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## How is Education to Sustainability organized in European Business Schools? A multiple cases analysis in Belgium, France, and Germany.

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## List of abbreviations / Glossary

Abbreviations	Definitions
AACSB	Association to advance collegiate schools of business
AI	Artificial Intelligence
AIESEC	Association internationale des étudiants en sciences économiques et commerciales (= International Association of Business and Economics Students)
AMBA	Association of Master of Business Administration
AOL	Assurance of Learning
BMW	Bayerische Motoren Werke
BS	Business Schools
CEO	Chief Executive Officer
CISE	Centre d'Innovation Sociale et Ecologique (= Center for Social and Ecological Innovation)
CSR	Corporate Social Responsibility
CY	"See Why"
DD	Développement durable (= Sustainable Development)
EQUIS	European Quality Improvement System
ESG	Environmental, Social and Governance
ESSEC	École supérieure des sciences économiques et commerciales (= Graduate School of Economics and Business)
FIBAA	Foundation for International Business Administration Accreditation
GEM	Grenoble Ecole de Management (= Grenoble Management School)
HEC	Hautes Etudes Commerciales (= Higher Commercial Studies)
ICHEC	Institut catholique des hautes études commerciales (= Catholic Institute for Advanced Commercial Studies)
KPI	Key Performance Indicator
MBA	Master of Business Administration
MSc	Master of Science
OIC	Organisme d'intérêts collectifs (= Collective interest organization)
PRME	Principle for Responsible Management Education
RS	Responsabilité sociale (= Social Responsibility)
SD	Sustainable Development
SDG	Sustainable Development Goals
SIP	Sharing Information on Progress
SR	Sustainability Report

<b>SS</b>	Strong Sustainability
<b>SSR</b>	Sustainability and Social Responsibility Report
<b>TBL</b>	Triple Bottom Line
<b>TU</b>	Technical University
<b>TUM MGT</b>	Technical University Munich – School of Management
<b>UN</b>	United Nations
<b>WS</b>	Weak Sustainability

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# 1 Introduction

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Having been immersed in the realm of a business school for five years, I have gained insight into diverse facets of the daily lives of its multifarious community members, especially the students. The student journey is punctuated by academic coursework, instructional projects, and an array of events orchestrated by the school or initiated by the students themselves. My involvement in distinct organizations within HEC Liège has afforded me a holistic perspective on organizational endeavors and their potential repercussions on the environment, society, and beyond.

Throughout this educational trajectory spanning half a decade, I have had the privilege of engaging with individuals who have ignited my contemplation on the intricacies of sustainability. This exploration has transpired through coursework, informal dialogues in hallways, and other interactive platforms. Concurrently, I have encountered individuals whose perspectives do not accord significance to sustainability within their daily lives.

A business school, as a microcosm, comprises a diverse array of constituents—academicians, students, decision-makers, project leaders, and others—all harboring varying degrees of awareness regarding the ramifications of their actions on society at large. The thesis embarks upon a journey to discern the nuanced permutations that underpin sustainability education across disparate institutions. This endeavor is driven by the curiosity to explore divergent practices and subject them to critical scrutiny.

The introductory section serves as the prologue to this undertaking, delineating its contextual backdrop and purpose. The subsequent discourse outlines the overarching framework and study's purpose, followed by an exposition of the methodology that shapes this study.

## 1.1 Context

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This research is undertaken within a dynamic period characterized by the evolution of education for sustainable development, driven by contemporary socio-environmental challenges. Thus, it is crucial to establish the contextual framework in which this study is situated to facilitate a comprehensive comprehension of the comparisons and analysis presented within this work. This section describes the evolution of the concepts of “sustainable development” and “education for sustainable development” and their situation at the time of this work.

### 1.1.1 The Evolution of Sustainable Development

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The concept of sustainable development (SD) has experienced a continuous evolution since its first popular inception in 1987 by the World Commission on Environment. Initially defined as the *“development that meets the needs of the present without compromising the ability of future generations to meet their own needs”* (Brundtland, 1987), sustainable development has become a dynamic and evolving concept that addresses the complex interplay between environmental, social, and economic factors. A significant milestone in the evolution of sustainable development occurred in 2015 with the adoption of the 2030 Agenda by all member states of the United Nations. This global initiative aimed to establish a comprehensive framework for sustainable development, encompassing a total of 169 goals that are further organized into 17 main goals known as the Sustainable Development Goals (Grosbeck et al., 2019). These goals span a wide range of areas, including poverty eradication, environmental sustainability, education, gender equality, and responsible consumption and production. The SDGs have provided a transformative agenda for global development, signaling a shift towards a more participative and integrated approach to address the pressing challenges faced by humanity. They serve as a guide for governments, organizations, and individuals to align their efforts and contribute towards achieving sustainable development on a global scale. The SDGs have sparked renewed attention and commitment to sustainable development, fostering collaborations, partnerships, and collective action across various sectors and stakeholders (United Nations, n.d.). In parallel with the growing global emphasis on sustainable development, the significance of this concept

has also extended to the realm of education. Recognizing the pivotal role of education in fostering a sustainable future, initiatives have emerged to embed sustainable development principles within educational frameworks. One notable example is the establishment of the 6 Principles for responsible management education in 2007. These principles provide a comprehensive framework for integrating sustainability into business and management education, guiding institutions, mainly business schools, towards responsible and sustainable practices (UN PRME, 2023). Therefore, sustainable development has evolved from its initial definition to become a multifaceted and dynamic concept, which benefits from frameworks that enhance its credibility and visibility.

### 1.1.2 The Evolution of Education to Sustainability

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In 1992, the first set of objectives fixed by the United Nations was published. It was called "Agenda 21" and aimed first and foremost to recognize that sustainable development had to involve education. Since then, collaboration between intergovernmental and national institutions and educational establishments has begun (Grosbeck et al., 2019). The first significant entry of sustainability into the curricula of many schools took place during the period from 2005 to 2014, known as the « Decade of Education for Sustainable Development ». The aim of this period was to *“integrating the principles and practices of sustainable development into all aspects of education and learning, to encourage changes in knowledge, values, and attitudes with the vision of enabling a more sustainable and just society for all.”* (Buckler et al., 2014, p.9). Since then, the term "sustainability" has been gaining ground in society and in business schools. Sustainability education has continued to be mainstreamed in institutions that have not yet given it sufficient consideration while it has been increasingly developed in others. In 2023, over 800 institutions are members of the PRME community, in other words, ambassadors for sustainability education around the world (UN PRME, 2023).

### 1.1.3 Thesis Topic

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Sustainability is a term frequently heard in today's discourse, often associated with ecological concerns and environmental preservation. However, its scope is far broader, encompassing a delicate equilibrium among economics, society, and the environment. Amidst this conceptual complexity, a pressing question arises: how is sustainability translated into real-world applications?

Individuals, in their daily lives, hold the power to either support or disregard lifestyles aligned with environmental and societal harmony. Their choices range from living mindfully to actively engaging in initiatives that yield positive impacts. Every person is free to shape their personal trajectory and the way he interacts with his surroundings.

Beyond personal choices, certain individuals bear the weight of decision-making on behalf of larger entities. Politicians and leaders determine the trajectory of cities and nations in terms of sustainability, while company executives, spanning the spectrum from local businesses to multinational corporations, influence not only their own lives but also the actions of countless others. The profound influence that corporations wield over the planet and its inhabitants has reached a critical juncture. Gone are the days when socio-environmental concerns could be relegated to the background; a global shift in the organizational mindset has become imperative.

In this context of shifting paradigms, education emerges as a pivotal fulcrum, serving as the catalyst for transformative change within these corporations. Managerial roles are occupied by individuals from diverse educational backgrounds, and European business schools stand as the principal nurseries for cultivating these future leaders. Consequently, the role of business schools in nurturing sustainability education becomes paramount.

Business schools, with their multifaceted roles and activities, cannot confine their responsibility to merely imparting classroom knowledge. Rather, they must exemplify sustainable organizational practices to create a seamless transition for students from the educational context to the professional sphere. The constant evolution and adaptation inherent to business schools take on a new dimension

in the current landscape, where sustainability, whether embraced by necessity or choice, permeates corporate existence.

Amidst perpetual evolution and adaptation, business schools find themselves in a dynamic environment. With sustainability becoming increasingly intertwined with corporate existence, both through mandatory regulations and voluntary initiatives, the focus turns to how business schools orchestrate sustainability education for their students. Thus, this study is centered on the research question:

**« How is Education to Sustainability organized in European Business Schools? »**

## 1.2 Thesis' goals

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The aims of this work are multiple:

- Firstly, it is important to analyze the literature regarding education for sustainable development. This information will form the basis for our analysis, which revolves around education to sustainability in business school.
- Next, it is interesting to combine all the aspects of a business school with their concrete examples in terms of sustainability. Elements such as the programs, the school's values, the climate, research, etc., should be analyzed for each of the schools and the characteristics linked to sustainable development drawn from them.
- Finally, the schools are going to be compared, yielding a multitude of similarities or differences that will help us to understand the development of sustainability learning in these business schools.

This last objective is therefore an attempt to provide a concrete response to the research question, referencing the different practices used by business schools, by analyzing the different schools selected as pertinently as possible.

## 1.3 Thesis' structure and methodology

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In order to meet the objectives, this study is organized as follows:

The literature review section encompasses an extensive exploration of existing academic articles and works relevant to the research topic. A comprehensive collection of literature will be curated by conducting keyword searches on reputable platforms such as the University of Liège library, the Academy of Management<sup>1</sup>, and Google Scholar. These sources will contribute to building a solid theoretical foundation and understanding of the current practices surrounding sustainability education in business schools. The subsequent literature review is organized as follows:



*Figure 1: Literature review structure*

The methodology outlines the research framework employed to analyze the collected data. It will provide insights into the specific methodologies and approaches used in this study. Additionally, the section will describe the different schools, using information found on the schools' websites, activity reports, interviews, ...

Subsequently, the results section outlines the diverse data acquired through the analyses of the distinct schools. These data will primarily be presented in tabular format, facilitating a straightforward

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<sup>1</sup> <https://journals.aom.org>

examination of the key information pertaining to each school. These categories align with the pertinent aspects identified in the literature review.

Then, this information and data undergo comprehensive analysis and interpretation in conjunction with the insights gleaned from the literature review. A range of conclusions and reflections will be delineated, focusing on the realm of sustainability education.

Furthermore, a comprehensive discussion is formulated, elucidating potential pathways for schools in terms of structuring sustainability education. The discussion also expounds on prospects for future research endeavors and outline the boundaries of this study.

In conclusion, this study will offer valuable insights into sustainability education in business schools by following a systematic and structured approach. By conducting a thorough literature review, collecting empirical data, and employing rigorous analytical techniques, this research aims to provide a comprehensive understanding of the current landscape of sustainability education in the selected schools. The findings will contribute to the existing knowledge base and will potentially serve for future research in that field.

## 2 Literature review

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The literature review is structured into three sub-sections. The primary objective of the first sub-section is to gain a comprehensive understanding of the concept of sustainability. In the context of business schools, it is crucial to briefly elucidate the implications of sustainability in the realm of business operations. Moving on, the third section of the literature review outlines the actual framework employed in this study. This section centers around the concept of "Education to Sustainability," encompassing an in-depth explanation of its various components. Additionally, it delves into the elements that can significantly influence the process of learning about sustainability within educational settings.

### 2.1 The concept of Sustainability

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The introductory chapter examines the genesis of sustainability, its fundamental principles, and its current significance. Amid its broad acknowledgment, the concept is often misconstrued, wrongly associated with "ecology" or "environment" (Matten & Moon, 2004). The importance of clarification has thus become even more crucial. It is important to understand its historical roots and contemporary importance to facilitate a deeper comprehension of sustainability as an essential topic in the present era.

#### 2.1.1 Definition of sustainability

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Sustainability is a concept that incorporates several key elements, including the preservation and well-being of nature, the ongoing improvement of our quality of life, and the overall health and welfare of the planet. According to The World Commission on Environment and Development, "Sustainable Development" is a concept whose goal is *"to ensure our current needs without compromising the ability of future generations to meet their own needs"* (World Commission on Environment and Development, 1987, p.16). The goal of this concept is therefore to optimize the standard of living of the human species over the very long term. The concept of Sustainability is commonly recognized to include three distinct dimensions - the social, environmental, and economic aspects (Biely et al., n.d.).

A noteworthy comparison must be drawn between two concepts: sustainability and sustainable development. As elucidated by various scholars (Mebratu, 1998; Sartori et al., 2014), "sustainable development", as defined by Brundtland (1987), highlights a crucial aspect of growth that endures and contributes to the three dimensions of sustainability discussed in a later section of this research. Sustainability, as defined by Ayres (2008) and cited by Sartori et al. (2014), relates to how humans interact with the world around us. This refers to the responsibility of humans towards the world and future generations. Succinctly put, as summarized by Sartori et al. (2014), sustainability refers to being aware of environmental, social, and economic issues and the ability to acknowledge the challenges associated with them. On the other hand, SD pertains to human well-being.

After the issuance of the Brundtland Report in 1987 by the Brundtland Commission, notable strides in technological progressions and governmental determinations have been engaged with the aim of environmental preservation (Redclift, 2005). Since then, a gap has emerged between two distinct concepts of sustainability: weak sustainability (WS) and strong sustainability (SS) (Jamieson, 1998).

Within the framework of WS, terms "natural capital" and "social capital" are viewed as entities similar to other agents and are regulated and aligned to prioritize human well-being (Redclift, 2005). The focal tenet of this conceptual framework thus resides in the optimization of human well-being. In the study of ecological dynamics, certain elements may seem unnecessary because they could potentially become redundant for future generations or replaced by other options (Biely et al., n.d.). As Biely et al.'s scholarly work has explained, the WS doctrine allows for trade-offs to be negotiated between separate resource reservoirs. Within this paradigm, the overarching objective of WS lies in the attainment of equipoise among the economic, ecological, and societal dimensions of our society

(Jamieson, 1998). If WS is put into action, the investigation focuses on how useful a resource will be in the future. This is done by looking at how important it already is.

In the tenets of SS, the environment assumes a central position within the societal construct. Its overarching aim is to safeguard the well-being of our planet ahead of that of humanity. However, a notable challenge inherent in this model lies in the potential conflict between decisions essential for the prosperity of future generations and the optimal level of well-being achievable for the present generation (Jamieson, 1998). This predicament underscores the principle that economic capital should never take precedence over human capital or natural capital (Biely et al., n.d.).

These two interpretations of sustainability share some similarities. Both models acknowledge that making progress in environmental conservation often corresponds to a slowdown in economic development, which can impact overall human well-being (Redclift, 2005). The various authors mentioned earlier use the term "trade-off" to describe this relationship. However, the key distinction lies in how these trade-offs are approached. In the context of WS, it is believed that even a significant reduction in the availability of a limited resource, such as minerals or oil, can lead to improvements in current and future living standards. This perspective accepts the possibility of substantial reductions in these resources if they contribute to well-being. On the other hand, SS takes a more stringent stance. It argues that any irrational or non-rational use of limited resources is unacceptable, emphasizing the need to preserve these resources to ensure long-term sustainability (Jamieson, 1998). This discrepancy leads to differing viewpoints among scholars. Some consider WS irrelevant and advocate for avoiding it. They argue that WS fails to address the urgency of the environmental crisis and does not treat it as a pressing matter (Biely et al., n.d.).

### 2.1.2 The three pillars of Sustainability

Nowadays, sustainability is analyzed according to the three pillars that have been attributed to it: economy, ecology, and society (Biely et al., n.d.).

These three pillars can be seen as a combination, the result of which is sustainability, without any hierarchical order between them. This is like the analysis made of weak sustainability (Barbier, 1987). (See figure 1: Three pillars of sustainability)

They can also be classified, with ecology being the environment that allows society to run, and thus that makes the economy run. This type of ranking can be associated with strong sustainability, as it does not consider all three dimensions of Sustainability as equally valued (Purvis et al., 2018). (See figure 2: Environment as Sustainability's base)

Contemporary discourse on sustainability entails an examination through the prism of three cardinal facets: economy, ecology, and society (Biely et al., n.d.). These tripartite constituents amalgamate harmoniously, collectively engendering the concept of sustainability, all without any discernible hierarchical precedence among them. This semblance to the conceptual analysis underpinning WS is conspicuous, as observed in the scholarship of Barbier (1987). (Refer to Figure 1: "Three Pillars of Sustainability")



**Figure 2: Three Pillars of Sustainability** (Barbier, 1987)

Alternately, these three pillars can be categorized, with ecology serving as the foundational bedrock that facilitates the functioning of society, which, in turn, drives economic activities. This hierarchical stratification is resonant with the tenets of strong sustainability, diverging from the notion of equipollent valuation of all three dimensions of sustainability, as postulated by Purvis et al. (2018). (Refer to Figure 2: "Environment as the Basis of Sustainability")



*Figure 3: Environment as the Basis of Sustainability* (Purvis et al., 2018.)

This “three pillars of Sustainability” model is the result of literature and research and is often applied as the reference model in terms of sustainability. As this model is the most understandable and applicable in practice, it is normal that it is more widely adopted. However, it is not the only existing model. Indeed, other models prefer to emphasize the technical, cultural, and institutional side and consider these criteria as equally important pillars of sustainability (Purvis et al., 2018).

### 2.1.3 Participation

The attainment of sustainability necessitates a concerted effort among diverse stakeholders to ensure parity across its three foundational pillars. To achieve this, disparate political entities must forge convergent goals, thereby establishing a cohesive trajectory (O’riordan, 2004). This collaborative approach becomes imperative, as the unilateral pursuit of transformative environmental policies by a singular national government, for instance, carries inherent vulnerabilities coming from the potential exposure to economic losses that others might not have.

Conversely, in the absence of substantive deliberation by distinct nation-states regarding sustainability matters, endeavors towards advancement and enhancements remain elusive. This is where international entities assume a significant mantle. Illustratively, in 2015, the United Nations achieved consensus on the 17 Sustainable Development Goals (SDGs), which aim is to unite various countries' desires to make progress in sustainable areas. (Scoones, 2016). The enumerated 17 SDGs are as follows:



*Figure 4: 17 United Nations SDGs* (UN SDG’s, 2020)

The 17 SDGs outlined above provide the foundational framework for a multitude of organizations and projects dedicated to the realization of ambitious objectives by the year 2030. These collective endeavors collectively form the 2030 Agenda for Sustainable Development (United Nations, n.d.-b).

Furthermore, the actualization of SDGs hinges upon collective engagement. This engagement is manifest in two distinct forms: firstly, through grassroots initiatives where individuals assert their right to voice opinions on matters of personal concern; and secondly, through initiatives spearheaded by

state entities or local authorities aimed at cultivating citizen involvement by orchestrating events centered on the promotion or exchange of ideas related to sustainability (Mormont et al., 2006). When the state not only asks for citizen involvement but also helps them participate in discussions and decision-making, it assumes the label of empowerment (Nguyen et al., n.d.).

## 2.2 Sustainability in Business

This segment delves into the theoretical application of the concept of "sustainability" within the sphere of business. It offers a succinct overview of how sustainability is understood within the framework of traditional capitalist business models, while also delving into innovative approaches that transcend these established paradigms.

### 2.2.1 The CSR concept

When the concept of sustainability is introduced within the domain of business and management, it is commonly referred to as Corporate Social Responsibility (CSR). Since its inception in the 1950s, companies have progressively adjusted their strategies and orientations regarding CSR. This evolution was encapsulated by Patrick Murphy, who characterized the years spanning from 1953 to 1967 as the "awareness era" in a 1978 article for the University of Michigan Business Review. During this phase, companies began recognizing their societal significance and the potential impact they wielded over communities. Subsequently, the period from 1968 to 1973 marked the "issue era," during which companies directed their attention toward addressing various social and environmental predicaments such as racism and pollution. The subsequent epoch, from 1974 to 1978, witnessed the ascent of the "responsiveness era," when CSR started gaining traction as a concept deserving serious consideration within reputable organizations. Over time, the CSR paradigm has undergone evolution, with companies adapting to these shifts (Carroll, 2009).

CSR encapsulates a multitude of concepts, including corporate ethics and the triple bottom line (TBL). The TBL functions as a sustainability framework for evaluating an organization's competencies across environmental, social, and economic dimensions (Hanan Alhaddi, 2015). Given the ongoing evolution of CSR, it becomes difficult to maintain a fixed definition, and therefore requires regular updates. Nevertheless, at its core, this concept scrutinizes a company's commitment to addressing societal concerns across three key domains: social, environmental, and economic. Furthermore, it delves into how a company integrates these principles into its operational procedures and organizational culture (Hohnen et al., 2007). In contemporary times, CSR transcends its conventional role of responding solely to environmental and social issues, extending to encompass a company's and its personnel's capacity to internalize and embed these concerns into their day-to-day activities (Carroll, 2009).

### 2.2.2 Alternatives to capitalist system and businesses: social economy

The concept of the social economy arises as a response to certain inadequacies of the conventional capitalist market system, encompassing both profit-driven private enterprises and public authorities. These shortcomings, encompassing issues such as social inequalities and a disregard for environmental concerns, seem to necessitate an alternative framework to recalibrate the system (Mertens, 2010). The social economy emerges as a partial remedy to these deficiencies and is delineated by G. Smith in the following terms:

*"The social economy refers to a broad category of organizations: co-operatives, mutuals and voluntary organizations, associations and foundations that engage in economic activity (traded or non-traded) with a social remit. Given the range of organizations, the social economy cannot be defined in traditional legal terms. The term 'social economy' is French in origin, and it aims to distinguish this group of organizations from public authorities and private enterprises with an exclusively profit-making objective."* (Smith, 2005, p.276)

This definition highlights the emergence of a distinct "third sector," encompassing cooperative societies, associations, and voluntary endeavors (Defourny, 2017). S. Mertens (2010) expounds upon



this notion, establishing three criteria that characterize organizations within this third sector. Primarily, these entities are essentially enterprises. Furthermore, they maintain managerial autonomy, often fostering participatory dynamics within their operations. Lastly, these enterprises diverge from their capitalist counterparts by virtue of their mission, termed the social purpose. This purpose deviates from the profit-maximization goals of capitalist enterprises, focusing instead on the conscientious fulfillment of objectives predetermined by the organization (Mertens, 2010).

When an entrepreneur endeavors to establish a business model geared toward non-profitable outcomes (e.g., a venture dedicated solely to ocean cleanup), their financial support can take varied forms. They might establish their company with an explicit environmental objective, receiving endorsement from the state that acknowledges the company's planetary impact. Alternately, they could garner backing from organizations or individuals who share their vision and are willing to provide capital in acknowledgment and endorsement of the company's initiatives. In this context, the entrepreneur's goal transcends personal enrichment, prioritizing the pursuit of a cleaner planet (Mertens, 2010).

### 2.3 Education to Sustainability in Business Schools

CSR, extending beyond a mere series of actions undertaken by a company and its teams, assumes significance when ingrained as a valued ethos within the organization. Acknowledging the crucial triad of "people, planet, and profit" necessitates its incorporation as a universal value that permeates the entire fabric of the company, forming an integral facet of its ethical framework. Cultivating acceptance for these principles as ethical imperatives within the company entails a preparatory process involving team members and managers, equipping them with the mindset to embrace these values (Cornelius et al., 2007). The contemporary inclination of current generations toward concerns spanning the environment and societal crises has surged, prompting business schools to respond with curricula and programs designed to empower students to devise solutions to global challenges that extend beyond economic considerations (Maxfield, 2011).

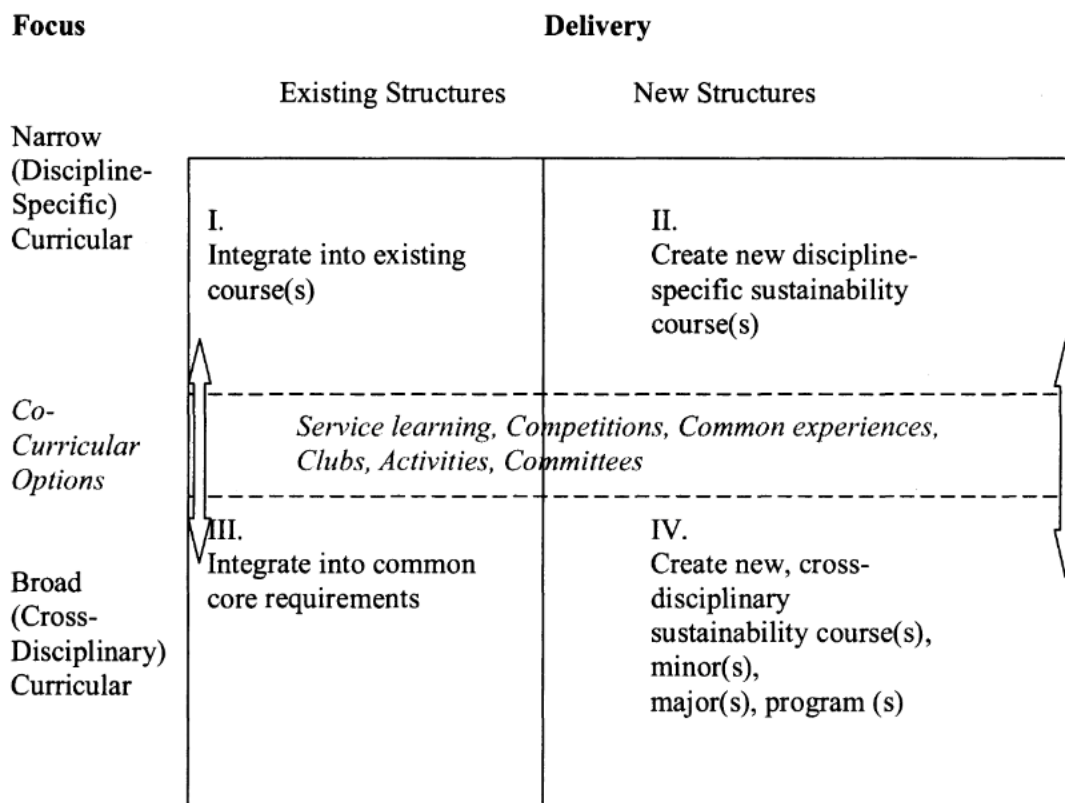
The subsequent sections explore diverse theories elucidating the organizational paradigms through which sustainability can be embedded within the pedagogy of business schools.

#### 2.3.1 Integrating Sustainability in the programs

When the endeavor pertains to infusing sustainability into educational curricula, several approaches are available, contingent upon the resources of the institution and the aspiration to steer the curriculum towards sustainability education (Rusinko, 2010). Sustainability education commonly aligns with a spectrum of skills and competencies that the educational institution aims to cultivate in its students. These competencies are outlined by Wiek et al. (2011) as:

- System thinking competence: The aptitude to comprehend the big picture, encompassing intricate interconnections within a given context.
- Anticipatory competence: Proficiency in projecting and executing suitable strategies for future scenarios while navigating uncertainties.
- Normative competence: Acquaintance with foundational sustainability concepts and adeptness in articulating and elucidating them.
- Strategic competence: Skill in amalgamating "sustainability competencies" with other managerial proficiencies to guide a project to a successful culmination.
- Interpersonal competence: Proficiency in fostering collaboration and assuming leadership roles when requisite.

Concerning the assimilation of sustainability within the curriculum of business schools, Cathy A. Rusinko developed and presented a theoretical integration matrix along with its pragmatic implementations in 2010. The matrix devised by Rusinko is delineated as follows:



**Figure 5: "Matrix to integrate Sustainability in Management and Business Education"** (Rusinko, 2010)

The proposed integration matrix facilitates the examination of four distinct quadrants concerning the incorporation of sustainability into business education programs (Rusinko, 2010).

The first quadrant (I) entails the infusion of sustainability concepts into preexisting courses, thus avoiding the creation of entirely new courses (Doh & Tashman, 2014). This quadrant is particularly advantageous for institutions aiming to introduce an initial exposure to sustainability within their curriculum, albeit constrained by resource limitations (Rusinko, 2010).

The second quadrant (II) involves the establishment of fresh courses exclusively dedicated to Sustainability. This novel discipline necessitates a certain investment from the educational institution to facilitate the creation of requisite resources. Through this approach, new courses can be instituted,

guiding students to contemplate SD as an essential side within the realm of management (Rusinko, 2010).

The third quadrant (III) entails an advancement from the first quadrant by integrating topics related to Sustainability into a comprehensive range of courses, including foundational management courses, without altering the existing course structure. Schools aspiring to operate within this quadrant must institute a comprehensive policy for embedding sustainability concepts, thereby garnering active involvement from various members of the academic community. This quadrant ensures that Sustainability is consistently contemplated by future graduates (Rusinko, 2010).

The fourth quadrant (IV) is dedicated to the creation of novel programs, minors, majors, or cross-disciplinary courses centered on Sustainability. According to Rusinko (2010), this quadrant represents the most effective avenue for cultivating sustainability learning within an educational institution. However, it is also the most intricate to implement and necessitates substantial resource allocation. This form of integration is particularly suited for institutions well-equipped with resources, intent on elevating sustainability to a paramount dimension of their management curriculum (Rusinko, 2010).

### 2.3.2 Courses/Programs and Sustainability

Sustainability can be effectively conveyed through dedicated courses, providing business students with an initial understanding of the values underpinning sustainability and their practical application in the daily roles of both emerging professionals and managerial personnel. These courses often bear titles such as "Business Ethics" and "Corporate Social Responsibility" and serve as pivotal platforms within business schools (Matten & Moon, 2004). The availability of these foundational sustainability-related courses provides students with an alternative perspective to the predominant "profit-centric" outlook, facilitating a broader perspective and aiding in clarifying their priorities (Maxfield, 2011).

To foster a deeper comprehension of these concepts, certain business schools offer comprehensive programs, typically at the bachelor's or master's level. These programs aim not only to raise awareness about social and environmental concerns but also to engrain sustainability as an indispensable value within students' future management roles. Matten and Moon's (2004) survey highlights that sustainability and ecology are two frequently associated terms with such programs. Consequently, business schools often link the term Corporate Social Responsibility (CSR) to ecology and the environment. Another commonly employed term is ethics, implying that sound business ethics encompass a commitment to the equilibrium of the three core values—people, planet, and profit (Matten & Moon, 2004).

Matten and Moon's research underscores the willingness of many business schools to provide an alternative or supplementary approach to the strategies. These alternative approaches might encompass workshops or supplementary activities, serving as an initial exposure to Sustainable Development (Matten & Moon, 2004).

### 2.3.3 Transmissive/Transformative/Authoritative/Participative Education

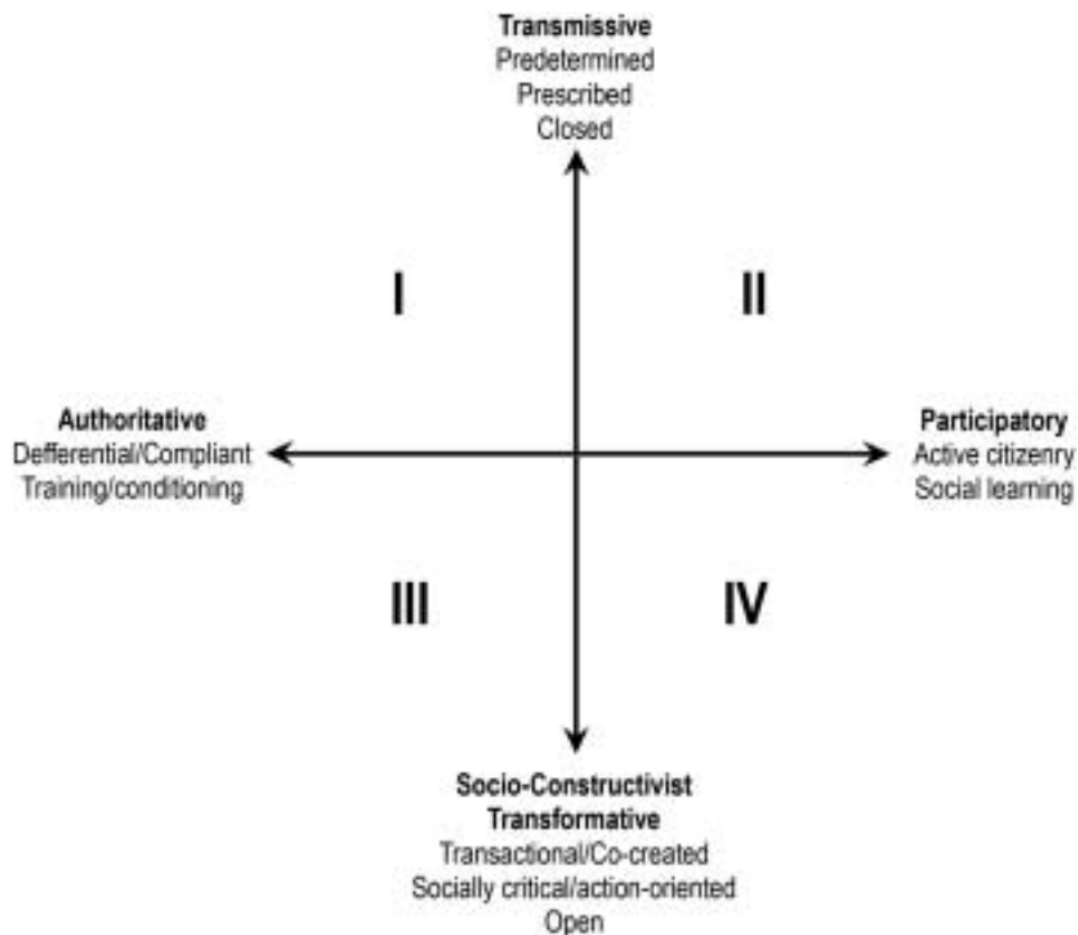
Acquiring the ability to address contemporary demands and devise solutions for socio-environmental challenges constitutes a skill set that students can cultivate throughout their academic journey. Schnitzler (2019) underscores that a mere dissemination of knowledge is insufficient for effective sustainability education. Instead, the discipline is better learned by adapting frameworks that consider the present context (Schnitzler, 2019).

In 2008, Jickling and Wals formulated a model for comprehending education to sustainability, juxtaposing transmissive with transformative education and authoritative with participatory education. The transmissive educational approach hinges on "pre-existing" knowledge and skills, with instruction primarily guided by the teacher and their methods. Within this framework, the student assumes the role of a traditional learner and listener (Svensson et al., 2017). In contrast, the transformative approach seeks to foster students' understanding of their personal aspirations and

their interconnectedness with the world around them (Schnitzler, 2019). This approach derives its foundation from current circumstances to help students construct their individual perspective of their environment (Svensson et al., 2017). The authoritative approach embodies a unidirectional structure, aiming to provide students with a structured learning framework and motivating them to excel (Schnitzler, 2019). This approach tailors support to the student with the objective of achieving specific outcomes (T Walker, 2009). The participatory learning style endeavors to stimulate students' active engagement in learning and critical thinking. Encouraging discussions and interactions between educators and students is customary to foster contemplation (Rahman, 2011).

The comparison presented by Jickling and Wals (2008) navigates the intersections among these diverse methods. According to the authors, four possible scenarios emerge:

1. The Transmissive – Authoritative mode, colloquially referred to as "Big Brother SD."
2. The Transmissive – Participatory mode, associated with "Limited Freedom."
3. The Transformative – Authoritative mode, also linked to "Limited Freedom."
4. The Transformative – Participatory mode, termed "Enabling Thought and Action: Beyond Sustainable Development" by Jickling and Wals (2008).



*Figure 6: Education's relation with "educated person" (Jickling & Wals, 2008)*

In the context of the first quadrant (I), numerous scholars concur that this method of teaching Sustainability appears outdated (Howlett et al., n.d.; Jickling & Wals, 2008). Indeed, effective Sustainability instruction demands a reflective approach tailored to the individual student. The student's inherent values and perspective play pivotal roles in the process of learning about

Sustainability (Saunders et al., 2022). Schnitzler (2019) characterizes quadrant 4 as an exploitable domain due to the presence of freedom for the student. Within this quadrant, the author emphasizes the importance of imbibing the concept of Sustainability as opposed to the mere transmission of sustainability-related knowledge. This distinction embodies the fundamental theoretical contrast between transmission and transformation, as previously explored in this section. Jickling & Wals (2008) introduce an additional layer to this approach. According to their perspective, ideas arising from this fourth quadrant foster novel creations and the formulation of innovative models. This quadrant indeed holds potential for exploitation, but careful consideration is requisite before adopting a "transformative-participatory" approach. Jickling & Wals posit that allowing students excessive autonomy might lead them beyond the intended bounds of Sustainability.

