.

Through the efforts of a group of committed volunteers, the first-ever CIC engaged over 2,300 participants to work together to reduce or eliminate single-use plastic items for the entire month of January 2020.

In addition to significantly reducing their own plastic use, participants engaged their networks and companies to influence 180,000 people, with many companies pledging to introduce circular economy projects.

Project Green for Impact

Project Green for Impact was started at the onset of COVID-19 by members of the newly graduated MBA'19D class. The project launched with the goal of supporting communities in China by supplying much-needed medical and personal protective equipment. As the pandemic spread, the project expanded to other countries, other classes and other alumni associations from Wuhan to Harvard. Within a few weeks of launching, 1,692 members had accomplished 2,300 acts of impact, including securing 22,000 pairs of sterile gloves for Chinese healthcare facilities and five non-invasive ventilators for a hospital in northern Italy.

GRI 102-13 | GRI 102-15

Lifelong Learning on Business and Society

If Lifelong Learning was one of the most successful initiatives of the academic year 2018/2019, it reached new heights of popularity in 2019/2020. In close collaboration with the IAA, over 60 webinars were delivered in the year, from one-hour, online webinars to two-day, on-campus pop-up programmes. Sustainability was one of the major themes of the webinars.

The COVID crisis, while tragic, offered an opportunity to innovate and extend digital reach to a wider community. The webinar series 'Navigating the Turbulence of COVID-19', recorded between March and June 2020, featured analysis and insights from our faculty on the human cost, economic impact and business implications of the crisis. INSEAD's first ever Summer Learning Festival, included a dedicated sustainability track bringing together faculty, alumni experts and other specialists to discuss topics such as the Green Deal and the plan to decarbonize the European economy by 2050; the importance of a sustainable recovery model in a post-COVID-19 world; and the role global food and agri-businesses can play in the transition towards more sustainable practices. . The festival engaged more than 50,000 alumni and community across the globe. Other webinars like 'Getting to Zero: Assessing Progress towards a Low-Carbon World' followed the summer. Inclusion was another topic discussed in 'How to be an Ally for Black Colleagues' and 'Post-COVID Leadership: What We Can Learn from Women.'

GRI 102-13 | GRI 102-15

Alumni Survey Results

INSEAD conducted a survey to better understand our alumni's professional experiences and their impact on the world. Led by Professor Zoe Kinias, Academic Director of the INSEAD Gender Initiative, the study yielded interesting insights on alumni social impact. The survey revealed that large percentages of the INSEAD community are walking the talk by promoting human rights, gender diversity and community wellbeing. Sustainability, local sourcing and developing talent among under-represented groups attract high engagement, as the percentages below demonstrate:

Human Rights	77%
Environment	44%
Local sourcing	56%
Community health and wellbeing	57%
Women leadership	69%
Inclusive leadership	53%

The survey was conducted from October to November 2017, with results published in academic year 2018/2019. Nearly 11% of the 55,000 alumni responded to the survey.

GRI 102-21 | GRI 102-15

Event Engagement

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. Engagement at INSEAD involves faculty, staff, students and alumni, generally occurring at INSEAD- hosted events on our campuses or other locations.

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

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 the challenges facing society and social entrepreneurs. This 14-year-old programme counts a network of 800 graduates in more than 80 countries. ISEP reunion events are organised on an annual basis in collaboration with an academic partner institution and are open to ISEP graduates and the interested public. ISEP Programme participants and conference or summit attendees are generally social entrepreneurs, entrepreneurs and executives from companies, government institutions or organisations interested in furthering the common good.

The 2019 Reunion in Rome and focused on “Migration and Transition”. It brought together 40 ISEP alumni from over 20 countries, plus another dozen or more local impact entrepreneurs and INSEAD alumni. The Reunion addressed education, employment and international crisis intervention.

The 2020 Reunion had been planned for late June in conjunction with the INSEAD Europe Alumni Reunion, but was cancelled due to the Covid-19 crisis. More details are available in the Learning Chapter of this report.

Les Conférences de l'INSEAD

These French-language conferences have been organised every year since 1984 to engage Fontainebleau residents and surrounding communities. The conferences address a variety of subjects of contemporary debate frequently covering issues related to sustainability and business and society.

Ten of these conferences were held in the reporting period, attracting over 2,000 participants.

GRI 102-13 | GRI 102-15

Partnerships

INSEAD participates in partnerships and maintains memberships in several organisations that increase the reach and impact of our academic activities. Partnerships facilitate dialogue among different stakeholders, including sustainability-related engagement. We seek to strengthen sustainability at INSEAD and at partnering universities and business schools through these relationships. We also aim to scale affiliations that promote responsible leadership, positive social impact and sustainability-related issues in the business community. Therefore, it is particularly important to sustain membership in the organisations that advocate sustainable practices and provide networking opportunities. This section outlines INSEAD partnerships that promote social responsibility and sustainability and better outcomes for business and society.

GRI 102-12 | GRI 102-13 | GRI 102-42 | GRI 102-44 | GRI 103-1

Cartier Women's Initiative

INSEAD is the founding academic partner of the Cartier Women's Initiative (CWI) launched in 2006. CWI is one of the most prestigious international entrepreneurship programmes in the world and was created to identify, support and encourage impact-oriented business ventures founded by women. Each year, the CWI Awards recognise 21 Fellows, seven of whom are selected as laureates – creative women making concrete contributions to solutions for the future of our planet.

Now in its 14th year, the Cartier-INSEAD partnership is at the core of this unique award programme. INSEAD plays a key role in the sourcing and selection process, the enterprise development programme and ongoing support, expertise and mentoring.

SDG Tent in Davos during World Economic Forum

Since 2019 INSEAD has been in Davos alongside the World Economic Forum as a partner of the SDG Tent with InTent. Partners of the SDG Tent convened leaders for discussions that encourage business and society to explore sustainable solutions in line with the UN SDGs.

For its inaugural participation in 2019, the Hoffmann Institute hosted sessions on business education, new

business models in Africa and the future of leadership. Among participants were CEOs from companies such as DSM and Upwork, as well as NGOs and foundations such as the European Research Council and Bill and Melinda Gates Foundation. These leaders joined INSEAD deans, faculty, alumni and Hoffmann Institute Advisory Board members.

In 2020, the three INSEAD sessions echoed the year's World Economic Forum (WEF) theme – Stakeholders for a Cohesive and Sustainable World. Attended by more than 300 people, the sessions unpacked these large topics with academic research and brought new insights and ideas to the fore. In addition to partnering on the SDG Tent, the school and the Hoffmann Institute shared progress on integrating the SDGs into business education at other WEF events. Throughout the WEF week, Hoffmann Institute leadership participated in panels, gave interviews and joined discussions on advancing the SDG agenda.