Quadrants II and III await analysis. According to Jickling & Wals, although these two quadrants are inherently opposing, they share certain common attributes, chiefly, the presence of educators and student initiative. The viewpoints of numerous authors (Anastasiadis et al., 2021; Howlett et al., 2016; Thomas, 2009; Yasin Ar et al., 2023) underscore that an effective approach to learning about Sustainability necessitates a student-centric method, coupled with an instructional framework aimed at nurturing critical thinking. This pedagogical structure provides a stable foundation and imparts knowledge pertinent to socio-environmental issues. The term "limited freedom," as coined by Jickling & Wals (2008), holds negative connotations, reflecting the reality that while students enjoy intellectual freedom, their actions remain guided by institutional parameters, which can vary from one educational institution to another. The recurrent emphasis placed by scholars on the importance of faculty engagement in imparting the values and knowledge associated with Sustainability implies the need to strike a balance between granting students a meaningful degree of autonomy and ensuring that their engagement occurs within a well-structured framework.

#### 2.3.4 Pedagogical tools

The courses and programs outlined in section 2.1.3.2 have long served as foundational tools dating back to the inception of sustainable development and critical thinking courses related to socio-environmental concerns. However, the tools and techniques employed for sustainability education demand perpetual scrutiny and adaptation, incorporating technological advancements to engage students in addressing challenging sustainability issues (Yasin Ar et al., 2023). Pedagogical tools play a crucial role in informing students, eliciting their responses, and equipping them to navigate ethical dilemmas and prepare for practical problem-solving situations they may encounter (Aragon-Correa et al., 2017).

Sustainability education can be approached through two distinct paradigms. Firstly, the "firm-centric" approach places the company at the core of strategies, implementing socio-environmental enhancements with economic objectives in mind (Kennedy et al., 2021). As previously mentioned, student engagement and reflection hold paramount significance within a sustainability learning framework. While receiving lectures and fundamental knowledge from professors is integral, supplementing this with real-world business cases centered on sustainability can stimulate constructive thinking, preparing students for their future professional endeavors (Aragon-Correa et al., 2017). Notably, sustainability business cases within a "firm-centric" approach differ from those within the framework of the second approach: the systemic approach.

The systemic approach encourages managers to contemplate the broader environment in which their respective organization operates. In adopting a systemic approach, students cultivate an understanding of the cascading impacts of their actions and those of their companies across the entire ecosystem. To progress towards a systemic approach, it is imperative to adopt a holistic perspective (Kennedy et al., 2021). Here, the student becomes an active participant in his own learning journey, harnessing his reflection on his surroundings to foster the development of sustainable development skills (Mahmoudi et al., 2012). Concretely, the aim is to prompt students to analyze a company's complete socio-environmental landscape, providing them with an academic but practical framework

for honing their analytical prowess (Kennedy et al., 2021). This holistic perspective is complemented by an analysis of interconnections and temporality. Guided by their instructors, students scrutinize the multifaceted relationships underpinning each organizational process. The systemic approach also encompasses students actively contributing to organizational transformation. By initiating projects or collaborating on initiatives that steer their educational institution toward a more sustainable paradigm, students gain hands-on experience in transformation management (Kennedy et al., 2021). In this systemic approach, nurturing student self-awareness is pivotal. Providing students with the tools to facilitate their thinking processes, rather than dictating information they need to know, often yields more substantial benefits in the context of Sustainability (Thomas, 2009). Long-term projects, such as sustainability-focused theses, facilitate students' reflection and personal awareness of these concerns (Kennedy et al., 2021).

Despite some reservations expressed by Kennedy et al. (2021) regarding business simulations with a sustainable orientation being overly focused on company needs, these simulations remain a potent strategy for several institutions to combine concrete management practices with solutions to socio-environmental challenges (Yasin Ar et al., 2023).

#### 2.3.5 Students Participation

Students hold a pivotal role in shaping their own education concerning sustainability. Some students may already possess awareness of sustainable issues before enrolling in business school, while others may not (Saunders et al., 2022). Irrespective of their initial standpoint, it falls upon business schools to equip students with the necessary tools to navigate the challenges that await them in the future. Student organizations often serve as a maiden venture into managing and acquainting oneself with the intricacies of a small business. These entities facilitate skill development and frequently serve as a stepping stone towards the students' personal growth (Borges et al., 2017). Moreover, student organizations have the potential to underscore their values and foster accountability within their institutions with regards to sustainability. Student-driven initiatives are typically well-received, fostering open-mindedness and cultivating accountability for both the students and the educational institutions regarding sustainability matters (Krasny & Delia, 2015). As such, a participatory approach finds resonance within the educational institutions themselves. By offering students hands-on learning opportunities, educational institutions facilitate the development of students' environmental awareness and their dedication to the wider community. This approach facilitates stronger bonds between students and the community, concurrently nurturing skills associated with sustainable development (Cetindamar & Hopkins, 2008).

#### 2.3.6 School Climate

Sustainability education extends beyond the confines of formal courses. An encompassing learning environment, comprising both formal and informal components, along with well-defined values and guidelines that grant students the freedom to act, emerges as a pivotal approach to cultivating a framework that fosters sustainability learning (Yasin Ar et al., 2023). To instill a profound recognition of the significance of acquiring sustainable development skills, educational institutions should exemplify the principles they advocate. This can be achieved through various initiatives such as conferences, communication campaigns encompassing diverse environmental themes, and other analogous projects (Gupta & Singhal, 2017). It is imperative for the educational institution to articulate a comprehensive sustainability vision that guides learning in the most effective manner. The active engagement of all members within the academic community is pivotal to steering a shared trajectory. By undertaking various projects, be they short-term or long-term, geared towards enhancing the sustainability of the campus, such as curtailing its carbon footprint or reducing waste, a collective awareness can be nurtured across the schools' communities (Alshuwaikhat & Abubakar, 2008).

The demand for sustainability education is on the rise among companies that recruit students from business schools. Given that companies are integral stakeholders within the educational ecosystem,

they bear the responsibility of explicitly articulating their requisites to the school. Additionally, companies should extend support and assistance as needed to facilitate the integration of sustainability education within the schools (Gupta & Singhal, 2017; Saunders et al., 2022).

Research plays a pivotal role in fostering the development of skills related to Sustainability. Researches feed the educational programs delivered to students and must remain aligned with contemporary trends and demands. Failure to synchronize research with the school's requirements may lead to stagnation and hinder its evolution (Gupta & Singhal, 2017).

The existence of sustainability reporting serves as a constructive indicator for the school community. Since these reports are publicly available, they provide members of the educational community with a glimpse into the advancements made in sustainability initiatives (Gupta & Singhal, 2017). Business schools also attach great importance to accreditation, which verifies their credibility through an external validation process. It verifies the genuineness of the school's endeavors and underscores the institution's ongoing commitment to enhancing its operations and offerings (Zammuto, 2008).

The values instilled in young professionals and aspiring leaders encompass attributes that pave the way for the creation of assets beyond financial realms. Consequently, a recent graduate from a business school, having pursued courses or an entire program centered around values such as environmental consciousness or a drive for a more equitable world, may harbor the aspiration to establish or participate in novel enterprises. These enterprises could cater to distinctive market needs, potentially addressing market failures that conventional profit-centric companies cannot fulfill (Maxfield, 2011). If this young leader successfully realizes their endeavor while adhering to the convictions nurtured through their education, they could possibly bridge this market void. This process can spark interest in the project among people beyond its direct beneficiaries, creating value through steadfast beliefs (Mirvis et al., 2010).

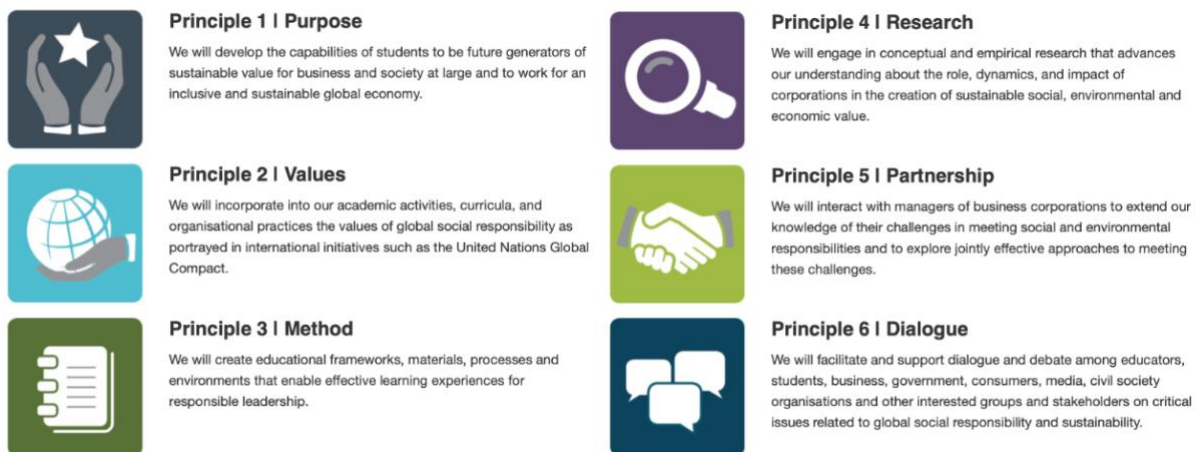
Below is a summary of the "7 points for optimal Sustainability education for students" according to Gupta & Singhal (2017):

Attention Point	Components
<b>Institutional framework</b>	Vision, SD Team, Values.
<b>Campus operations</b>	Energy and water consumption/management, diversity management, accessibility.
<b>Education</b>	Programs, trans-disciplinarity, educating educators programs.
<b>Research</b>	Research centers, holistic vision, recognition, publication, adaptability.
<b>Outreach &amp; collaboration</b>	Partnerships (universities, enterprises), SD events for the community.
<b>On-campus experiences</b>	Working groups, workshops, SD awareness raising events, staff engagement.
<b>Assessment &amp; reporting</b>	Communication, rankings, external recognition.

*Table 1 : Favorable school climate for Sustainability education according to Gupta & Singhal (2017)*

### 2.3.7 The PRME Framework

The Principles for Responsible Management Education (PRME) were conceived through a collaborative effort involving educational and business institutions, organizations addressing societal and environmental challenges, and notably, the United Nations. Formulated in 2007, these six principles are designed to exert a transformative influence on students, grounded in robust values that resonate throughout the daily lives of business school communities (Escudero et al., 2010). The PRME framework serves as a guiding structure for integrating Sustainability Education within business schools (Aaltonen & Siltaoja, 2022). Adherence to the PRME framework is voluntary, yet it encourages educational institutions to exert their utmost efforts for the benefit of their students, who represent the prospective leaders of tomorrow. The PRME cover all aspects of the school experience, which plays a vital role in a student's life and education. Its foundation is based on different components, including the 17 SDGs (United Nations Global Compact, 2023). The six PRME principles are as follows:



*Figure 7 : The 6 PRME* (UN PRME, 2023)

While the existence of a structured framework like PRME could potentially be associated with the risk of inhibiting critical thinking among certain students (Millar & Price, 2018), the six principles underlying the PRME framework demonstrate that no aspect of a student's education will be overlooked. Instead, PRME empowers schools to concentrate on students, equipping them with the essential tools for sustainability education and nurturing the personal attributes requisite for effective problem-solving (Saunders et al., 2022). A compilation of eight recommendations for educational institutions has been devised to facilitate the seamless incorporation of education to Sustainability. These eight recommendations encompass:

- “1. The commitment of top administrators to the implementation of PRME is a first, crucial aspect for success.*
- 2. Identify champions and leaders among faculty, high-ranking administrators, students, and/or outside stakeholders to help in the adoption and implementation of PRME.*
- 3. Collaborate with student group organizations such as AIM2Flourish, oikos, Net Impact, Enactus, Challenge: Future, AIESEC and other groups.*
- 4. Create a vision of what must be achieved in terms of the organization’s operations and services (curricula, research, and advocacy), and develop and implement a strategy to bring that vision to life.*
- 5. Form a multi-stakeholder, multi-disciplinary team including administrators, faculty, and students (organization’s operations, curricula, research, etc.).*
- 6. Plan and build the operating, accountability, and reporting systems to put the vision into practice, and integrate and align efforts across the organization.*



7. *Every two years, assess and share your progress with all stakeholders through the organization's SIP report.*

8. *Focus on continuous improvement.*" (UN PRME, n.d., p.10)

#### 2.4 Literature review summary

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The literature review has endeavored to construct the theoretical foundation of this study through the exposition of various constituent elements. The initiation entails a scrutiny of the World Commission on Environment and Development's definition to unravel the genesis of contemporary sustainable development. A salient distinction is drawn between this concept of sustainable development and sustainability itself, with the latter embodying a human cognizance of our world's intrinsic value and its constituents, as underscored by Sartori et al. (2014). Additionally, the discourse incorporates other pivotal aspects of sustainability, including the demarcation between weak and strong sustainability, elucidated by Biely et al. and Redclift. The foundational triad of sustainability, represented by the three pillars model (Barbier, 1987), and the paramount significance of stakeholders' engagement within a sustainability-driven global framework, exemplified by the United Nations' Sustainable Development Goals (SDGs), are subsequently presented.

With this sustainability framework thus established and operationalized throughout the study, the analysis progresses to scrutinize the contemporary amalgamation of sustainability within the realm of business. This exploration brings forth pivotal concepts like Corporate Social Responsibility (CSR) proposed by Carroll (2009) and the Triple Bottom Line concept propounded by Hanan Alhaddi (2015). Moreover, the review delves into the prominence of the social economy, as defined by Smith (2005). The explication of strategies to integrate sustainability into business practices serves as a proof to underscore the significance of infusing sustainable themes into the activities/programs of business schools.

The integration of sustainability in the context of business schools encompasses two principal facets. Primarily, it involves the infusion of sustainability principles into the curricula and coursework of these institutions. The review underscores a range of global educational practices, paralleling Rusinko's schema (2010) for the integration of sustainability within business school curricula. This is succeeded by a lucid exposition of sustainability-oriented courses and programs. Further exploration, inclusive of studies such as Jickling & Wals (2008), highlights the pivotal role of active learning strategies, epitomized through participatory or transformative pedagogical approaches. The compendium culminates in an elucidation of established pedagogical tools and adaptations of conventional management methodologies to synergize sustainability, informed by research from sources like Kennedy et al. (2021) and Yasin Ar et al. (2023).

The ensuing thematic trajectory scrutinizes the school's climate in relation to sustainability integration. The participatory role of students in fostering sustainability awareness (Cetindamar & Hopkins, 2008), coupled with the pivotal constituents of a conducive business school climate nurturing sustainability, as elucidated by Gupta & Singhal (2017) among other scholars, constitutes a vital component of this section. The explication culminates with an examination of the PRME framework, an established paradigm spanning over 15 years, delineating its six guiding principles and the corresponding recommendations furnished by the organization to facilitate the seamless assimilation of sustainability within educational activities of business schools.

### 3 Methodology

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The synthesis of existing literature has illuminated several dimensions of sustainability education, including student engagement both within and beyond their academic curriculum, as well as the overarching dedication of educational institutions. These components have been recurrently explored by researchers. This study is designed to scrutinize these dimensions within specific European schools, with a focus on Belgium, France, and Germany. The objective is to conduct a comparative analysis of prevailing sustainability education practices and to investigate the incorporation of the elements delineated in the literature review within these institutions.

#### 3.1 Analysis framework

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The central research question of this study is "How is Education to Sustainability organized in European Business Schools?" To answer this question effectively, it is crucial to comprehend the primary mission of a business school and its relationship to the concept of sustainability. Business schools have two main roles: research and education (Starkey & Tempest, 2005). Indeed, business schools hold a pivotal position within our societies, often serving as pioneers in shaping new economic paradigms and nurturing the leaders of tomorrow. They bear the responsibility of imparting knowledge and skills to future managers. Their role extends beyond conventional education, as they also function as intellectual leaders addressing societal challenges and seeking remedies to contemporary issues. The fundamental mission of business schools is to contribute to societal betterment by arming students with cutting-edge management tools and analytical thinking capabilities. In the context of Europe, these institutions have a special advantage because of their ability to innovate and a unique business philosophy that embraces a pronounced humanistic dimension compared to other educational entities (Starkey & Tempest, 2005).

The realm of management education occupies a pivotal role in facilitating the understanding of Sustainability. Being at the forefront of innovation and progression, business schools play a significant role in researching and developing knowledge related to sustainable practices (Gupta & Singhal, 2017).

Business schools hold a pivotal societal role by addressing present requirements while also anticipating future trends. To comprehensively grasp their operations and distinctive characteristics, a focused examination of selected institutions becomes imperative. However, this scrutiny must extend beyond a mere assessment of programs and courses centered on sustainability-related topics. Education for Sustainability encompasses the entire spectrum of facets that constitute a business school's identity and functioning (Gupta & Singhal, 2017).

To analyze business schools, the PRME framework seems the most relevant. These six principles provide a solid basis for analyzing students' awareness of current socio-environmental issues and their assimilation of the tools and knowledge needed to respond to them in the best possible way. The 6 principles constitute a reference for information research, which is associated with the literature review, including the points on student participation and every component of a climate conducive to learning about Sustainability for a business school.

#### 3.2 Data collection

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The research inquiry was centered on understanding the pedagogical approaches to sustainability within European business schools. This investigation followed an inductive research approach, where data collection preceded analysis. The study utilized relevant theoretical frameworks to derive meaningful conclusions. Employing a qualitative methodology, the research involved gathering information related to the schools under study.

A purposive sampling strategy was adopted, resulting in the selection of six schools representing three distinct countries. The selection process was facilitated through the examination of accreditations,

mainly the AACSB<sup>2</sup> and EQUIS<sup>3</sup> accreditations, and the subscription at the PRME community, ensuring the inclusion of schools actively engaged in sustainability education. Two schools were selected from each country, with France serving as a representative of its unique “business schools’ culture,” and Germany selected due to its educational similarities with Belgium, alongside its divergent business practices. The existing networks of HEC Liège and personal connections also played a role in identifying suitable schools for the research.

Following this selection process, the 6 schools selected are:

- HEC Liège (Belgium)
- ICHEC (Belgium)
- ESSEC Paris (France)
- Grenoble Ecole de Management (France)
- OTTO Beiheim School of Management – WHU (Germany)
- TU München – School of Management (Germany)

The initial phase of data collection involved gathering publicly available information from sources such as websites, program details, and relevant studies related to the selected business schools. This preliminary exploration provided an initial understanding of the data relevant to the research thesis and guided the subsequent research approach. To ensure the acquisition of comprehensive and relevant information, key contacts within the chosen schools were identified and engaged for semi-structured interviews.

A carefully crafted interview guide was developed to facilitate the interviews. This guide aimed to elicit insights that might not be readily accessible through conventional sources like reports and websites. The intention was to delve into deeper perspectives that could provide valuable insights not readily available in publicly accessible materials. It's important to note that the interview guide's structure may have been adapted based on the interviews already conducted through research on websites, activity reports, etc. The guide itself, along with transcripts of the conducted interviews, can be found in the appendix.

### 3.3 Interpretation of the findings

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Upon completion of data collection, the overarching objective is to derive comprehensive answers to our principal research question, which is:

**« How Is Education to Sustainability organized in European Business Schools? »**

To address our main research question effectively, the literature review serves as a crucial support system. Within this review, various sub-questions naturally emerge, each offering pertinent insights that contribute to the comprehensive understanding of our primary research inquiry.

- What strategies do business schools employ for the integration of sustainability into their curricula?
- How do business schools facilitate and engage students in their sustainability-oriented courses? What methods are used to incorporate students into these courses?
- What instructional methodologies do European business schools commonly adopt in the context of sustainability education?
- How are sustainability values shared and articulated within business schools? How are responsibilities for sustainability skills distributed across academic institutions?

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<sup>2</sup> <https://www.aacsb.edu>

<sup>3</sup> <https://www.efmdglobal.org/accreditations/business-schools/equis/>

- To what extent and in what ways do business schools prioritize the integration of sustainability into their research endeavors?
- In what manner do business schools exemplify sustainable practices for their students?
- What advantages do partnerships confer upon business schools with regards to sustainability initiatives?
- Which dimensions of sustainability hold particular significance for business schools?
- How is student involvement in promoting sustainability structured within business schools, and what positive outcomes does it yield for the wider community?

To dissect and scrutinize the collected data, the focal aspiration is to address the delineated sub-questions by extracting pertinent insights from the collected data. Furthermore, the interview with the representative from the PRME organization yielded supplementary insights to facilitate the interpretation of the collected data.

Lastly, a comprehensive written discussion will ensue. This discussion will encompass practical recommendations for the application of the study's findings to business schools, propose potential directions for future research inquiries, and delineate the methodological constraints and limitations inherent in the execution of this work.

### 3.4 Schools' presentation

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This section presents a comprehensive overview of the participating schools in the study, including their historical background, key details, program offerings, and their distinct sustainability visions. The purpose of this section is to establish a contextual foundation that facilitates the identification of research outcomes specific to each school. The information provided has been sourced from the schools' official websites, reports, and relevant publications. Details of the information gathered on these 6 schools are available in the appendices.

#### 3.4.1 Haute études commerciales (HEC) Liège

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HEC Liège, based in Liège, Belgium, is a renowned business school founded in 1898. In 2005, it merged with the University of Liège to become the Uliège Faculty of Management and Economics. Each year, HEC Liège attracts more than 3,400 students from over 70 different countries, creating a diverse student body. Students also can participate in Organizations of Collective Interest (OICs), which are associations focused on specific themes and objectives. HEC Liège has obtained prestigious accreditations from the AACSB and EQUIS and is also a signatory of the PRME community. HEC Liège has developed a solid international network, establishing partnerships with more than 150 universities and 50 partner companies, underlining the importance of internationalization at the school. In addition, HEC Liège has various sub-organizations focusing on topics such as digitalization, entrepreneurship, and sustainability, which contribute to the richness of the school (HEC Uliege, 2023a).

In terms of academic programs, HEC Liège offers two three-year bachelor programs. The first program, in economics and management, provides students with fundamental knowledge in both fields. The second program, in management engineering, integrates advanced data analysis concepts in addition to the main curriculum. HEC Liège also offers several masters programs. These include the Master in Management Sciences, which offers students various specialization options, including a focus on the management of social and sustainable enterprises. The Master in Management Engineering is open only to students who hold a bachelor's degree in Management Engineering or who have obtained a complementary diploma. This program also offers several specializations, including one in Sustainable Performance Management. In addition, HEC Liège offers a Master's degree in Economics, which also includes three separate specializations, as well as a Master's degree in Sales Management (HEC Uliege, 2023a).

At the heart of its identity, HEC Liège stands for essential values: the highest standards in design and execution, respect for diversity, critical thinking, personal development, social responsibility, ethics, and multiculturalism. The school is aware of its social responsibility and the potential impact on the community. As a result, HEC Liège identifies four main areas of activity: education within the school, research to develop management solutions, citizenship, and external leadership, aiming to have a positive impact on society beyond the school, and internal operations, as an exemplary and responsible organization (HEC Uliege, 2021).

### 3.4.2 Institut catholique des hautes études commerciales (ICHEC)

ICHEC (Institut Catholique des Hautes Études Commerciales) was established in Brussels in 1954. Each year, its two campuses in Montgomery and Woluwe-Saint-Pierre welcome more than 2,800 students. More than 60 nationalities are represented among them and among the 220 professors and experts, reflecting the school's international dimension. This dimension is reinforced by partnerships with more than 130 international schools and universities. Students can get involved in the faculty through six different student organizations or junior companies. The school is AACSB accredited and has been a signatory member of the PRME community since 2021. It runs a sub-organization called the Start Lab, which supports students wishing to become entrepreneurs (ICHEC, 2023).

The school offers two three-year bachelor programs. The first is the Bachelor of Business Management, which equips students with basic management skills. The second is the bachelor's degree in business engineering, which incorporates courses more oriented towards the quantitative aspects of management. ICHEC also offers three different types of masters. Firstly, the Master in Business Management is a two-year program comprising a core curriculum and specializations (each student chooses two), including a specialization in North-South Development and Management and a specialization in New Sustainable Business Models. The school also offers a Master's program in Business Engineering, a Master's in Business Analyst and a one-year Master's in Management Science (ICHEC, 2023).

ICHEC's focus on sustainability is reflected in the education provided to future managers and entrepreneurs. Sustainable development and fair North-South relations are an integral part of the school's sustainability plan. The school's vision of sustainability is based on four pillars: Subjects and teaching methods, Infrastructure and vital functions, Actor of its ecosystems, and Governance (ICHEC, 2023).

### 3.4.3 École Supérieure des Sciences Économiques et Commerciales (ESSEC) Paris

The École Supérieure des Sciences Économiques et Commerciales (ESSEC) Paris is a business and management school founded in 1907 in France. It has several campuses, including Cergy-Pontoise (main campus), La Défense Paris, Rabat (Morocco) and Singapore. Thanks to its partnerships with more than 220 schools and universities and 1,000 international companies, ESSEC benefits from a vast global network. The school's 7,000 students come from over 100 different countries (ESSEC Business School, 2023a). They can get involved in more than a hundred organizations linked to various themes, thus promoting their personal development (ESSEC Business School, 2022). ESSEC is AACSB, EQUIS and AMBA<sup>4</sup> (Association of MBAs) accredited and has also been a signatory of the PRME community since 2008. It is ranked 8<sup>th</sup> in the Financial Times Education Rankings<sup>5</sup> of European business schools (ESSEC Business School, 2023a).

ESSEC's programs are open to students who have passed a written and oral exam, according to their ranking in these tests. The school offers three bachelor programs. The first is the Bachelor of Business Administration, which lasts around 3 years and provides students with a theoretical and practical

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<sup>4</sup> <https://www.associationofmbas.com>

<sup>5</sup> <https://rankings.ft.com/home/regional-rankings>

grounding in management. Next, the school offers the BSc in AI, Data Management and Management Science, a bachelor's degree focusing on more technical and engineering aspects. The final bachelor's degree is Bachelor Act, a 3-year multidisciplinary program designed to equip students with the skills needed to manage transition. ESSEC also offers various master's programs, including the Master in Management, which is part of the Grande Ecole Program, and the Master of Science with its various specializations, including Sustainability Transformation (ESSEC Business School, 2023a).

ESSEC's values are humanism, innovation, responsibility, and openness. Its mission is to give meaning to the leadership of tomorrow. In concrete terms, this is reflected in the "Together" project, which has been the school's flagship sustainability project since 2020. This project gives direction to the school in terms of education, research and innovation, campus life and the governance of the school (ESSEC Business School, 2023b).

#### 3.4.4 Grenoble Ecole de Management (GEM)

Grenoble Ecole de Management (GEM) is a business school founded in 1984, which was the first to adopt the status of a company with a mission. This status means that it sees itself as a business laboratory at the service of society, putting its skills to work for society. The school has AACSB, EQUIS and AMBA accreditations, and has also been a signatory of the PRME community since 2008. More than 7,000 students and 600 teaching staff at GEM come from over 140 different countries. This international dimension is reinforced by partnerships with more than 160 companies and 150 schools/universities abroad. In 2013, GEM opened a new campus in Paris in addition to the one in Grenoble. Campus life is driven by more than twenty student organizations, organizing various events for the GEM community. The school also runs several sub-organizations focusing on different themes (Grenoble Ecole de Management, 2023a).

In terms of programs, GEM offers two bachelor programs, each lasting three years. The first is the Bachelor of Digital Business and Development, which provides students with management and business skills, with a particular focus on digital practices. The second is the bachelor's degree in international business, which trains students in the basics of commerce in an international context. In terms of masters, GEM offers eight masters of Science programs in eight different fields, as well as a Master in Management as part of the "Grande Ecole Program" (Grenoble Ecole de Management, 2023a).

In terms of sustainability, the school is leveraging its status and expertise in technology and innovation to aim to become the school of the future. Its current strategy is based on three main lines of action: Management Technology and Innovation, actions for society and managing to become the school for the future. In 2020, the school was awarded the title of "Inspiring School" by the AACSB. The GEM has been conferred with the distinguished DD&RS<sup>6</sup> (Sustainable Development and Social Responsibility) label, underscoring its commitment to promoting sustainable development and social responsibility initiatives. Although the school does not have a program specifically dedicated to sustainability, it encourages the integration of this theme across its various disciplines (Grenoble Ecole de Management, 2021).

#### 3.4.5 TUM School of Management (TUM MGT)

The TUM School of Management (TUM MGT) is a business school founded in 2002 as part of the Technische Universität München (Technical University of Munich). It is in Bavaria, with five separate campuses. The main campus is in Munich, which is home to both the university and the school, followed by Weihenstephan, Garching, Heilbronn and Straubing. TUM MGT is accredited by the prestigious organizations AACSB, EQUIS and AMBA. Since 2013, it has also been a signatory member of the PRME community, dedicated to the United Nations principles for responsible education. The

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<sup>6</sup> <https://www.label-ddrs.org>

school has a student population of over 6,000, almost half of whom come from outside Germany. These students can join one of the 16 student organizations available, which organize various events on campus. TUM MGT has established partnerships with more than 120 schools in over 30 foreign countries (TUM School of Management, 2023a).

In terms of study programs, the school offers two three-year bachelor programs. The first is the Bachelor of Management and Technology, which combines these two fields to prepare students for management positions while integrating technological skills. Then there is the Bachelor of Sustainable Management and Technology, which focuses on sustainable development while sharing the same foundation as the first program. For students wishing to pursue a master's degree, the school offers six different master's programs, including a Master's in Sustainable Management and Technology (TUM School of Management, 2023a).

In terms of Social Responsibility, the school has put in place a code of conduct that promotes appropriate values and attitudes for every member of the TUM MGT community. This code of conduct includes eight key concepts such as honesty, responsibility, trust, fairness, diversity, equity, sustainability, and science. In addition, the school is committed to the SDGs, which serve as the basis for communicating its sustainability objectives. It focuses on five specific SDGs which are its main objectives: Affordable and Clean Energy (SDG 7), Sustainable Cities and Communities (SDG 11), Responsible Consumption & Production (SDG 12), Climate Action (SDG 13), and Gender Equality (SDG 5) (TUM School of Management, 2023b, 2023a).

#### 3.4.6 WHU Otto Beiheim School of Management

The WHU Otto Beisheim School of Management (WHU) is a private German business school founded in 1984 and funded by the WHU Foundation. It has over 2,000 students and 50 professors at its campuses in Düsseldorf and Vallendar, the main campus. WHU is proud to hold AACSB, EQUIS and FIBAA<sup>7</sup> (Foundation for International Business Administration Accreditation) accreditations and has also been a signatory member of the PRME community since 2013. According to the Financial Times ranking, WHU is ranked 2nd among business schools in Germany and 13th in Europe. WHU campuses are vibrant thanks to a wide range of events organized by the school's community, with more than 30 student organizations in operation. The school cultivates its international dimension through established partnerships with more than 220 universities/schools and 160 companies abroad (WHU - Otto Beisheim School of Management, 2023).

WHU offers two bachelor's programs, each lasting 6 semesters. The International Business and Administration program enables students to develop knowledge in management, economics, and other areas, while the Bachelor of Business Psychology combines knowledge in management with psychological knowledge. The school also offers 5 master's degrees, each lasting 21 months, on different themes related to management and business (WHU - Otto Beisheim School of Management, 2023).

Aware of its responsibility to society, the WHU aims to create a stimulating and intellectual environment that fosters responsible leadership. Researchers, students, managers, and political decision-makers are among the school's main targets. To achieve its objectives and play its full role in society, the WHU acts in five main areas: personal and digital learning, diversity, education, entrepreneurship, quality, and sustainable growth. Its missions and values are set out in a code of conduct that is followed by every member of the WHU community (WHU - Otto Beiheim School of Management, 2021).

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<sup>7</sup> <https://www.fibaa.org/en/accreditation-certification/>

## 4 Results

This section provides an overview of the outcomes derived from the extensive analyses carried out on the six designated schools. The data employed for this research originates from the schools' official websites, diverse published documents (inclusive of sustainability reports), and, whenever these were feasible, interviews. To present the findings systematically, we have categorized them according to the most pertinent frameworks identified during the literature review. Comprehensive details and specific information pertaining to the analyses can be found in the appendices.

### 4.1 Education

The programs and courses offered by schools play a critical role in imparting knowledge and expertise in diverse domains. Section 3.4 of the study offers valuable insights into the various programs offered by the schools. One key aspect of interest is to ascertain whether the schools have specific programs directly focused on sustainability, both at the bachelor and master levels. This information can be found in the "Sustainability in bachelor's programs" and "Sustainability in master's programs" subsections of each school, as detailed in the appendices.

<i>Sustainability programs</i>	<i>Bachelor Programs linked to Sustainability</i>	<i>Master Programs linked to Sustainability</i>
<i>HEC Liège</i>	-	<i>Master in Management of Social and Sustainable Enterprises</i> <i>Master in Sustainable Performance Management</i>
<i>ICHEC</i>	-	<i>North-South Development and Management</i> <i>New Sustainable Business Models</i> <i>Financial Markets and Sustainability</i>
<i>ESSEC</i>	<i>Bachelor Act</i>	<i>Master of Science in Sustainability Transformation</i>
<i>GEM</i>	-	-
<i>TUM MGT</i>	<i>Sustainable Management &amp; Technology</i>	<i>Sustainable Management &amp; Technology</i>
<i>WHU</i>	-	-

**Table 2: Programs related to Sustainability at the Schools**

- Master in Management of Social and Sustainable Enterprises (HEC Liège): A 2-year specialization taught in French and English, focusing on developing management skills in the context of socio-environmental issues.
- Master in Sustainable Development Management (HEC Liège): A 2-year specialization taught in English, designed to equip students with skills for ensuring sustainable performance in future companies.
- North South Development Management (ICHEC): A disciplinary field taught in French, providing students with knowledge, skills, and critical thinking related to North-South relations.
- New Sustainable Business Models (ICHEC): A disciplinary field taught in French, aiming to raise students' awareness of sustainability's societal impact and teach them to balance its three pillars.



- Financial Markets and Sustainability (ICHEC): A disciplinary field taught in French, where students learn to integrate sustainability dimensions into Finance through skill development.
- Bachelor Act (ESSEC): A three-year bachelor's program taught in French, designed to equip students with skills in managing transitions within companies since September 2022. It covers understanding, managing, and directing social, ecological, and civic transitions.
- Master of Science in Sustainability Transformation (ESSEC): A one-year program taught in English, providing students with skills and knowledge to make a positive impact on sustainability issues. Students can choose a major in a sustainability-related subject area.
- Sustainable Management & Technology (Bachelor at TUM MGT): A 6-semester program taught in English, combining management and technology courses while emphasizing the importance of sustainability in business and sustainable models.
- Sustainable Management & Technology (Master at TUM MGT): A 4-semester program taught in English, focused on developing management skills and sustainability knowledge to engage in ecological transition processes.

In addition to the comprehensive programs focused on environmental, social, and societal issues, schools can offer courses or blocks of courses that address these topics. Moreover, schools can adopt a transdisciplinary approach by integrating sustainability concepts into courses not explicitly dedicated to sustainability, as discussed in the literature review. The table presented below provides information on the presence of sustainability-related courses in the various programs offered by the schools. Subsequently, the integration of sustainability-related concepts into diverse courses is elaborated upon. The data pertaining to these aspects can be found in the "Sustainability in bachelor's programs" and "Sustainability in master's programs" sub-sections of each school in the appendices.

	<i>Presence of Sustainability-related courses</i>	<i>Integration of Sustainability concepts in different courses</i>
<i>HEC Liège</i>	✓	HEC has implemented a program analysis process known as the Assurance of Learning (AOL) process, which evaluates the incorporation of ethical, responsible, and sustainable concepts into its courses. According to this assessment, 40% of bachelor's courses and 59% of master's courses have successfully integrated one or more of these concepts into their curriculum.
<i>ICHEC</i>	✓	Starting from 2022, ICHEC has initiated a sustainability training program for its teachers, focusing on imparting the fundamentals of sustainability. The primary objective of this initiative is to ensure the seamless integration of sustainability concepts across all academic curricula within the school.
<i>ESSEC</i>	✓	In the interview with ESSEC, the interviewee explained the school's perspective on sustainability in various management fields. According to ESSEC, sustainability is not viewed as a concept that is included in a cross-disciplinary way, as it is already considered as an intrinsic element across all management disciplines. They emphasize that sustainability is seamlessly integrated into various fields of management. For instance, the school underscores that studying auditing now inherently involves addressing extra-financial reports, highlighting the interconnectedness of sustainability with traditional management domains. Additionally, ESSEC has taken proactive steps to enhance its sustainability-related teaching practices by forming a partnership with Campus de la Transition <sup>8</sup> . This collaboration allows the school and its educators to access valuable resources and tools that facilitate the development of sustainability-oriented teaching materials. Alongside this partnership, the school has established a "Sustainability Cases Factory" with the primary objective of aiding teachers in incorporating socio-environmental issues into their courses by providing support in developing new tools and content.
<i>GEM</i>	✓	The school emphasizes the promotion of "cross-disciplinary" integration concerning socio-environmental issues. To achieve this objective, working groups are actively engaged in seeking viable solutions to assist teachers in continuously incorporating these issues into their respective academic programs. As part of this endeavor, the school has also established a partnership with Campus de la Transition to further advance its efforts in this direction.
<i>TUM MGT</i>	✓	The school adopted an Assurance of Learning (AOL) process as a mechanism to ensure alignment between its educational practices and core values. As part of this process, the school conducted an analysis of its Master's program in Management & Technology. The findings revealed that approximately 59% of the courses within this program incorporated sustainability-related topics.
<i>WHU</i>	✓	The school actively fosters a responsible mindset among its students through its various programs.

***Table 3: Integration of Sustainability in the schools' programs***

## 4.2 Sustainability's frameworks

It is important to gain a comprehensive understanding of the sustainability frameworks adopted by each of the selected schools. The primary objectives are twofold: firstly, to identify whether sustainability is ingrained in the school's core values, and secondly, to examine how these values are communicated to the school's community members. The data presented in the subsequent table has been extracted from the "Sustainability according to..." subsections of each school, available in the appendices.

<sup>8</sup> = Transition campus

Values (framework)	Presence of Sustainable Values	Presentation to the community				
		Website	Reports	Social Medias	Code of Conduct	Others
HEC Liège	<i>Social Responsibility, Ethics and Respect for Diversity are part of the school's main values.</i>	✓	✓	✓		
ICHEC	<i>Responsibility, Respect, Integrity, and Solidarity are part of the school's main values.</i>	✓		✓		
ESSEC	<i>The school's core mission is to give meaning to the leadership of tomorrow. Its values contain Humanism and Responsibility.</i>	✓	✓	✓		✓ <sup>9</sup>
GEM	<i>The school aims to become "the school of tomorrow". Values: High Standards, Responsibility, Benevolence.</i>	✓	✓	✓		✓ <sup>10</sup>
TUM MGT	<i>Responsibility and integrity are part of the school's main values. Besides that, the school's commitment is to have a positive impact on the society and people.</i>	✓	✓	✓	✓	
WHU	<i>One of the schools' 4 main values is Diversity &amp; Internationality</i>	✓	✓	✓	✓	

**Table 4: Presence of Sustainability in Schools' value**

Next, we delve into the organizational aspects of sustainability in each school, aiming to identify the individuals or teams responsible for spearheading sustainability initiatives. We explore the existence of dedicated sustainability teams and the overall organizational structure pertaining to sustainability efforts within the schools. The relevant information has been extracted from the "Sustainability at... (Actions/organizations)" subsections of each school, available in the appendices:

**HEC Liège:** The S'Lab<sup>11</sup> serves as the driving force behind societal transformation at HEC Liège, taking up the responsibility of integrating sustainability principles within the institution. This organization actively coordinates projects aimed at promoting sustainability, facilitates research endeavors focused on achieving the SDGs, and strives to incorporate ethical and CSR dimensions into all aspects of the school's programs. Moreover, the reflection committee plays a pivotal role in shaping the school's strategic direction concerning societal transformation. In 2022, the school developed an action plan to provide a clear direction for sustainability at the S'Lab. As part of this initiative, a Sustainability Manager was appointed within the S'Lab to oversee the implementation and progress of the action plan.

**ICHEC:** The "ICHEC durable" (Sustainable ICHEC) team is made up of two individuals dedicated to driving sustainability initiatives within the institution. One person is responsible full-time for sustainable projects at the school. "ICHEC durable" also has a seat on the school's management committee.

**ESSEC:** ESSEC has established a clear organizational structure centered around sustainability, as evident in the appendices. A key component of this structure is the department dedicated for the social and ecological transition of the school, comprising 18 individuals. This department holds a central position in driving sustainability initiatives at ESSEC. It actively collaborates with the

<sup>9</sup> Respect for others policy and Diversity and Inclusion Action Plan

<sup>10</sup> GEM Manifesto for a Sustainable Future

<sup>11</sup> <https://slab.hec.uliege.be>

consultation committee, providing valuable suggestions and insights pertaining to sustainability at the school. Furthermore, the department plays an integral role in contributing to the work of various working groups, which include members of the Sustainability Guild. The Sustainability Guild comprises 50 teachers who are actively engaged in integrating socio-environmental issues into the school's curriculum and practices. Additionally, the executive committee of the school includes the dean for global strategy and sustainability strategy.

**GEM:** GEM has implemented a clear and systematic approach to sustainability, exemplified by the establishment of a dedicated Sustainability Hub. This hub comprises two essential roles: a sustainability officer, responsible for overseeing sustainability initiatives at GEM, and a project manager. In addition to the Sustainability Hub, GEM has formed a Sustainability Committee, a collective encompassing approximately 100 members, all of whom are integral stakeholders within the GEM community. The primary mission of the Sustainability Committee is to seamlessly integrate sustainability principles and practices across the entire spectrum of the school's activities. To operationalize this mission effectively, the Sustainability Committee is thoughtfully organized into six distinct working groups. The six working groups are identified as follows:

- Governance-Strategy-Engagement
- Sustainability Pedagogy-Research
- Diversity and Inclusion
- Sustainability Mobility
- Zero Waste - Responsible Purchasing and Consumption
- Ecosystem Partnerships, Collaboration & Impact

**TUM MGT:** At the university level, a Sustainability Office has been established, comprising members from various faculties, including the School of Management. The School of Management has appointed a Sustainability Manager to oversee sustainability initiatives and coordinate sustainability efforts within the school.

**WHU:** At that school, sustainability is seen as a discipline that involves the entire community. There is no single organization solely responsible for sustainability initiatives. Instead, the school operates on the principle that sustainability is a collective effort. The school's charter highlights the importance of participation and initiatives, emphasizing that each member of the community must contribute to the school's development.

These two aspects of sustainability, namely the incorporation of sustainability values and the organizational framework surrounding sustainability initiatives, serve as fundamental pillars in assessing the sustainability stance of the analyzed schools.

### 4.3 Research

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The various schools analyzed are actively engaged in sustainability efforts. To gain insights into their sustainability research initiatives, the study explores the presence of research centers, independent of any specific thematic Chairs, and examines the functioning of sustainability research within these institutions. Detailed information pertaining to these aspects is available in the "Sustainability and Research" subsections of each school, as presented in the appendices:

**HEC Liège:** The school has established a dedicated research center focused on the social economy<sup>12</sup>. Furthermore, the school encompasses six distinct fields of research, each of which integrates sustainability as an integral component. Notably, one of these research domains is titled "Social

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<sup>12</sup> <http://www.ces.uliege.be>

Enterprises and Business Ethics." In line with its approach to education, the school adopts a transdisciplinary approach to integrating sustainability across various disciplines. The school published 31 research papers related to sustainability in the year 2021.

**ICHEC:** The school has recently established a laboratory, which serves as a dedicated research and development center with a specific focus on sustainability education. The primary objective of this laboratory is to facilitate the advancement of knowledge and the development of innovative tools that promote sustainability education within the institution. In addition to this specialized laboratory, the school actively promotes interdisciplinary research by incorporating sustainable issues into its diverse fields of research.

**ESSEC:** The school has established the CISE<sup>13</sup> (Center for Social and Ecological Innovation) with the objective of bringing together various research and innovation stakeholders within the institution. The center serves as a platform for collaborative efforts in the areas of social and ecological innovation. Moreover, the school places a strong emphasis on ensuring the integration of sustainability throughout its academic and research endeavors. To support this integration, ESSEC relies on the Sustainability Guild mentioned previously, which plays a pivotal role in fostering sustainability-related research and initiatives. Over the past decade, the school has made significant strides in incorporating sustainability themes into its work, with approximately 33% of its research output encompassing sustainability-related topics. Furthermore, ESSEC is a founding member of the Council on Business and Society, an alliance comprising eight schools with a shared mission to demonstrate the impact of companies on their broader ecosystem.

**GEM:** Strictly speaking, the school does not have a dedicated research center exclusively focused on sustainability. Nevertheless, GEM does operate research teams, with two of them dedicated to addressing sustainable issues. Alongside these specialized teams, GEM actively promotes cross-disciplinarity in its research efforts, and it asserts that 50% of its research work is connected to sustainable themes. Furthermore, GEM plays a significant role as a founding member, along with seven other schools/organizations, in establishing the Giant<sup>14</sup> research center. Giant serves as a prominent research center dedicated to addressing contemporary societal challenges.

**TUM MGT:** The school has established six research centers, each representing a distinct domain of inquiry. As part of its research approach, the school actively emphasizes the integration of sustainability across disciplines, aiming to infuse sustainability principles and perspectives into the work conducted within its research centers. In the 2021-2022 period, the school conducted a comprehensive analysis of its research output. According to the findings, a total of 568 publications were identified as closely or remotely related to sustainability.

**WHU:** WHU has established a Center for Responsible Leadership with the primary objective of advancing scholarly investigations pertaining to ethics and CSR. Furthermore, the institution is dedicated to infusing ESG criteria across its comprehensive spectrum of undertakings. During the academic year spanning from 2019 to 2020, the research team at WHU diligently disseminated 25 scholarly papers encompassing themes closely aligned with sustainability principles.

In the Sustainability and Research section, an examination was conducted on research Chairs at various schools. The following table displays the number of Chairs that are specifically dedicated to sustainability in each institution, as well as the number of Chairs that primarily focus on topics other than sustainability but still cover sustainable themes.

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<sup>13</sup> <https://centre-innovation-sociale-ecologique.essec.edu>

<sup>14</sup> <https://www.giant-grenoble.org/en/>

	<i>HEC Liège</i>	<i>ICHEC</i>	<i>ESSEC</i>	<i>GEM</i>	<i>TUM MGT</i>	<i>WHU</i>
<i>Chair with a topic related to Sustainability</i>	<b>4</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>-</b>	<b>1</b>
<i>Chair related to sustainability</i>	<b>-</b>	<b>-</b>	<b>6</b>	<b>-</b>	<b>1</b>	<b>12</b>

***Table 5: Number of Chairs related to Sustainability***

#### 4.4 On-Campus Experiences

This section provides an overview of all the events organized by the school to raise awareness about Sustainability. Initially, given that the schools' sustainability organizations have already been explained, it becomes imperative to ascertain the existence of student organizations dedicated to sustainable projects. The ensuing table furnishes information regarding these student-led entities. Further details can be found in the "Students' Initiatives towards Sustainability" sections of the individual school analyses in the appendices.

	<i>Number of sustainability-related student organizations</i>	<i>Most relevant organizations</i>
<i>HEC Liège</i>	<b>3</b>	The Green Office of the University of Liège is an organization mainly composed of students, whose aim is to raise awareness of current issues.
<i>ICHEC</i>	<b>1</b>	The core mission of Oikos ICHEC revolves around establishing impactful projects within the school community, aimed at enhancing awareness of contemporary issues.
<i>ESSEC</i>	<b>19</b>	The primary objective of Noise ESSEC is to unite around 80 students engaged in various short or long-term initiatives concerning social and environmental matters.
<i>GEM</i>	<b>3</b>	GEM's Impact association is devoted to promoting sustainable development. Its core mission revolves around raising awareness within the school community regarding pertinent sustainability issues.
<i>TUM MGT</i>	<b>4</b>	The environmental department of the university's student representative body holds the responsibility for executing tangible sustainability projects across the different campuses.
<i>WHU</i>	<b>8</b>	The "WHU Campus for... series" plays a crucial role in organizing conferences on a wide range of topics, including sustainability and CSR.

***Table 6: Sustainability-related student organizations***

It is crucial to emphasize that the figures provided in the table for sustainability-related student organizations represent the count of organizations in which the school's students actively participate.

The table below highlights the initiatives undertaken by the schools in terms of organizing sustainability-related events, which encompass competitions, sustainable periods, workshops, and similar activities. These projects are categorized into two distinct groups, enabling us to assess the extent of stakeholder engagement in these endeavors. More information can be found in the "Sustainability at ... (actions/organizations)" and "Students' initiatives towards Sustainability" sub-sections in the schools' analyses in the appendices.

<i>Sustainability awareness raising events</i>	<i>Students' initiatives</i>	<i>Staff/Professors' initiatives</i>
<i>HEC Liège</i>	<b>Sustainable Campus Project:</b> The Green Office of the University of Liège holds the responsibility for the Sustainable Campus project, which seeks to raise awareness among students about the environmental impact of their actions.	<b>Skills portfolio:</b> The school conducts workshops that provide students with the opportunity to explore various topics, including Sustainability. <b>Nudge Challenge:</b> As part of a course, students engage in a challenge that is focused on enhancing the sustainability at the campus. <b>Climate fresco:</b> An educational tool provided to students to enhance their understanding of the environmental impact of human activities.
<i>ICHEC</i>	<b>Positive Impact Rating:</b> The report serves as a platform for students to express their perspectives regarding the school's sustainability initiatives. Oikos organization assumes responsibility for the school's involvement in this process.	<b>Introduction Day on SD:</b> An SD day is arranged specifically for new students. <b>Sustainability Challenge:</b> Students are offered the opportunity to participate in this competition, which entails collaborative group work focused on solving a given problem.
<i>ESSEC</i>	<b>Transition Week:</b> Conducted by the Noise ESSEC association on the Cergy campus, this week-long event strives to heighten students' awareness on diverse subjects, encompassing responsible consumption, CSR, and other pertinent sustainability-related matters.	<b>Sulitest:</b> The school endeavors to grant access to Sulitest for a wide number of students, aiming to reach as many of them as possible.
<i>GEM</i>	<b>Sustainability Training:</b> The Impact association orchestrated a comprehensive 9-hour training session on sustainability for the sustainability managers representing the school's 22 student organizations.	<b>Sulitest:</b> The Sulitest is a mandatory assessment for all incoming students at GEM. <b>Back-to-school challenge:</b> The objective of this 10-day seminar is to engage students in a collaborative group project at the beginning of the academic year. In 2020, the focus was on creating a "Green New Deal" plan for Grenoble.
<i>TUM MGT</i>	<b>Environmental lecture series:</b> A succession of mini-conferences organized by the university's student representation, given by professors and experts to encourage discourse and deliberation on environmental matters.	<b>Sustainability Day:</b> This collaborative event is co-organized by the staff and students of TUM with the primary objective of hosting workshops, seminars, and various other activities centered around the theme of sustainability, catering to each of the university's faculties.
<i>WHU</i>	<b>Diversity week:</b> The association "Diversity at WHU" organizes events, conferences, and other activities centered around the theme of diversity on the campus. <b>Annual conference on Impact Entrepreneurship:</b> The SensAbility association hosts a yearly conference dedicated to impact entrepreneurship.	<b>Fashion revolution nights:</b> This annual event is geared towards fostering change in the fashion industry. Its primary objective is to promote the concept of prolonging the lifespan of clothing by advocating for the selection of high-quality products and encouraging people to keep their clothes for longer durations.

***Table 7: Sustainability awareness raising events***

#### 4.5 Campus Operations

This section provides an overview of the school's projects directly associated with the advancement of their campuses in terms of environmental considerations and gender equality & inclusion. The initial table consolidates the key environmental initiatives executed by the schools within their campuses. The information in the following table about the environment is categorized into two sections: short projects, which have been completed at specific times, and long projects or ongoing

projects. More information can be found in the “Sustainability at ... (Actions/organizations)” sub-sections in the schools’ analyzes in the appendices.

<i>Environment related projects</i>	<i>Short-term projects</i>	<i>Long-term projects/Ongoing projects</i>
<i>HEC Liège</i>	The Level-up and Stop Waste campaigns, along with the university's commitment to decrease its carbon footprint, have led to the emergence of <b>several short-term projects</b> (e.g.: installation of a bicycle parking area, installation of photovoltaic panels, etc.).	<p><b>Level-Up Campaign:</b> The school has undertaken the construction of a new building designed to be energy-efficient and environmentally sustainable. Additionally, the campus expansion is being executed with a strong focus on environmentally friendly practices.</p> <p><b>Stop-Waste Campaign:</b> The school community has initiated a one-year campaign aimed at reducing the production of all types of resources.</p> <p><b>Carbon footprint reduction:</b> HEC is undertaking multiple projects to assist the University of Liège in attaining its 2030 targets.</p>
<i>ICHEC</i>	<p>The school carried out an <b>audit on their mobility practices</b>.</p> <p>The school carried out an <b>energy audit</b> for the Montgomery and Anjou campuses.</p> <p>The school oversees diverse projects concerning the themes of mobility and green spaces.</p>	<p><b>Greening</b> of the Montgomery campus terrace.</p> <p>The school has undertaken the development of a <b>wooded area</b> with the purpose of fostering biodiversity and facilitating the implementation of "green" projects.</p>
<i>ESSEC</i>	<b>New waste sorting system:</b> <i>The school has implemented new waste collection points to enhance recycling efficiency.</i>	<p><b>Campus 2023: A Greener Building, Celebrating Biodiversity.</b> The core aim of this project is to perform a thorough and conscientious renovation of a historic building on the Cergy campus, with the intention of establishing it as a leading example in terms of responsible water and energy consumption practices.</p> <p><b>Energy Saving Plan:</b> The school's objective is to decrease energy consumption on its Cergy and La Défense campuses by 40% by the year 2030.</p>
<i>GEM</i>	The school is currently executing <b>several short-term projects</b> designed to accomplish its objectives in waste management, mobility, and carbon footprint reduction. Examples of such projects include the creation of a mobility guide for students and offering locally sourced food options, among others.	<p><b>Zero Waste Project:</b> The primary objective of this project is to promote the adoption of a new, more responsible approach to waste management within the community.</p> <p><b>Ecofriendly Mobility:</b> The school promotes soft mobility and public transport through various initiatives and events.</p> <p><b>Carbon footprint reduction:</b> The primary goal of the school is to achieve carbon neutrality by the year 2030.</p>
<i>TUM MGT</i>	<b>Green Mensa project:</b> The core objective of this project is to enhance the sustainability of the university cafeteria.	<b>Tree planting campaign:</b> The primary aim of this campaign is to reforest an area near TUM.
<i>WHU</i>	<b>Installation of photovoltaic panels:</b> The solar panels produce slightly more electricity than WHU's total electricity consumption.	<b>Ecofriendly Mobility:</b> Multiple projects have been initiated to minimize the community's environmental impact concerning mobility.

**Table 8: Environment related projects**



The following information pertains to the projects and organizations established within the school with a focus on diversity and inclusion. These initiatives do not solely seek to promote diversity and inclusion within the community, but rather, they exemplify practical manifestations of these principles.

**HEC Liège** Concerning its staff and community members, the school has achieved a validated equilibrium between male and female representation for a continuous period exceeding four years. In furtherance of empowering women in the business realm, the institution has instituted a program titled "Mentoring au féminin." This initiative is designed to provide young female graduates with personalized coaching, thereby facilitating their transition into their subsequent professional pursuits. Lastly, the school has undertaken efforts to enhance accessibility within its premises for individuals with reduced mobility.

**ICHEC:** ICHEC has not disclosed any information pertaining to its policy on diversity and inclusion, nor has it made any public disclosures about the measures and actions undertaken in this domain.

**ESSEC:** In the context of diversity and inclusion, the school has devised a comprehensive action plan which encapsulates the school's objectives concerning these themes and is complemented by an overarching policy that emphasizes respect for others, fostering an environment conducive to inclusivity and appreciation of diversity within the academic community. To effectively enforce this policy, the school has implemented specialized training programs for policy implementers and student associations. Furthermore, an online platform has been established to facilitate the reporting of any instances of non-compliance with this policy. Concurrently, the school has also undertaken a pluriannual plan aimed at promoting gender equality, aspiring to stimulate progressive mindsets on this matter within the realm of business. Notably, the Fully ESSEC Program endeavors to augment the school's inclusiveness. The program's inception was marked by an extensive survey involving key stakeholders to discern the prevailing barriers to inclusion within the school.

**GEM:** The institution has established the "WoMen@GEM" initiative, which involves collaborative workgroups focused on diversity and inclusion, with the primary objective of diminishing the gender gap and stereotype disparity prevalent within the institution. Moreover, the institution has devised a "Sexist & Sexual Violence Alert & Care System," providing a mechanism for community members to report instances of sexist or sexual violence. Additionally, student organizations have undergone specialized training to effectively address such instances of violence. Lastly, the institution conducted a comprehensive survey among students to analyze and assess the prevalence of violence and sexism within the GEM community.

**TUM MGT:** The school has integrated two roles into its school board whose responsibility is diversity and inclusion within TUM MGT. Their responsibility is to ensure the inclusion of everyone within the school allowing true talent to be expressed. They are the school's reference for diversity and are responsible for gender equality within the school. The school has also set up a system of "Diversity Ambassadors" whose mission is to ensure that a climate of respect, diversity, and inclusion prevails at the school.

**WHU:** The institution has established a scholarship system aimed at providing support to deserving students. The principal objective of this system is to give students with commendable academic achievements the opportunity to access the school's programs at reduced costs. Moreover, the institution actively fosters gender diversity through the establishment of various organizations and communities within its domain. These entities strive to promote gender equality and inclusivity, with a particular focus on supporting women in their endeavors by providing networking opportunities and assistance in realizing their aspirations.

## 4.6 Partnerships, Networks & Outreach

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In this section, we present the primary networks and partnerships of the schools concerning sustainability. These partnerships provide essential support for education to Sustainability within the school. More information can be found in the school information provided in the appendices.

**HEC Liège:** Firstly, the school maintains that the companies with which it enters partnerships are an important foundation for the school. The school highlights the Chairs it has set up with organizations as important partnerships in the direction of sustainability. In terms of networks helping the school in terms of sustainability, the two most important are "The Shift<sup>15</sup>" network, a Belgian community focused on sustainability of which the University of Liège is a member, and the Enactus<sup>16</sup> network, whose mission is to develop the next generation of social innovators. The school has been a signatory member of the PRME community since 2013.

**ICHEC:** Primarily, the school is an active participant in "The Shift" network. Furthermore, one of the school's educators collaborates with two teachers from other institutions to coordinate the "Réseau Profs en transition<sup>17</sup>" (in transition professors' network), which facilitates exchange and collaboration on matters pertaining to environmental and social transition. The school has been a signatory member of the PRME community since 2021.

**ESSEC:** Firstly, the school has established numerous academic and corporate partnerships for its Bachelor Act program. Notably, the program is jointly organized with CY Cergy Paris Université<sup>18</sup>, while also benefiting from valuable collaborations with corporate entities such as Accor, Engie, and Schneider Electric Foundation. Secondly, the school engages in a productive alliance with the Learning Planet Institute, which provides valuable support in navigating contemporary challenges. As previously mentioned, the partnership with the Campus de la Transition proves instrumental in leveraging expertise in sustainable matters. The school has been a signatory member of the PRME community since 2008.

**GEM:** The school exhibits active participation in multiple networks and has cultivated several partnerships centered around sustainability. Firstly, the institution is a valued member of CIRSES<sup>19</sup>, a network dedicated to fostering the integration of social responsibility in higher education. Additionally, the school plays an actively engaged role in the endeavors of Campus de la Transition, further underscoring its commitment to sustainable practices. In addition, the school played a major role in the creation of Sulitest20. One of its members was a founding participant and is now serving on the prestigious Board of Directors. The Sulitest is designed to assess students' knowledge of SD. The school has been a signatory member of the PRME community since 2008.

**TUM MGT:** TUM MGT's principal networks and partnerships are interconnected within its ecosystem. The school regularly hosts conferences where managers from prominent local companies, including CEOs from esteemed organizations like Lufthansa and BMW, can discuss the significance of sustainability within their respective sectors. In addition, the school is developing partnerships with schools/organizations abroad to have a direct impact on local communities. Finally, the school has been a signatory member of the PRME community since 2013.

**WHU:** The WHU maintains its most significant partnerships in terms of general activities with companies affiliated with the Otto Beisheim Foundation. Additionally, the school nurtures strong ties with these partner companies, which facilitates its interaction with leading entities within its

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<sup>15</sup> <https://www.theshift.be>

<sup>16</sup> <https://enactus.org>

<sup>17</sup> <https://www.reseauprofsentransition.be>

<sup>18</sup> <https://www.cyu.fr/en>

<sup>19</sup> <https://www.cirses.fr>

ecosystem. Moreover, the "In Praxi WHU" network, serving as the school's alumni network, further contributes to its engagement with prominent companies. Finally, the school has been a signatory member of the PRME community since 2013.

Apart from these partnerships/networks, schools can also exert an external influence on their ecosystem and society through various projects. The principal projects shared by the schools are enumerated in the table below. The details of such projects can be found in the "Sustainability at ... (Actions/organizations)" sub-section of the individual school analyses in the appendices.

<i>Society-related projects</i>	<i>Short-term projects</i>	<i>Long-term projects/Ongoing projects</i>
<i>HEC Liège</i>	<b>Nourrir Liège festival:</b> The school played an integral role in co-organizing and actively participating in this project centered around the theme of transparency in the food industry, organizing open-to-the-public activities.	<b>Smart City Institute:</b> This HEC Liège project serves as an extensive and integrated organization, deeply committed to the advancement of smart cities <sup>20</sup> . The initiative regularly hosts events that foster the convergence of diverse stakeholders within its ecosystem, facilitating collective engagement and exploration of this theme.
<i>ICHEC</i>	-	<b>SusTech4Africa:</b> Teachers from the school embark on trips to Africa to conduct training sessions for local entrepreneurs, focusing on the utilization of the "Societal Impact Canva," which is a tool developed by ICHEC. <b>Entrepreneurship tools:</b> The school has devised various tools aimed at instilling the appropriate entrepreneurial attitudes among young individuals across four distinct countries in Europe and Africa.
<i>ESSEC</i>	-	<b>The Shift Project Climatsup Business:</b> The school actively participates in this project, which seeks to present a practical approach for integrating ecological concerns into business schools. <b>The Council on Business &amp; Society:</b> In addition to research, the aim of this grouping of 7 schools is to promote the integration of ethics and social responsibility courses in business schools.
<i>GEM</i>	<b>Refugees Day:</b> As part of the commemoration of World Refugee Day, the school hosted a day of awareness-raising events centered on the theme of refugees. The primary objective was to engage with and involve the Grenoble community.	<b>Sharin'Grenoble:</b> Each year, various entities of the school collaboratively organize this event, providing participants with the opportunity to explore solutions presented by experts concerning territorial transition.
<i>TUM MGT</i>	-	<b>Living Labs:</b> The school engages in collaborative efforts with universities in Asia, Africa, and South America to pilot projects aimed at providing energy solutions to communities lacking access to it. <b>Online Course:</b> TUM MGT provided support to the Burkina Institute of Technology in Burkina Faso by providing them online courses.
<i>WHU</i>	<b>City Mayor Duel:</b> In 2019, the school hosted a public debate between the mayoral candidates of Vallendar.	<b>Future Leaders Fundraising Challenge:</b> This biannual campaign is designed to heighten awareness regarding the significance of charity within the student body and the broader school community. Each year, two German associations receive donations gathered by the school as part of this initiative.

***Table 9: Society-related projects***

#### 4.7 Communication & Reporting

In this section, you will find a detailed explanation of how each school shares information about their sustainability initiatives and how they are structured. The analysis involves evaluating the sustainability reports and web pages of each institution, as well as examining their organizational

<sup>20</sup> Smart city = "Instrumental, interconnected, and intelligent city" (Harrison et al., 2010).

structure. More information can be found in the “Sustainability and Communication” sub-sections of the school descriptions in the appendices. The report structures are analyzed directly below.

	<i>HEC Liège:</i> (HEC ULiège, 2021)	<i>ICHEC</i>	<i>ESSEC:</i> (ESSEC Business School, 2023b)	<i>GEM:</i> (Grenoble Ecole de Management, 2021)	<i>TUM MGT:</i> (TUM School of Management, 2023b)	<i>WHU:</i> (WHU - Otto Beiheim School of Management, 2021)
<i>Report</i>	✓ <i>SIP</i> <sup>21</sup>	_22	✓ <i>SSR</i> <sup>23</sup>	✓ <i>SIP</i>	✓ <i>UN PRME SIP</i>	✓ <i>SR</i> <sup>24</sup> <i>SIP</i>
<i>Framework</i>	<i>PRME</i>		<i>School-created framework</i>	<i>PRME &amp; SDG</i>	<i>PRME &amp; SDG</i>	<i>school-created framework</i>
<i>Topics covered</i>	<i>Principle 1: Purpose</i>		<i>Key Figures</i>	<i>Strategy</i>	<i>Key Figures</i>	<i>Sustainability Highlights</i>
	<i>Principle 2: Values</i>		<i>Key Commitments</i>	<i>Method</i>	<i>Key Highlights</i>	<i>Mission &amp; Strategy</i>
	<i>Principle 3: Methods</i>		<i>Governance &amp; Strategy</i>	<i>Research</i>	<i>Principle 1: Purpose</i>	<i>Values</i>
	<i>Principle 4: Research</i>		<i>Education &amp; Training</i>	<i>Empowerment &amp; Exemplarity</i>	<i>Principle 2: Values</i>	<i>Academic Programs</i>
	<i>Principle 5: Partnership</i>		<i>Research &amp; Innovation</i>	<i>Partnerships</i>	<i>Principle 3: Methods</i>	<i>Research &amp; Faculty</i>
	<i>Principle 6: Dialogue</i>		<i>Environment</i>	<i>Dialogue</i>	<i>Principle 4: Research</i>	<i>Executive education &amp; Corporate Connections</i>
	<i>Organizational Practices</i>		<i>Social Policy &amp; Territorial Commitment</i>		<i>Principle 5: Partnership</i>	<i>International Relation &amp; Diversity</i>
	<i>Next steps</i>				<i>Principle 6: Dialogue</i>	<i>Community Outreach</i>
				<i>Future Commitments</i>	<i>Administration &amp; Organization</i>	
					<i>PRME Values (Future Commitment) &amp; KPIs</i>	

**Table 10: Sustainability Reports**

<sup>21</sup> Sharing Information on Progress

<sup>22</sup> As a member signatory of the PRME community since December 2021, the school is given a two-year period to prepare and publish a sustainability report.

<sup>23</sup> Sustainability and Social Responsibility Report

<sup>24</sup> Sustainability Report

The information below pertains to sustainability content on school websites.

**HEC Liège:** The S'Lab organization operates with its own dedicated website. On this platform, visitors can gain insights into S'Lab's mission, identity, and network. Additionally, the website provides information about the various actions and events undertaken by S'Lab.

**ICHEC:** ICHEC has a dedicated section on its website titled "Sustainability." Within this section, visitors can find an introduction to sustainability at the school, along with an explanation of the four strategic axes of sustainability. Each of these four axes has its own separate page where it is elaborated upon.

**ESSEC:** ESSEC features a section called "Get Involved" on its website, encompassing four sub-sections: "The Together project", "ESSEC's commitments", "the CISE center", and "the school's gender equality policy".

**GEM:** The school's website includes an "Our commitments" section that outlines its dedicated efforts and elaborates on the five primary causes it advocates for: Ethics and integrity of internal stakeholders, Gender equality, Access to education for all, Economic peace, and Fight against global warming, among others.

**TUM MGT:** The school's website showcases a "Sustainability" section, systematically divided into seven essential subsections, outlining the school's primary direction and organization concerning sustainability. These subsections include "Mission", "Sustainable Development Goals", "PRME", "a letter from the Sustainability Manager", "Teaching", "Research", and "Sustainability Office".

**WHU:** The school has curated a dedicated section titled "Social Impact" on its website. This page elucidates the school's vision regarding sustainability, outlines its principal projects, provides insights into the integration of sustainability within the curriculum, highlights student initiatives related to sustainability, and presents recent updates on research and media coverage concerning sustainability efforts.

## 5 Interpretation of the findings

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The main goal of this section is to answer the main research question by linking the findings from the literature review with the various results gathered from the school analyses. A relevant analysis of business schools' practices towards education for sustainable development can be established by comparing and analyzing the similarities and differences of various schools using different criteria and frameworks proposed by the literature review. The purpose of including the interpretation of findings in this study is to establish a clear connection between the literature review and the results of the empirical research. This will allow us to gain valuable insights from these connections. It's important to note that the six schools involved in this project are all members of the PRME community, which emphasizes their dedication to corporate social responsibility and sustainability in management education.

### 5.1 Sustainability teaching

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The initial segment of this analysis revolves around the explicit learning of sustainability. Specifically, it will focus on examining the practices pertaining to courses and curricula, as well as how schools position themselves concerning sustainability. Additionally, the analysis will explore the pedagogical tools employed by educational institutions to effectively impart knowledge and understanding related to sustainability.

#### 5.1.1 Integration of Sustainability in the programs

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As evidenced in the literature review conducted by Rusinko (2010), the integration of sustainability skills within schools can be achieved through diverse approaches. Rusinko outlines four levels of integration that schools can undertake as they initiate the process of incorporating sustainability into their curriculum.

The analysis of the six schools revealed that each of them had successfully integrated sustainability-related courses into their curricula. Consequently, all these schools have reached, at minimum, the second quadrant, as outlined by Rusinko's framework, which is the creation of at least one or more courses directly related to sustainability.

Based on the available information, it appears that WHU offers an extensive range of sustainability-related courses for both bachelor's and master's degrees, as evident from the list provided in the appendices. However, there is no indication of specific sustainability-related programs or full integration of sustainability concepts into existing programs. Given these observations, it seems reasonable to position WHU in the second quadrant regarding the integration of sustainable concepts into its curricula. However, it is important to note that the school demonstrates a proactive stance towards sustainability, with a shared commitment among its community members to embrace sustainability as a core value. This commitment suggests that WHU is actively working towards a more comprehensive approach, potentially moving towards the third quadrant in terms of integrating sustainability into its existing courses.

In the diagram, the third quadrant indicates the incorporation of sustainability into current academic programs. It's feasible for a school to be at level three and simultaneously develop courses that are directly related to sustainability. In the case of the schools analyzed, GEM appears to be the closest to this level of sustainability integration. The school actively promotes cross-disciplinary integration of sustainability-related concepts and supports such efforts through partnerships, notably with Campus de la Transition. Therefore, it can be concluded that GEM falls between the second and third levels on Rusinko's schema, with a strong emphasis on the integration of sustainability within its existing structures.

Among the other four schools analyzed, each has taken significant steps in incorporating sustainability into their educational offerings. These efforts include the creation of at least one program specifically focused on sustainable themes. ESSEC and TUM MGT offer entire bachelor's and master's programs

centered around sustainability, while HEC Liège and ICHEC have introduced specializations within their existing programs to address sustainable concepts. Moreover, in addition to these dedicated programs, each of these four schools has allocated resources for various initiatives. These resources encompass teacher training, “Assurance of Learning” mechanisms, and other measures aimed at ensuring the seamless integration of sustainable themes throughout the core courses of the respective institutions. These comprehensive approaches signify the commitment of these schools towards sustainability integration and place them in the fourth quadrant on Rusinko’s schema, with a strong focus on both program development and the incorporation of sustainability across various aspects of their curricula.

The reflection on the progress made in integrating sustainability reveals intriguing comparisons between schools. When contrasting institutions like GEM and ICHEC, certain questions arise. GEM has been a signatory member of the PRME community since 2008 and has established various organizational entities, such as the Sustainability Hub and Sustainability Committee, with dedicated working groups. In contrast, ICHEC became a signatory member of the PRME community more recently, in 2021, and has formed a team called Sustainable ICHEC.