UN Global Compact Principles for Responsible Management Education

INSEAD has been a signatory the UN Principles of Responsible Management Education Network (PRME) since 2008. The Hoffmann Institute has actively promoted the school's mission to develop responsible leaders through the PRME, and in 2019, Dean Ilian Mihov was elected to serve as the new Chair of the PRME Board. Dean Mihov made his first official address in this capacity at the UN Global Compact Leaders Summit and spoke via virtual videoconference at the PRME Global Forum in June 2020. About the announcement, Lise Kingo, CEO and Executive Director of UN Global Compact, said, *"I am truly delighted that Dean of INSEAD, Ilian Mihov, is taking on the important role as the Chair of PRME Board. He brings world class leadership, professionalism and integrity to the PRME Board. With Ilian Mihov's leadership, PRME has solid support to create a global movement and thought leadership on responsible management education in collaboration with the UN Global Compact."*

Le Club Les Echos Débats

INSEAD's Hoffmann Institute partnered with Le Club Les Echos Débat, one of the most credible financial publications, to launch the new Club on Responsible Engagement. The Club Les Echos Engagement Responsable was inaugurated with the Hoffmann Institute as a key partner along with Olivier Wyman and Favart (replaced by La Cabrik in the second year of existence of the club). The first guest speaker was Paul Polman, Hoffmann Institute board member and Co-founder & Chair of IMAGINE, an activist corporation and foundation that promotes implementation of the global goals through transformational leadership. Other conversations of Les Echos were moved online due to Covid-19. These featured guest speakers like Pascal Demurger, CEO of Groupe Maif, Patrick Koller, CEO of Faurecia and Jean-Marc Boursier, COO of Group Suez.

ChangeNOW Summit for Change

Since 2018, the Hoffmann Institute has been the Academic Partner of the ChangeNOW International Summit for Change. The summit – co-founded by INSEAD alumni – is now the largest social impact gathering in the world and explores concrete action and innovations that businesses can take to implement solutions to our most urgent global issues.

The Summit's second edition took place at the STATION F start-up hub in Paris and featured project presentations by INSEAD alumni, a job fair for students, public talks and B2B meetings.

In 2020, as the Summit scaled from STATION F to the Grand Palais in Paris, the Hoffmann Institute enthusiastically re-committed as the Academic Partner to accelerate the change needed to transform business to make positive societal contributions.

In 2020, the Hoffmann Institute, together with INSEAD's Healthcare Management Initiative, partnered with the AXA Research Fund to convene INSEAD's first Business and Society Forum focused on Health. The Forum explored solutions to SDG#3: Good Health and Well-being.

Bringing together 200 academics, practitioners, and representatives from governments and civil society, the Forum discussed ways to improve global health and showcased innovative healthcare solutions that could also be compelling business opportunities. Framed by keynote addresses from Paul Polman, Co-Founder and Chair of IMAGINE, and Christoph Franz, Chairman of the Board of Directors of Roche Holding AG, the Forum held seven conversations.

UN Academic Impact

INSEAD with the support of the Hoffmann Institute became a member institution of the United Nations Academic Impact (UNAI) in April 2020. UNAI is a network of 1,400 academic institutions, think tanks, students, researchers and educational partners working with the United Nations to promote sustainable development. This partnership provides students with information about UN job opportunities and aligns academic institutions

through information sharing and joint initiatives.

Tommy Hilfiger Fashion Frontier Challenge

Launched in 2018, the mission of the Tommy Hilfiger Fashion Frontier Challenge (THFFC) is to bring the innovation and creativity of early-stage entrepreneurs together with the company to address some of the most persistent challenges facing the fashion industry, including equitable and sustainable sourcing, healthcare for those who work in the industry, and inclusive design and marketing. Now in its third year, the THFFC worked with the Hoffmann Institute to design and implement this ground-breaking award programme and bring its associates and community into the process. Along with a pre-selection bootcamp, mentoring, and ongoing support, each year's winners are offered a place in ISEP.

World Business Council for Sustainable Development

The World Business Council for Sustainable Development (WBCSD) 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. In 2013, INSEAD and the 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 Hoffmann Institute and INSEAD Corporate Governance Centre collaborated with the WBCSD to jointly host the inaugural «Towards Sustainability: A New Curriculum for Boards» Conference in April 2019. This two-day event addressed sustainability from multi-level perspectives including both macro and micro approaches with a particular focus on boards' responsibilities and on validating what a curriculum for board members committed to such a responsibility might look like.

B Corp France and B Academy

«Business for Good» and the company's purpose are at the heart of B Corp's philosophy and questionnaire – one of B Corp's slogans is «for profit & for purpose». In concrete terms, the Business Impact Assessment includes questions related to the company's mission and the way in which the mission, once formulated, is concretely embodied in the day-to-day activities («the impact»). The B Corp Assessment is designed to assess a company's overall social and environmental impact.

The executive Director of the Hoffmann Institute serves as the Observer on the Board of B Corp France. Moreover, the Executive Director is actively engaged in the activities of B Academy, a community of companies and professors committed to advancing, disseminating and teaching the concept of mission-driven businesses and «business as a force for good».

GBSN - Global Business School Network

The Global Business School Network (GBSN) is a nonprofit organisation that partners with business schools, industry, foundations and aid agencies to improve access to quality, locally relevant management education for the developing world.

In April 2019, INSEAD led a GBSN Webinar on «Transforming Business Education to Deliver Responsible Leaders». Timothy Van Zandt, INSEAD Professor of Economics, and Katell Le Goulven, Hoffmann Institute Executive Director, spoke about new ways of doing business and how business schools can forge future leaders. Timothy Van Zandt also spoke at the 2019 GBSN Annual Conference «Measuring the Impact of Business Schools» held in Lisbon where he spoke about incorporating societal impact in the MBA curriculum at INSEAD

Network for Business Sustainability

INSEAD has been a longstanding member of the Network for Business Sustainability dedicated to making business more sustainable. The network shares evidence-based guidance for forward-thinking business leaders. More than 33,000 business leaders, researchers and students from around the world contribute to and follow our work. The Network facilitates a community of 170+ sustainability research centres in business schools around the world.

Globally Responsible Leadership Initiative

The Globally Responsible Leadership Initiative exists to catalyse the development of globally responsible leadership and practice in organisations and societies worldwide. It was co-founded by EFMD and UN Global Compact and in Strategic Partnership with EFMD and AACSB International.

The Alliance for Research on Corporate Sustainability

The Alliance for Research on Corporate Sustainability (ARCS) is a partnership among academic institutions created to provide data and networking opportunities to facilitate research on corporate sustainability. As environmental issues have grown in complexity and scope, there is growing recognition that to gain ground on our most pressing environmental issues will require the proactive engagement and leadership of the business sector. ARCS helps develop greater understanding of the opportunities and limits of policies and strategies to create sustainable businesses by facilitating rigorous academic research.

AVPN - Asian Venture Philanthropy Network

Based in Singapore, AVPN is a leading ecosystem builder that is increasing the flow of capital into the social sector and ensuring that resources are effectively deployed.

GRI 102-12 | GRI 102-13 | GRI 102-43 | GRI 102-44 | GRI 103-1

Walk The Talk



INSEAD recognises the powerful ripple effect that sustainable operations and personnel practices have for our stakeholders and suppliers. During the reporting period, the school increased operational sustainability by implementing systems to reduce energy use, raw material use and waste, all of which contribute to carbon emission reductions.

The school truly walks the talk on sustainability. In addition to connecting the actions outlined in this report with relevant GRI Standards, INSEAD strives for transparency in our sustainability efforts by participating in the EcoVadis sustainability assessment.