Although it may have limitations, using PRME membership and organizational structure as a basis for evaluating schools' dedication to sustainability is still a helpful framework to question Rusinko's integration scheme. On the one hand, and although GEM has not yet created dedicated sustainability programs, it appears to prioritize the integration of sustainability into its current operations and programs. On the other hand, ICHEC has already introduced sustainability-related specializations although they appear to be structurally less advanced than GEM in terms of sustainability.

The integration of sustainability into existing programs emerges as a fundamental foundation for all schools, constituting an essential step in their journey towards sustainability education. Although the creation of dedicated sustainability programs is also important, some schools might require more time to undertake this additional step. For some schools, such as potentially GEM, this extra time can be seen as time spent fully integrating sustainability into their existing programmes, to ensure the quality of the integration of sustainability into these, before starting to create new ones.

#### 5.1.2 Type of education: Transmissive/Transformative/Authoritative/Participative

The literature review introduced the schema of Jickling & Wals (2008), which highlights the ineffectiveness of the authoritarian-transmissive style of education in fostering sustainability learning. This theory finds support through an analysis of the sustainability programs offered by the schools. For instance, when examining HEC's program in “Management of social and sustainable enterprises”, the various specialization programs at ICHEC, and the different sustainability-related programs at ESSEC, it becomes evident that a notion of transformation or participation is consistently present.

Indeed, in each program, there is an emphasis on integrating projects initiated by students or incorporating reflections that emerge from students, guided by the academic framework, on societal matters and the changes unfolding within it. This emphasis on participation and transformation aligns with the approach advocated by Jickling & Wals, suggesting that these schools recognize the importance of engaging students actively in sustainability education and encouraging them to contribute to real-world societal challenges.

However, categorizing these sustainability programs into specific quadrants poses a challenging task. Nevertheless, the results and data appear to align with the authors' theories, particularly about the complexity of adopting the fourth quadrant (participatory-transmissive) in the context of sustainability education. Each of the mentioned programs consistently incorporates a specific framework.



In instances where the primary approach is participatory, it is often accompanied by a transmissive approach. The ICHEC's Housing Project<sup>25</sup> serves as a relevant example. The main approach in this project is undeniably participatory, as students engage in a team-based implementation of a project during a trip. The final project itself is participatory in nature, driven by students' active participation. However, it is essential to acknowledge that this participatory aspect is complemented by a transmissive approach. Preceding the participatory project, students undergo a course that imparts basic knowledge necessary for the project, as well as seminars designed to foster critical thinking and skills development. Consequently, the overall structure of the project exemplifies a "Transmissive-Participative" approach, as illustrated in the Jickling & Wals model. This blending of participatory and transmissive elements underscores the complex nature of adopting a comprehensive participatory approach to sustainability education, as it requires a careful balance between direct instruction and student-driven learning experiences.

Regarding the reflections on the literature review and the four modes of education, two important considerations arise. Firstly, when categorizing an entire program into one quadrant, such as labeling the Housing Project as "Transmissive – Participatory", it might lead to oversimplification. It is essential to acknowledge that reducing a comprehensive program to two distinct approaches might not capture the full complexity and nuances of sustainability education. The Housing Project is an easily analyzed sub-program, making it more amenable to such categorization. However, the same may not hold true for every program, which could encompass a blend of different approaches, making it challenging to categorize them into a single quadrant. Secondly, the authors' reflections on quadrants 1 and 4 of the Jickling & Wals diagram warrant consideration. It does indeed appear complicated to effectively teach sustainability through a purely "Transmissive - Authoritative" approach, as this method might limit student engagement and hinder deeper understanding of sustainability concepts. While striving for a completely "Transformative - Participative" approach in education is certainly desirable, it may be considered unrealistic in certain circumstances due to the logistical hurdles of fully incorporating such an approach into the curriculum.

These reflections emphasize the need for a balanced and flexible approach to sustainability education, recognizing that each program and educational context may require tailored strategies that draw from multiple approaches to effectively engage students and foster sustainability learning.

### 5.1.3 Pedagogical Tools

In the literature review, two distinct pedagogical approaches to sustainability education are introduced, as identified by Kennedy et al. (2021): the firm-centric approach and the systemic approach.

The firm-centric approach is exemplified through sustainability-oriented business simulations, and similar projects were identified in the research results, such as GEM's Back-to-school challenge focused on sustainability in 2020. However, proposing a "green new deal" involves broader implications beyond just environmental considerations. Therefore, it may be challenging to categorize this specific challenge as a firm-centric approach since it primarily emphasizes environmental impact.

Conversely, the systemic approach highlights the significance of student self-awareness, which appears to be particularly emphasized and implemented by the schools in various projects presented in section 4.4: Campus Experiences. These projects underscore the importance of raising students' awareness of environmental and social issues. While the literature review does not present any "miracle projects" that could guarantee raising students' awareness of sustainability issues, the research reveals some commonalities among the school projects<sup>26</sup>. For instance, many schools organize days or weeks dedicated to different sustainable themes on campus, which seems to be a

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<sup>25</sup> Presented in the appendices.

<sup>26</sup> N.B.: this section of the analysis does not analyze the players behind these projects.

common practice across the institutions. However, an insight from the interview with HEC Liège raises questions about the impact of such events on student awareness. The interviewee stresses the difficulty of engaging students in events that are not compulsory for them.

Nevertheless, according to the research table, raising student awareness is the objective of two events, namely challenges on sustainable themes and campus events promoting sustainability.

## 5.2 School Climate

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The subsequent segment of the literature review diverges from courses and programs, as it focuses on exploring the various aspects of sustainability within the school environment. The research has revealed different ways in which schools operate in terms of their strategies, missions, values, research, campus operations, partnerships, networks, and communication concerning sustainability. The core objective of this section is to dissect the diverse practices of the chosen schools concerning sustainability and to extract overarching patterns and prevailing tendencies.

### 5.2.1 Strategy, Values, Mission

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The literature review has accentuated the significance of instating a sustainability framework and values within educational institutions, and the research findings disclosed both commonalities and distinctions among the organizations.

In terms of values, each school presents them prominently on their official websites (see sub-section 4.7), various social media platforms, and within their published reports. The term "Responsibility" or "Social Responsibility" was identified in five out of the six schools. These institutions seem to consider this value as a fundamental benchmark, and as an indication of being aware of its influence on students and the broader community.

As we delve deeper into values, it's fascinating to explore beyond the surface level of "expressed terms" when conveying institutional value. Among these five schools, the value of responsibility takes precedence, accompanied by supplementary values such as integrity and respect for diversity—values intrinsically tied to sustainability themes. To fully understand how these values are put into practice, it's important to look beyond public channels such as websites, reports, and social media. Notably, four out of the six schools have formulated more comprehensive mechanisms to reinforce these values within their communities. The two German schools, for instance, have both established a Code of Conduct that delineates the expected conduct for students, faculty, and staff within the institution. Even though responsibility is not one of its four core values, WHU still uses this approach to encourage a sense of responsibility. The two French schools have come up with extra ways to emphasize values that support sustainability in general.

In sum, two main conclusions can be drawn. Firstly, the schools are all aware that it's crucial to teach students about their responsibility to both their local community and society as a whole. Secondly, schools could potentially benefit from devising tools that propagate institutional values beyond customary public channels. This approach taps into the notion that values are not merely declarations, but rather principles that are inculcated through multifaceted mechanisms.

Examining the organizational dynamics of these schools concerning sustainability yields valuable insights. Primarily, a discernible trend is the emergence of a proclivity towards establishing dedicated sustainability teams or appointing Sustainability Managers. Among the six scrutinized institutions, only one, WHU, lacks a designated Sustainability Manager or Sustainability Team. This peculiarity can be attributed to several factors: WHU accommodates the smallest student population among the six schools studied, and more importantly, it fervently advocates personal initiative, believing that sustainability initiatives can originate from any member within the institution.

Rather than delving extensively into the WHU case, the focus shifts to the extant practices in terms of sustainability-oriented organizational frameworks. A recurrent feature is the presence of a project

manager or sustainability officer, among the five schools encompassing at least one sustainability-linked role within their staff.

Of particular interest in this analysis are the practices of ESSEC and GEM. ESSEC boasts a coherent and well-defined organizational structure pertaining to sustainability. This framework involves multiple stakeholders, each with assigned responsibilities; For instance, the consultative committee, composed of students, faculty, and staff members, operates as a think-tank channeling ideas to the social and ecological transition department. This department, in turn, operates in tandem with the school's executive committee, which includes an individual tasked with overseeing the sustainable strategy. This layered structure is harmoniously integrated into the school's overall framework, indicating that sustainability is seamlessly interwoven within the institution rather than existing as an isolated domain.

In contrast, GEM has established a substantial Sustainability Hub alongside a dedicated Sustainability Hub team. This hub serves as a conduit to infuse sustainability into the institution's activities through an array of strategic action points.

Quantifying the efficacy of these diverse approaches in integrating sustainability within these institutions lies beyond the scope of this study. However, several salient observations can be inferred. To start incorporating sustainability across institutional activities, it is important to designate a focal figure. This can be an effective first step towards achieving the goal. Furthermore, fostering widespread participation in the integration process seems to be beneficial, harnessing the potential of a diverse range of stakeholders. In order to improve the success of sustainable initiatives in school, it is important to establish a clear structure and consistently develop it within the institution. This will enhance the effectiveness of sustainable practices in all school activities.

### 5.2.2 Research

The literature review underscores the significance of research endeavors tied to sustainable topics within business schools. Such research serves multiple purposes: it advances understanding of sustainable issues, creates new management or models favoring sustainability, and generates resources for sustainability education.

The business schools under analysis are all engaged in research activities related to sustainability topics. Several discernible trends emerge in terms of integrating sustainability into research.

Primarily, schools have the option of establishing research centers focused on sustainable themes. This is evident at HEC Liège, ICHEC, ESSEC, and WHU, where research centers dedicated to social and environmental innovations or other sustainable topics are in place. This practice proves valuable in cultivating a central team dedicated to sustainability-linked research within these institutions. Thus, the first trend involves the establishment of a research center within the school.

Another approach is to incorporate sustainable topics throughout different departments of the school in a transdisciplinary way, as observed at GEM and TUM MGT. Here, sustainability is not compartmentalized as a discipline confined to one research-center, but rather embedded across all research departments of the school.

Interestingly, the four schools possessing a sustainability-related research center also endorse this transdisciplinary integration of sustainability into research. A parallel can be drawn with education, where integrating sustainability across diverse curricula emerges as a pivotal step for comprehending sustainability within business schools. In terms of research, all six schools concur on the importance of integrating sustainability across diverse research domains. ESSEC and GEM, with their extensive sustainability-oriented organizational structures, ensure this transdisciplinary amalgamation through the Sustainability Guild and the Sustainability Committee, respectively.

Schools have set up specialized Chairs for subjects that are directly related to sustainability. This work does not delve into the specifics of each Chair's functioning, but it is noteworthy to consider their

collective operation. when we look at the table displaying, section 4.3, we observe the significant number managed by ESSEC. As indicated in an ESSEC interview, these Chairs hold substantial research and teaching potential. Consequently, programs and courses can be enriched through contributions from these diverse Chairs, underscoring the importance of business schools in fostering these varied Chair initiatives.

The implications derived from these findings emphasize the imperative significance of infusing sustainability into the manifold research endeavors of the school. Sustainability research cannot be limited to a solitary research center. Moreover, the conversation with ESSEC underscored the potent impact of Chairs within educational institutions, owing to their dual role in research and teaching.

### 5.2.3 Campus Operations: Showing the way.

The literature review highlights the importance of educational institutions setting an example in promoting sustainability. This emphasizes their credibility as educators on the subject. They must actively engage in projects that yield positive societal and environmental outcomes. In the results section of this study, an array of projects has been identified, encompassing initiatives with external impacts (outreach), those fostering positive environmental change, and endeavors epitomizing an inclusive policy that champions diversity. While the literature review underscores the imperative of setting an illustrative benchmark for educational institutions and provides illustrative instances, a closer examination of the nuances emerging within these 6 institutions is warranted.

Regarding their impact on ecosystems and society, it proves challenging to discern definitive patterns from the attained results. When perusing Table 9: Society-related projects in section 4.6, discernible trends pertaining to the desired societal or ecological impacts that the institutions seek to achieve do not materialize prominently. Nonetheless, the showcased projects could be categorized into three archetypes. Firstly, institutions deem community involvement (within the town, city, or region) pivotal, often participating in localized events. Secondly, some institutions, where feasible, spearhead projects aimed at ameliorating living conditions in economically disadvantaged nations, achieved through the implementation of energy solutions or educational initiatives. Lastly, institutions also place a premium on assuming an advocacy role for sustainability, undertaking projects that disseminate sustainable concerns to a broader audience.

These three typologies of socially relevant projects exemplify instances wherein institutions lead by example for their students. Students can, at their own discretion, choose to engage in analogous voluntary activities.

Moving on, in terms of environmental initiatives, it seems that there are noticeable categories and general patterns within the institutions. Across various tiers, schools are implementing environmental projects to set a benchmark for their students. School reports and websites consistently spotlight projects in this domain, underscoring the salience of educational institutions' demonstrative roles. In this context, Table 8: Environment-related projects in section 4.5 illuminates the diversity of initiatives undertaken by the schools. The principal projects pertain to mobility, energy efficiency, and eco-friendly practices. Notably, two projects, executed by HEC Liège and ESSEC, embody the dictum of "leading by example," as they focus on infrastructural enhancements (Level-Up Campaign and Campus 2023). Collectively, the table underscores the vital role that institutions play in setting an ecological benchmark.

Lastly, section 4.5 underscores the pivotal role that institutions play in promoting inclusive policies and respecting diversity. Five of the six institutions surveyed endorse and communicate these policies through various means (mentoring, inclusive events, access to specialized scholarships, etc.).

To conclude, the literature review accentuates the crucial role of institutions as exemplars. This notion of exemplification aligns with institutions' aspirations to undertake projects fostering positive societal and environmental impacts. A gamut of project types may be envisaged, spanning a spectrum from small-scale, low-investment endeavors to grander, resource-intensive undertakings.

#### 5.2.4 Partnerships & Networks

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The literature review underscores the significance of public-private partnerships for business schools. Given that the students of these institutions are the future workforce, the existence of collaborations between schools and companies becomes crucial to tailor educational programs to meet the demands of the job market.

The outcomes revealed several salient points in relation to these partnerships. Among the most crucial collaborations<sup>27</sup> for schools, with both public and private enterprises, are those resulting in the establishment of Chairs or, as in the case of ESSEC's Bachelor Act, when private partners support the inception of sustainability-related programs. Additionally, partnerships that bring in industry experts to share their insights on sustainable matters have proven to be valuable, such as TUM MGT's engagement with CEOs from Lufthansa and BMW, who shared their expertise on sustainability's significance in their respective sectors.

The examination of the various schools' research and analysis yielded a noteworthy new aspect, not previously highlighted in the literature review: the pertinence of the networks to which business schools belong.

This aspect has become evident in terms of embedding sustainability into school operations. Primarily, the PRME community stands as a notable network, encompassing all six analyzed schools along with more than 800 institutions worldwide. As elucidated by the interviewee representing the PRME community, one of the network's strengths is fostering collaboration among schools. The objective is not to instigate competition among schools regarding sustainability but to collectively propel sustainability's advancement within the network's business schools. This initial example underscores the significance of business schools' participation in such networks.

Further analysis of the schools brought to light various types of networks to which the institutions belong. Notably, the Enactus network emerges as influential, as it empowers students within business schools. Sustainability education networks, exemplified by Campus de la Transition, form another type of network. These networks facilitate educators' progression in terms of sustainability by offering tools, networking opportunities, and training, all of which facilitate the integration of sustainability into their curricula.

Consequently, it is pivotal to highlight that the literature review underscores the importance of partnerships for integrating sustainability into school activities, and this notion appears corroborated by the outcomes derived from the analysis of these schools. However, partnerships are not the sole observation. The networks to which these institutions are affiliated seem to play a crucial role in advancing sustainability within the schools.

#### 5.2.5 Reporting, Communication

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The literature review unveiled the presence of a sustainability report as indicative of a school's commitment to community sustainability. Among the 6 schools scrutinized, 5 have already released one or more sustainability reports, while the 6th (ICHEC) is also scheduled to publish one soon. The publication of such reports appears to be a commonplace practice for these schools. Further scrutiny involved analyzing the content and structure of these reports, and the outcomes were presented in Table 10: Sustainability Reports, detailed in section 4.7.

Delving into the content and structure of these reports yields intriguing insights. Among the 5 analyzed sustainability reports, 3 adopted the PRME framework to depict the integration of sustainability across various dimensions of their organizational activities. However, for the remaining two schools, this framework seemed to be less explicitly presented compared to others. Nevertheless, section 4.7's

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<sup>27</sup> N.B: The objective of this study is not to assess the significance of sponsors for the overall operational aspects of the school.

tabular representation underscores common themes recurrent across the reports, revealing similarities<sup>28</sup> among the diverse aspects addressed in these reports.

Beyond the mere existence of these reports, their substance merits investigation. The applicability of the PRME structure appears pertinent across all the schools, constituting a relevant framework for the comprehensive reporting by business schools. Additionally, a discernible trend emerges, with each school highlighting significant events aligned with socio-environmental themes, initiated by the school communities. Termed "Campus Operations" within the literature review's framework, these actions do not seem to be entirely encapsulated within any of the 6 PRME principles, though they bear some correlation with a few.

To conclude, the schools' analyses notably underscore the significance of sustainability reports, serving as repositories of comprehensive sustainability-related information. The PRME framework is still relevant. However, European business schools seem to focus more on campus operations, which is an additional dimension found in the literature review.

### 5.3 Student's Participation

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In this interpretation of the results, it is pertinent to underscore several aspects delineated in the literature review. First and foremost, as noted by Mormont et al. (2006), the optimization of sustainability hinges on collective participation. In a more nuanced context of educational institutions like schools, Alshuwaikhat & Abubakar (2008) accentuate the vital significance of engaging every member of the school community in sustainability-related endeavors. This applies to students as well, who are not just made aware of sustainability issues but are also trained in developing skills and a sense of responsibility towards addressing these concerns (Cetindamar & Hopkins, 2008).

The diverse modes of engagement among academics, school staff, and students have been previously presented upon in this result interpretation. This analysis reveals that schools like ESSEC, which have a comprehensive organizational structure focused on sustainability, are dedicated to involving stakeholders from all categories in their ecological and societal transition.

The results provide additional insights into the methodologies adopted by schools for incorporating students into projects related to sustainability within the schools. Primarily, it was observed that each scrutinized school featured at least one student organization affiliated with environmental or social concerns. Encouraging student organizations, whether started by the school or the students, is an effective way to involve them in sustainability projects and inspire them to initiate similar efforts. This practice parallels the literature review's stance that involvement in these organizations equips students with awareness, competencies, and accountability towards sustainability. On a deeper evaluation, these student organizations often spearhead projects aimed at heightening awareness about environmental and societal issues within the larger community. These projects encompass conferences, seminars, and on-campus initiatives. Each of these business schools hosts one or more organizations dedicated to orchestrating projects that enhance awareness about sustainability. The literature review highlights the importance of students taking initiative to increase their awareness. At the same time, the schools believe that student engagement can help spread this message to their peers. Therefore, the goal of promoting heightened awareness involves two paths working together.

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<sup>28</sup> Each color represents a topic (in the broadest sense) presented by the schools.

## 6 Discussions

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The purpose of this section is to provide a critical assessment of the composition of this dissertation and the findings derived from it. The subsequent segment, titled "Implications for Business Schools," is designed to substantiate the recommendations set forth by the PRME organization, drawing upon the insights garnered from this study. The subsequent section, designated as "Implications for Future Research," delineates principal inquiries and research trajectories that have emanated from the contemplation and execution of this study. Conclusively, the section titled "Methodological Limitations" elucidates the constraints inherent to this work regarding data accumulation and possible analysis procedures.

### 6.1 Implication for business schools

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This subsection aims to provide a more in-depth analysis of the presented and interpreted results from the preceding sections. Its purpose is to critically examine the outcomes and delve into the implications these findings carry for European business schools.

Within the context of the literature review, the PRME organization elucidated eight insightful recommendations for establishing sustainability as a robust cornerstone within educational institutions. Particularly noteworthy among these suggestions is the emphasis on comprehensive engagement of the school's constituents throughout the sustainability integration process. These recommendations, while not singularly centered on one of the fundamental activities of business schools, reflect the diverseness of backgrounds and compositions across various institutions of this nature. As previously indicated, the PRME documentation underscores the significance of involving the entire school community in the process of integrating sustainability. Consequently, the provision of guidance for collective involvement holds considerable value for educational institutions. While the PRME's enumerated suggestions are referenced in the literature review, this study has the potential to yield its own set of recommendations. The schools subjected to analysis can be categorized into three distinct groups, each implying varying degrees of involvement. These three categories are as follows:

- No school member responsible for sustainability, towards maximum promotion of sustainability integration in each department.

WHU serves as a prominent illustration of such a sustainability-oriented structure. The institution has effectively integrated students into sustainable projects, empowering them to establish diverse initiatives related to sustainable topics. Nevertheless, it's noteworthy that in this setup, students might encounter the absence of a distinct sustainability reference point or liaison. WHU's relatively smaller student population potentially facilitates cultivating their awareness of their significance within the school's undertakings.

Therefore, this mode of sustainability organization likely suits a school that holds a strong belief in its influence on both students and faculty, bolstered by a foundation of trust and mutual responsibility between the institution and its community.

- The existence of a sustainability manager or team within the school, ensuring continuous monitoring and execution of sustainability-related projects.

Examples of this organizational approach to sustainability can be observed in institutions like HEC, ICHEC, and TUM MGT. Notably, this approach assigns clear responsibility for overseeing sustainability-related initiatives to a designated sustainability manager or team. This distinct role ensures focused monitoring and implementation of projects aligned with sustainability objectives. Consequently, this approach is likely to yield a higher volume of sustainability-focused projects, including those of larger scope. Additionally, this designated individual or team can exert a positive influence on other members of the school community, facilitating the integration of sustainability principles into various

activities. Moreover, this arrangement fosters a clear pathway for school community members to present their sustainability ideas, as indicated in the interview with HEC.

This organizational model is well-suited for institutions capable of employing dedicated personnel or teams, aiming to establish a robust foundation for sustainable development across their campus(es).

- Existence of a comprehensive and well-structured sustainability organization with distinct managerial roles assigned to various thematic areas.

In the context of this study, the exemplars of this form of sustainability organization are ESSEC and GEM, both of which adopt distinct organizational structures to engage a wide range of community members in formal and systematic sustainability projects. This approach facilitates the expansion of active participants in the process of integrating sustainability within the school, consequently amplifying its integration efforts. The formal involvement of diverse community members also serves as a catalyst to attract additional participants to the integration process organically.

This organization model is particularly suited for institutions equipped with the resources to drive sustainability across various dimensions and those capable of employing dedicated personnel to facilitate this comprehensive integration.

Examining how different levels of organization impact the integration of sustainability into educational programs is a captivating pursuit. In this context, the significance of Rusinko's (2010) model for embedding sustainability into programs has been demonstrated. Notably, the analysis reveals that WHU stands as the sole institution categorized within the first category of organizations (those lacking a sustainability team or manager). Remarkably, WHU is also the exclusive institution not actively fostering the comprehensive integration of sustainability across all its programs.

It's important to clarify that our discussion pertains to the schools' promotional claims, as monitoring all programs and collecting extensive data is impractical in this work framework. However, it is already apparent that effective integration of sustainability across a significant portion of programs requires a well-developed organizational structure for sustainability. Schools lacking such a framework will face challenges or perhaps be unable to go further than quadrant 2 in Rusinko's framework for curriculum-based sustainability integration.

Nonetheless, although the other five schools have been evaluated for integrating sustainability into their programs, there's room to refine Rusinko's quadrant 3. These institutions all prioritize, in varying degrees, the transversal integration of sustainability-related subjects within their curricula. However, the actual extent of integration remains unverifiable. Despite GEM's well-structured sustainability organization, involving a substantial community contingent, the school has not introduced sustainability-focused programs, despite having the necessary operational resources. Nevertheless, GEM's partnerships, including those with Campus de la Transition, underscore its intent to embed sustainability across all programs. This prompts the question: should the creation of a dedicated sustainability program take precedence, or should integration across all programs be prioritized? In essence, does Rusinko's notion that the fourth quadrant represents the most effective means of integrating sustainability warrant further consideration?

Assessing sustainability integration across diverse programs aligns relatively easily with Rusinko's diagram. The six schools we examined were positioned straightforwardly within this framework, given its generally objective foundation. However, it's easy for an institution to assert sustainability integration within its programs; the complexity lies in gauging the extent of this integration. Relying solely on Rusinko's diagram might lead to the conclusion that GEM is situated behind HEC Liège, ICHEC, ESSEC, and TUM MGT in terms of sustainability integration. Nevertheless, given GEM's extensive resources directed toward research integration, its exemplarity, and its mission-driven company status, it's challenging to believe that GEM graduates are less well-versed in sustainability compared to those from the other four institutions. To answer the question of the importance of creating a



sustainability-related program or of integrating sustainability across the board into existing programs we can therefore assume that it depends on the context and needs of the school.

A unanimous perspective shared by all schools underscores that upon recognizing the significance of sustainability in the business realm, a business school must weave this theme throughout its entire spectrum of operations. In simpler terms, sustainability must be integrated into its programs, research, core values, organizational structure, communication strategies, as well as events and projects on campus. This comprehensive framework aligns with the conceptual framework put forth by Gupta & Singhal (2017), as highlighted in the review of pertinent literature.

However, it's crucial to emphasize that the efficacy of each element within Gupta & Singhal's framework relies heavily on the active involvement of individuals within the school. Although the literature review accentuates the value of collective engagement (every stakeholder must be involved) in a sustainability-focused education approach, this collaborative participation alone appears insufficient unless it is supported by those responsible for sustainability initiatives within the institution. Assuming a leadership role implies taking on accountability and avoiding waiting for other's initiatives. The proposition revolves around the imperative of designating individuals for these roles. This entails forming specialized teams within educational institutions that are entrusted with the task of infusing sustainability across diverse facets of institutional operations. Relying solely on initiatives from members of the community appears to fall short of meeting the requisites.

## 6.2 Implication for future research

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Firstly, all the schools analyzed in this study are at an advanced level of integration of sustainability into their activities, so the research results and their interpretations are different from schools that are not at the same level of integration. It would be interesting to analyze this type of school (at a lower level of integration) and see what is being put in place by these schools with the aim of reaching a higher level. As the first and most important step is the integration of members, it would be interesting to see how these schools mobilize their communities at an early stage of sustainability integration.

Furthermore, the examined institutions underscored their commitment to infusing sustainability into the foundational courses of the curriculum, alongside the development of specialized sustainability-focused courses and programs. Yet, it is worth delving into the specific strategies through which schools actualize the integration of sustainability into their programs. Notably, certain schools extend sustainability-oriented training and education initiatives to their faculty members. Consequently, conducting deeper investigations into the nature of such training endeavors, how they equip educators with the skills necessary for effective sustainability integration, and their role in fostering a culture of sustainability within business schools becomes a promising avenue for research. This dimension of faculty training is recognized as pivotal, if not indispensable, in the context of imparting sustainability education within European business schools.

The concept of developing a standardized tool, akin to a label, for assessing the extent of sustainability education in business schools is an intriguing proposition. Such an instrument could serve as a comprehensive metric to evaluate the degree to which schools incorporate sustainability principles and practices into their curricula, programs, and overall educational ethos. This label could potentially yield valuable insights and analyses regarding the significance of sustainability education efforts across various business schools. Moreover, it could pave the way for the formulation of a "sustainability implementation guide for business schools." This guide could cater to the diverse landscape of business schools, considering factors such as size, cultural nuances, and other contextual elements. By incorporating exemplar cases of schools excelling in sustainability education, this guide could provide practical, adaptable models for other institutions seeking to enhance their sustainability-focused initiatives. Such an initiative would not only promote greater accountability and transparency in sustainability education but also foster a culture of continuous improvement across business schools in Europe.

### 6.3 Methodological limitations

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Firstly, it's crucial to acknowledge that the data collected from the schools originates directly from the institutions themselves. This dependency on self-disclosure implies that the research findings are contingent upon the schools' willingness to share information and their specific choices regarding the information they highlight. Consequently, an absence of data in certain sections of the results tables does not necessarily indicate a deficiency in sustainability projects but could be attributed to the absence of published information. The variability in the length and content of sustainability reports, ranging from concise summaries to more extensive documents, further contributes to the differences in data availability. Additionally, some schools may have been unresponsive or declined to participate in interviews, leading to the omission of certain crucial details that could have enriched specific analyses. It's therefore important to acknowledge the limitations arising from information gaps and the subjectivity inherent in the data provided by the schools.

Furthermore, it's pertinent to note that the detailed analysis of programs was primarily focused on bachelor's and master's degree offerings. The examination of executive education and MBA programs was conducted at a more general level. This approach was chosen to provide an in-depth understanding of sustainability integration within the core academic programs.

Finally, it's worth highlighting that currently, the schools under examination may not uniformly employ a standardized measure to gauge the quality of their sustainability education. Consequently, the diverse practices investigated were not analyzed along a linear scale of "worst to best." Instead, the approach sought to identify distinguishing factors, similarities, and differences among the various practices.

## 7 Conclusion

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In conclusion, this section succinctly synthesizes the contributions emanating from the preceding subsections that collectively address the main research question posed in this study.

The exploration into the integration of sustainability into curricula has revealed a dual imperative: the establishment of dedicated structures for sustainability education while concurrently embedding sustainability principles seamlessly within core academic programs. This strategic balance acknowledges the need for both specialized focus and holistic integration.

Regarding the approaches employed for imparting sustainability education, the complexity unveiled within the data disrupts the neat classifications often portrayed in literature. Nevertheless, a structured framework emerges as instrumental, guiding students' learning journey. The findings also stress the significance of fostering personal reflection and encouraging active engagement, augmenting the effectiveness and engagement of sustainability education.

A unanimous consensus emerges across the analyzed schools, reinforcing the paramount importance of enhancing students' awareness of sustainability. Beyond formal coursework, institutions frequently orchestrate events such as campus sustainability initiatives, driving a deeper understanding of sustainability topics.

In summary, the study underscores that the purview of sustainability education extends beyond dedicated courses or programs, permeating the entire school environment. It amplifies the role of values congruent with sustainability and emphasizes how European business schools cultivate a sense of responsibility within their communities through multifarious mechanisms, discernible to these communities. The significance of structural frameworks, as highlighted in the literature, is reaffirmed, demanding a well-defined organizational architecture that inclusively engages community stakeholders to seamlessly integrate sustainability across operational dimensions. The research aspect further accentuates the urgency of integrating sustainability across interdisciplinary domains, mirroring the curriculum's approach. It underscores the impactful role of business schools in setting positive precedents through projects that benefit the environment or society. While literature emphasized the importance of partnerships, the results add nuance by revealing networks' potential influence over business schools and their endeavor to weave sustainability into their fabric.

This study collectively illuminates the intricate tapestry of sustainability education within European business schools, marking them as pivotal catalysts in cultivating sustainable mindsets and actions for future leaders and managers.

## 8 Appendices

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### Relevant Information looked on schools' reports and websites.

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Here is the relevant information that were collected about the 6 schools to analyze the sustainability teaching in these schools. This information was described as relevant because of their link to the PRME context and the literature review.

#### Introduction of the school and context

- General organization of the school
- Accreditations of the school
- Life at the school (students and staff)
- Key figures
- The macro context (summarized)

#### Programs at SCHOOL

- Bachelor's programs
- Master's programs
- Others

#### Sustainability according to SCHOOL (Value)

- According to the school, what is sustainability?
- Is it an important value of the school?
- What are the school's goals regarding sustainability?

#### Sustainability in bachelor's programs

- Is there a specialized program?
- Are there any courses directly related to sustainability?
- Which courses/programs, not primarily related to sustainability, include sustainability concepts?

#### Sustainability in master's programs

- Is there a specialized program?
- Are there courses directly related to sustainability?
- Which courses/programs, not primarily related to sustainability, include sustainability concepts?

#### Sustainability at SCHOOL (Actions/organizations)

- What concrete actions are implemented by the school within the institution?
- Are there any leaders/organizations responsible for sustainability within the school?

#### Sustainability and Research

- Is the school active in the research about Sustainability?
- How is the research about Sustainability organized in the school?

#### Sustainability and Communication

- How does the school communicate about the programs related to Sustainability?
- How does the school communicate about sustainable projects?

#### Partnerships towards sustainability -

- Are there partnerships between the school and public or private institutions/companies that bring added value to the teaching of sustainability at the school?

**Students' initiative towards Sustainability**

- How can students get involved in terms of sustainability? Examples of projects carried out by students.

**Professional direction of the graduates (Sustainability)**

- Do the graduates of the school go to companies advocating sustainability or implementing concrete policies in terms of social responsibility?

**The future of the school in the direction of sustainability**

- What steps will be taken in the future to improve the teaching of sustainability in the school?

## Schools Information

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### HEC Liège

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The information from this section is taken from:

- The school's website: (HEC ULiege, 2023a)
- The PRME report of HEC Liège: (HEC ULiege, 2021)
- The S'Lab website: (HEC ULiege, 2023c)
- The Research Report: (HEC ULiege, 2023b)
- [Interview \(appendices\)](#)

#### Introduction of the school and context

HEC Liege is in Liege, Belgium. The school was founded in 1898 and merged with the University of Liege in 2005 to become the Faculty of Management and Economics. More than 3400 students from more than 70 nationalities study here. Throughout their curriculum, these students can get involved in the university through student organizations or junior enterprises. HEC has implemented a system of Collective Interest Organizations (OICs). There is a total of 13 OICs and 3 junior enterprises in which students can invest, based on their interests. HEC Liège has been awarded the AACSB (Association to Advance Collegiate Schools of Business) and EQUIS (European Quality Improvement System) labels for all its offerings (from bachelor to doctorate) and is a signatory member of the PRME community since 2013. 58 companies and 150 universities around the world are partners of HEC Liège. HEC Liège has an international vision, with approximately 35% of its graduates working abroad. In addition to its internal organization, HEC Liège has created different sub-organizations, responsible for the development of different themes within the school. These different organizations are:

- Digital Lab<sup>29</sup> (Digitalization)
- S'Lab<sup>30</sup> (SD)
- Venture Lab<sup>31</sup> (Incubator for young entrepreneurs)

#### Programs at HEC Liège

HEC Liège offers different bachelor and master programs. For the bachelor's degree, there is the bachelor's degree in economics and management, where students can discover for three years the basics of economics and management, with an emphasis on language skills, methodological skills, and the human context. There is also the bachelor's degree in management engineering, where the basics are like those of the bachelor's degree in management sciences, with the addition of quantitative methods and additional analytical reasoning. These two bachelor's degrees emphasize an international dimension through the possibility of participating in an Erasmus program or a double degree. Concerning the master's degrees, there is first the master's degree in management sciences which proposes common courses and specialization courses concerning the chosen finality. The different possible majors are:

- Banking & Asset Management
- Financial Analysis & Audit
- Global Supply Chain Management
- International Strategic Marketing
- Intrapreneurship and Management of Innovation Projects
- Management of Social and Sustainable Enterprises

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<sup>29</sup> <https://www.digitallab.be/en/>

<sup>30</sup> <https://slab.hec.uliege.be>

<sup>31</sup> <https://www.venturelab.be/en>

- Strategy and Human Resources Management
- Law
- Didactics

The master's in management engineering also offers common courses and different majors:

- Financial Engineering
- Intrapreneurship and Management of Innovation Projects
- Sustainable Performance Management
- Supply Chain Management and Business Analytics
- Sciences and Technologies
- Digital Business

The master's degree in economics follows the same pattern as the previous ones. Its aims are:

- Economic analysis & Policy
- Macroeconomics & Finance
- Didactic

The Masters in Sales Management as well as the transdisciplinary master's all follow a predefined and singular program.