The INSEAD Supplier code of conduct further outlines our commitment to the UN SDGs. This includes steps towards more responsible procurement and the ethics that drive us to ensure a safe and healthy work environment for all faculty and staff.

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 responsible management of our common natural resources align with the vision of responsible business leaders who deliver value to companies and communities. INSEAD strives to lead by example across all our campuses.

INSEAD divides sustainability actions into two main categories – operations and people. Operations refers to how we conduct business, while people-centric action reflects how we develop our workforce. We collaborate to increase school-wide sustainability and recognise INSEAD community leadership in this area.

GRI 102-2 | GRI 102-7 | GRI 102-21 | GRI 102-44 | GRI 103-1 | GRI 103-2

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 involved. Our secondary stakeholders include executive education clients, suppliers, partners we work with and the communities where we live and work. We also consider our global alumni community and the global business community as important stakeholders. When considering actions with worldwide impact, such as carbon emissions, we consider all people to have a stake in our activities.

GRI 102-6 | GRI 102-21 | GRI 102-42 | GRI 102-43

Impact

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

As one of the world's leading and largest graduate business schools, INSEAD offers participants a truly global educational experience with locations in Europe (France), Asia (Singapore), the Middle East (Abu Dhabi) and North America (San Francisco). We therefore distinguish the sustainability reporting of our operations in this chapter at a global level with common goals set for all our locations, as well as campus specific goals. Please note that given the recent inauguration of our North America facility, operational goals will only be set once baselines are established after a full year in service.

GRI 102- 2 | GRI 102- 3 | GRI 102-4 | GRI 102-6 | GRI 102-7 | GRI 103-1

Global goals for 2021-2023

Energy

Energy savings through investments in latest technologies linked to building management systems and real time monitoring devices with goal to achieve 5% energy savings by 2023.

Increase investment in renewable energy.

Buildings

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

Waste Management

Achieve 50% food waste reduction

Achieve zero plastic usage on Europe and Middle East Campus

Achieve 10 % increase of the waste diverted from landfill

Transportation

Install at least four new electrical car recharge stations per campus

Improve indoor air quality

Achieve 100% eco-friendly cleaning materials on each campus

Sustainable Procurement

Roll out INSEAD's global procurement policy and strategy to include sustainability criteria.

Carbon Footprint

A comprehensive audit of INSEAD's GHG emissions has been completed, and a Steering Committee has been assembled with the goal to make a commitment to bring GHG emissions down on Scopes 1,2 and 3 in the coming academic years. The school will be reporting details and progress in the next report.

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.

Information Technology

Perform a carbon footprint for IT, including work with Procurement to embed Green IT standards in the selection of vendors and relevant hardware.

Continued efforts

Improve workplace safety

Improve indoor air quality

Tag SDGs in campus activities and operations where relevant

Milestones and Goals per campus

Europe Campus

Milestones 2018-2020

- Improvements to HVAC regulation system
- Installation of 65 electricity meter devices to monitor consumption in real time
- LED bulb replacement in amphis, offices, meeting rooms, public spaces and parking
- Installation of motion sensor in Plessis restrooms
- Rolled out waste collection and waste sorting initiatives on campus
- Installed rainwater drainage recovery system at Hotel Ermitage
- Creation of additional underground parking spaces equipped with recharging stations
- Installation of cold water and gas metering devices
in progress
- Optimisation of the garden and grounds watering system
in progress
- Installation of Plessis rainwater storage tank

Goals for 2021-2023

- Replace heating, ventilation and air conditioning (HVAC) units in West Wing, Main Building and EuroAsia Centre, including installation of a high-efficiency energy conversion system to further reduce our carbon footprint.
- Install 20 cold water meters, five garden watering system meters, three gas meters and 24 calorie meters to allow live tracking of consumption and detect variability
- Pursue LED lighting replacement in amphis, offices, public areas and underground parking
- Install eight new electric car recharging stations at multiple car park locations
- Work on a new Europe Campus renovation programme as part of INSEAD Real Estate Strategy, including technical audits for potential energy cuts to comply with the Décret tertiaire 2030 mandated 40% energy consumption reduction by 2030
- Initiatives to improve the sorting and recycling of waste

Milestones 2018-2020

- Removal of all plastic laundry bags in Residences rooms and of all plastic wrapping of clean laundry
- 100% paperless invoicing at the Residences, bars, and restaurant
- Removal of dustbins at desks, centralised bins with segregation of waste/recycling
- Creation of a specific “quiet” area with a mindfulness room
- Installation of electricity meters to better monitor energy use around campus

Goals for 2021-2023

- Obtain Green Mark Platinum Certification for our facilities in Singapore.
- Increase solar energy production to 10% of total energy usage
- Purchase renewable energy certificates (REC) to cover 100% of our external energy consumption
- Start growing food such as fruits and vegetables on campus for use in the restaurant, and reduce by 5% the amount of animal based products consumed on campus
- Decrease number of buffets and increase plated meals for Executive dining to reduce food waste
- Launch awareness campaign with a sustainability page and dashboard on the One INSEAD intranet to show progress of sustainability KPIs

Milestones 2018-2020

- Ensured that 80% of the ongoing consumable purchases meet sustainability criteria, including GRI Standards and EcoVadis principles
- Ensured that 90% of the durable goods and electric-powered equipment purchases meet the sustainability criteria.
- Banned the usage of chemical-based air fresheners.
- Applied new integrated pest management policy and reduced pesticide use
- 40% water use reduction
- Zero single-use plastic since June 2018
- Zero food waste to landfill (100% food waste recycling)
- 14% increase of waste recycling, including paper, plastics and other waste
- LEED platinum certification from U.S Green Building Council as the first university in the Middle East to achieve platinum rating for operations and maintenance

Goals for 2021-2023

- 22% reduction of Energy consumption
- 12% improvement of indoor air quality
- Pursue pest management policy to achieve 90% reduction in Hazard Tier 1 and Hazard Tier 2 pesticide

Operations – Energy, Infrastructure and Campus Services

INSEAD integrates sustainability into school-wide goals and aspirations. We aim to minimise the environmental impact of our campuses and operations in 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 building maintenance and renovation, 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 operations teams also regularly provide opportunities for staff to become actors in driving sustainability on campus through various school-wide communications with calls for action such as celebrating Earth Hour, Earth Day, One Cup All Day campaign & the elimination of automatic distribution of cups; organizing Planter Workshops & how to make hanging planters from recycled bottles, and Eating green, a campaign launched to reduce animal products by replacing them with plant-based products.

Through our operations, INSEAD implements systems, processes and practices with a variety of sustainability co-benefits. On-campus sustainability action looks to reduce carbon footprint and increase renewable energy use, reduce energy use and optimise energy efficiency, examine resources consumed and optimise raw material use, recycle waste products, conserve water, replace toxic products with non-toxic ones and more.

Our three campuses are in different stages of maturity as educational facilities and operate in different legal contexts. Currently, each campus has an approach to manage sustainability initiatives and carbon footprint measurements.

GRI 102-15 | GRI 102-46 | GRI 102-48 | GRI 103-1 | GRI 103-2 | GRI 304-1

Carbon Footprint

During the reporting period, all three campuses carried out carbon footprint assessments.

- Europe Campus – Two carbon footprint analyses covering calendar years 2018 and 2019, with the 2020 carbon footprint analysis still pending at time of publication
- Asia Campus – Two carbon footprint analysis covering academic year 2018/2019 and academic year 2019/2020
- Middle East Campus – Two carbon footprint analysis covering academic year 2018/2019 and academic year 2019/2020

Generally, assessments are delivered with at least a one-year delay when complete data becomes available for an assessment. The footprint assessment relies on the collection of activity data that are then multiplied by the corresponding factor to obtain the CO₂ equivalent emission of the activity and its breakdown per greenhouse gas (CO₂, CH₄, N₂O, HFC, PFC, SF₆). For example, if INSEAD uses 100 000 kWh of electricity, and the emission factor is 23g of CO₂ per kWh, then the corresponding emission is 2,300 kg of CO₂.

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 for companies with more than 500 employees.

The following table shows carbon emissions for the Europe Campus in calendar year 2018 and 2019 in four distinctive categories and shows a slight decrease in overall CO₂ emissions.

The main emission contributors in the two periods remain the same – staff air travel, accounting for 29% and 34% of total CO₂ emissions, in each period respectively; MBA student air travel, totalling 13% in both periods; and natural gas consumption, with 17% and 15% in each period respectively.

France Campus-Fontainebleau					
Category	Sub-category	Emission (kg CO2)		%	
		2018	2019	2018	2019
Building	Electricity	549 669	604 259	6%	7%
	Natural Gas	1 462 334	1 331 355	17%	15%
	Building Construction Amortization	601 172	601 172	7%	7%
	HVAC Leakage (R134a)	-	-	0%	0%
Transportation	Staff Air Travel	2 546 205	3 002 517	29%	34%
	Staff Rail Travel	389	981	0%	0%
	Staff Car Travel	339 200	339 200	4%	4%
	daily shuttle bus + Friday afternoon bus	6 738	6 738	0%	0%
	MBA Students Air Travel	1 167 136	1 167 136	13%	13%
	MBA Students Car Travel	447 490	447 490	5%	5%
BP & Supplies	Paper	21 448	21 494	0%	0%
	IT (computers, monitors, printers)	353 090	395 771	4%	5%
	Food/catering	878 325	462 613	10%	5%
	Cleaning activity	165 852	142 880	2%	2%
	Security activity	143 990	158 711	2%	2%
	Maintenance activity	73 270	62 815	1%	1%
Waste	Disposed and recycled waste	51 742	46 835	1%	1%
Total		8 808 050	8 791 967	100%	100%

On our Asia Campus, we conducted a carbon footprint assessment of our operations for the periods September 2018 to August 2019, and September 2019 to August 2020. There is no law requiring this assessment in Singapore. The project followed the methodology that guides emission factors published by ADEME. To facilitate data collection, the carbon footprint assessments that follow cover academic years, not calendar years. The table reports our emissions in three main categories and shows a more significant decrease in CO2 emissions by over 400.000 kg CO2.

The main emission contributors in the two periods are related to our electricity consumption including all our IT assets, accounting for 66% and 64% of CO2 emissions in each period respectively; and electricity consumption powering HVAC systems, responsible for 18% and 19% of total CO2 emissions in each period respectively.

Asia Campus-Singapore					
Category	Sub-category	Emission (kg CO2)		%	
		AY18/19	AY19/20	AY18/19	AY19/20
Building	Electricity-HVAC	564 690,75	493 006,20	18%	19%
	Electricity-other*	2 031 349,83	1 707 914,34	66%	64%
	Gas	21 132,34	15 356,05	1%	1%
	Amortisation	438 343,00	438 343,00	14%	16%
	Electricity generation	(53 436,40)	(51 767,11)	-2%	-2%
	Water	13 753,81	12 278,39	0%	0%
Business	Food/catering	36 269,63	36 210,75	1%	1%
	Cleaning activity	6 795,19	4 448,84	0%	0%
Waste	Disposed and recycled waste	4 077,80	2 341,85	0%	0%
Total		3 062 975,95	2 658 132,30	100%	100%

On our Middle East Campus, we conducted a carbon footprint assessment of operations for the periods September 2018 to August 2019, and September 2019 to August 2020. The Middle East Campus was formally established in 2015 and moved into its present location in 2017.

Following the same trends as our Asia Campus, the main emission contributors in the two periods for our Middle East Campus are related to our electricity consumption including all our IT assets, accounting for 52% and 55% of total CO2 emissions in each period respectively; and electricity consumption powering HVAC systems, contributing 43% and 40% of total CO2 emissions in each period respectively. Comparing data under normal operating conditions, our Middle East campus achieved a 22% reduction of total carbon emissions during the 2018-2019 academic year compared to the previous previous year.

Middle East Campus-Abu Dhabi					
Category	Sub-category	Emission (kg CO2e)		%	
		AY18/19	AY19/20	AY18/19	AY19/20
Building	Electricity-HVAC	118,893.57	75,885.79	43%	40%
	Electricity-other*	144,145.30	104,794.66	52%	55%
	Water	1,758.73	1,198.89	1%	1%
Business	Food/catering	7,657.33	5,485.02	3%	3%
	Cleaning activity	1,926.00	1,430.00	1%	1%
Waste	Disposed and recycled waste	1,880.00	810.00	1%	0%
Total		276,260.93	189,604.36	100%	100%

Thanks to the data collected, we are able to report on our energy intensity per Kwh/sqm per campus for the reporting period.

Campus	Energy Intensity Kwh/sqm	
	AY18/19	AY19/20
Europe	288	300
Asia	210	178
Middle East	84	58

While this indicator has dropped for our Asia Campus and Middle East Campus, it has increased on our Europe Campus. This is due to colder winters and hotter summers during the reporting period, which required powering up facilities which are not regularly used.

GRI 102-10 | GRI 103-1 | GRI 103-2 | GRI 103-3 | GRI 302-1 | GRI 302-3 | 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 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 hot water and heat for energy efficient collective housing.

Selective sorting bins are available in all public areas as well as in all office areas.

Since 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. INSEAD recycles all organic waste at the self-service restaurant.

During the reporting period, a little over 100 Tonnes of organic waste was collected which helped produce over 40 Tonnes of compost.

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.

During the reporting period, over 71 Tonnes of waste was recycled, representing 16% of total waste disposed.

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.

Thanks to the data collected, we are able to report on our waste generated intensity Kg/sqm and per campus for the reporting period and note a significant drop in this indicator on all three campuses.

Campus	Waste Generated Intensity Kg/sqm	
	AY18/19	AY19/20
FBL	1.06	0.50
SGP	6.38	3.67
AD	1.32	0.48

GRI 103-1 | GRI 103-2 | GRI 103-3 | GRI 301-1 | GRI 301-2 | GRI 302-1 | GRI 306-2

Lighting

Since the last reporting cycle, we have also continued re-lamping with LED lights and energy-efficient lighting. Switching to energy efficient LED lighting contributes to cost savings on utilities, reduces light bulb replacement requirements and lowers overall carbon emissions.