### **Sustainability according to HEC Liège**

In the PRME report of HEC Liège, Yasemin Arda, Academic Director describes HEC as a school *"aware of their impact on their graduates and the impact that these graduates then have on their communities and the society as a whole"*. HEC Liège main values are:

- Highest standards in design and execution.
- Respect for Diversity
- Critical Thinking
- Personal Development
- Social Responsibility
- Ethics
- Multiculturality

HEC is aware of its social responsibility and seeks to train well-made heads capable of critical thinking.

The school tries to integrate the themes of ethics, sustainability, and responsibility through 4 main areas, namely:

- Education, with the aim of teaching future workers the skills needed to follow the SDGs as closely as possible.
- Research, to provide solutions to socio-environmental problems and find answers to the questions posed by the SDGs.
- Citizenship and External Leadership, to go beyond the scope of the school and try to have the widest possible impact on society.
- Internal operations: through internal actions, the school seeks to set the best possible example.

### **Sustainability in bachelor's programs**

HEC Liège has been involved in a Quality Assurance System known as the Assurance of Learning (AOL) process. This process examines and assesses the learning of Ethics, Responsibility and Sustainability (ERS) concepts (Ethics, Multidisciplinary/Multicultural Dimensions, and Team Spirit & Taking Responsibility) within HEC courses. According to this process, 40% of bachelor's courses contain points of attention on these ERS concepts. This 40% is identified through chapters in those courses, the entire course content itself, or a point of emphasis made throughout the course. These 40% do not represent

directly the courses related to ERS concepts, but the courses that consider the themes encompassing ERS in their programs, in a close or distant way. Concerning the concrete courses set up by HEC for sustainability, the 3rd year students of the Bachelor of Economics and Management have the possibility (option) to follow the course "Enterprise and SD". The aim of this course is to enable students to

- Develop a critical reflection on our current modes of production.
- Translate SD into concrete modalities of relations between the company and its stakeholders.
- Evaluate the potential for innovation and the risks of economic models proposed by social and sustainable enterprises.

### **Sustainability in master's programs**

For the master's programs, the AOL process shows that 59% of the courses contain a focus on ERS concepts. As with the bachelor's programs, these courses are not based on sustainability, but the ERS concepts is a dimension explicitly considered in these courses. HEC offers specializations in its master's programs dedicated to sustainability management. These programs are offered to students with a bachelor's degree in economics and management, a bachelor's degree in management engineering, or who have completed a one-year bridge program from another school (non-HEC bachelor's degree).

#### *Master in management of Social and Sustainable Enterprises*

The first specialization is in the Master of Management Sciences. The title of this specialization is "Management of Social and Sustainable Enterprises". In this specialization, students will "develop specialized skills in the various fields of management, revisited in relation to the major social and environmental issues". The specialization's language is the French (the Master in Management Science is given in English). The table below lists the courses that are taught for the student following the option mentioned above.

Name	Description
<i>Ecological economy and transition management</i>	"The key economic concepts to understand and articulate the societal issues related to the ecological and social transition are introduced to the student"
<i>Social enterprises and sustainable business models: organization and management methods</i>	"Some companies go further in strongly internalizing social or environmental concerns to the point of making them their priority and building their business model around these objectives." Students are in this course learning about these different models and are studying their strengths and weaknesses."
<i>Management of social innovation projects</i>	"This course will allow students to discover and experience the contours and process of social innovation, meaning, the design and implementation of new solutions to socio-economic and environmental problems."
<i>Strategic management in social and sustainable enterprise</i>	"This course revisits the concepts and theories of strategic management by using them in the context of companies that combine economic activity with a focus on social and environmental dimensions."



<i>Financing Sustainability</i>	“This course analyzes why corporate sustainability involves financial issues for companies. It then explores how financial mechanisms (private or public) can be used as levers towards more sustainability.”
<i>Global performance and social impact reporting</i>	“This course analyzes the value created by sustainable practices and/or the realization of social missions, by objectifying performance and in particular the social impact produced in a multi-stakeholder perspective.”

*Table 11: HEC - Master in Management of Social and Sustainable Enterprises*

#### *Master in Sustainable Performance Management*

Another specialization is available to students with a bachelor’s degree in management engineering: the "Sustainable Performance Management" specialization. This specialization "aims to train future executives and business leaders who wish to specialize in careers related to sustainable performance management or one of its components. In this specialization, students can choose elective courses related to the theme of SD. These courses are:

<b>Name</b>	<b>Description</b>
<i>Sustainable Management Control</i>	“How the implementation of a sustainability strategy would require companies to manage, control and measure their sustainability performance... These changes would require an adaptation or modification of management control systems to support a company’s sustainability performance management.”
<i>Social enterprises and sustainable business models: organization and management methods</i>	First, it presents the techniques, tools and methods that enable an organization to identify risks, characterize them, measure their criticality and act proactively on them in order to mitigate their effects or transfer their consequences, within an integrated risk management framework (ERM framework); Secondly, it presents the techniques, tools and methods that enable an organization to become resilient (= to be able to face any undesirable event, whatever its nature) by building a resilient system based on a just safety culture.

*Table 12: HEC - Master in Sustainable Performance Management*

#### *Business Ethics and Corporate Social Responsibility*

In addition to the existing specialization masters, students in the management sciences and management engineering masters take the Business Ethics and Corporate Social Responsibility course. The course adopts a multi-level perspective on ethics and corporate social responsibility, it considers ethics & CSR as a discursive phenomenon i.e., it looks at the evolution of the general discourses on the relationship between business and society, ethics as a philosophical phenomenon and introduces the student to the complexity and diversity of ethical perspectives and consider the organizational choices made from an ethical and corporate social responsibility perspective.

#### *Master in Social Economy in partnership with UCL*

In addition to these post-baccalaureate Master's programs, a Master's program has been set up with UCL (Université catholique de Louvain). This master's is reserved for students holding a master's

degree, seeking to develop their knowledge and skills in the social economy sector. This master's degree aims to rethink the way in which the classical economy operates, through the alternatives proposed by the Social Economy. It also enables students to discover alternative methods of management practice, sociology and ethics.

### **Sustainability at HEC Liège (Actions/organizations)**

As mentioned in the introduction to HEC Liège, the school has set up a system of "Labs" whose purpose is to develop certain themes for the school. The S'Lab is one of these sub-organizations created by HEC Liège "to accelerate the integration of societal transformation in all aspects of HEC Liège." The S'Lab team is leading the school's sustainable transition. Their strategy is mainly based on:

- The S'Lab is mainly active for the HEC community. Thus, through projects promoting sustainability at HEC but also the promotion of exchange on issues related to sustainability. Thus, this entity makes it possible to bring this theme to life within the daily life of the HEC community. The aim of the S'Lab is to be the benchmark in terms of sustainability. We hope that the various members of the HEC community will take this on board and that these members will not hesitate to contact them if they need help.
- Research: By pushing HEC Liège to focus its research on the United Nations' SDGs and consider the pillars of sustainability.
- Education: HEC Liège is aware of its impact on students and therefore on society. Therefore, HEC integrates ethical dimensions and CSR principles in all its programs.

At the beginning of 2022, the school took 2 days with the HEC Liège community (including students) to reflect on the school's future. Then, on a voluntary basis, the school's staff and teachers were able to think about an action plan, which the S'Lab would work on for the future. This was followed by a list of actions, which are still ongoing.

In addition to the S'Lab, a reflection committee was set up in 2020. This committee is made up of 6 members of HEC and 5 members of the Groupe pour HEC (the school's decision-making body made up of companies invested in the school). The purpose of this committee is to reflect on the direction to take in terms of societal transformation for the school.

The following table summarizes the main actions of HEC Liège and S'Lab in terms of sustainability.

Projects Longevity	Pedagogical-related projects	Environment-related projects	Society-related projects
Short-term project (or one-time projects)	<p><b>Stop Waste Campaign contest</b> for bac 3 students: The bac 3 students were able to act as a "communications agency" to promote the Zero Waste Campaign. This competition was integrated into their English course.</p>		<p><b>Nourrir Liège festival:</b> Liège is taking part this festival about transparency in terms of food. To mark the occasion, HEC Liège has organized various activities/courses/workshops on the subject to raise awareness in the Liège community.</p>
Long-term project	<p>The <b>skills portfolio</b>: these are workshops that enable students to work on certain skills through certain themes. Some workshops are directly linked to sustainable development (e.g., Create a sustainable &amp; regenerative business).</p> <p><b>Nudge Challenge:</b> As part of a Consumer Behaviour course, students can take part in a challenge aimed at making the campus more sustainable, in line with the SDGs.</p> <p><b>The climate fresco:</b> a tool for understanding the impact of human activity on the environment. HEC offers this fresco to the students.</p>	<p><b>The carbon footprint</b> (see below).</p> <p><b>The Level-Up Campaign</b> (see below) could figure in every column of this table.</p> <p>The <b>Stop Waste Campaign:</b> It was launched in January 2023. The aim is to limit the use and production of resources of all kinds (e.g. energy, clothes, food, etc.). The aim is for each member of the community to consider their impact and change their habits by focusing on a different theme each month. All this throughout 2023.</p>	<p>The <b>Smart City Institute:</b> This sub-organization of the University of Liège draws on the contributions and resources of HEC Liège to carry out its research and work on smart cities (= <i>a complete ecosystem of stakeholders involved in a process of sustainable transition</i>).</p> <p><b>Access for people with disability:</b> The school is equipped to welcome people with disabilities.</p> <p><b>Gender Balance:</b> In terms of members in the community as well as members of the various HEC staffs, a gender balance has been verified for over 4 years.</p> <p><b>Mentoring au féminin:</b> The aim of this 6-months program is to enable young women with 3 to 15 professional experiences to receive tailored coaching from professionals giving them the relevant advice for women in business.</p>

*Table 13 : Sustainability promotion Projects by HEC Liège*

## **The Level-Up Campaign<sup>32</sup>**

One of the main projects implemented by HEC in recent years is the level-up campaign. This campaign had three main objectives in terms of infrastructure:

First, the construction of a new building for the HEC Liège community. This building was intended to be the first step towards a more sustainable campus. Indeed, these infrastructures considered all aspects of sustainable construction. The points mentioned by HEC in their PRME report are “optimized energy and environmental performance, location, mobility, accessibility for all, economical use of energy and water, responsible use of materials, maximum flexibility, and anticipation of minimal maintenance”. The building is therefore an example of sustainable infrastructure. The new building was inaugurated on May 19, 2022. It was the image of this level-up campaign for the HEC Liège community.

Next, HEC aims to continue acquiring new buildings close to HEC to expand the campus. These buildings will be redesigned and reworked to follow the sustainable initiatives of the new construction.

Finally, this level-up campaign aimed to rethink the facilities already acquired by HEC Liège. This involved large-scale projects such as the replacement of old energy installations, but also several smaller-scale projects such as the elimination of disposable crockery and the promotion of the use of water bottles thanks to the installation of fountains in the school.

## **The carbon footprint**

The University of Liège has set energy targets for 2030. These targets are as follows:

- “Increase the production of renewable electricity by 26% and the production of renewable heat by 55%;
- Reduce the consumption of final energy by 22.7%;
- Reduce energy consumption in buildings by 32% compared to 2020;
- Renovate 3% of its building stock each year (~ 17,000 m<sup>2</sup>) in line with all other public institutions.” (HEC Liège PRME report)

HEC Liège is following these objectives set by the University of Liège, which is why serious projects linked to energy consumption/production within the HEC infrastructure have been put in place.

At student level, the school is promoting the use of public transport and soft mobility (non-motorized travel), as well as car-sharing. HEC Liège has also included a bicycle parking area in its new building.

## **Sustainability and Research**

The 6 fields of research at HEC are:

- Business Analytics and Supply Chain Management
- Changing Workplace and Human Resource Management
- Economic Analysis and Policy
- Financial Management for the future
- Social Enterprises and Business Ethics
- Strategic Marketing Innovation

These fields of research allow HEC to integrate a reflection on sustainability for different themes for which it is not necessarily the main component.

By taking a closer look at the HEC research report (2021) and the different fields of research, it is possible to concretely analyze the work carried out around the theme of sustainability. HEC has

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<sup>32</sup> <https://hec-levelup.be/en/>

directly integrated a "Sustainability" page where we can see the 31 works on sustainability. These 31 works come from all the different fields of research at HEC.

The school has developed a social economy center. This center is an organization that develops knowledge and programs in terms of the social economy for the school. In addition to this social economy center, the University of Liège has developed the LENTIC (Laboratoire d'Etudes sur les Nouvelles formes de Travail, l'Innovation et le Changement), whose aim is to respond to research and management requests linked to the themes of innovation and change.

In addition to these fields of research and research center, HEC has set up a system of Chairs, enabling private and public companies/institutions to fund a team from the school to carry out research on a particular theme. There are 4 Chairs whose themes are directly linked to sustainable development:

- Eugénie Piedboeuf Chair in Extra-Financial Performance of SMEs:

The aim is to develop a tool for analysing/evaluating the extra-financial performance of SMEs in Belgium. Among other things, this work is based on the SDG framework. With this tool, the Chair hopes to encourage SMEs to improve their sustainability performance.

- W.Alter Chair in Social Economy

The aim of this Chair is to develop fundamental research into the social economy and to develop the concept in relation to its ecosystem.

- Prosperity and Post-Growth Chair

This flesh seeks to develop companies' quest for meaning. As 'classic' economic growth seems to be increasingly outdated, this flesh encourages reflection on a desirable future for society and businesses.

- Philanthropy and Social Investment

Financed by the Baillet Latour fund, this Chair develops knowledge on philanthropy in order to stimulate it towards projects of general interest.

### **Sustainability and Communication**

Regarding programs, those related to sustainability are not particularly highlighted compared to others. They are present in equal proportions on the lists of the various programs available on the HEC Liège website. The school organizes "What's next?" events for each master's program, allowing students to discover what alumni from their programs are doing in their careers. This event also exists for the specializations mentioned in the [Sustainability in master's Programs](#) section.

Communication about sustainability projects is carried out through multiple channels. Firstly, it is important to mention that HEC is a member of the PRME community. Since 2013, the school has been publishing a sustainability report every two years. This report serves as a means of communication, explaining the school's adherence to the 6 principles and showcasing the projects related to sustainability. The school is currently working on the 2021 – 2022 SIP report.

Additionally, as mentioned in the "[Sustainability at HEC Liège](#)" section, the S'Lab is a key actor initiating many sustainability projects. Their website and social media platforms serve as a showcase for HEC Liège's sustainability-related projects.

The school publishes a magazine 4 times a year (Spirit of Management). This magazine regularly contains articles relating to sustainability.

Lastly, the school's own social media channels (Instagram and Facebook) also serve as a platform to promote daily concrete projects implemented at the school and encourage students to adopt responsible lifestyles.

### **Partnerships towards sustainability**

It is important to mention that HEC Liège's partners are an integral part of the school's life. There are several "levels" of partnership. Among the possibilities open to the school's partners is that of creating a Chair. These include the W. Alter Chair, which focuses on the dynamics of the social economy, and the Deloitte Chair in Sustainable Finance, which aims to "make management sciences more sustainable".

It is also important to mention that HEC's partners regularly fund sustainability-related projects, as is the case with the [Level-Up Campaign](#), funded by HEC's partners, alumni, and the school community in general.

ULiège is part of The Shift<sup>33</sup> network, a Belgian community focused on sustainability, whose aim is to encourage its members to move towards a more sustainable society.

HEC Liège is also part of the Enactus network, a network of professors, business leaders and students whose mission is to develop the next generation of social innovators.

### **Students' initiative towards Sustainability**

As mentioned in the introduction to HEC Liège, this business school is part of the University of Liège. In this university, an organization whose goal is to raise awareness of current issues was created and is managed by the ULiège community since: The Green Office<sup>34</sup>. In 2022-2023, 4 students of this organization were HEC Liège's students.

Among the projects of the Green Office, there is mainly the Sustainable Campus Project. This project has been set up to get several ideas from students to reduce the impact of the ULiège campus on the environment. This project is currently composed of:

- The "Zero Waste in my Kot" campaign, which aims to raise awareness of the waste generated by a student's home to reduce it.
- The GSM2LIFE campaign, during which unused phones are collected every day to be reused.
- The production of sustainable welcome packs: these are reusable bags in which students receive a pack to learn how to consume responsibly.
- The Court-Circuit campaign, aimed at raising awareness of local consumption.
- The Water4All project, providing access to water points throughout campus to reduce plastic bottle consumption.
- The Active Mobility campaign, which educates students daily about transportation and its various impacts on the environment.

At HEC, there are different student organizations with different projects. Among them, Essentia is an organization that aims to propose North-South cooperation projects or to participate in volunteer missions. In 2022, the members of the organization, along with other volunteers, went to Senegal to work for schools there.

The University of Liège is also part of the Enactus network, trying to set up projects linked to the environment. The aim is to create a positive impact on the university's various campuses. In 2020, 9 HEC students were part of Enactus Liège.

Students at HEC Liège complete their Master 2 course by writing a final thesis. These are divided in two categories: research thesis and project thesis. The choice of subject is free and must be validated by the university. In 2020-2021, HEC had 30% of research thesis linked to ethics, responsibility, and sustainability. The school counted 20% for project thesis.

### **Professional direction of the graduates (Sustainability)**

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<sup>33</sup> <https://www.theshift.be>

<sup>34</sup> [https://www.green-office.uliege.be/cms/c\\_14278331/en/green-office](https://www.green-office.uliege.be/cms/c_14278331/en/green-office)

The school has access to a database that enables it to identify the companies to which students are heading. However, sustainability is a subject that is being integrated into more and more companies. It is therefore difficult to quantify which companies fall within the scope of “responsible or not responsible” companies, or which jobs are linked to sustainable development or not.

#### **The future of the school in the direction of sustainability**

At the time of writing, the school has just created the role of sustainability manager (June 2023) within the S'Lab. The aim of this new role is to achieve the objectives of the action plan put in place in 2022 as effectively as possible and to increasingly integrate sustainability into all sectors of activity at HEC Liège.

The information from this section is taken from:

- School's website: (ICHEC, 2023)

### **Introduction of the school and context**

The ICHEC (Institut catholique des hautes études commerciales) was founded in 1954 and is located on two campuses: Montgomery and Woluwe-St-Pierre. Each year, over 2800 students are enrolled in day or evening classes, either for initial education (after secondary school) or continuing education (after/during a first job). The school is affiliated with ICHEC-ECAM-ISFSC, constituting the academic department dedicated to Economics and Management. ICHEC has a strong international dimension. In fact, its 2800 students, along with its 220 professors and experts, come from over 60 nations around the globe. Additionally, the school has developed partnerships with over 130 schools/universities worldwide. Approximately 10% of the 15,000 graduates from ICHEC currently live and work abroad. At ICHEC, students can get involved in six different organizations/junior enterprises. This school was the first French-speaking Belgian management school to be accredited by AACSB. Since 2017, ICHEC has developed the Start Lab ICHEC, an organization that supports students and young graduates who aspire to become entrepreneurs by providing them with the necessary tools to achieve their goals.

### **Programs at ICHEC**

ICHEC offers two bachelor's degree programs. Firstly, there is the bachelor's in business management, which is available both in daytime and evening classes. This program lasts three years and provides students with their first academic experience in the field of management. Its aim is to equip students with analytical abilities and an understanding of the environment they live in.

In addition to the bachelor's in business management, ICHEC also offers a bachelor's in business engineering. This program is organized around four main areas: science, quantitative management methods, finance, and information systems. Compared to the bachelor's in business management, this program places a greater emphasis on quantitative methods for knowledge retrieval and the use of appropriate tools to achieve specific objectives.

Regarding the master's programs, ICHEC organizes four different programs, each with its own options/specializations, namely:

- Master in business management.

This two-year master's program is available in both English and French. It is open to students who hold a bachelor's degree in business management. During this master's program, students gain general management knowledge as well as more specific knowledge related to two specializations, they choose from the following options:

- Advanced International Business Management
  - Audit, Control, and Marketing Decisions
  - North-South Development and Management
  - Entrepreneurship and SMEs (Small and Medium-sized Enterprises)
  - European Perspectives
  - Accounting Expertise
  - Marketing Expertise
  - Financial Assets
  - Financial Markets and Sustainability
  - Taxation
  - International Business and Management
  - New Sustainable Business Models
- Master in business engineering.



The goal of this two-year program is to give the master's student in Commercial Engineering disciplinary knowledge in technological, computer science, or financial domains. In addition to a core curriculum, the student must select one module among:

- Financial Assets
  - Financial Markets and Sustainability
  - Innovation et management des technologies
  - Technologies informatiques
- Master – Business Analyst

In 2017, ICHEC and ECAM (École des Arts et Métiers de Bruxelles) joined forces to establish the master's program in Business Analysis. This initiative aimed to address the shortage of skilled professionals in the Information and Communication Technologies (ICT) sector in Belgium.

This master's program is a two-year curriculum where students can study and work simultaneously, allowing them to directly develop their skills within a company.

- Master's degree in management science

This program is a one-year master's degree offered in both French and English by ICHEC. Its objective is to enhance the management capabilities of young graduates holding a bachelor's degree in business management.

### **Sustainability according to ICHEC (Value)**

ICHEC's vision toward Sustainability is summarized on its website as: "Our responsibility, as a management school, is to educate future managers and entrepreneurs. Our tradition of social responsibility, SD and equity in North-South relations is now included in a sustainability plan. This strategy is coordinated by the ICHEC Sustainable entity. More than ever, we need to ensure that our commitments lead us to greater sustainability in our educational processes, institutional policies, partnerships, and governance."

This vision of sustainability is represented by four main pillars (Subjects and teaching methods, Infrastructure and vital functions, Actor of its ecosystems, and Governance), associated with a Research Lab whose purpose is to monitor the SD Goals (SDGs).

The school's 8 core values are: responsibility, creativity, support, rigour, freedom, respect, integrity and solidarity.

### **Sustainability in bachelor's programs**

In terms of programs, ICHEC offers two bachelor's degree programs without "internal specializations". There are therefore no programs directly linked to sustainable development in the bachelor's program.

The school offers courses directly linked to sustainable issues from the first year of the bachelor's degree. The Philosophy and Living Humanity course is compulsory for all Bac 1 students (from all programs). The aim of this course is to provide students with an initial reflection on the "meaning" of business and to introduce them to an initial reflection on sustainable development. In Bac 2 students take part in the Housing Project, which is a kind of "program within a program". The Housing Project consists firstly of a course, introducing students to the workings of "North-South relations", the players involved and their impact. Students then attend two seminars to develop their critical thinking and skills, and to set up the final project, for which they spend 1 month in India, Benin or Belgium, to open their minds to other cultures and develop team spirit.

### **Sustainability in master's programs**

ICHEC has implemented a "disciplinary field" system. These disciplinary fields are sets of courses or workshops related to a common theme. The purpose of these disciplinary fields is to provide students

with knowledge in subjects that interest them, starting from the bachelor’s programs. Regarding sustainability, there are three disciplinary fields directly related to the theme. These disciplinary fields are:

- North-South Development and Management
- New Sustainable Business Models
- Financial Markets and Sustainability

As mentioned in the section [5.4.2 “Programs at ICHEC”](#), master’s students are required to choose an option in addition to their core curriculum. These three disciplinary fields enable master’s students to enhance their management skills in the field of sustainability.

In this section, these three disciplinary fields, their operations, and contents are detailed.

In addition, the sustainability-related courses that form part of the core curriculum of the Masters offered by ICHEC are analyzed.

#### *North-South Development and Management*

In this disciplinary field, taught in French, students can learn about the analysis of societies and economies of the Global South and their social situations. Through courses that emphasize participation and project management, students will be able to develop critical reflections on North-South relations and understand the fields of action open to various actors in society.

The various courses offered by ICHEC, choosing this disciplinary field in the master’s in business management, are:

Name	Description
<i>Project Management in Southern Countries</i>	This course aims to develop students' abilities to manage projects by integrating this skill with the challenges faced in Global South <sup>35</sup> countries. Students can work on a group project to apply their learning to a tangible project.
<i>North-South Development and Management</i>	In this course, students analyze the relationships between different countries, and analyze the concepts of developing, least developed and emerging countries. In this course, students will understand how international cooperation works.
<i>Globalisation and development.</i>	In this course, students will be able to understand the problems in Southern countries and analyze the different directions these countries can take and how to improve this direction. Like the Project Management in Southern Countries course, students will have the opportunity to work on concrete cases to find, in groups, solutions to development problems.

**Table 14: ICHEC - North-South Development and Management**

#### *New Sustainable Business Models*

The aim of this disciplinary field, taught in French, is to make students aware of the impact that an organization has or can have on society. This option considers the fact that, at present, the use of natural resources, social and societal problems and ethics are issues that need to be taken into account in sound management that wants to survive. ICHEC is offering business management masters students the opportunity to learn how to balance the three main pillars of sustainability (economic, social and environmental pillars). The three courses available to master's students in business management wishing to choose this option are:

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<sup>35</sup> Countries considered to follow more modern societies less easily in economic/political terms (Dirlik, 2007).

Name	Description
<i>New business models: context and tools</i>	The aim of this course is to help students understand the context in which a company operates and the impact it can have on society. Students will learn about means and objectives other than the sole pursuit of profit, through the discovery of alternative economic models known as 'regenerative and inclusive'.
<i>New business models: social economy, circular economy, economy of functionality</i>	In this course, students study in depth non-capitalist business models (which move away from the pursuit of profit maximization). The student learns to understand the characteristics of these models and the advantages that each of them represents. The course provides the student with the ability to transform a traditional business model with the aim of achieving a positive impact.
<i>New business models: impact on companies</i>	Through this course, students learn to manage the concrete organizational changes that a change in business objectives can bring about. Students will discover the changes in terms of processes and the organization of tasks and professions carried out within the company.

**Table 15 : ICHEC – New Sustainable Business Models**

#### *Financial Markets and Sustainability*

In this option, master's students in Business Management or Business Engineering discover and develop a reflection on the integration of the sustainable dimension in finance. Through the three preparatory courses in this option, students develop their knowledge of sustainability and finance. Their reflection is rounded off by an assignment encompassing this body of knowledge.

The three preparatory courses and the work relating to this option are:

Name	Description
<i>Portfolio management and sustainability</i>	This course enables students to acquire and develop skills in investment portfolio management. Students will also learn how to integrate extra-financial aspects (such as the environment) into portfolio management and analysis.
<i>The economy, ESG criteria and financial markets</i>	Students on this course develop their knowledge of economics and its relationship with financial markets. The environmental, social and governance (ESG) dimensions are added to the analysis of these relationships. Students are also provided with the tools they need to understand how these dimensions are valued.
<i>Risk management and financial institutions</i>	In this course, students study and understand financial institutions and their impact on ecosystems, taking climate issues into account. Students will discover tools for measuring financial risk and ESG-related risks.
<i>TIFD - Integrated Work on Sustainable Finance</i>	After following the 3 previous courses, students, in groups of two, analyze an investment fund and more specifically study one of the fund's companies. To do this, they analyze all the financial and extra-financial criteria, applying the knowledge gained in the other courses in this specialization.

**Table 16 : ICHEC – Financial Markets and Sustainability**

#### *Courses related to Sustainability*

- *Topics in Economics and Environment*

This course is compulsory for master's students in Business Management at ICHEC. During their second year of the Masters, these students learn more about the relationship between economic and socio-ecological systems.

- *Business Ethics and Sustainability*

In this course, Business Engineering and Business Management masters students develop skills in identifying and managing ethical dilemmas. This course enables students to develop critical thinking skills on current issues. In addition to following a course over a four-month period, students on this course take part in the "Sustainability Challenge", where, as a group, they demonstrate their ability to act responsibly in the face of an imposed situation.

- *CSR and Ethics*

This course is an option for Management Sciences students. Through this course, students become aware of the importance of the ecosystem in which they operate, considering environmental, human and economic issues. Students will be given the tools they need to recognize a situation where a dilemma arises and to focus their thinking when these dilemmas arise.

### **Sustainability at ICHEC (Actions/organizations)**

ICHEC follows 4 axes to refine its strategy in terms of sustainability. The aim of these 6 axes is to have a clear strategy in terms of sustainability, following the 6 PRME principles. These 4 axes are :

#### *Axis 1: Subject and teaching methods*

With a view to developing its programs in line with current needs, the ICHEC is putting in place concrete learning resources around Sustainability.

Since 2022, teachers have been receiving training in the fundamentals of sustainability. In addition to this day, ICHEC is seeking to increase the presence of sustainability in many courses, from the first year of the bachelor's degree.

Events to raise awareness of sustainability have been set up for students throughout their course:

- For first-year undergraduates, an introductory day on SD.
- In the second year of the bachelor's degree, students can take part in the Housing Project, which involves learning about North-South relations and project management in southern countries. At the end of the project, students can take part in a one-month work placement in India, Benin or Belgium to develop their team spirit and intercultural awareness.
- 2<sup>nd</sup> year master's students at ICHEC can take part in the Sustainability Challenge, where the aim is to work as a group to propose the most sustainable, responsible, and optimal solution to a given problem.

#### *Axis 2: Infrastructure and vital functions*

ICHEC is setting up projects to change the habits of the school community to follow the 17 SDGs as closely as possible. From 2020 to 2022, the school has set up twelve major infrastructure projects. These 12 ICHEC projects are:

Mobility	Green spaces	Others
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Installation of secure bicycle parking facilities.	The school has undertaken the development of a wooded area with the purpose of fostering biodiversity and facilitating the implementation of "green" projects.	Conducting an energy audit for the Montgomery and Anjou campuses.
Organization of a "Car Free Campus" day.	Plots on the Anjou campus left "wild".	Organization of a participatory event on campus spaces for the future sustainable renovation of the Anjou campus
Carrying out an audit on our mobility practices.	Greening of the Montgomery campus terrace.	
Launch of a carpooling application for ICHEC users.	Eco-patterning <sup>36</sup> in partnership with the Anjou educational farm.	
Acquisition of two electric bicycles for inter-campus staff mobility.	Setting up ashtrays to recycle cigarette butts.	

*Table 17 : Infrastructure sustainable projects by ICHEC*

### *Axis 3: Actor of its ecosystem*

In addition to the courses offered to the students, ICHEC sets up various training courses and project-workshops to have an impact on communities other than the ICHEC community.

ICHEC's entrepreneurship awareness department (Step2You) has developed tools to help young people from the age of 10 in Belgium, Switzerland, Cameroon, and Burkina Faso learn the right entrepreneurial attitudes. In addition to these tools, teachers are taking part in a project called "SusTech4Africa", in which they "train African entrepreneurs in Societal Impact Canva, an improved version of Business Model Canva developed by various members of the ICHEC Start-Lab".

### *Axis 4: Governance*

The two most important developments at ICHEC in recent years in terms of the evolution of sustainability governance are the creation of a team called "ICHEC durable" (ICHEC sustainable), where one person is responsible, on a full-time basis, for supporting projects in the various areas of sustainability at ICHEC. In addition to the creation of this team, ICHEC has added a seat on the management committee to "integrate strong sustainability as a major strategic focus".

### **Sustainability and Research**

ICHEC promotes interdisciplinary research in economics and management. In 2021, ICHEC established a laboratory<sup>37</sup> dedicated to sustainability called SustainLab<sup>38</sup>. The researchers in this laboratory aim to study existing practices and develop/conceive new management practices/theories to address sustainability-related topics. The main research subjects of SustainLab mentioned by ICHEC are:

- The donut economy

<sup>36</sup> Limited patterning in order to promote biological diversity and limit negative impacts on the environment.(Reynolds, 2002)

<sup>37</sup> Workspace whose purpose is to bring together multiple researchers around a common theme.

<sup>38</sup> <https://www.ichec.be/en/laboratories>

- Ecological economics
- Sustainable business models
- Social entrepreneurship
- Sustainable finance
- Circular economy
- Circular economy of tourism
- Base of the pyramid
- Sustainable marketing
- Sustainable management of cultural heritage
- Responsible management
- Innovative management practices

In addition to the SustainLab, ICHEC currently has two Chairs focusing on sustainability as a whole:

- *Chair in Innovative Managerial Practices, dedicated to innovative managerial practices that support responsible management.*
- *Chair prosperity and post-growth, aimed at developing interdisciplinary research into socio-economic and justice issues. The Chair aims to provide food for thought about a desirable future.*

### **Sustainability and Communication**

On the official website of ICHEC, a dedicated page on sustainability has been created. It outlines the 4 axes of sustainability within the school. In terms of programs, ICHEC highlights sustainability-related programs in an equal manner to others. This means that the master's programs mentioned in the [Sustainability in master's programs](#) section are included in ICHEC's program grids.

Regarding the promotion of projects mentioned in the [Axis 2: Infrastructure and vital functions](#) subsection, the school has created a "Highlights" section on its Instagram page called "ICHEC Durable," showcasing these projects visually. In addition to this Highlights section, the school publishes videos highlighting sustainability projects carried out at the school.

### **Partnerships towards sustainability**

L'ICHEC is part of The Shift Network (See Subsection [Partnerships towards sustainability](#) from HEC Liège section). In addition to this network, since 2012, a teacher at ICHEC has been coordinating, with 2 other teachers from different schools, the "Réseau profs en transition<sup>39</sup>" (Teachers in transition network), which promotes exchange and cooperation on the themes of social and ecological transition through meetings, events, and awareness-raising campaigns in French-Speaking schools from Belgium.

### **Students' initiative towards Sustainability**

As mentioned in the introduction to ICHEC, students can get involved in the school through various organizations. One of these, Oikos ICHEC, is dedicated to setting up projects that raise students' awareness of current issues or projects that have a positive impact on the school community. Oikos activities include company visits, Fair Trade Week, conferences, and lots of mini events.

In addition to these Oikos-initiated projects, the organization is responsible, along with the student office, for ICHEC's participation in the Positive Impact Rating<sup>40</sup> (PIR), a report that allows students to have their say and evaluate their school's actions in terms of sustainability. Additionally, the 150

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<sup>39</sup> <https://www.reseauprofsentransition.be>

<sup>40</sup> <https://www.positiveimpactrating.org>

student participants have the chance to suggest projects that the school could undertake, alongside the evaluation process.

The information from this section is taken from:

- SIP report: (ESSEC Business School, 2023b)
- Website: (ESSEC Business School, 2023a)
- Students' organizations: (ESSEC Business School, 2022)
- [Interview \(appendices\)](#)

### **Introduction of the school and context**

École Supérieure des Sciences Économiques et Commerciales (ESSEC) Paris is a renowned school of commerce and management, founded in 1907, that enjoys international recognition. Over 40% of the school's 7,000 students come from over 100 countries outside France. The school offers educational programs in the fields of economics and business. The organization of the school revolves around various campuses, including those in Cergy-Pontoise, La Défense (Paris), Rabat (Morocco) and Singapore. In addition to these campuses, the school offers a "digital campus", which is supplied with distance learning courses offered by ESSEC professors. In France, ESSEC is associated with CY Cergy Paris University. Together, these two organizations form an institution seeking solutions and skills useful to future generations. The school holds several accreditations, including those granted the AACSB, the AMBA (Association of MBAs) and the EQUIS and is a partner of 220 universities and over 1,000 companies around the world. ESSEC is also a signatory member of the PRME community since 2008. The school is ranked 8th among European business schools in the Financial Times Education Rankings in 2021. The students can take part in over a hundred clubs and organizations, giving them a chance to develop outside the classroom. These clubs and organizations for students fall into different categories, including creative, cultural, sporting, humanitarian, and other associations. Its strategy is to have a 360° vision and to have an impact that counts on the younger generations, an impact that makes sense.

### **Programs at ESSEC**

ESSEC offers three bachelor programs to students accepted by the school, after passing written and oral exams. The first is the global Bachelor of Business Administration (BBA). This is based on academic training in management, accompanied by 10 to 16 months' work experience and at least 12 months' international experience. The courses taught in this program are core management and language courses, combined with introductory courses in entrepreneurship. The second bachelor's program has been developed with CentraleSupélec, a public institution for engineers in Paris. This program is the BSc in AI, Data Management and Management Science (AIDAMS). It enables students selected after written and oral exams to spend 4 years studying at the two schools to develop their skills in data management and administration through fundamental courses in management, coding, data analysis and more. Students must also spend 9 months, in a company to develop their skills. Finally, since September 2022, the school has been offering, in association with CY Cergy Paris University, the "Bachelor Act", a three-year multidisciplinary program during which students acquire the skills they need to manage transition projects (environmental among others).

ESSEC also offers several types of Masters, starting with its two-year master in management (MIM), which aims to train students to become responsible leaders who will consider current environmental and social issues and try to remedy them. This Master's degree is part of the "Grande Ecole Program", which is open to students who have a degree from a top French university, or who have passed the competitive entrance exam for the "classes préparatoires" (preparatory classes), or who are international students.

The school also offers one- and two-year Master of Science (MSc) programs, which enable students to specialize in one of the following 6 areas:

- MSc in Sustainability Transformation (ST)



- MSc in Management and Digital (MMD)
- MSc in Hospitality Management (IMHI)
- Master in Finance (MIF)
- Master in Data Science and Business Analytics (DSBA)
- Master in Strategy and Management of International Business (SMIB)

Finally, the school offers seven specialized Masters. These are offered after students have obtained a master's degree. They enable students to specialize for 11 to 14 months in one of the following areas:

- Marketing Management and Digital (MMD)
- International Business Law and Management (DAIM)
- International Purchasing and Supply Chain Management (GAISC)
- Urban and Real Estate Management (MUI)
- Management of Networked Information Systems (MSIR)
- Centrale ESSEC Entrepreneurs (ENTREP)
- Advanced master's in business administration research (BAR)

### Sustainability according to ESSEC

ESSEC's values are humanism, innovation, responsibility, and openness. Its mission is to give meaning to the leadership of tomorrow. Since 2020, to make these values and missions even more concrete and observable, the school has set up the "Together" project, the aim of which is to integrate current environmental and social issues as the core of the school's strategy through the following 10 commitments:








<p>May 2020, ESSEC officialized and made public its roadmap and its 10 strategic commitments to make its transition:</p>	<p><b>ENVIRONNEMENTAL LEADERSHIP</b></p> 	<p><b>SOCIAL AND COMMUNITY LEADERSHIP</b></p> 	<p><b>CHANGING SOCIETY LEADERSHIP</b></p> 
<p><b>EDUCATION &amp; TRAINING</b></p> 	<p><b>Commitment #1</b> Train <b>100% of students and participants</b> to take action to address contemporary <b>environmental issues</b></p>	<p><b>Commitment #4</b> Train <b>100% of students and participants</b> to integrate <b>social and territorial issues</b> to make organizations more sustainable, more reliable and more ethical</p>	<p><b>Commitment #7</b> Further develop the social diversity of students to <b>transform the managers of today and tomorrow</b></p>
<p><b>RESEARCH &amp; INNOVATION</b></p> 	<p><b>Commitment #2</b> Develop the production of knowledge and resources on <b>environmentally responsible management</b></p>	<p><b>Commitment #5</b> Develop the production of knowledge and resources on <b>territorial anchoring, social innovation and inclusion</b></p>	<p><b>Commitment #8</b> Develop <b>the production of knowledge and resources on alternative economic and organizational models</b></p>
<p><b>CAMPUSES &amp; LIFE ON CAMPUSES</b></p> 	<p><b>Commitment #3</b> Implement an <b>exemplary environmental management of all ESSEC operations</b> (carbon neutrality, biodiversity, waste management, digital sobriety)</p>	<p><b>Commitment #6</b> Make <b>ESSEC a model of a school rooted in its territories</b> where new ways of living together are tested</p>	<p><b>Commitment #9</b> Support the transformation of <b>the higher education ecosystem and of the economic system</b></p>
<p><b>GOVERNANCE &amp; STRATEGY</b></p> 	<p><b>Commitment #10</b> <b>Involve all ESSEC stakeholders</b> through dedicated participatory governance, and raise awareness among all ESSEC employees</p>		

Figure 8: ESSEC 10 Commitments « Together » (ESSEC Business School, 2023b)

The school is currently in a transition phase, integrating these issues into all areas of the school's activities, i.e., courses, campus development, research, governance, and the activities of the ESSEC community.

### **Sustainability in bachelor's programs**

ESSEC is in transition about the content of its programs and the training offered to its students. At the start of their studies, students take part in a two-week seminar on socio-environmental issues. In addition to these two weeks, BBA students take part in Imagination Week, a week-long seminar designed to develop students' ability to reinvent the world of tomorrow.

The school also offers the Bachelor Act<sup>41</sup>, a bachelor's program designed to give students the skills they need to make transitions. The three main themes of this program are:

- Understanding ecological, social, and civic transitions.

This axis is itself divided into five dimensions that accompany students throughout their 3 years of study:

- Environmental issues
- Social and economic issues
- Transitions on an organizational scale
- Transitions on a human scale
- Learning to investigate and analyze information or a situation

- Act for transitions

Divided in the three dimensions:

- Collaborate and decide together
- Designing and managing a project
- Expressing yourself and making yourself heard
- Finding your path and what drives you

The objective of this axis is to “learn about oneself, develop a learning mindset, and build personal and professional projects”.

Throughout the three years, students are supported in developing their transition management skills through courses, seminars, internships and a semester spent abroad.

ESSEC offers over fifty courses related to environmental and social issues (including bachelor and master).

### **Sustainability in master's programs**

ESSEC is offering a one-year master's program dedicated to business transition called “MSc in Sustainability Transformation”. The aim of this master's program is to give students the skills and knowledge they need to make a sustainable impact in the various businesses they work for. During the year, students can choose a major from circular economy, food transition, diversity and inclusion, sustainable finance, climate and biodiversity, and social innovation. The Master's program is as follows:

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<sup>41</sup> <https://bacheloract.fr>

Term 0   September: Sustainability Stakes & Management Basics					
Interactive and Sustainability-Focused Initiatives		Some Basics of Management			
<ul style="list-style-type: none"> <li>Objective 2030: Understanding Sustainability Challenges</li> <li>Business &amp; Society (Climate Fresk)</li> <li>Climate Day</li> <li>Diversity Fresk</li> </ul>		<ul style="list-style-type: none"> <li>Introduction to Data-Related, Decision and Management Practices</li> <li>Introduction to Negotiation</li> <li>Cost Analysis</li> <li>Team Building &amp; Leadership</li> <li>Introduction to Entrepreneurship</li> </ul>			
Term 1   October-December: Impact Assessment & Management Fundamentals on Sustainability					
Impact Assessment		Management Fundamentals on Sustainability			
Measuring social and environmental impact		Such as: Responsible Marketing, Sustainability Accounting & Reporting, Sustainability Performance			
Option of French Courses (25 hours) for non-French speakers <b>Course level will depend on student's initial level in French.</b>					
Term 2   January-March: Sustainability Transformation & Specialization					
Core Learning on Sustainability Transformation					
<ul style="list-style-type: none"> <li>Strategy and Business Models</li> <li>Operational Change Management</li> <li>Sustainability Transformation: From Inner Transition to Collective Change</li> </ul>					
Learning Expedition 1					
<ul style="list-style-type: none"> <li>Discover the Provence sustainable ecosystem</li> </ul>					
Specialize through one of six majors					
<a href="#">Deep-dive into the 6 majors through an on-demand webinar series</a>					
Deepen your knowledge through the different majors anchored in ESSEC Chairs, specializations that are developed and managed in close collaboration with industry partners. Thanks to your major of choice, you will gain access to an extensive network of prestigious partners and recruiters					
<b>Circular Economy</b> <a href="#">Global Circular Economy Chair</a>	<b>Food Transition</b> <a href="#">Food Business Challenges Chair</a>	<b>Diversity &amp; Inclusion</b> <a href="#">Leadership &amp; Diversity Chair</a>	<b>Sustainable Finance</b> <a href="#">Shaping the Future of Finance Chair</a>	<b>Climate &amp; Biodiversity</b> <a href="#">Chaire Talents de la Transition Écologique</a>	<b>Social Innovation</b> <a href="#">Chaire Innovation Sociale</a>
Term 3   April-June : Practical Applications, Learning Expedition, and Thematic Courses					
<ul style="list-style-type: none"> <li>Self-managed Sustainability Course</li> <li>Continuation of Specialization courses with applied seminars and research, as well as field visits</li> <li>Thematic courses on Managing a Social Enterprise, Cleantech Entrepreneurship, Agri-Food SD etc.</li> </ul>					
Chair Trip					
<ul style="list-style-type: none"> <li>Most majors will have a trip with the corresponding Chair</li> </ul>					
Learning Expedition 2					
<ul style="list-style-type: none"> <li>"Happy &amp; Fair Frugality": Capstone Seminar at the Transition Campus (Campus de la Transition)</li> </ul>					
Summer: Professional Mission of 4-6 months and Professional Thesis					
Apply what you've learnt throughout the program through a professional experience of 4-6 months and a professional thesis done under the guidance of an ESSEC professor					

**Table 18 : Program MSc in Sustainable Transformation ESSEC** (ESSEC Business School, 2023a)

Regarding sustainability, students on the Master in Management (MIM) program receive over 130 hours of lectures/seminars on sustainable issues as part of their core curriculum.

ESSEC offers over fifty courses related to environmental and social issues (including bachelor and master).

### Sustainability at ESSEC (Actions/organizations)

Currently, 3.3% of ESSEC's budget is being used for the Together project, which has already led to several achievements, such as the integration of socio-environmental issues into all courses, the creation of a Sustainability Guild of 50 committed professors and the introduction of a student mobility policy aimed at reducing the carbon footprint of students by 25%.

ESSEC has 18 employees dedicated to the sustainable and social transformation of the school, not including the professors and staff of the Chair on social and environmental issues. According to ICHEC, it is important to include all the school's stakeholders, which is why there is the Consultative Committee, a committee of 20 elected members (staff representatives, teachers, students, alumni's etc.), whose aim is to make suggestions and give their opinion on sustainability at the school. This is also why there is an Associate Dean for Global Strategy and Sustainability Strategy on the Executive Committee. The school has also set up thematic working groups, often initiated/composed by members of the Sustainability Guild, to support the implementation of projects on sustainable themes.

Sustainability at ESSEC is organized as follows:

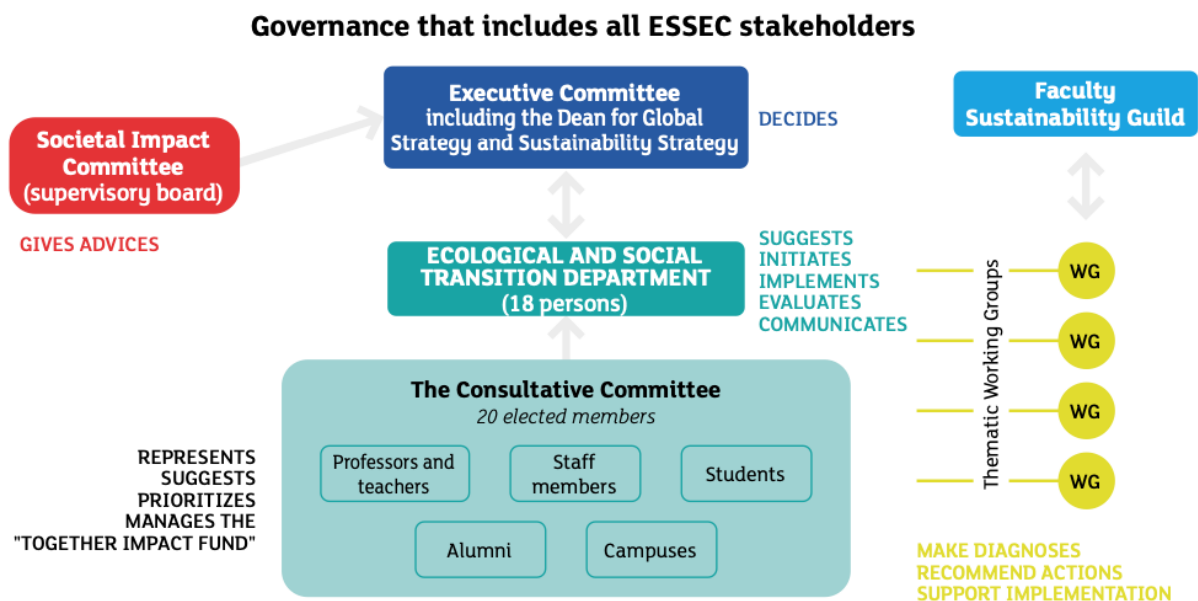


Figure 9: Stakeholders for Sustainable Transformation ESSEC (ESSEC Business School, 2023b)

The various projects, concerning the general question of sustainability within the institution, given by the ESSEC in their Sustainability and Social Responsibility Report and not mentioned in the previous sections of this work are the following:

Project Type	Pedagogical-related projects	Environment-related projects	Society-related projects
<p><b>Short-term projects (or one-time projects)</b></p>	<p>The Implementation of the <b>Diversity Fresco</b> which is a tool designed by ESSEC to enable students to look at, reflect on and question issues to learn more about inclusion and diversity.</p>	<p>A <b>Scope 3 Carbon Audit</b> was carried out in 2018/2019 to analyze the school's carbon emissions by analyzing all the stakeholders and their actions related to the school, as well as the facilities and energy consumption related to them. A second audit will be carried out in 2023 for the year 2021/2022.</p> <p>A <b>New Waste Sorting System</b>. The school has installed waste collection points in each of its buildings on the Cergy campus. These collection points are made up of 6 different containers to recycle waste as efficiently as possible.</p> <p>The implementation of a <b>Student Mobility Plan</b>, advising students and informing them about good practice in relation to mobility. Mobility is responsible for 64% of the school's carbon emissions.</p> <p>The redaction of a <b>Sustainable Food Charter</b>, which aims to provide high-quality, environmentally friendly food for the school's students and members.</p>	<p>A <b>Diversity and Inclusion Action Plan</b>. This plan encompasses ESSEC's objectives in terms of values transmitted to the community concerning respect for society. These objectives include promoting respect for others, gender equality and social openness, among others.</p> <p>A <b>Respect for Others Policy</b>, which reflects the objectives of the action plan in terms of respect for others. Training sessions are also offered to students.</p> <p>The <b>“Double Call To The Oral Exams”</b> Initiative. The goal was to give the opportunity to more scholarship student to have their chance to enter the MIM program by allowing them to participate to oral exams even if they were not admissible. The result of this initiative was 24 out of 35 scholarship students were accepted at the school.</p> <p>The Adoption of a <b>Pluriannual Plan In Favor Of Gender Equality</b>. The plan covers the years 2022 to 2025 and aims to advance attitudes to gender equality in the business world.</p>

<p><b>Long-term projects</b></p>	<p>The Participation in <b>the Shift project</b> <sup>42</sup> <b>“Climatsup Business”</b> which aims to provide a method for integrating environmental issues into management courses.</p> <p>The Certification of ESSEC Students through the <b>“Sulitest”</b><sup>43</sup> which enables schools to measure students' knowledge of SD. ESSEC's aim is for more than 75% of students to have access to it within 3 years from 2023.</p> <p>The Launch of the <b>“Sustainability Cases Factory”</b>, which will aim to help teachers understand and integrate social and environmental issues into their lessons, as well as contributing directly to the creation of new content (business cases, workshops, etc.) for learning about sustainability.</p>	<p>The overall aim of ESSEC's projects is to reduce its scope 3 carbon emissions by 25% and its volume of waste by 30%, as well as tripling its capacity to recycle waste by <b>2025 compared with 2019.</b></p> <p><b>Campus 2023: A Greener Building, Celebrating Biodiversity.</b> The aim of this project is to completely renovate the historic tower on the Cergy campus and create two new buildings. The aim of the project is to be exemplary in terms of water and energy consumption and to offer an alternative way of using the outside areas.</p> <p>More responsible <b>goodies and office supplies.</b> The school is improving the use of its members' everyday objects and the goodies it offers, making them more sustainable and greener.</p> <p><b>Energy Saving Plan:</b> The school aims to reduce its energy consumption by 10% in the short term and by 40% by 2030 on the La Défense and Cergy campuses, as well as in the Cergy student residences.</p>	<p>The <b>Fully ESSEC Program.</b> The aim of this program is to make the school more inclusive in general. The school seeks to ensure that everyone is treated equally, regardless of their situation. This program has already been launched through a survey conducted among the school's stakeholders to understand the barriers to inclusion at ESSEC.</p> <p><b>The Training of the employees on the Diversity Fresco.</b> The aim is to train as many members of the educational and executive staff as possible to be able to present this fresco.</p>
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*Table 19 : Sustainability promotion Projects by ESSEC*

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<sup>42</sup> <https://theshiftproject.orgs>

<sup>43</sup> <https://en.sulitest.org>

## Sustainability and Research

The Sustainability Guild of 50 ESSEC professors was recently created. This guild makes it possible to consider the issue of sustainability as being at the heart of the school's considerations.

The school has established the CISE (Center for Social and Ecological Innovation) with the objective of bringing together various research and innovation stakeholders within the institution. The center serves as a platform for collaborative efforts in the areas of social and ecological innovation.

Over the last 10 years, 33% of publications by ESSEC research professors have focused on social and environmental issues. This may be due to the creation in 2011, by ESSEC among others, of CoBS<sup>44</sup> (Council on Business and Society), an alliance of 8 international business schools, whose aim is to demonstrate the positive impact that companies can have on the environment and their surroundings.

Moreover, a partnership has been set up with the Campus de la Transition<sup>45</sup> to deepen ESSEC professors' knowledge of socio-environmental transitions. A professor from ESSEC is one of the founding members of this organization.

In addition to the research work initiated by ESSEC, the school has set up a Chair system, enabling companies and public/private institutions to finance a research project to be carried out at ESSEC. The school often associates the Chairs with “sub-programs”, mainly integrated into Master's programs. Among these Chairs, the following are those directly related to sustainable development or including sustainable aspects:

*Chaire Essec Talents de la Transition Ecologique (=Essec Talents for Ecological Transition Chair) / Chair for Real Estate and Sustainable Development / Chair of Leadership and Diversity / ESSEC Amundi Chair in Asset & Risk Management / ESSEC Beauty Chair / ESSEC Change Management Chair / ESSEC Innovation & Health Chair / ESSEC Managerial Innovation and Operational Excellence Chair / Food Business Challenges Chair / Global Circular Economy Chair / Leading a Scale-Up Chair / Shaping the Future of Finance Chair / Social Innovation Chair / Urban Economics Chair / The Chair ICP-ESSEC Entreprises et Bien Commun (=common good)*

## Sustainability and Communication

Each program has its own page on the ESSEC website. A video presentation is made for each program. This video covers the whole program and aims to explain to interested students the direction they could take by choosing the programs in question.

For the Bachelor Act, there is also an interview with Smart Impact with a Bachelor Act student and the Bachelor Act Executive Director. This interview can be found on the program's web page. In addition to the Bachelor Act, the Master in Sustainability Transformation also has an interview added to the presentation video, in which the program director presents the program.

The ESSEC website has a “Commitment” section, which presents the school's current sustainability initiatives. Among other things, this page presents the major Together project. The sustainability and social responsibility report is also a showcase for sustainability-related projects at ESSEC. These are divided into distinct categories:

- Governance and Strategy
- Education and Training
- Research and Innovation
- Environment
- Social Policy and Territorial Commitment

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<sup>44</sup> <https://www.council-business-society.org>

<sup>45</sup> <https://campus-transition.org/en/home/>

In addition to the website and reports, ESSEC is active on the networks and regularly publishes content related to thinking about sustainability (articles, interviews, etc.).

### **Partnerships towards Sustainability**

For the Bachelor Act, 6 partners are listed as contributing knowledge or resources to the program. These are :

- CY Cergy Paris Université, the program being a multidisciplinary program organized in association with the latter.
- Accor<sup>46</sup>, the hospitality group, aiming to constantly improve its commitment to the planet.
- Engie<sup>47</sup>, an energy supplier aiming to reduce its carbon footprint as much as possible.
- Schneider Electric Foundation<sup>48</sup>, supporting innovative and forward-looking initiatives.
- Learning Planete Institut<sup>49</sup>, helping organizations adapt to today's challenges.
- Campus de la Transition, experts in teaching the ecological, economic and humanist transition.

In addition to these partners, the school has over 110 corporate partners supporting the school's activities.

### **Students' initiative towards Sustainability**

Regarding socio-environmental issues, ESSEC lets students take part in projects / join associations to think about these issues. There are several "citizen" associations (8), including Enactus, which is part of the Enactus network and enables students to carry out socio-entrepreneurial projects. There is also NOISE ESSEC<sup>50</sup>, part of a network of 10 schools dedicated to environmental and social issues. This association brings together nearly 80 student members working on short- and long-term projects. Among these projects, the association organizes a transition week on the Cergy campus, raising students' awareness of various themes such as responsible consumption, CSR and others. The association is also involved in the Together project, focusing on waste sorting and çàli food.

In addition to these "citizen" associations, there are humanitarian associations (11) with social aims. These associations set up projects to help sick people or people from disadvantaged countries for example.

### **The future of the school in the direction of sustainability**

The school is still involved in the Together project and this will remain its action plan for the coming years in terms of sustainability.

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<sup>46</sup> <https://group.accor.com/en/commitment>

<sup>47</sup> <https://www.engie.com/en/group/who-we-are>

<sup>48</sup> <https://www.se.com/fr/fr/about-us/sustainability/foundation/>

<sup>49</sup> <https://www.learningplanetinstitute.org/en/>

<sup>50</sup> <https://noise-essec.fr>



The information from this section is taken from:

- Website: (Grenoble Ecole de Management, 2023a)
- Sustainability report:(Grenoble Ecole de Management, 2021)
- Activity report: (Grenoble Ecole de Management, 2022)
- Brochure: (Grenoble Ecole de Management, 2023b)

### **Introduction of the school and context**

Established in 1984, GEM (Grenoble Ecole de Management) holds the distinction of being the first business school to adopt the status of a "Société à mission" or mission-driven company. The school's core objective is to serve as a "Business Lab for Society" by leveraging its technological expertise, innovative knowledge, and research capabilities to co-create sustainable solutions with companies, addressing societal challenges. GEM is accredited by prestigious bodies such as AACSB, EQUIS, and AMBA and is a signatory member of the PRME community since 2008. With a dedicated team of nearly 600 teaching staff and 500 employees, GEM caters to the educational needs of approximately 7,200 students. Around 3,000 of these students are international, from over 140 countries. The school boasts a vibrant ecosystem with strong partnerships, including over 160 corporate collaborators and 150 academic institutions. GEM prides itself on its diverse community, with more than 120 nationalities represented among its student body. As a founding member of Giant which is an innovation campus centered around research in areas such as health, environment, and energy, GEM actively contributes to cutting-edge advancements in these fields. While GEM's main campus is in Grenoble, it has expanded its presence with a campus in Paris since 2013. Additionally, the school offers programs in collaboration with local universities at seven international locations, further enhancing its global footprint. Recognizing the importance of student integration, GEM nurtures a rich campus life supported by 22 student organizations. These student-led groups organize numerous events, fostering a sense of community and facilitating the holistic development of GEM students. GEM has also set up several sub-organizations, working on various themes such as sustainability and entrepreneurship.

### **Programs at GEM**

GEM offers two bachelor's degree programs. Firstly, there is the bachelor's degree in digital and business development. This takes place over 3 years and gives students a generalist degree in management, ready to take on commercial and management roles in all types of organizations. Courses are taught in Paris, and students spend 16 months immersed in business, through work placements, sandwich courses and other activities. Students are also required to spend 4 to 6 months abroad during their course. The school also offers a Bachelor in international business, in English, lasting 1, 2 or 3 years. During this Bachelor's degree, students will learn the basics of management and international business, all in an international learning context. The first year focuses on 'Business Fundamentals', the second on 'Management Functions' and the third on 'International Focus'.

In terms of Master's programs, the school offers MSc degrees in 8 different fields:

- MSc Digital Marketing & Data Analytics
- MSc Management in International Business (MSc MIB)
- MSc Business Development
- MSc Fashion, Design and Luxury Management
- MSc Finance
- MSc Innovation, Strategy and Entrepreneurship
- MSc International Human Resource Management in the Digital Age
- MSc Marketing Management

These programs are accessible after obtaining a bachelor's degree and generally last 2 years of courses, internships and other activities.

In addition to these Masters, the school offers postgraduate programs such as the Grande Ecole Program, a 2 or 3-year program to be completed after obtaining a bachelor's degree equivalent to Bac +2, 3 or 4 in France. The aim of this program is to enable a student who may have come from another school or another location to obtain a master's degree in management so that they are able to manage concrete professional projects.

### **Sustainability according to GEM (Value)**

Thanks to its expertise in technology and innovation, GEM aims to set an example in terms of research and become "the school of tomorrow". The school's aim is to drive forward research to ensure that tomorrow's organizations are responsible and have the tools for sustainable management. GEM's strategy between 2020 and 2025 is based on 3 axes, namely:

- Management Technology and Innovation: By seeking to innovate ever more, the school hopes to have a positive impact on today's organizations.
- GEM for Society: The school aims to have a positive impact on society by encouraging its community to act responsibly.
- School of the Future: The Gem wants to become an example of sustainability for the schools of tomorrow.

The school has been awarded the DD & RS label (SD and Social Responsibility) and was named an inspiring school by the AACSB as part of the "Innovation that inspires" challenge, thanks to the societal impact of their 'back-to-school challenge of 2020', in which students had to propose a 'green new deal' project and present it via virtual stands around a virtually reproduced campus.

In terms of education-related pedagogy, the school promotes the cross-disciplinary integration of socio-environmental issues. This integration is being accelerated by the Sustainability Pedagogy & Research Work Group, which has brought together 29 people (students, staff, professors) since 2018. Their aim is to provide solutions to students, professors, and other members of the GEM community to improve their skills in terms of ecological, societal and economic transformation. The priorities of this work group are as follows:

- *"Promote cross-functional and interdisciplinary coordination with each DFR to accompany the transformation of core curriculum.*
- *Provide incentive, time allocation, support, and resources for faculty in transforming their course content*
- *Capture and anticipate the evolution of remove professions and the needs in skills in sustainability.*
- *Involve all internal stakeholders to provide visibility of our current academic programs, research and practices in sustainability and contribute to its transversal improvement and robustness.*
- *Give visibility internally and externally to our sustainability initiatives in pedagogy and research to foster collaborations and strengthen the links between teaching, research and support activities and interactions with GEM stakeholders"*

The three main values of GEM are:

- Responsibility
- High standards
- Benevolence

### **Sustainability in bachelor's programs**

The school does not offer a bachelor's program directly related to sustainability. However, the school does offer two optional courses to its students:

- Responsible leadership and followership: the aim of this course is to develop GEM students into critical and responsible thinkers.
- Developing Resilient Management: this is an online training course to develop crisis management skills.

In addition to these two courses, the school offers a MOOC (Massive Online Open Course) called 'New Energy Technologies: Energy Transition and SD'.

### **Sustainability in master's programs**

During the Grande Ecole program, students can choose from several sustainable options. They can take part in an apprenticeship. The aim of this is to sign an internship contract for the student, and to attend classes on a sandwich basis. These apprenticeship options include:

- Responsible business in a sustainable world. This is open only to French-speaking students who have the right to work in France. They sign a two-year contract.
- Innovation for Sustainability Innovation. This program lasts four weeks and is open to all Grande Ecole students in the third year of the program.

In addition to these apprenticeships' specialization, second year Master's students from the Grande Ecole program can choose a course called 'Towards responsible business in a sustainable world', which provides an insight into how to run a business responsibly.

### **Sustainability at GEM (Actions/organizations)**

In terms of employees, the school has set up the Sustainability Hub, a "sub-department" comprising a person responsible for sustainability at GEM and a sustainability project manager. Their aim is to create a culture of social responsibility within the school, as well as co-directing the Sustainability committee.

The Sustainability committee is a group of around a hundred people, all members of the GEM community (including students), whose mission is to facilitate the ecological, societal and economic transition of the school community. Sustainability works in working groups, each of which is responsible for an aspect of improvement at the GEM and generates ideas to help them pursue their mission. The 6 working groups are

- *Governance-Strategy-Engagement*
- *Sustainability Pedagogy-Research*
- *Diversity and Inclusion*
- *Sustainability Mobility*
- *Zero Waste - Responsible Purchasing and Consumption*
- *Ecosystem Partnerships, Collaboration & Impact* (ESSEC Business School, 2023b)

The **Zero Waste project** is one of the Sustainability Comitee's flagship projects. It aims to get the community to apply the 5R's principle in their daily lives: Refuse, Reduce, Reuse, Repurpose, Recycle. The project is divided into the following sub-objectives:

#### **« For the environment:**

- *Resources and energy: To reduce our impact in terms of wasted water, gas, electricity and other natural resources in order to support our global climate.*

- *Waste products: To reduce food waste and the consumption of paper, plastic and glass; to recycle electronic devices and other consumer goods.*
- *Mobility and transportation: To reduce professional trips and travel time for students and employees; to promote alternative mobility solutions, telecommuting, and e-solutions for meetings and classes.*

**For our society :**

- *Intangible waste: To question our system in terms of economics, governance and management approaches, which often use too many resources to increase the productivity of few people while incurring important costs: wasted time, talent, motivation, etc.; to create programs for philanthropy, internal training, and research on well-being, economic peace and alternative types of organizations and markets.*
- *Social waste: To support a vibrant local economy; to protect good jobs and measure self-sufficiency; to reduce social insecurity and foster social integration; to consider disabilities and differences as well as help immigrants and refugees; to create synergies with the local ecosystem, the sharing economy, and social and solidarity movements.*
- *Cultural waste: To encourage respect for various lifestyles and collaborative methods that may differ according to culture; to promote values such as responsibility, ethics, engagement and action; to ensure our training, research and operational actions are designed to support all of our stakeholders, and first and foremost, society. »*  
[\(<https://en.grenoble-em.com/climate-change-zero-waste-school>\)](https://en.grenoble-em.com/climate-change-zero-waste-school)

The table below lists the innovations and projects implemented in 2021 and earlier years (the only information available as the reports for 2022 and beyond are not yet online):

Projects longevity	Pedagogical-related projects	Environment-related projects	Society-related projects
<p>Long-term projects</p>	<p><b>Sulitest</b> mandatory for all incoming students. (GEM is a founding and active member of the Sulitest community since 2014.)</p> <p>The GEM is offering a “<b>climate-collage workshop</b>” given by the staff and students for the students, which helps understanding the climate change.</p>	<p><b>Zero Waste Project</b> mentioned above, key actions of this project:</p> <ul style="list-style-type: none"> <li>• <i>No more plastic bottles purchased.</i></li> <li>• <i>Cafeteria offering organic and local food.</i></li> <li>• <i>Recycling program (compostable waste, electric waste,...)</i></li> <li>• <i>100% renewable energy.</i></li> <li>• <i>Replacing goodies with donations to association dedicated to social and environmental issues.</i></li> <li>• <i>“Zero waste zone” created at the beginning of the year to give tips to students and staffs about waste management”.</i></li> </ul> <p><b>Carbon footprint:</b> Since 2013: Every two years, staff and faculty members are trained to follow the school’s goal regarding the carbon footprint.</p> <p>Since 2015: The school measures all its Greenhouse gas emissions.</p> <p>2021: New carbon reduction strategy associated with national and reporting on their progress, in association with the ACT initiative.<sup>51</sup></p> <p>Main objective: Carbon Neutrality in 2030.</p> <p><b>Ecofriendly mobility:</b> The school promotes soft mobility and public transport through various initiatives and events. The main ones are :</p>	<p><i>Promoting a culture of equality:</i> Improving gender equality since 2017 with the “<b>WoMen@GEM project</b>”. With the diversity and Inclusion work group, the aim is to reduce the gender gap in the school and the gender stereotypes. In 2018, the school’s index about gender equality, measured on 5 criteria was 86/100. The 5 criteria are the following:</p> <p>“•<i>Gender pay gap.</i></p> <ul style="list-style-type: none"> <li>•<i>Differences in pay raises for men and women.</i></li> <li>•<i>Differences in promotions for men and women.</i></li> <li>•<i>Systematic raises for women on maternity leave.</i></li> <li>•<i>Number of women in the top 10 earners at a company.”</i></li> </ul> <p>GEM signs the <b>Gender Equality Pact</b> from the <i>Conference des Grandes Ecoles</i>, which confirms the improvement made through the WoMen@GEM project.</p> <p>Mobilization during the <b>World Refugee Day:</b> In 2021, the school organized conferences, debates, etc. on this theme. The aim was to reach the entire Grenoble metropolitan area.</p>

<sup>51</sup> <https://actinitiative.org>

		<ul style="list-style-type: none"> <li>• <i>Creation of a student guide for eco-friendly travel and mobility.</i></li> <li>• <i>Employees and staffs get partial reimbursement for their public transportation costs.</i></li> <li>• <i>Competitions to promote ecofriendly mobility.</i></li> </ul>	
<p>Short-term projects (or one-time projects)</p>	<p><b>Finethics:</b> a virtual reality serious game. The participant enters a real professional situation and faces ethical and moral issues. In 2019, the participants had to virtually start a job at a bank and face ethical dilemmas. (No information about the reiteration of the project)</p> <p><b>Back-to-school challenge:</b> A 10-day active learning seminar, which goal is to animate students for 10 days during the new school year and encourage them to put their professional skills into practice. In 2020, the theme of the challenge was to propose a "green new deal" for Grenoble. The 700-plus students who took part could choose one of the following 6 themes: health, work, energy, food, education, and urban environment.</p>		<p><b>Sexist &amp; Sexual Violence Alert &amp; Care System:</b> The school community, including students, developed and published in 2020 a “care system” to report sexual or sexist violences/harrassement. This system was created to support/inform victims or witnesser of these violence. This care system was accompagned by a training to the 22 students organization that year.</p> <p>Over 25% of the students participated in 2019 in the “<b>Sexism and violence against GEM students</b>” study. The aim is to evaluate the presence of harassment in the school and the reaction of stakeholders to this harassment. The results showed that, even tho the harassment level is low, the verbal harassment is increasing again. Cyber harassment is less a problem. Contingent upon the outcomes, measures of resolution or awareness initiatives are implemented.</p> <p><b>Sharin’Grenoble:</b> This day is an event proposed by various GEM entities, with the aim of experimenting solutions to the challenges of territorial transition. The school offers its expertise on this annual event.</p>

Table 20 : Sustainability promotion projects at GEM

## Sustainability and Research

GEM makes a point of integrating sustainability in a cross-disciplinary way into its programs and research. The school believes that this is one of the best ways of finding solutions to current problems. In addition to the 5 Chairs directly linked to sustainable issues and the two teams working on sustainability-related themes (the Alternative Market Forms and Organization team and the Energy Management team), the school supports interdisciplinarity and claims that more than 50% of its researchers work on projects closely or remotely linked to sustainability. The 5 GEM Chairs, related to sustainability, still active today are as follows:

- Chair inclusive sustainability: Territorial Ecosystems in Transition

The aim of this Chair is to think about the sustainable use of land. It researches and tests new measures to help the sustainable transition of living spaces. The partners/investors in this Chair are:

Algoé / Bouygues Immobilier / Grenoble-Alpes Métropole / La Ville de Grenoble / Fédération Léo Lagrange / Mutualité Française de l'Isère / Cluster Montagne / Département de l'Isère / Korus / Alpes Solidaires / Agence d'urbanisme de la région grenobloise/ Citiz / GAIA / La Péniche-La Turbine / Ronalpia.

- The energy for society Chair

The aim of this unit is to study new energies and related businesses. In addition, this Chair, accompanied by the GEM energy research team, seeks to understand the impact of these new energies on citizens and society. The partners/investors are as follows :

Air Liquide / Banque Populaire Auvergne Rhône-Alpes / Engie / GRDF / La République Française / Ademe.

- Chair for public trust in health

This Chair studies the behavior of the public in relation to health organizations/institutions in general. The aim of this Chair is to understand a broad public. The partner in this Chair is Tessi and got the support of Bristol-Myers Squibb France from 2017 to 2020.