Ventilation and cooling systems

Ventilation and cooling are the largest consumers of electricity. To reduce energy consumption, and as listed as one of our goals, we continually adjust air conditioning and lighting cycles in areas with little or no occupancy. We also adjust use for peak and off-peak periods.

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 people in our buildings.

GRI 103-1 | GRI 103-2 | GRI 103-3 | GRI 302-1

Sustainable Procurement

Since 2019, the school has leveraged Procurement to improve sustainability in its supply chains. INSEAD's expectations when working with third parties have now been gathered into the INSEAD Supplier Code of Conduct. This code covers Business ethics, compliance and INSEAD's commitments to the UN Sustainable Development Goals, protecting people and the environment. Since September 2020, with the roll out of the new Procurement Policy, INSEAD's engagement is clearly established upfront during new competitive processes above a reasonable threshold.

With clear expectations and requirements that take into consideration the economic, social and environmental impact of our purchases, INSEAD will be in a better position to continuously improve our sustainability and the sustainability of our supply chain. This is a new journey that we are proud to drive collaboratively as an enabling force for good.

GRI 102-9 | GRI 102-10 | GRI 102-15 | GRI 103-1 | GRI 103-2 | GRI 103-3

Information Technology

The Covid-19 pandemic has shown IT to be fundamental for modern education. Technology has enabled a shift of operations, teaching and research online and acts as a catalyst for working differently in the future. Flexible operations and new technology by INSEAD IT have delivered more sustainable practices.

Harnessing the capabilities of our Learning Management System, Canvas, and Zoom platforms, IT supported more than 1,500 degree programme students as they transitioned seamlessly to digital learning. By the end of the academic year 2019/2020 most teaching spaces on INSEAD campuses were upgraded to “dual mode” for simultaneous delivery of in-person and remote learning.

Rapid deployment of virtual learning technologies, in conjunction with faculty, such as INSEAD GO-Live (4 virtual classrooms) and Live On-Line Rooms (5 virtual classrooms) have enabled INSEAD new channels of virtual delivery, underpinning new offerings for the Executive Education market that open opportunities to INSEAD clients and reduce global travel impact.

IT supported a pivot of the on-campus community to work remotely through the deployment of portable computing, VPN and collaboration tools such as Microsoft Teams and Zoom. A survey carried out in June 2020 showed that 86% of our staff across the world believed that they were able to work as effectively from home as on-campus.

IT infrastructure investments into virtualizing on-premises data-centres, managed Internet provision and reinforcing network and WiFi has paid off. When combined with cloud-based ecosystems such as Zoom, Canvas, Salesforce and TimeEdit, we can provide reliable global services. Our flexible infrastructure adapts to the current teaching and operational challenges. The move to remote working has also opened opportunities to accelerate more efficient, sustainable ways of working.

The increased use of cloud-based solutions has helped INSEAD navigate the return to campus of some students. As we prepared to reopen our campuses in September 2020, the Resource Scheduling and Timetabling (RST) platform enabled real-time space utilisation of information for better coordination of resources and rooms booking across our campuses. The RST platform enables agile reallocation of space for students to study, collaborate and conduct job interviews while adhering to social distancing measures.

QR-code driven room status and reservation, delivered in December 2020, is building on RST capability to eradicate paper-driven reservation processes towards real-time mobile and digital signage. IT will seek further investment and trial of teaching space technology that enables monitoring and management of shared and teaching spaces based upon activity, occupancy and other data provided by sensors linked to our teaching and scheduling platforms.

During 2020, on-campus printing volumes fell dramatically from 6 million printed sheets in academic year 2018/2019 to less than 2.7 million in academic year 2019/2020. IT is working to make this shift away from physical printing permanent by further enabling e-signature solutions, digitalizing innovative learning content and investing in digital reporting and research.

Looking forward, over the next two years, the IT Department is committed to improving INSEAD sustainability through:

- Determining a carbon footprint baseline for IT for the first time.
- Measuring electricity consumption at source for key infrastructure and measuring the real impact of further optimisation.
- Optimising on campus data-centre consumption through further shift to Cloud enabled services and energy efficient equipment.
- Working in tandem with Procurement to embed Green IT standards in the selection of vendors and relevant hardware.
- Remotely managing a larger share of IT devices ensuring that power settings and updates are applied to reduce overall consumption as more IT is built into the fabric of our teaching and operations.
- Reinforcing sustainable end-of-life practices, including recycling and repurposing end-of-life equipment.

GRI 103-1 | GRI 103-2 | GRI 103-3 | GRI 301-1 | GRI 302-1

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 Social et Economique (CSE) is mandatory. French law requires an institution to establish the CSE as soon as there is a minimum of 50 employees. The employer must hold elections every four years.

The INSEAD CSE is responsible for the economic, health and safety, cultural and social functions within the school. On our Europe Campus, the council oversees 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 consulted on decisions related to the management, strategy, working conditions and economic and financial developments of the school. The Council investigates the organisation of work time, the introduction of new technologies, re-organisation, training plans, and gender equality. Staff representatives on the Europe Campus oversee the enforcement of labour law, social protection, health and safety.

GRI 102-8 | GRI 102-15 | GRI 102-16 | GRI 102-40 | GRI 102-42 | GRI 102-43 | GRI 102-44 | GRI 102-48 | GRI 103-1
GRI 103-2 | GRI 103-3 | GRI 403-2 | GRI 403-3 | GRI 403-5 | GRI 403-6 | GRI 403-7 | GRI 403-8 | GRI 403-4

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 CSE is actively involved in the improvement of staff working conditions, performing key functions:

Analyses occupational hazards (physical, social, psychological)

Checks compliance with rules including inspections and investigations

Takes preventive action and investigates the causes of accidents and occupational diseases.

In terms of social dialogue, 14 elected CSE employees represent staff on the 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, an occupational nurse and an occupational health physician work in collaboration with the CSE to preserve the physical and mental health of employees 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 employees 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 occupational nurse and occupational health physician are invited to participate in quarterly meetings with the CSE and school management.

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.

GRI 102-8 | GRI 102-15 | GRI 102-16 | GRI 102-41 | GRI 102-44 | GRI 102-48 | GRI 103
GRI 401-2 | GRI 403-1 | GRI 403-2

Wellbeing

INSEAD organises regular meditation workshops in collaboration with the schools' psychological services in France and Singapore. After an experiential introductory period, INSEAD now offers mindfulness sessions every week for faculty, staff, PhD candidates, MBA students and partners. These sessions have been offered virtually since the outbreak of the COVID-19 pandemic.

On both main campuses prior to COVID-19, a Wellness Week was organized. 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 take better care for their health, provides tips on nutrition and makes suggestions on how to incorporate physical activity into sedentary lifestyles. Examples included a conference on food and health, engaging with mindfulness experts and workshops on nutrition, ergonomics of workstations and more.

Given the sudden work from home from March 2020, INSEAD adapted the Wellness Week to offer online sessions instead. The Human Resources team and Psychological Services joined forces to organize Wellness sessions online to treat well-being in this particular context. Themes included ergonomics and how to work best from home; eye care with an optometrist, how to deal with anxiety and fear of COVID-19 etc.

Health and wellness in the workplace can improve employee health behaviours and lower health risks. A healthy and safe working environment ensures productivity and reduces staff absence. Policy that safeguards staff health and wellbeing attracts talented workers and elevates the school's reputation.

Following the Remote Working and Well-Being surveys in 2020, INSEAD pledges to continue to develop work around wellness to ensure that employee well-being is at the centre of their discussions.

GRI 102-8 | GRI 102-15 | GRI 102-16 | GRI 102-44 | GRI 102-48 | GRI 403-4 | GRI 403-6 | GRI 403-7

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, UAE or USA. 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 two tables provide an overview of the gender representation and number of nationalities our faculty and staff per campus for the reporting period.

2018-19 (as of 31-Aug-2019)									
Fontainebleau	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	421	138	559	25	73	98	446	211	657
International (other than French)	125	40	165	21	61	82	146	101	247
Number of Nationalities	37	19	44	15	24	28	39	30	48
Singapore	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	210	84	294	9	56	65	219	140	359
International (other than Singaporean)	75	54	129	7	49	56	82	103	185
Number of Nationalities	18	19	25	6	21	22	19	32	36
Abu Dhabi	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	21	14	35	-	3	3	21	17	38
International (other than Emirate)	21	14	35	-	3	3	21	17	38
Number of Nationalities	13	10	19	-	3	3	13	12	21

2019-20 (as of 31-Aug-2020)									
Fontainebleau	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	415	138	553	24	73	97	439	211	650
International (other than French)	127	42	169	20	61	81	147	103	250
Number of Nationalities	38	19	45	15	24	29	42	31	53
Singapore	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	217	83	300	13	57	70	230	140	370
International (other than Singaporean)	79	52	131	11	50	61	90	102	192
Number of Nationalities	20	20	29	8	21	24	23	33	40
Abu Dhabi	STAFF			FACULTY			CAMPUS		
	Female	Male	TOTAL Staff	Female	Male	TOTAL Faculty	TOTAL Female	TOTAL Male	TOTAL Campus
Total Employees	23	15	38	-	4	4	23	19	42
International (other than Emirate)	23	15	38	-	4	4	23	19	42
Number of Nationalities	15	10	20	-	3	3	15	12	22

For more than 12 years, INSEAD has maintained formal respect of diversity in disability with our employment and disability policy in France. As an organisation, we are responsive to the needs of disabled employees, which is recognised by staff 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 – 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, and maintain 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

Support disabled staff throughout their INSEAD professional life – Network with local or regional disability activists and develop partnerships in the search for trainees, alternates, direct hires, etc., and 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, encourage diversity and promote the plurality of recruitments in HR policy, and consider disability as a social issue that warrants national-level reflection and programs.

Talent Development and Training for Administrative Staff

INSEAD invests in talent development of administrative staff with an annual global learning and development plan. Each year, we discuss learning and development requests between staff and management as part of regular professional development discussions. All requests are then received across all campuses and facilities, and are then rolled out as a mix of tailored on-campus training sessions identified as subjects of institutional priority, individualised training sessions and INSEAD Executive Education Programmes.

GRI 102-8 | GRI 103-1 | GRI 103-2 | GRI 103-3 | GRI 404-2

Discrimination and Harassment

In line with the INSEAD mission and our position as the Business School for the World, we bring together people, cultures and ideas to develop responsible leaders who transform business and society. To formalise this mission in operations, INSEAD implemented its Global Anti-Harassment Policy in June 2018 to address discrimination, sexual harassment, and abusive and offensive behaviours. The policy covers all 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 this Anti-Harassment Policy is to create a work/study environment where staff, faculty, students, coaches, volunteers and contractors display consideration, kindness and responsibility when interacting with each other. Treating others with respect creates a positive and innovative learning, working and social environment. Engaging in or tolerating harassment compromises the integrity and reputation of the school and threatens the tradition of intellectual freedom and the trust among the community. As an academic institution, INSEAD is committed to the principles of free inquiry and free expression in accordance with accepted scholarly and professional standards and the laws of the country. Discussion and debate are fundamental to the learning journey. This policy is not intended to stifle teaching methods or freedom of expression generally, nor will it be permitted to do so. However, harassment is neither legally protected expression nor the proper exercise of academic freedom.

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, including but not limited to 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.

GRI 102-8 | GRI 102-15 | GRI 102-16 | GRI 103-1 | GRI 103-2 | GRI 103-3

Ethics

INSEAD has put in place the following 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 updated the previous Professional Ethics Charter. This policy ensures high standards of honesty, integrity, respect for others and professionalism 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. All research involving participants and/or human data (secondary or primary data in our labs, on-line, for example) is subject to ethical review. The INSEAD Institutional Review Board (IRB) validates all research projects involving human participants at INSEAD for all three campuses. The approval process applies to faculty and PhD students, visiting faculty and faculty from institutions with access to INSEAD.

GDPR

INSEAD cares about privacy of individuals whose personal data are being processed. The increased digitalisation of education and academic services requires all organisations to guarantee individuals' rights and enhance security measures. All INSEAD's departments are involved to ensure privacy of individuals is safeguarded. In 2020, INSEAD's Data Protection Officer has rolled out a training for all INSEAD's staff and faculty across all campuses and locations to raise awareness on in the importance of privacy and data management.

GRI 102-8 | GRI 102-15 | GRI 102-16 | GRI 103-1 | GRI 103-3 | GRI 412-3

GRI Content Index

The following GRI Content Index provides an overview of INSEAD's Sustainability Report 2018-2020 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.



GRI 102-55

STRATEGY AND ANALYSIS				
GRI Standard N°	Disclosure N°	Pages	Chapter	SDG Mapping
GRI 101 Foundation 2016	101 Foundation	P. 9, 12	Sustainability @ INSEAD, Hoffmann Global Institute for Business and Society	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. 5,	Foreword	N/A
GRI 102	102-2 Activities brands, products, and services	P. 8, 13, 14, 16, 24, 25, 28, 30, 33, 35, 46, 47	Executive Summary, Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-3 Location of headquarters	P. 47	Walk the Talk	N/A
GRI 102	102-4 Location of operations	P. 47	Walk the Talk	N/A
GRI 102	102-5 Ownership and legal form	P. 76	Funding and Governance	N/A
GRI 102	102-6 Markets served	P. 14, 16, 25, 27, 30, 34, 35, 46, 47	Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-7 Scale of the organization	P. 13, 14, 20, 21, 24, 25, 27, 28, 30, 32, 33, 35, 46	Knowledge, Learning, Engagement, Walk the Talk	N/A