- UNESCO Chair towards a culture of economic peace

The Chair focuses on 3 areas: oneself, others and stakeholders. The first is mindfulness in the search for personal responsibility, the second is improving relationships with others, and the third is social peace and better living together. The partners/investors are as follows:

ARaymond / Bollhoff / Udimec / Hewlett Packard / Cros / Harmonie mutuelle / Thermo Compact / Fondation Louis Vicat / Institut Merieux / Arc Industries / Stig Pro / Chartreuse / Osalys / Centre For Mindfulness Research and Practices / Maison des sciences de l'Homme / Organisation des Nations-Unis pour l'éducation, la science et la culture / ABBS School of Management (Bangalore) / ICN Business School Artem / Corvinus University of Budapest / Nerps / Mohammed VI Polytechnic University / Ecole de la Paix / Germe / Préventica / Fabrique Spinoza / La Fabrique Humaine / Convention des Entreprises pour le climat / The Club of Rome / Centre Bonheur National Brut France / AISA ONG internationale / Djanatu Al Arif.

- Chair Women and Economic Renewal

This Chair studies the place accorded to women in society and the impact of 'female entrepreneurship' on local areas. The Chair is also studying the impact of the GEM - Premières incubator for women entrepreneurs. The partner of this Chair is « Les Premières », a network of women entrepreneurs.

De plus, la GEM fait partie des co-fondateurs et membres de Giant (Grenoble Innovation for Advanced New Technologies), un centre de recherche et d'innovation cherchant à répondre aux grands défis sociétaux tels que le développement durable entre autres.

## Sustainability and Communication

The school is active in several ways when it comes to communicating about sustainability.

Firstly, as part of the PRME community, the school is required to submit a Sharing Information Process (SIP) Report every two years. This report covers the school's main projects in terms of sustainability, whether they relate to teaching, research, the campus, or other topics. This public report forms a good basis for communication in terms of sustainability for the school. In addition, the school has developed an "Our Commitment" section on their website. This explains the school's positions on various socio-environmental issues.

The school's community, including students, have developed the GEM Manifesto for a Sustainable Future, which is an update of the CSR charter created in 2010. The aim of the manifesto is to set out the GEM's strategy and to demonstrate its cross-disciplinary approach to the SDGs. This manifesto is shared with every member of the GEM community, who are encouraged to sign it and share the commitments.

The school also helps students looking for a job/internship in the field of sustainability or social responsibility. To this end, the school has developed the CSR tag, enabling students to locate sustainability-oriented companies and social enterprises on the university's search engine. In addition, there is a CSR corner at the Career Fair, grouping together sustainability-oriented companies.

On the internal GEM social network, there is a group called the "Yammer Group", which in 2021 will have over 700 members. This group is managed by the Sustainability Hub and its purpose is to share information and events relating to sustainability, and to encourage people to react to them.

## Partnerships towards sustainability

The various partnerships or networks for the sustainability of GEM are as follows:

- *CIRSES*<sup>52</sup> (Member since 2013 – Vice President since 2018), a network for Social Responsibility integration in higher education.
- *Campus de la transition (GEM faculty members of the Scientific Committee)*, group of experts in teaching the ecological, economic and humanist transition.
- *Campus responsables – Member since 2009*, A think tank for sustainable development.
- *Conférence des grandes écoles – Conférence Présidents Université Sustainability Mission & Work Groups - contributor to task forces since 2009*
- *The Sustainability Literacy Test (Sulitest) (Board of Director and Founding Member)*
- *FECODD – member for the scientific committee since 2019 Global Compact & Global Compact France Signatory since 2007*, the aim of which is to educate citizens about the SDGs.
- *HESI*<sup>53</sup> - Higher Education Sustainability Initiative since 2012
- *SDG Accord & Global Alliance since 2018*
- *SDSN (Sustainable Development Solutions Network*<sup>54</sup>*) & SDSN France since 2019*
- *PRME Advanced Signatory since 2008 + PRME France Benelux – founding member and contributor*
- *Agir Ensemble – local consortium of higher education, student services, municipalities and local authorities that collaborate on sustainability activities*
- *Shift Project – Signatory of Shift Project call for integration of climate emergency in higher education curriculum*

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<sup>52</sup> <https://www.cirses.fr>

<sup>53</sup> <https://sdgs.un.org/HESI>

<sup>54</sup> <https://www.unsdsn.org>



- *REFEDD - GEM association Impact member of board of administration– French National Student association bringing together students associations for sustainability*

### **Students' initiative towards Sustainability**

To talk about student initiatives, it is important to start by mentioning that GEM has 22 active student organizations. In each of these organizations, a representative is designated as a "sustainability officer" and receives 9 hours of training to help them become aware of socio-environmental issues and the impact they can have on society. This training is provided by IMPACT, a student organization dedicated to sustainable development. Members of this organization can be part of the Sustainability Committee mentioned above. In addition to this association, GEM encourages student initiatives and other associations to promote sustainable development. These include a humanitarian association (SOS Solidarity) and an intercultural integration association (Aloha).

To promote education in sustainable development, the sustainability hub and sustainability committee have implemented a policy based on 4 key areas: listening, co-construction, responsibility and initiative. The aim is to ensure that students are seen as major players in sustainable development and to give them the tools they need for this development.

GEM has developed a "Talent Office", enabling students to propose projects and giving them the tools they need to bring them to fruition. Some students carry out environmental projects thanks to the support provided by the Talent Office and, above all, thanks to the students themselves.

In addition, GEM students regularly organize/participate in sustainable development competitions.

### **Professional direction of the graduates (Sustainability)**

GEM ensures that its teaching on sustainable development is sound. The school has created groups on networks such as LinkedIn and Facebook called 'Alumni Group in Sustainability Transition', the aim of which is to organize events around sustainability or meetings to develop their networks and discuss issues related to sustainable development.

The information from this section is taken from:

- University's website: (TUM, 2023)
- School's website: (TUM School of Management, 2023a)
- Sustainability report: (TUM School of Management, 2023b)
- Research report: (TUM School of Management, 2022b)
- Course catalogue: (TUM School of Management, 2022a)
- [Interview \(appendices\)](#)

### **Introduction of the school and context**

The TUM School Of Management (TUM MGT) is a business school founded in 2002, combining several disciplines such as technology and management. The school is part of the Technische Universität München, located in Bavaria, where more than 50,000 students are enrolled every year. The TUM MGT has more than 6,000 students, nearly half of whom are international. The school of management holds the 3 accreditations AACSB, EQUIS and AMBA and has been a signatory member of the PRME community since 2013. The business school has five campuses located in Munich, the main campus, Weihenstephan, Garching, Heilbronn and StraubingIn Munich. 16 different student organizations run a variety of events on campuses. According to the QS World University Ranking<sup>55</sup>, TUM is ranked 1st among German universities. The school has established partnerships with more than 120 schools in over 30 countries.

### **Programs at TUM MGT**

In terms of programs, the TUM School of Management offers 2 bachelor programs. The first is the Bachelor in Management and Technology. The aim of this 3-year program is to provide students with tools and skills in management, technology, and the natural sciences. The second bachelor program is the bachelor in sustainable management and technology. This program also lasts 3 years and aims to provide students with the tools they need to manage sustainable development.

At Masters level, the school offers 6 different programs:

- *Master's degree in Management*
- *Master's degree in Management & Technology*
- *Master's degree in Finance & Information Management*
- *Master's degree in Consumer Science*
- *Master's degree in Sustainable Management & Technology*
- *Master's degree in Management & Innovation*

These 6 master's programs last 4 semesters and are open to students with a bachelor's degree or equivalent.

### **Sustainability according to TUM MGT (Value)**

TUM MGT's mission is to drive innovation and research in terms of management and technique. The school seeks to push students to be part of evolutionary debt. Among the school's core values is a passion for excellence, which forms part of the standards in its various areas of activity. The school is committed to ethical standards of conduct. These standards are set out in a code of conduct drawn up by TUM MGT. These ethical standards are divided into 8 concepts that the school seeks to instill in every member of its community. The aim is to have a positive impact and to involve as many people

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<sup>55</sup> <https://www.topuniversities.com/university-rankings/world-university-rankings/2024?&region=Europe&countries=de>

as possible in this change, so that as many people as possible benefit from it. The 8 concepts are as follow :

- Honesty
- Responsibility
- Trust
- Fairness
- Diversity
- Equity
- Sustainability
- Science

The school's 5 core values are :

- Responsibility and Integrity
- Passion for excellence
- Entrepreneurial spirit
- Curiosity and openness
- Collegiality and “Comfort”

According to the school, economic objectives must be accompanied by social and environmental ones.

The school's approach to sustainability is reflected in its interdisciplinary use of the SDGs. The school focuses on a few of the SDGs, which it incorporates into as many of its programs, awareness-raising projects and other events as possible. The main SDGs targeted by the school are:

- *SDG 7: Affordable and Clean Energy*
- *SDG 11: Sustainable Cities and Communities*
- *SDG 12: Responsible Consumption & Production*
- *SDG 13: Climate Action*
- *SDG 5: Gender Equality*

In addition to the SDGs on which the school is focusing, there are also SDGs that seem obvious for the school to exploit/promote. For them, these SDGs are basic principles for a business school:

- *SDG 4: Quality Education*
- *SDG 9: Industry, Innovation and Infrastructure*
- *SDG 17: Partnerships for the Goals*

The use of the SDGs and the PRME form the framework for the promotion and strategy of sustainability within the TUM School Of Management. The school's aim is to create a holistic strategy with a view to laying a solid foundation for sustainability in the community.

### **Sustainability in bachelor's programs**

TUM MGT offers two bachelor's degree programs. The first is called "Management & Technology" and the second, launched in 2021, "Sustainable Management & Technology". The latter is given at the Straubing campus, in English, over 6 semesters. The aim of this program is to combine management training with interdisciplinary skills for sustainable business management. The compulsory sustainability-related courses in this program are as follows:

- Foundations of Entrepreneurial, Sustainable and Ethical Business (1S): This course introduces students to the basic concepts of entrepreneurship. They discover the potential of entrepreneurs to tackle socio-environmental issues.
- Sustainable Operations (2S): The course allows students to reflect on the management of production sites, supply chain and other issues. The aim of the course is to enable students to implement more responsible alternatives to existing production sites.

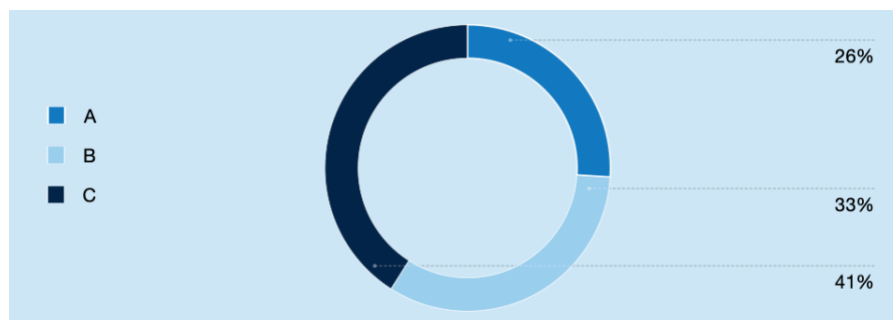
- Material Flow Analysis and Life Cycle Assessment (2S): In this course, students understand the concepts of asset life cycles, analyzing all the content and the different stages.
- Green Marketing and Innovation Management (4S): Through notions of innovation and marketing, students develop the skills that will enable them to develop the creativity needed to carry out sustainable projects, among other things.
- Circular Economy (4S) : In this course, students study the concept of the circular economy from different perspectives and learn how to set up a circular economy project.
- Sustainable Investment and Financial Management (4S) : Students study the basic concepts of investment, as well as specific features such as socially responsible investment, environmental, social and governance (ESG) criteria and others.

Through the Assurance of Learning (AOL), the school is evaluated to ensure that learning methods are always in line with the school's mission. In this way, the school can assess whether its sustainability, social responsibility and other objectives are being properly pursued.

### Sustainability in master's programs

The school offers a Master's program in Sustainable Management & Technology. This can be accessed after obtaining a bachelor's degree in management, technology, economics, or other relevant subjects. This program, taught in English, lasts 4 semesters, and aims to provide students with specific knowledge that will be useful to those involved in the ecological transition. Through a holistic approach, students can gain a concrete understanding of elements such as the reuse of resources and others. This Masters bridges the gap between management and technical aspects within companies. In this program, students can choose between two majors, one in Biotechnology and Material Sciences and the other in Sustainable Management.

In terms of integrating sustainability into programs that are not directly related to it, the school analyzed the general Master in Management & Technology program. Of the 263 selectable courses in this master's program and its 7 specializations, 80 were chosen to analyze the integration of sustainability concepts. The results are as follows:



*Figure 10: Sustainability Assessment by Course* (TUM, 2023b)

Category A represents courses that are directly linked to sustainability, B represents courses that integrate sustainability notions without the course being directly linked to these subjects. The C category represents courses that do not clearly consider these notions. Approximately 59% of the courses in this program therefore consider topics related to sustainability.

### Sustainability at TUM (Actions/organizations)

Sustainability at the University is organized by the Sustainability Office. This entity was created in 2020 and is made up of people from the whole university and 6 people of the school of Management (including the dean). Its aim is to coordinate everything to do with sustainability at the school. The Sustainability Office promotes exchanges and cooperation within the university. As well as organizing this, the Sustainability Office analyses the development of sustainability and its teaching within the school.

In terms of awareness-raising, development, and research, in 2020 TUM launched a center of excellence for research and learning called TUM SEED (Sustainable Energies, Entrepreneurship and Development in the Global South). The main aim of this center is to meet a very specific SDG: SDG 7 - Clean and affordable energy for all by 2030. Working with partner universities in the Global South, TUM can set up "Living Labs" to test the implementation of projects to bring electricity to these countries. These projects are mainly in Asia, Africa, and South America.

In 2021, the school also set up a project with the Burkina Institute of Technology in Burkina Faso. The aim of this collaboration was to offer distance learning courses in entrepreneurship and finance, where courses are more difficult to access (due to language and resource constraints).

The university is also organizing, with the students, a Sustainability Day for each of its faculties. TUM MGT takes an active part in this. During this day, seminars, workshops, and other events related to TUM's sustainability strategy are offered to students.

### Sustainability and Research

At TUM MGT, research is divided into 6 centers:

- Center for Digital Transformation
- Center for Entrepreneurial and Financial Studies
- Center for Energy Markets
- Center for Life Sciences Management and Policy
- Entrepreneurship Research Institute
- Global Center for Family Enterprise

The school focuses on a trans-disciplinary approach, which means that the notions of sustainability can be integrated into the 6 research centers mentioned above.

In 2021-2022, TUM MGT had 568 publications closely or remotely related to sustainability and ethics. To analyze these publications to identify the school's main areas of focus in terms of sustainability-related research, the school used a system of keywords to calculate the number of SDOs covered by each publication and which were the most important. The two conclusions of the TUM are as follows :

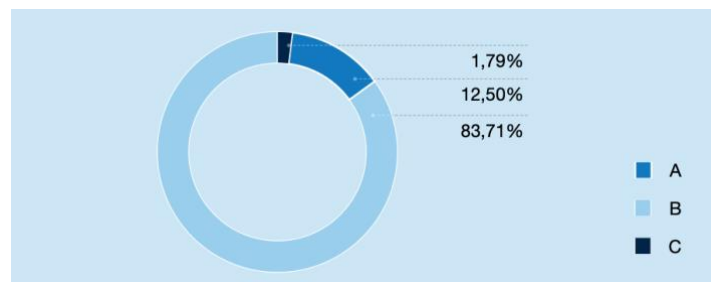


Figure 11: Distribution SDG level throughout TUM School of Management publications (TUM, 2023b)

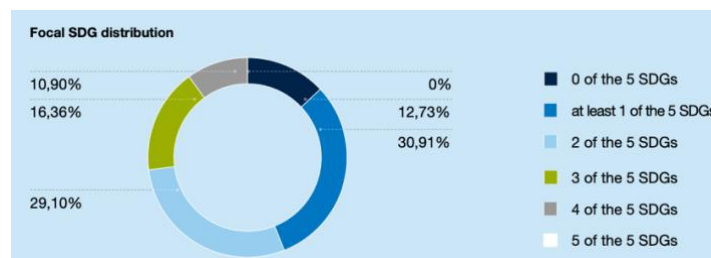


Figure 12: Distribution focal SDG level throughout TUM School of Management publications (TUM, 2023b)

The first figure shows that of these 568 publications<sup>56</sup>, the majority (83.71%) dealt with 1 to 8 of the United Nations' SDGs, 12.5% dealt with more (9 to 17) and 1.79% did not deal with SDG-related themes.

The second figure shows the presence of the main SDGs highlighted by TUM MGT in these publications.

In addition to these publications, the school runs a Chair in family business, funded by the EQUA foundation. This Chair provides new knowledge about family businesses and deals with issues relating to their impact on the environment and society.

In terms of gender equality and diversity:

- The school has set up a system of Diversity Ambassadors. Their mission is to ensure that a climate of respect, diversity and inclusion prevails at TUM MGT.
- Two of the school's governance roles are linked to diversity, equity and inclusion. The Vice Dean of Diversity and Talent Management and the Gender Equality Officer aim to support the inclusion and integration of different talents within TUM MGT. They are also the school's point of reference on these issues and are responsible for gender equality within the school.

### **Sustainability and Communication**

Communication on sustainability at TUM MGT is based on two very specific frameworks: the Code of Conduct and the SDGs. Firstly, the Code of Conduct, which is sent to every member of the TUM MGT community, states, and emphasizes that sustainability is an integral part of the school's values. The school encourages members of the community to act responsibly. As far as the SDGs are concerned, they are present on every part of the website or activity reports, etc. They accompany the school's explanations. They accompany the school's explanations of its activities and enable members of the community or outsiders to understand the school's coherence in terms of sustainability objectives.

As far as the communication channels used are concerned, the first is the SIP report, published every 2 years, which highlights the workings and development of sustainability at TUM MGT.

The school involves its alumni in the school's Social Impact Award. This is a ceremony highlighting sustainability-related projects. Whether it's an entrepreneurial team project, a research project or something else, the winning team gets a cheque sponsored by the TUM MGT alumni organization.

In addition, the school often shares tips and highlights sustainability-related projects/events on its social networks. The school's website also includes a dedicated sustainability page.

### **Partnerships towards sustainability**

TUM MGT is part of the German, and more specifically Bavarian, ecosystem. To this end, the management school regularly welcomes key players from the region's major companies. In 2022, for example, the CEO of Lufthansa<sup>57</sup> gave a masterclass on the importance of the airline industry in the ecological transition, and the CEO of BMW<sup>58</sup> gave a lecture on the future of the automotive industry in relation to the challenges of sustainable development.

Through its collaboration with various universities, the TUM SEED Center can implement several projects that will enable the pursuit of various important SDGs according to the SOM. For example, in 2022, following crowdfunding by the TUM SEED Center and Makerere University, a pumping system was installed in a village in Uganda, providing over 1,000 villagers with access to drinking water.

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<sup>56</sup> Analyzed with a sample of 56 publications.

<sup>57</sup> <https://www.lufthansa.com/be/en/homepage>

<sup>58</sup> <https://www.bmw.com/en/index.html>

## **Students' initiative towards Sustainability**

TUM MGT relies on its students, and more specifically its student organizations, to convey the school's mission in terms of sustainability. In this respect, the Student Council, which manages the main student events on campus, has included the role of "Sustainability Lead" on the Board of its organization. His aim is to work with her team to set up environment-related projects, such as meetings for students, enabling them to imagine the future of their school in terms of sustainability.

The students are also active in the Enactus München organization, which supports entrepreneurship that has a positive impact on society, improving the living conditions of people around the world. In 2021, TUM students co-managed a project called CropBuddy, an application enabling farmers in India to maximize their profits by working optimally.

In Munich, students can also get involved with 180 Degrees Consulting, a student organization that manages projects for social and non-profit enterprises. This provides students with their first professional experience, directly linked to the world of Sustainability.

The university has a Green Office, run by students from the various faculties, including TUM MGT. The aim of this Green Office is to make campuses more sustainable. The Green Office has 5 main areas of activity:

- *providing information about & raising awareness of sustainability,*
- *building a network to connect all collaborators, actors and stakeholders,*
- *promoting and supporting education for sustainable development,*
- *supporting the campus development towards a Living Lab for sustainability by linking research and teaching.*
- *organizing the TUM Sustainability Day.*

The university's student representation also includes the environmental department. This team of 60 people implements concrete projects to promote sustainability on the various campuses. These projects include :

- The environmental lecture series, which is a series of mini conferences with professors and experts to encourage discussion on environmental issues.
- Green Mensa, aimed at making the university cafeteria more sustainable.
- An Environmental Guideline, to give students all the tools they need to live more responsibly in general.
- A tree-planting campaign, aimed at replanting a piece of forest.
- Other projects linked to the circular economy.

## **The future of the school in the direction of sustainability**

The school will prioritize sustainability as a core value and aims to strengthen partnerships with other schools to enhance sustainable practices. It will develop additional modules focused on sustainability themes and continue research efforts on its five focal SDGs. Additionally, the school want to encourage alumni to become change leaders within their organizations.

The information from this section is taken from:

- School's website: (WHU - Otto Beisheim School of Management, 2023)
- Sustainability report: (WHU - Otto Beisheim School of Management, 2021)

### **Introduction of the school and context**

The WHU OTTO Beisheim School of Management is a business school founded in 1984 in Germany. It is privately funded by a group of companies called the WHU Foundation, made up of natural and legal persons. The aim of this foundation is to ensure the long-term operation and development of the school. Its 2 campuses in Vallendar and Düsseldorf are home to over 2,000 students taught by more than 50 teachers. The school is AACSB, EQUIS and Foundation for International Business Administration Accreditation (FIBAA) certified. The school has been a signatory member of the PRME community since 2013. In 2022, the school was ranked 2nd business school in Germany and 13th in Europe according to the Financial Times. The school focuses on the quality and excellence of its academic programs, research, and knowledge transfer in general management. These objectives are based on the foundations of the school: courage and commitment. Its 4 key values are community, entrepreneurship, cosmopolitanism, and excellence. These foundations and values form what the school calls the "WHU Spirit". The Vallendar campus is home to students on the classic Bachelor's and Master's programs, while the Düsseldorf campus is home to students on the MBA programs and others. More than 30 student organizations bring the campus to life through various events linked to different themes such as sport, sustainability, culture, and others. The school supports its internationalization through partnerships with more than 220 universities and 160 companies around the world.

### **Programs at WHU**

In terms of bachelor's degrees, the school offers two programs: the first is the bachelor's degree in international business and administration. Over 6 semesters, students take basic courses in management, economics and data analysis and can spend a semester abroad. The second is the bachelor's degree in business psychology. This multidisciplinary program combines management courses with psychology. Students also can study abroad for a semester. The school offers 5 Master of Science courses, each lasting 21 months. These masters are :

- Master in Business Analytics
- Master in Finance
- Master in Entrepreneurship
- Master in international business
- Master in Management

These 5 masters degrees are accessible after a first degree at bachelor level or equivalent, in a field related to business or economics.

In addition to these programs, the school offers MBAs, doctoral programs, exchange programs and summer programs.

### **Sustainability according to WHU (Value)**

The WHU is conscious of its responsibility to society and incorporates this responsibility and sustainability into its values through its charter. The school's mission is to develop the school's activities and create a stimulating, intellectual environment that promotes, among other things, responsible leadership, and teamwork. The school seeks to transmit its values (Family & Trust, Diversity & Internationality, Passion & Innovation and Ambition & Performance) to four main groups: researchers, students, managers, and policymakers. To achieve the excellence that the school is seeking, it is working on 5 key areas: Personal and digital learning, Diversity, Education,



Entrepreneurial WHU (the school encourages students to become entrepreneurs and gives them the tools to get started) and Quality and Sustainable growth.

Since 2010, the school has adopted a code of conduct, reflecting all the actions and examples of good attitudes to have when being part of the WHU community. This code of conduct is presented to each student at the beginning of the academic year, as well as to teachers and staff.

Through its programs, the school promotes a responsible mindset, aware of the impact that business has on society.

### **Sustainability in bachelor's programs**

Regarding bachelor's programs, the two programs offered by the WHU are not directly linked to sustainable issues. However, both programs offer courses related to sustainable issues. In both Bachelor programs, students have the "Sustainable Value creation" block in their core curriculum, from which they can choose the "Creating Social Value" course, which is given in the 5th semester of this Bachelor program. Students also have the "Ethics and Sustainability" block, in which they can choose one of 8 courses, all related to sustainable issues. In addition to these courses, students can choose from the following list of courses incorporating ethics or sustainability concepts:



*Figure 13: Integration of Sustainability through the bachelors' programs* (WHU - Otto Beiheim School of Management, 2021)

### **Sustainability in master's programs**

None of the 5 Masters programs is directly linked to sustainable issues. However, students can take courses related to ethics and sustainability:

## Master of Science Program

- Advanced Organizational Behavior and Leadership,
- Behavioral and Cultural Finance,
- Capstone Module Abroad,
- Corporate Governance,
- Current Topics in Accounting,
- Ethics and Leadership,
- Financial Technologies,
- Health Economics, Policy and Management,
- Strategic Technology and Innovation Management,
- Sustainable Operations Management,
- Value Creation in Family Firms.

*Figure 14: Integration of Sustainability through de masters' programs* (WHU - Otto Beiheim School of Management, 2021)

### **Sustainability at WHU (Actions/organizations)**

Although the school's Center for Responsible Leadership is the reference in terms of knowledge related to sustainability and they set up educational projects for the school, at WHU there is no "reference organization in terms of sustainability". This means that projects related to sustainability issues can be the initiatives of teachers, students, or various members of the school's staff. The WHU charter states that participation and initiative are fundamental to the way the school operates, and that each member of the community must contribute to the development of the WHU. However, the report does present a Sustainability Manager as being responsible for sustainability at the school. He manages a team responsible for writing the sustainability report. The school's various projects in recent years include the following:

Pedagogy-related projects	Society-related projects	Environment-related projects
<p>The school offers a 5-day executive education program called the <b>General Management Plus Program</b>. Participants in this program are accompanied by experts who give them the tools and knowledge to set up an impact project in cooperation with associations and newly industrializing countries.</p> <p>Different <b>conferences/speeches</b> on sustainability-related topics, organized by students. (See <a href="#">Students' initiative towards Sustainability</a> sub-section).</p>	<p><b>Future Leaders Fundraising Challenge:</b> managed by MBA students, a fund-raising campaign is set up twice a year. The aim is not only educational for the students who set up the campaigns, but also has an impact on society as the funds raised are distributed to two German charities. The students organizing the campaign (twice a year) also must provide strategic advice to the association.</p> <p><b>Inclusion through scholarships:</b> The school aims to be as inclusive as possible and tries to favor students with good results rather than great means, which is why - there are more than a dozen ways of reducing the entrance fee (discounts, scholarships).</p> <p>Promoting <b>gender diversity</b> through several projects/courses/organizations. For example: the WHU Women in Business student association supports women and helps them to achieve their goals.</p> <p><b>City Mayor Duel 2019:</b> In 2019, the school hosted the debate between the candidates for Vallendar mayor. This event was open to the public (mainly Vallendar residents).</p>	<p><b>Fashion revolution nights:</b> During this annual event, the WHU Entrepreneurship Center promotes a change in the world of fashion, towards a model where people keep their clothes for longer, choosing quality pieces. The school aims to raise community and outside awareness of the environmental and social damage caused by fast fashion.</p> <p>Installation of <b>photovoltaic panels</b> on the school's roofs, covering more than the entire consumption of the Vallendar campus.</p> <p><b>Carbon footprint</b> recording in 2022 by TÜV NORD CERT<sup>59</sup>.</p> <p><b>Mobility:</b></p> <ul style="list-style-type: none"> <li>Public transport available for school employees.</li> <li>Charging stations available for school employees.</li> <li>Possibility of obtaining a bicycle for school employees.</li> </ul> <p><b>Rhine CleanUp:</b> The goal of this 2020 project was to mobilize members of the WHU community to clean up the Rhine, which flows through the region..</p>

*Table 21 : Sustainable projects by WHU – OTTO Beisheim School of Management*

<sup>59</sup> <https://www.tuev-nord.de/en/company/certification/>

## **Sustainability and Research**

The school integrates ESG criteria into its research and aims to provide companies with the reasons and solutions they need to make sense while achieving their goals. In 2019, WHU had many centers and Chairs dealing specifically with sustainability issues:

- The Center for Responsible Leadership, which addresses sustainability in the broadest sense through research into ethics and CSR. The aim is to create a basis for the development of education in ethics and social responsibility.
- The Chair of Demand Management & Sustainable Transport, supported by the Mercator Foundation<sup>60</sup>, working on issues of logistics and digitalization to equip tomorrow's leaders to act responsibly towards the environment.

In addition to these two centers/Chairs, several centers/Chairs linked to other themes regularly incorporate sustainability issues into their key themes or have a topic directly related to Sustainability. These include:

- Chair of Economic and Social Policy
- Allianz Endowed Chair of Finance
- Chair of Empirical Corporate Finance
- Chair of Macroeconomics and International Economics
- Chair of Empirical Capital Market Research
- Chair of Empirical Corporate Finance
- Chair of Organizational Behavior
- Chair of Production Management
- Chair of Strategic Management
- Chair of Strategy and Marketing
- Institute of Family Business
- Institute of Management Accounting and Control
- The WHU Entrepreneurship Center

## **Sustainability and Communication**

The first point of communication with the WHU community is the Code of Conduct. It sets out a basic framework of good and responsible attitudes to follow the school's values, for all members of the community.

The WHU marketing team has developed the WHU values package, which consists of guides, tools for the school, templates, etc. to better understand and promote the school's values.

To promote Sustainability, the school often sets up communication campaigns (online or physical). For example, in 2020, the school set up the campaign "We grow around the world, but here we are at home", to show their commitment to their region.

The main means of communicating about sustainability is through the Sharing Information Process Report, published every two years by the school. This covers the school's various sustainability projects, as well as the integration of sustainability concepts into the school's research and programs.

The site features a "Social Responsibility" page, listing the school's current projects on issues relating to its social responsibility. The site also features a page on diversity.

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<sup>60</sup> <https://www.stiftung-mercator.de/en/>

## Partnerships towards sustainability

The WHU's most important partnerships are the organizations represented in the WHU foundation. In particular, the Otto Beisheim Foundation, the school's largest donor. In addition to these organizations, the "In Praxi WHU" network, which is the school's alumni association, enables the school to have in its network the companies for which these alumni work/companies founded by these alumni.

## Students' initiative towards Sustainability

The following student organizations are WHU organizations directly linked to sustainable issues (health, environment, society, etc.).





Organization	Topics	Actions
<b>Diversity at WHU</b>	Diversity	<ul style="list-style-type: none"> <li>• Provides information and guidance for navigating Diversity.</li> <li>• Organizes an annual "Diversity Week", during which events, conferences and other activities are organized to promote diversity.</li> </ul>
<b>forumWHU</b>	Economy in Responsibility	<ul style="list-style-type: none"> <li>• Organization of an annual congress, hosting students and speakers from renowned university/schools in Europe. The topics of this congress are the society and how business can make it evolve or have a positive impact on it.</li> </ul>
<b>SAIDA Consulting</b>	Social impact	<ul style="list-style-type: none"> <li>• Provides consulting services for enterprises/startups with a social positive impact aim.</li> </ul>
<b>SensAbility</b>	Impact Entrepreneurship – CSR	<ul style="list-style-type: none"> <li>• Organization of an annual conference on Impact Entrepreneurship, including discussion, workshops, and speeches for two days.</li> </ul>
<b>Enactus WHU Vallendar</b>	Society - Sustainability	<ul style="list-style-type: none"> <li>• Organizing projects having a positive impact on societies.</li> </ul>
<b>WHU "Campus for..." series</b>	Society - CSR	<ul style="list-style-type: none"> <li>• Organizing conferences about different topics, many of them including sustainability issues or CSR.</li> </ul>
<b>WHU First Responder</b>	Health	<ul style="list-style-type: none"> <li>• Provides emergency services in Vallendar (students from this organization are formed for four month).</li> </ul>
<b>WHU Students Help (WHUSH)</b>	Community - Society	<ul style="list-style-type: none"> <li>• Encourage students to give back to the society through charity events.</li> </ul>

*Table 22 : Sustainability-related organizations at WHU*

In addition to these sustainability organizations, several student organizations promote entrepreneurship/creativity among students. These organizations give students the tools they need to create projects of all kinds, including those that have a positive impact on society.

## The future of the school in the direction of sustainability

In 2021, the school's objectives for the future were as follows:

<p>Continue <b>fundraising</b> in the Future Leader's Fundraising Challenge to donate another <b>100,000€</b> by 2023.</p>		<p>Collect feedback on the School's current <b>CRS related strategies</b> to gather insights and new ideas organically from the WHU community.</p>	<p>Continue to <b>network</b> and feature alumni active in supporting any SDG goals.</p>
	<p>Grow the impact of <b>CSR research</b> to 10 relevant papers (5 per year) until 2023.</p>	<p>Continue to keep the school a place of <b>open dialogue</b> for the greater community. For example, to host political debates.</p>	
<p>Increase the number of <b>female and international students</b> in every program year after year. Support this initiative by increasing scholarship opportunities.</p>		<p>Host more <b>CO<sub>2</sub> Neutral Events</b> on Campus: minimum of 1-2 per year plus encouraging all event holders to consider the option.</p>	
<p>Increase participation numbers in <b>community outreach projects</b> therefore begin to track participation in order to have a basis for this measure.</p>			

*Table 23: Objectives for the future at WHU* (WHU - Otto Beiheim School of Management, 2021)

## Interview guide for schools

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### **Interview guide (English version)**

#### **General information about the participant**

- Position:

#### **Sustainability according to SCHOOL**

- According to the school, what is sustainability?
- Why is it important to teach sustainable development to students?
- What are the school's current goals regarding sustainability, and the future?
- What are the barriers to sustainable projects at school?

#### **Communication**

- What is the school doing to raise students' awareness of sustainability issues?
- What could/will the school improve in this area?

#### **Students**

- Can students act and set up sustainability-related projects?
- Do you have any feedback from students working in a subject directly related to sustainability?
- What are the barriers to sustainability teaching at the school?

#### **Future**

- What are the school's future sustainability projects?
- What is the school future direction in terms of Sustainability?

#### **Transdisciplinary**

- How does the school ensure cross-disciplinary learning about sustainability (the integration of sustainability into courses that are not directly related to sustainability)?
- Is there any training or coaching for teachers to help them integrate socio-environmental issues?

### **Interview guide (French version)**

#### **Informations générales sur le participant**

- Nom de famille
- Prénom
- Fonction :
- Formation (parcours professionnel et académique) :

#### **Le développement durable selon l'ÉCOLE**

- Selon l'école, qu'est-ce que le développement durable ?
- Pourquoi est-il important d'enseigner le développement durable aux étudiants ?
- Quels sont les objectifs actuels et futurs de l'école en matière de développement durable ?
- Quels sont les obstacles aux projets durables à l'école ?

#### **Communication**

- Que fait l'école pour sensibiliser les étudiants aux questions de durabilité ?
- Qu'est-ce que l'école pourrait/veut améliorer dans ce domaine ?

#### **Les étudiants**

- Les étudiants peuvent-ils agir et mettre en place des projets liés au développement durable?
- Avez-vous des retours d'expérience d'étudiants travaillant dans une matière directement liée au développement durable ?
- Quels sont les obstacles à l'enseignement du développement durable à l'école ?

#### L'avenir

- Quels sont les futurs projets de l'école en matière de développement durable ?
- Quelle est l'orientation future de l'école en termes de développement durable ?

#### Transdisciplinarité

- Comment l'école assure-t-elle l'apprentissage transdisciplinaire du développement durable (l'intégration du développement durable dans des cours qui ne sont pas directement liés au développement durable) ?
- Les enseignants bénéficient-ils d'une formation ou d'un accompagnement pour les aider à intégrer les questions socio-environnementales ?



## Interviews

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### Interview HEC Liège

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**Alexandre Poizat (0 :00)** : Pouvez-vous vous présenter tous les deux, votre parcours et fonction actuelle ?