GRI 102	102-8 Information on employees and other workers	P. 55, 56, 57, 58, 59	Walk the Talk	<p>SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p> <p>SDG Goal: 10. Reduce inequality within and among countries</p> <p>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</p>
GRI 102	102-9 Supply chain	P. 53	Walk the Talk	N/A
GRI 102	102-10 Significant changes to the organization size and its supply chain	P. 52, 53	Walk the Talk	N/A
GRI 102	102-11 Precautionary principle	P. 5, 9	Foreword, Sustainability at INSEAD	N/A
GRI 102	102-12 External initiatives	P. 37, 38, 39, 42, 45	Engagement, Walk the Talk	N/A
GRI 102	102-13 Membership of associations	P. 23, 39, 40, 41, 42, 45	Knowledge, Engagement, Walk the Talk	N/A
GRI 102	102-14 Statement from senior decision-maker	P. 5	Foreword	N/A
GRI 102	102-15 Key impacts, risks, and opportunities	P. 9, 14, 22, 25, 30, 35, 39, 40, 41, 42, 50, 53, 55, 56, 57, 58, 59	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	N/A

GRI 102	102-16 Values, principles, standards, and norms of behavior	P. 5, 9, 10, 12, 55, 56, 57, 58, 59	Foreword, Sustainability at INSEAD, Hoffmann Global Institute for Business and Society, 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: 16.3 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. 76	Funding and Governance	N/A
GRI 102	102-19 Delegating authority	P. 76	Funding and Governance	N/A
GRI 102	102-20 Executive-level responsibility for economic, environmental, and social topics	P. 5, 9, 12, 30	Foreword, Sustainability at INSEAD, Hoffmann Global Institute for Business and Society, Learning	N/A
GRI 102	102-21 Consulting stakeholders on economic, environmental, and social topics	P. 9, 13, 14, 24, 25, 33, 34, 41, 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 body and its committees	P. 76	Funding and governance	SDG Goal: 5 Achieve gender equality and empower all women and girls SDG Target: 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life 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. 76	Funding and Governance	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. 9, 14, 16, 25, 30, 34, 37, 55	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-41 Collective bargaining agreements	P. 55	Walk the Talk	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. 9, 14, 25, 34, 42, 46, 55	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-43 Approach to stakeholder engagement	P. 9, 14, 25, 34, 45, 46, 55	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk	N/A
GRI 102	102-44 Key topics and concerns raised	P. 5, 8, 9, 12, 13, 24, 33, 42, 45, 46, 55, 56, 57	Foreword, Executive Summary, Sustainability at INSEAD, Hoffmann Global Institute for Business and Society, Knowledge, Learning, Engagement, Walk the Talk	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. 76	Funding and governance	N/A
GRI 102	102-46 Defining report topic boundaries	P. 5, 8, 9, 50	Foreword, Executive Summary, Sustainability at INSEAD, Walk the Talk	N/A
GRI 102	102-47 List material topics	P. 8, 9, 12, 14, 20, 25, 35	Executive Summary, Sustainability at INSEAD, Hoffmann Global Institute for Business and Society, Knowledge, Learning, Engagement	N/A
GRI 102	102-48 Restatements of information	P. 5, 8, 12, 50, 55, 56, 57	Foreword, Executive Summary, Hoffmann Global Institute for Business and Society, Walk the Talk	N/A
GRI 102	102-49 Changes in reporting	P. 10, 12	Sustainability at INSEAD	N/A
REPORT PROFILE				
GRI Standard N°	Disclosure N°	Pages	Chapter	SDG Mapping
GRI 102 General Disclosures 2016	102-50 Reporting period	P. 10, 12	Sustainability at INSEAD , Hoffmann Global Institute for Business and Society	N/A
GRI 102	102-51 Date of most recent report	P. 5, 9	Foreword, Sustainability at INSEAD	N/A
GRI 102	102-52 Reporting cycle	P. 1, 5, 10	Cover page, Foreword, Sustainability at INSEAD	N/A
GRI 102	102-53 Contact point for questions regarding the report	P. 2	Imprint	N/A
GRI 102	102-54 Claims of reporting in accordance with the GRI Standards	P. 10	Sustainability at INSEAD	N/A
GRI 102	102-55 GRI content index	P. 60	GRI content index	N/A

GOVERNANCE				
GRI Standard N°	Disclosure N°	Pages	Chapter	SDG Mapping
GRI 102 General Disclosures 2016	102-56 Report external assurance	No external assurance		No external assurance
MATERIAL TOPICS				
<i>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.</i>				
GRI 103 Management Approach 2016	103-1 Explanation of the material topic and its boundary	P. 13, 14, 16, 20, 21, 22, 23, 24, 25, 28, 30, 32, 33, 35, 37, 38, 39, 42, 45, 46, 47, 50, 52, 53, 54, 55, 57, 58, 59	Knowledge, Learning, Engagement, Walk the Talk	
GRI 103	103-2 The management approach and its component	P. 9, 13, 16, 20, 21, 24, 28, 30, 33, 46, 50, 52, 53, 54, 55, 57, 58	Sustainability at INSEAD, Knowledge, Learning, Engagement, Walk the Talk,	
GRI 103	103-3 Evaluation of the management approach	P. 52, 53, 54, 55, 58, 59	Walk the Talk	
GRI 201 Economic Performance 2016	201-4 Financial assistance received from government	P. 76	Funding and governance	N/A
GRI 301 Materials 2016	301-1 Materials used by weight or volume	P. 53, 54	Walk the Talk	SDG Goal: 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG Target: 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

				<p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>
GRI 301	301-2 Recycled input materials used	P. 53	Walk the Talk	<p>SDG Goal: 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>SDG Target: 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>
GRI 302 Energy 2016	302-1 Energy consumption within the organization	P. 52, 53, 54	Walk the Talk	<p>SDG Goal: 7 Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p>Target: 7.2 By 2030, increase substantially the share of renewable energy in the global energy mix</p> <p>Target: 7.3 By 2030, double the global rate of improvement in energy efficiency</p> <p>SDG Goal: 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>SDG Target: 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption</p>

				<p>and Production, with developed countries taking the lead</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p> <p>SDG Goal: 13 Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>
GRI 302	302-3 Energy intensity	P. 52	Walk the Talk	<p>SDG Goal: 7 Ensure access to affordable, reliable, sustainable and modern energy for all</p> <p>Target: 7.3 By 2030, double the global rate of improvement in energy efficiency</p> <p>SDG Goal: 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>SDG Target: 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>SDG Target: 12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p>

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. 50	Walk the Talk	SDG Goal: 6 Ensure availability and sustainable management of water and sanitation for all SDG Target: 6.6 Ensure availability and sustainable management of water and sanitation for all SDG Goal: 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development SDG Target: 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans 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 SDG Target: 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
GRI 305 Emissions 2016	305-1 Direct (Scope 1) GHG emissions	P. 52	Walk the Talk	SDG Goal: 3 Ensure healthy lives and promote well-being for all at all ages SDG Target: 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination SDG Goal: 12. Ensure sustainable consumption and production patterns

				<p>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</p> <p>SDG Goal: 13 Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>SDG Goal: 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG Target: 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels</p> <p>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</p> <p>SDG Target: 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</p>
GRI 305	305-2 Energy indirect (Scope 2) GHG emissions	P. 52	Walk the Talk	<p>SDG Goal: 3 Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG Target: 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p>

				<p>SDG Goal: 3 Ensure healthy lives and promote wellbeing for all at all ages</p> <p>SDG Target: 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>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</p> <p>SDG Goal: 13 Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>SDG Goal: 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG Target: 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels</p> <p>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</p> <p>SDG Target: 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</p>
--	--	--	--	--

GRI 305	305-3 Other indirect (Scope 3) GHG emissions	P. 52	Walk the Talk	<p>SDG Goal: 3 Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG Target: 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>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</p> <p>SDG Goal: 13 Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>SDG Goal: 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG Target: 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels</p> <p>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</p> <p>SDG Target: 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</p>
---------	--	-------	---------------	--

GRI 305	305-5 Reduction of GHG emissions	P. 52	Walk the Talk	<p>SDG: 13 - Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>SDG Goal: 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>SDG Target: 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels</p> <p>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</p> <p>SDG Target: 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</p>
GRI 306: Waste 2020	306-2 Management of significant waste-related impacts	P. 53	Walk the Talk	<p>SDG Goal: 6 Ensure availability and sustainable management of water and sanitation for all</p> <p>SDG Target 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally</p> <p>SDG Goal: 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>SDG Target: 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth</p>

				<p>from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead Goal: 11 Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>SDG Target: 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management</p> <p>SDG Goal: 12. Ensure sustainable consumption and production patterns</p> <p>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</p> <p>SDG Target: 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p> <p>SDG: 13 - Take urgent action to combat climate change and its impacts</p> <p>SDG Target: 13.1 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>
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	<p>SDG:3 Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG Target: 3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births</p> <p>SDG:5 Achieve gender equality and empower all women and girls</p>

				<p>SDG Target: 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate</p> <p>SDG: 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p>
GRI 403 Occupational Health and Safety 2018	403-1 Occupational health and safety management system	P. 55	Walk the Talk	<p>SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p>
GRI 403	403-2 Hazard identification, risk assessment, and incident investigation	P. 55	Walk the Talk	<p>SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p>
GRI 403	403-3 Occupational health services	P. 55	Walk the Talk	<p>SDG Goal: 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p> <p>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</p>

GRI 403	403-4 Worker participation, consultation, and communication on occupational health and safety	P.55; 56	Walk the Talk	<p>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</p> <p>Goal 16: Peace, justice and strong institutions: 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</p>
GRI 403	403-5 Worker training on occupational health and safety	P. 55	Walk the Talk	<p>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</p>
GRI 403	403-6 Promotion of worker health	P.55; 56	Walk the Talk	<p>SDG Goal 3: Good health and well-being: Ensure healthy lives and promote well-being for all at all ages</p> <p>SDG target 3.3: By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases</p> <p>SDG target 3.5: Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</p> <p>SDG target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p> <p>SDG target 3.8: Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all</p>

GRI 403	403-7 Prevention and mitigation of occupational health and safety impacts directly linked by business relationships	P.55; 56	Walk the Talk	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 403	403-8 Workers covered by an occupational health and safety management system	P. 55	Walk the Talk	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	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 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 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	N/A

Funding and Governance

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 Reporting Steering Committee

1. Attila CSELOTEI, Chief Operating Officer
2. Axel TAGLIAVINI, Chief Communications Officer
3. Christine HIRZEL, Global Head External Relations
4. Craig SMITH, Academic Director of the CSR & Ethics Research Group, The INSEAD Chaired Professor of Ethics and Social Responsibility
5. Ilian MIHOV, Dean, The Rausing Chaired Professor of Economic and Business Transformation
6. Jasjit SINGH, Academic Director Social Impact Initiative, The Paul Dubrule Chaired Professor of Sustainable Development
7. Javier GIMENO, Dean of Faculty
8. Katell LE GOULVEN, Executive Director Hoffmann Global Institute for Business and Society
9. Lily FANG, Dean of Research
10. Luk N. VAN WASSENHOVE, Academic Director of the Humanitarian Research Group, The Henry Ford Chaired Professor of Manufacturing
11. Lukas THALHAMMER, Chief of Staff
12. 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
13. Nida JANUSKIS, Associate Dean Advancement
14. Peter ZEMSKY, Deputy Dean, The Eli Lilly Chaired Professor of Strategy and Innovation
15. Sameer HASIJA, Dean of Executive Education
16. Urs PEYER, Dean of Degree Programmes
17. Zoe KINIAS, Academic Director, INSEAD Gender Initiative

Contributors

1. Alison JAMES, Global Director Research Administration
2. Ana Cristina DE SA, Events Manager, Hoffmann Global Institute for Business and Society
3. Ann Marie JULATON-SCURR, Senior Manager, Recruitment & Admissions, PhD
4. Anne Gaelle GONET, Global Procurement Director
5. Ben KESSLER, Managing Editor
6. Cecile MACIULIS, Associate Director Research & Learning Hub
7. Chris HOWELLS, Director of Strategic Communications
8. Claire NABAIS, Director Talent Development and HR Communications??
9. Franklin LECOINTRE, Project Manager Infrastructure Change Manager
10. Generose NONATO, Assistant Housekeeping & Environmental Manager
11. Ilan GOREN, Media Relations Manager
12. Ivy TAN, Director, Operations & Campus Services, Asia
13. James MIDDLEITCH, Director Operations & Campus Services Singapore
14. Lisa TOULIS, Director INSEAD Residences
15. Manuel ABELLAN, Associate Director Campus Services Technical Services
16. Maria CAILLAUX, Student Life and Clubs Officer
17. Maria FEDOROVA, Partnership Manager, Hoffmann Global Institute for Business and Society
18. Mary BOLDRINI, Senior Research Librarian
19. Mathias OEHLER, Information Coordinator
20. Myriam DIAKHATE, Executive Assistant
21. Natalia ROSTOVA BOL, Assistant Director Data Analysis
22. Nurul RAHMAN, Operations Manager
23. Olivier POLLARD, Director Operations & Campus Services Fontainebleau
24. Peter HOLMES, Head of IT Governance Information Technology,
25. Ranu CAPRON, Director Development Writing and Project Liaison
26. Sophie HOOK, Marketing Manager
27. Sophie PERONNET, Manager Research Administration
28. Sven BIEL, Associate Director MBA Programme Operations
29. Tabitha DOMINEY, Institute Coordinator, Hoffmann Global Institute for Business and Society
30. Vimi EMRAZ, Assistant Director, Career Development Centre
31. Vinika RAO, Executive Director, Emerging Markets
32. Yazan DEEB, Senior Manager Operations and Projects Campus Services Abu Dhabi
33. Yazan Deeb, Senior Manager, Operations and Projects

And a big thank you to all the Faculty with whom we engaged and exchanged around the SDGs.

GRI 102-5 | GRI 102-8 | GRI 102-18 | GRI 102-19 | GRI 102-22 | GRI 102-23
GRI 102-45 | GRI 102-53 | GRI 201-04

INSEAD Europe Campus

Boulevard de Constance
77305 Fontainebleau Cedex, France
T +33 (0)1 60 72 40 00

INSEAD Asia Campus

1 Ayer Rajah Avenue
Singapore 138676
T +65 6799 5388

INSEAD Middle East Campus

Al Khatem Tower, ADGM Square
Al Maryah Island, P.O. Box 48049
Abu Dhabi, UAE
T +971 2 651 5200

INSEAD San Francisco Hub

224 Townsend Street, San Francisco,
CA, 94107 United States of America
T +1 888 546 7323

insead.edu