**INTERVIEWEE HEC 1 (0 :10)** : INTERVIEWEE HEC 1, je travaille à HEC depuis plus de 30 ans et depuis 4 ans je suis le chef de projet du SLab qui vise à conscientiser la communauté HEC à tout ce qui est développement durable donc sous l'angle de la responsabilité de l'éthique et de la durabilité. Notre vision c'est qu'on veut que chaque membre de la communauté devienne un acteur de changement. Voilà à quoi on s'attaque

**INTERVIEWEE HEC 2 (0 :40)** : Moi c'est INTERVIEWEE HEC 2, donc je suis tout nouveau parce que ça fait un mois et demi que j'ai que j'ai commencé le tout nouveau travail de Sustainability Manager pour HEC et donc je travaille avec INTERVIEWEE HEC 1 sur le SLab. Il y a 4 axes sur lesquels on essaie d'avoir une action. Le premier c'est vraiment sur le volet enseignement pour que tout étudiant ait un parcours sur les notions de développement durable de responsabilité éthique et cetera durant tout son cursus et donc là voilà il y a différents chantiers et une réflexion plus stratégique à faire. Le SLab se propose comme une plateforme de services, une sorte de catalyseur pour la recherche sur ces questions-là et donc ce n'est pas un centre de recherche mais c'est vraiment une plateforme qui essaie de visibiliser le travail de nos chercheurs sur toutes ces questions liées au développement durable. Il y a l'aspect interne que INTERVIEWEE HEC 1 a décrit donc vraiment la sensibilisation du personnel mais aussi de toute la communauté étudiante et donc on organise toute une série d'événements. On organisait un vide dressing dernièrement pour le personnel d'ici la semaine passée on organisait conférence et cetera et évidemment toute la grande campagne Stop Waste tout au long de l'année. Le dernier axe c'est vraiment sur le volet contact avec les entreprises où là je sais travailler avec toute une série de d'entreprises partenaires et l'idée est vraiment de nouer des partenariats pour que on puisse mobiliser l'expertise d'HEC sur les questions de développement durable au sens large pour en faire bénéficier l'entreprise et avoir un échange Win-Win entre les 2 entités.

**Alexandre Poizat (2 :30)** : Et ce rôle de ce Sustainability Manager c'est un nouveau rôle, il vient d'être créé. Ce n'est pas dans le Green Office ? Comment est-ce que ça fonctionne ?

**INTERVIEWEE HEC 2 (2 :40)** : Donc c'est un tout nouveau rôle qui vient d'être créé effectivement INTERVIEWEE HEC 1 va peut-être détailler le la réflexion qui a été faite.

**INTERVIEWEE HEC 1 (2 :50)** : On est en étroite partenariat avec le Green office mais on n'a pas de lien propre avec le Green office c'est vraiment une entité de l'université de Liège pour toute l'université de Liège et ses facultés tandis que le SLab c'est une entité spécifique à associée à HEC Liège.

**Alexandre Poizat (3 :05)** : Oui je parlais du SLab je me suis trompé.

**INTERVIEWEE HEC 1 (3 :10)** : Alors au sein du SLab, durant l'année 2022 on a vraiment travaillé toute l'année à la constitution d'un plan d'action pour le SLab pour les années à venir. Le plan d'action a été détaillé en 4 axes majeurs pour pouvoir mettre ce plan d'action en œuvre. La première des conditions

c'était vraiment de renforcer l'équipe en termes de ressources humaines puisque moi je travaille en mi-temps pour le SLab en termes d'énergie c'est mon travail à mi-temps. Virginie Xhaufclair est le référent académique pour le SLab mais prend cette charge en plus de sa charge académique habituelle et donc on avait on a vraiment sensibilisé la direction aux besoins d'un renfort avec l'engagement d'une personne à temps plein. L'aboutissement a été l'engagement de INTERVIEWEE HEC 2 et donc c'est vraiment un poste qui a été créé pour pouvoir permettre la mise en œuvre du plan d'action du SLab. Ce plan d'action c'est le fruit d'une réflexion collective donc, si je peux entrer un peu dans le détail, en janvier l'année passée on a organisé une journée thématique sur le thème de la recherche de la durabilité en recherche à HEC à laquelle tous les domaines stratégiques de recherche ont pu participer et ont pu exposer quelles étaient les résultats de leurs recherches sur la question de la durabilité. Il y a eu beaucoup d'échanges et donc à la suite de ça, ça nous a permis de déterminer quels sont les besoins en termes de recherche. On a également organisé 2 demi-journées thématiques sur le thème de la pédagogie donc avec une demi-journée consacrée à un remue-ménage où toute la communauté a été invitée donc toute la communauté ce sont aussi bien les étudiants que les membres du personnel toutes catégories confondues à participer et à se poser des questions sur quel est le futur de HEC et comment on envisage un futur durable pour pas HEC. De toute cette réflexion là il y a toute une série d'informations qui sont sorties. On a eu une 2e demi-journée en termes de pédagogie où notre récent docteur honoris causa Anne-Claire Pache de l'ESSEC est venue nous exposer comment l'ESSEC Business School a amorcé sa transition et là aussi on a été épuisé toute une série d'informations utiles. Ensuite, on a organisé une journée plan d'action au cours de laquelle on a retravaillé toute cette matière, toute cette mine d'informations qu'on a apporté de ces différentes activités et d'autres activités du SLab, notamment les rencontres du comité de pilotage. On a travaillé ensemble, on était un petit groupe je dirais d'une petite vingtaine de personnes qui se sont portées volontaires pour travailler vraiment sur cette thématique c'est là que qu'a abouti le plan d'Action.

**Alexandre Poizat (6 :10) :** Et donc, je passe du coq à l'âne mais j'ai pu lire un peu le SIP Report pour voir un petit peu tout ce qui avait été fait récemment, quelles sont les futures directions etc., et j'aimerais parler un peu de transdisciplinarité. J'ai vu que donc d'après des études sur les programmes de HEC, les différents cours qui étaient donnés en bachelier et en master il y a, il me semble plus de 50% des cours de bacheliers qui intégraient des notions de durabilité et plus de 40 pour les Masters ou l'inverse. Comment est-ce qu'elle est faite cette intégration de la durabilité au sein des cours qui ne sont pas, à la base, enseignés dans un but, dans une optique d'enseigner la durabilité ?

**INTERVIEWEE HEC 1 (7 :00) :** Je vais peut-être m'exprimer par un exemple très concret : le cours d'anglais est un cours de langue mais on peut étudier une langue en abordant des sujets aussi vastes que l'on puisse imaginer. Cette année dans le cours d'anglais de bac 3 pour le 2e quadri tous les étudiants ont été invités à travailler sur la campagne Stop Waste sur laquelle le SLab est investi au cours de l'année 2023. Pour cette campagne notre objectif c'est de réduire le gaspillage de toutes sortes et on a choisi d'adresser cette thématique en choisissant un sujet par mois et chaque mois on traite un sujet différent. Aux étudiants de bac 3 au début du 2e quadri donc vers le mois de février/mars on leur a exposé ce qui était la campagne Stop Waste. On leur a demandé de choisir un thème des mois qui allaient suivre la défense de leur travail pour travailler sur un de ces thèmes-là. Il restait 7 thèmes pour les 7 mois après leur défense et donc les étudiants en groupe de 5 ou 6 ont pu choisir, je parle de d'une cohorte de 180 étudiants, ils ont travaillé sur un des thèmes qu'ils ont choisis eux-mêmes. On leur a demandé comment eux imaginaient pouvoir sensibiliser la communauté HEC quelles actions concrètes ils allaient mettre en œuvre et on leur a demandé de se positionner comme s'ils étaient une agence de com chez laquelle on arrive nous, le SLab, avec l'hashtag Stop Waste, avec notre demande : « voilà on a 7 thèmes et dites-moi ce que vous nous proposez pour sensibiliser une communauté qui est à la fois un mélange d'étudiants, d'académiques de personnel administratif. » Au mois d'avril ces 180 étudiants avaient pu défendre leur projet en sous-groupe donc devant 33 groupes

de cette classe de 180 étudiants. Les meilleurs projets ont été identifiés et sont venus se défendre en finale et là c'était ouvert à la communauté HEC donc il y avait le doyen qui faisait partie du jury, les membres du slab également et d'autres personnes vraiment conscientisées à la durabilité. Ces étudiants ont continué à apprendre l'anglais mais pendant 4 mois ils ont travaillé sur un thème en lien avec la durabilité. Et alors pour donner plus de poids à leur travail on s'inspire maintenant pour les mois qui viennent des travaux des étudiants, on reste en contact avec les étudiants. Pour nous c'est une manière de de de faire en sorte qu'ils comprennent que leur réflexion ce n'était pas juste une réflexion One shot c'est une réflexion qui va permettre vraiment d'avoir des actions. Et on espère surtout que c'est une réflexion qui aura permis en tout cas de sensibiliser les 180 étudiants qui ont pu écouter les défenses de tous les projets.

**Alexandre Poizat (9 :50) :** Et à l'origine, c'est plutôt une initiative des professeurs qui ont cherché en program pour le début de cette année qui se sont dit : « Ah il y a le SLab qui fait la campagne Stop Waste, on va aller les contacter », ou bien c'est plutôt vous qui avez poussé pour intégrer la campagne ?

**INTERVIEWEE HEC 1 (10 :05) :** Il y a un peu des 2. Dans ce cas aussi moi j'avais déjà collaboré avec les profs d'anglais chaque année dans leur cours de bac 3 ils invitent les étudiants à réfléchir à un thème sur lequel ils vont pouvoir organiser un grand concours et sélectionner les 6 meilleurs projets qui viennent les présenter à la finale. L'année passée le thème du concours bac 3 en anglais c'était Enactus qui est une équipe de jeunes entrepreneurs qui veulent agir pour un monde meilleur. L'équipe Enactus Liège s'est constitué il y a 3 ans à l'initiative du slab et donc l'année passée les étudiants du cours d'anglais ont travaillé sur le projet qui est en cours de construction par l'équipe Enactus Liège. Donc ici cette année ils sont revenus vers moi et c'est moi qui leur ai dit : « mais génial on va on va avoir la campagne Stop Waste qui commencera au mois de janvier les étudiants pourront y travailler ! ». C'est une suggestion et les collègues ont apprécié, mais ce sont eux qui sont venus me demander si j'avais un sujet à proposer. Inversement, on a diffusé récemment, il y a quelques mois, un documentaire de sensibilisation sur la fast fashion. Ce documentaire est suivi d'un débat et on va reproduire cette action à 2 reprises au début du prochain quadri. Là c'est clairement le SLab qui est allé identifier des profs parce que leurs cours se prête à accueillir une réflexion sur la fast fashion et donc on a partagé la possibilité aux enseignants qui ont dit : « ok c'est génial je vais intégrer ça dans mon cours ». Donc voilà ça peut se faire dans les 2 sens on est à la fois ouvert aux demandes d'information des collègues et en même temps c'est nous qui allons alors à la pêche au collègue pour voir qui a envie de partager ça dans son cours.

**INTERVIEWEE HEC 2 (11 :50) :** L'objectif du Slab c'est d'être identifié par toute la communauté académique, chercheurs et cetera comme étant un peu une sorte de boîte à outils et une ressource présente s'ils ont envie d'inclure la durabilité dans leurs cœurs. INTERVIEWEE HEC 1 l'a dit, en cours d'anglais, dans les cours de langue, il y a moyen de d'inclure ces notions ainsi que dans plein d'autres cours. Donc le but est qu'ils nous identifient vraiment comme cela pour qu'on puisse travailler ça avec eux à et à l'inverse nous où on identifie des opportunités d'aller frapper à la porte et se dire : « est ce qu'il n'y aurait pas quelque chose à faire ? » Je donne un autre exemple : par rapport aux ateliers de compétences qui sont vraiment une formule pédagogique assez inédite en Belgique francophone. On est allé frapper à la porte en disant : « est-ce qu'il n'y aurait pas des opportunités pour proposer plus de contenu lié au développement durable ? » et donc on va construire ces ateliers progressivement avec les responsables de ce programme-là. Et puis alors dans un 3e pont je veux dire y a vraiment plus une réflexion vraiment stratégique : pour le moment il y a une réforme des programmes qui est faite à laquelle les académiques participent dont Virginie Xhaufclair par exemple qui portent ce message à travers toutes les réflexions qui sont faites par rapport aux programmes pour essayer d'avoir vraiment

un parcours cohérent de l'étudiant. Le but est que chaque étudiant, quelle que soit la formation qu'il prend à HEC, reçoive en tout cas des cours de base sur ces notions-là. Ensuite, il faut creuser si ce sont vraiment des thématiques qui l'intéressent, dans lesquelles il a envie d'aller plus loin. Il y a vraiment cet échange pour qu'on puisse proposer des idées mais aussi qu'on vienne nous chercher pour travailler des contenus avec nous et avoir une réflexion plus stratégique.

**Alexandre Poizat (13 :40) :** Est-ce que vous rencontrez un petit peu des obstacles quand il s'agit de transmettre tout ce qui touche à la durabilité aux étudiants ? C'est à dire qu'il y a les cours, il y a les projets qui sont mis en place mais il y a également des étudiants qui ne sont pas du tout motivés. Je suppose que c'est un peu plus compliqué d'aller les chercher et les sensibiliser, comment est-ce que vous faites dans le cas où cela arrive ? Je pense par exemple, vous en avez donné l'exemple, du projet d'anglais et la campagne Stop Waste, que certains étudiants diraient : « Je vais au cours le projet je n'en n'ai un peu rien à faire concrètement et du coup je veux juste faire mon cours d'anglais » et au final la sensibilisation ne marche pas du tout. Est-ce qu'il y a des outils qui sont amenés par rapport à ça ou vous considérez que le projet en lui-même est quand même une bonne impulsion et que malheureusement il y a des personnes qui sont fermées à ça et on ne peut rien y faire ?

**INTERVIEWEE HEC 1 (14 :35) :** Moi je pense que des freins y en a à tous les niveaux. Il y en a au niveau des étudiants, il y en a au niveau des collègues, il y en a au niveau du monde. Il y a des freins partout. Ce qu'on essaie de dire c'est que ok il y a des freins, mais il y a surtout des portes et des portes on les ouvre et puis après on nous on sème des graines et on espère qu'elles vont germer. On ne sait pas vraiment mesurer à quel point les graines vont germer. Je prends un exemple sur le travail de groupe de bac 3 : on avait un thème lié à la 2nde main. On a organisé un vide dressing, il y a 30 étudiants qui ont réfléchi au thème de la 2nde main et sur les 30 il n'y en a aucun qui est venu participer au vide-dressing. Cela donne un peu cette impression qu'effectivement peut-être ils ont travaillé sur le sujet et que néanmoins ils ne sont pas arrivés jusqu'au vide dressing. Je pense que c'est ce serait trop rapide comme conclusion. En fait, on ne sait pas mesurer ça, donc moi ce que j'ai retenu par exemple sur ce thème-là : l'équipe gagnante du concours était justement sous le thème de la 2nde main et en échangeant avec eux, j'ai compris que c'étaient déjà des jeunes qui étaient conscientisés à la fast fashion et le jour du concours ils étaient tous habillés en costume cravate ou robe élégante pour les demoiselles et c'étaient uniquement des vêtements de 2nde main. Je pense qu'ils sont allés jusqu'au bout de leur réflexion donc je suis persuadée que par exemple sur ce groupe-là, même s'ils ont dans un premier temps rempli leur obligation pour le cours d'anglais, que les graines ont germé. Après c'est très difficile de le mesurer. Cependant, ce qu'on constate c'est que on a quand même assez de mal à investir les étudiants dans les projets s'ils ne sont pas dans le cadre d'un cours. Donc si on annonce simplement aux étudiants : « on va faire telle activité et c'est génial venez avec nous réfléchir à la durabilité », on arrive à les toucher ou justement une petite poignée de personnes qui sont déjà motivées. Ce n'est pas vraiment notre objectif et c'est pour ça qu'on essaie de passer, quand on a l'occasion par les cours. Cela dit parmi les mesures qui ont été confirmées comme prioritaire dans le cadre de notre plan d'action, c'est notamment un projet ambassadeur de transition sur lequel on travaille et là on est vraiment au début de la réflexion. Ce dont on est bien conscient et justement peut-être avec nos partenariats, avec le Green office de l'Université de Liège pour y revenir, c'est que en tant que membre du personnel si on s'adresse aux étudiants, si on n'a pas entre guillemets d'obligations sur les étudiants, on arrive pas à les toucher. On pense vraiment que ce sont les étudiants qui peuvent parler aux étudiants donc pour nous c'est essentiel de s'associer avec les les OIC par exemple. A HEC on a vraiment un levier d'action à ce niveau-là et au travers du programme ambassadeur, on va mobiliser des étudiants. On a notamment une étudiante qui va venir en mémoire projet à partir du mois de septembre pour nous aider à réfléchir comment va-t-on activer de manière utile la communauté à HEC autour de cette réflexion de durabilité donc voilà on y travaille.

**INTERVIEWEE HEC 2 (17 :45) :** Et c'est vraiment un modèle dont on s'inspire du Green Office. Ils fonctionnent avec les étudiants. C'est vraiment pour illustrer la collaboration entre les 2 entités et c'est vraiment un des axes vraiment stratégiques du Slab sur lesquels on mise. Je voulais revenir sur l'exemple des cours d'anglais : là c'est un public actif entre guillemets ils sont obligés de s'y mettre. Je pense qu'il y a un vrai enjeu aussi d'attirer les étudiants à priori pas intéressés, par le fait d'y être un peu contraint au début, de les amener à s'y intéresser et après peut-être eux d'être vraiment des ambassadeurs. Je veux dire le but du Slab n'est pas de rester convaincu, c'est vraiment de s'ouvrir et de ramener une communauté étudiante, qui n'est peut-être pas hyper sensibilisée à ces questions, vers celles-ci et qu'ils puissent eux après être moteurs dans le changement. Je suis persuadé que la communauté étudiante est très demanderesse de traiter ce genre de sujet et est beaucoup plus consciente de ces enjeux qu'avant. Elle est un vrai levier même de changement pour un HEC par rapport par rapport à l'ensemble de l'école. Je crois vraiment que la communauté étudiante renvoie à ce besoin de dire : « On est les futurs managers de demain on doit clairement maîtriser ces questions ». Je prends l'exemple des reportings extra-financiers, à peu près toutes les boîtes vont devoir y passer. Il faut que les étudiants qui font HEC soient formés à ces enjeux et puissent les porter dans le futur. Je pense que les étudiants sont un vrai levier de changement à ce niveau-là et l'enjeu c'est que ça bouge à tous les niveaux.

**Alexandre Poizat (19 :40) :** Cela faisait partie de ma réflexion et de mes questions aussi. Je pense qu'en passant par les étudiants avec ce programme justement d'ambassadeur, l'apprentissage pourrait évoluer. Bien que j'aie l'impression quand même que l'apprentissage de la durabilité à HEC ne soit pas mauvais de manière générale. Mais comme vous l'avez dit il n'y a pas d'indicateur, enfin c'est impossible de savoir à quel point la communauté est sensibilisée ou non. On peut avoir les tendances, mais on ne peut pas savoir à quel étudiant l'est ou non. Est-ce que vous avez des indicateurs concernant les étudiants sortants qui se dirigent vers les entreprises sociales ou bien vers les entreprises de type plutôt capitaliste mais dans des postes à caractère environnementaux/sociaux ? Est-ce que vous avez un petit peu des retours ?

**INTERVIEWEE HEC 1 (20 :35) :** A l'heure actuelle, que je sache il n'y a pas d'indicateurs qui ont été spécifiquement identifiés. Cela dit, de plus en plus je pense que, quelles que soient les entreprises vers lesquelles les étudiants vont se diriger, ils vont y être confrontés. On nous a donné on nous a livré les résultats d'une enquête qui a été réalisée très récemment où les entreprises partenaires identifiaient clairement le besoin d'avoir des étudiants qui sortent de HEC formés en durabilité. Donc jusqu'à présent il y avait vraiment une demande qui était en cours sur le domaine du digital et donc nos programmes en fait sont sans cesse réévalués à la lumière des besoins des entreprises. Donc ça c'est vraiment une spécificité d'HEC, c'est qu'il y a un partenariat fort entre les entreprises et les entreprises font partie de des organes de gestion de l'école. On a clairement identifié une demande des entreprises pour que les jeunes diplômés soient formés en matière de durabilité. J'ai encore reçu il y a un jour ou 2 une demande pour ne pas là citer d'une entreprise non connue pour son côté durable qui essaie de voir comment on pourrait collaborer. Comme je dis toujours même des entreprises qui sont potentiellement « non durables » vont devoir s'y mettre donc le besoin de durabilité il est partout. Tu mentionnais les critères ESG, clairement toutes les entreprises vont y être confrontées très tôt. Je crois que les entreprises ont compris que c'est en train d'arriver très vite et qu'il y a vraiment un besoin à ce niveau-là.

**INTERVIEWEE HEC 2 (22 :20) :** Et ces entreprises doivent avoir du personnel qui est formé à ces enjeux et donc les entreprises renvoient ce message à l'école en disant : « formez vos étudiants à ces enjeux-

là ». Pour revenir sur cet indicateur, je dirais même que ça serait quasi dangereux ce type d'indicateurs, parce que ça veut dire que tu vas faire une distinction entre les entreprises vertueuses et les entreprises non vertueuses. Or comme dit INTERVIEWEE HEC 1 je pense que l'enjeu est aussi de faire passer des entreprises à priori non vertueuses en les aidant à faire changer les choses et si on peut arriver même un peu à la marge ce sera déjà ça de gagné. Tout ça pour dire que, je ne pense pas qu'on puisse quantifier. Pour moi il faut vraiment justement se dire : « on travaille avec toute une série d'entreprises partenaires et il faut mettre aussi des guidelines, des lignes rouges qu'on ne veut pas dépasser dans les entreprises avec lesquelles on est en partenariat » Après je pense qu'il y a un vrai enjeu de se dire que dans des entreprises capitalistiques il y a quand même moyen de faire changer des choses, il y a des messages à faire passer et donc quantifier tout ça ne serait pas bon. Cependant, on a un service Alumni qui a un listing, une base de données mais ce n'est pas quantifié. On a en revanche toute une série de d'indicateurs : par exemple on sait quantifier le nombre de mémoires qui sont en lien avec la durabilité. Le service qui gère toute la recherche quantifie aussi le nombre de publications qui sont en lien avec la durabilité. Tout ça est visible dans le rapport de recherche il y a toute une partie avec les 3 Labs donc ça voilà il y a on a toute une série de petits indicateurs comme ça qui nous donnent déjà des tendances. Ce sont des indicateurs qui peuvent être aussi perfectibles, moi ce que je trouve important que dans tous nos centres de recherche que la durabilité soit traitée d'une manière ou d'une autre. Il y a des centres de recherche où ça semble évident comme le centre de l'économie sociale. Mais prenons le marketing par exemple : il y a toute une série de recherches qui sont faites sur le Marketing et la durabilité et qui sont hyper intéressantes. Je pense que c'est une fierté qu'on peut avoir de se dire que dans tous les centres de recherches en fait on traite de cette question sous 2 angles différents. On entend surtout la Sustainability comme étant le focus environnemental mais y a aussi le focus social tout ce qui est ressources humaines et cetera. Donc qu'il y ait un centre comme Lentic par exemple qui va vraiment traiter de ces questions-là je trouve que c'est assez riche justement de voir qu'on a plein de centres de recherches et en fait ils traitent tous un peu de cette question à des degrés divers.

**INTERVIEWEE HEC 1 (25 :45) :** Pour rebondir là-dessus, c'est important de comprendre qu'à HEC, l'enseignement est alimenté par la recherche donc on a des centres de recherches qui vont venir alimenter les enseignements. Donc quand vous demandez tout à l'heure tiens les partenariats entre collègues et Slab ça vient des collègues, ça vient d'eux.

**INTERVIEWEE HEC 2 (26 :10) :** C'est pareil au niveau de l'enseignement, des résultats. On veut donner toujours plus de place à la durabilité et je pense que c'est vraiment en ayant une vision intégrée et en impliquant tous les niveaux de l'école : académique, recherche, communauté étudiante, service interne, le personnel, la gestion des locaux et cetera qu'on va pouvoir faire faire changer les choses et avoir une vision cohérente. Comme tu dis les services de recherche alimentent l'enseignement, c'est très cohérent en fait et ça permet de changer les choses je pense.

**Alexandre Poizat (27 :00) :** Mais merci beaucoup je pense qu'on est arrivé à la fin, vous avez répondu à toutes mes questions, je ne sais pas si vous avez quelque chose à ajouter ?

**INTERVIEWEE HEC 1 (27 :10) :** J'ai entendu que vous utilisiez les informations du SIP 2021, sachez qu'on est en processus de rédaction du suivant qui sera plus actualisé. Quoiqu'il en soit, vous avez les informations les plus actuelles avec cette interview.

**Alexandre Poizat (27 :30)** : En effet et je pense qu'elle va bien être utile pour la suite de mon travail !  
Merci encore pour votre disponibilité.

## Interview ESSEC

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**Alexandre Poizat :** Tout d'abord merci d'avoir accepté de prendre le temps pour répondre à mes questions, voici donc la première, pouvez-vous vous présenter et me donner le rôle que vous occupez à l'ESSEC ?

**Interviewée 1 :** Je suis à l'ESSEC responsable de la transformation écologique de l'école et donc la façon dont on est structuré à l'ESSEC est qu'on a mis au cœur de notre stratégie le fait de faire notre propre transition écologique et sociale. On a deux branches qui pilotent cette transformation donc une branche sociale et une branche écologie et je pilote la branche écologie avec un engagement qui est de transformer à la fois nos programmes d'éducation, la recherche mais également la vie sur le campus, pour intégrer les questions environnementales dans toutes les dimensions de l'école. J'ai deux personnes qui travaillent avec moi, nous avons donc une petite équipe transformation écologique. Notre travail est de faire de la conduite du changement, nous devons aller voir tous les types de métier afin qu'ils intègrent la transformation environnementale dans leurs activités que sont celles d'une école de management.

**Alexandre Poizat :** Vous avez parlé de programme, de l'intégration de cette transition écologique dans les programmes. Concrètement, comment est-ce que vous le faites et comment est-ce que cela se remarque ?

**Interviewée 1 :** On est passé par plusieurs étapes ; cette stratégie a été définie il y a trois ans. Ce qui a été fait sur la partie programme c'est que l'on s'est dit que chaque étudiant devaient dans chaque programme aient un socle minimum de connaissances sur les sujets environnementaux sociaux. On a donc ajouté dans chacun de nos programmes des briques afin que chaque étudiant soit au minimum sensibilisé à ces problématiques. On a donc par exemple organisé des journées climats de rentrée lors desquelles les étudiants sont sensibilisés aux enjeux environnementaux et notamment aux enjeux climatiques. Déjà tous les étudiants qui rentrent à l'ESSEC passent par ce dispositif qui est intégré à un cours que l'on a appelé entreprises et changement climatique. La deuxième brique qui est obligatoire pour tout le monde est un cours qui s'appelle responsible leadership qui intègre plutôt les grandes notions liées à la RSE. Cela nous a permis d'avoir une première trace d'une quarantaine d'heures qui sont obligatoires sur les sujets de transition. En parallèle, on a développé des programmes de spécialisations permettant aux étudiants qui ont envie d'aller plus loin de se spécialiser sur ces questions. A l'ESSEC dans notre programme Grande Ecole on a ce qu'on appelle des Chairs d'enseignements, on a donc développé une spécialisation sur la transition écologique, une sur l'économie circulaire, une sur la finance durable et historiquement on s'est rendu compte qu'on avait des étudiants qui avaient envie de programmes spécifiques donc on a créé le masters in science in sustainability transformation qui permet aux étudiants qui ont envie de se former plus en profondeur de le faire. L'école propose des programmes de connaissances de base et ensuite ces étudiants qui ont envie de faire partie de ces changements d'avoir la possibilité de le faire. On a également un enjeu à transformer l'existant. C'est un travail qui va plutôt être de longue haleine, qu'on a entamé il y a trois ans et qui va continuer durant des années. Le but est de se dire qu'on a des cours de gestion classique qui sont basique dans une école de management, comment est ce qu'on prend mieux en considération les enjeux environnementaux sociaux. On a amené un gros travail pour transformer nos cours de gestion et pour que chaque cours de gestion explicite comment les enjeux environnementaux viennent impacter cette discipline et donc que ces cours puissent être modifiés en fonction de ces enjeux.

**Alexandre Poizat :** Vous parlez la de transdisciplinarité au sein des programmes qui sont les plus classiques au sein de l'ESSEC ?

**Interviewée 1 :** Oui alors la transdisciplinarité est plutôt sur les modules qu'on ajoute car on traite plus spécifiquement des enjeux environnementaux que l'on peut faire appel à des côtés



transdisciplinaire. Après on aussi une approche disciplinaire qui est de dire que quand on fait de la comptabilité par exemple, on ne peut plus en faire sans parler de reporting extra-financier ou autres. On a donc aussi une approche disciplinaire de dire « comment chaque discipline va intégrer ces enjeux ? Que signifie le marketing responsable ou autre ? Comment enseigner la finance liée à des critères ESG ? » On a donc plutôt cette approche disciplinaire.

**Alexandre Poizat :** Et à ce sujet-là est ce que vous rencontrez des freins à l'intégration des questions environnementales et sociales ? Existe-t-il des freins du côté des professeurs ou étudiants, ou bien au contraire c'est ancré dans la culture de l'école et donc il existe peu de freins à l'intégration de ces dimensions ?

**Interviewée 1 :** Alors comme toute organisations et comme dans tout projet de changement il y'a toujours des freins. Les freins qu'on rencontre sont de plusieurs ordres. On a des freins qui sont liés au fait qu'il faut d'abord effectivement faire e travail auprès des professeurs qui chapeautent les gros cours de gestion pour qu'eux transforment leurs cours. Cela nécessite qu'ils prennent du temps pour se former, qu'on les outille pour favoriser cette formation. On a donc mis en place des formations pour les professeurs. On doit leur donner le matériel pédagogique adéquat pour changer leurs cours. Ils ont donc besoin de temps et d'outils pour transformer les cours. Ces professeurs donnent des cours de 25h par exemple et ces 25h sont remplies. Donc pour ajouter des questions environnementales par exemple le professeur doit renoncer à d'autres enseignements. Le professeur doit donc faire des choix et essayer d'intégrer ces notions sans renier d'autres notions importantes. Enfin, une fois que le professeur qui coordonne le cours a effectivement transformé son cours, comment est-ce qu'on est sûr que c'est répliqué à l'ensemble des personnes qui donnent le cours ? Le professeur permanent n'est pas toujours celui qui donne le cours et il est important que les vacataires qui donnent parfois le cours intègrent également ces notions.

**Alexandre Poizat :** Et vous parlez de donner aux professeurs de leur apporter les outils pour intégrer ces dimensions dans leurs cours. Ces outils sont-ils issus de la recherche ou de partenariats ? Concrètement comment mettez-vous cela en place ?

**Interviewée 1 :** Alors on a créé un dispositif par lequel on produit des cadres pédagogiques autour des sujets de transition ce qui permet de créer nos propres outils pédagogiques qu'on met ensuite à disposition des professeurs. Ensuite, chaque professeur va chercher effectivement avec une approche plutôt bibliographique les bons articles, les bonnes recherches qui correspondent à sa matière. En France il y'a aussi un organisme qui est en train de faire un état des lieux de toutes les ressources qui sont disponibles pour accompagner les professeurs dans la transformation de leurs cours.

**Alexandre Poizat :** Et à ce sujet-là est-ce que vous avez des partenariats ou des réseaux qui sont importants pour l'ESSEC ? Qui vous aide au quotidien dans cette transition ou que vous sollicitez régulièrement ?

**Interviewée 1 :** Oui on a un partenariat assez proche avec le Campus de la Transition je ne sais pas si vous connaissez ?

**Alexandre Poizat :** Oui j'ai pu me renseigner.

**Interviewée 1 :** Donc comme vous le savez c'est une école de formation issue du Sud de la France qui a été fondé par une professeure de l'ESSEC donc on a une proximité vraiment forte avec cet organisme. D'autant plus que cette professeure est aujourd'hui directrice de cet organisme. On s'appuie sur eux notamment pour la formation de nos professeurs. Ensuite pour certains modules de formations de nos étudiants ils nous aident directement. C'est un partenaire fort sur ces sujets pour l'ESSEC. On s'appuie également pas mal sur le réseau d'alumni spécifique sur les sujets de Transition qui s'appelle Transition Alumni chez nous. Ce sont aussi des appuis pas forcément sur le côté académique mais ça nous aide à entretenir la dynamique de transformation. Après on est dans pas mal de réseaux inter écoles, on est membre de la CGE, CDEFM qui sont deux fédérations grâce auxquelles lesquelles on participe activement aux groupes de réflexion autour e la transition. Là ça

nous permet de faire bouger le secteur, ce sont des fédérations qui sont très en lien avec le ministère. C'est un autre rôle de faire bouger les injonctions ministérielles sur ces questions. C'est un autre type d'activité dans lequel on est très présent.

**Alexandre Poizat :** En termes de communication auprès des étudiants concernant les projets durables, liés à l'environnement ou la société, quels sont les projets actuels ou futurs qui vous motivent ou motivent les étudiants et qui font en sorte qu'en plus des cours, les étudiants intègrent ces valeurs/ces compétences ?

**Interviewée 1 :** Il y'en a beaucoup. Les gros sujets sur lesquels on travaille sont plutôt des sujets d'exemplarités sur nos campus. Le premier serait sur les questions de mobilité. Lorsqu'on réalise le bilan carbone d'une école comme l'ESSEC, le gros de l'empreinte est lié aux mobilités des étudiants à l'international donc c'est un sujet sur lequel on travaille pas mal, on essaye de mobiliser les étudiants et les conscientiser à ces sujets et valoriser d'autres alternatives de voyage. On travaille également sur la gestion des déchets qui n'est pas très attractif mais très important pour l'environnement. On travaille sur l'offre de restauration sur nos campus, sur les questions de sobriété énergétiques, sur les questions de sobriété numériques, et autres. On a aussi un gros travail sur la partie qui concerne les étudiants directement qu'on a entamé durant ces 3 ans qui est plutôt sur l'aspect des organisations des étudiants car il y'a beaucoup d'organisations étudiantes. On a mis en place un accompagnement de la vie associative pour que les étudiants dans les associations intègrent au mieux les problématiques environnementales et limitent l'impact qu'ils peuvent avoir à travers leurs activités associatives. On travaille de façon très étroite avec les associations sur ces questions-là.

**Alexandre Poizat :** Okay super ! Et est-ce que vous avez un moyen d'évaluer à quel point les étudiants sont responsabilisés en termes de durabilité en sortant des études ? Avez-vous des indicateurs qui vous permettent de réaliser que votre travail de sensibilisation a été réussi ?

**Interviewée 1 :** Pour l'instant, on n'a pas encore de moyen très robuste. On a à la sortie de l'école, les étudiants remplissent un Exit Survey dans lequel ils renseignent leur état de satisfaction très générale sur les programmes et l'expérience vécue à l'ESSEC. On a récemment intégré une question qui cherche à savoir le programme leur avait permis de comprendre les enjeux socio-environnementaux actuels et savoir s'ils se sentent outillé ou en capacité de transformer des organisations sur des sujets RSE. On a des résultats plutôt positifs concernant ces questions mais ce sont des indicateurs déclaratifs. Nous proposons également le Sulitest auquel on est partenaires. Cela permet éventuellement de mesurer la progression de nos étudiants entre l'entrée et la sortie de l'ESSEC sur les sujets de durabilité car le Sulitest a développé un outil qui s'appelle Task qui est vraiment une falsification de l'acquisition de connaissance assez pointue sur les sujets de transition et notre idée c'est effectivement de pouvoir le déployer en entrée et sortie de l'école afin de constater la progression effective et avoir un indicateur de résultats sur les connaissances qu'on a pu dispenser dans les cadres de nos cours. On est en train de développer cet outil/indicateur car pour l'instant nous en avons peu. Ce sera une première étape car il reste un indicateur partiel. Je suis assez persuadé qu'on a un rôle à semer des graines et je ne suis pas sûr que les graines germent tout de suite et qu'on voit les effets de ce qu'on a enseigné/inculqué tout de suite à la sortie de l'école. Mais cela reste indispensable car peut être que dans 10 ans ils se réveilleront et que ce qu'ils ont entendu à l'ESSEC nourrira leurs réflexions bien qu'on préfère voir le résultat tout de suite. Je ne pense pas que le Sulitest mesurera l'ensemble de l'impact mais avoir quelques indicateurs comme ça qui se greffent ce serait effectivement utile pour l'école.

**Alexandre Poizat :** Précédemment vous avez dit que vous essayez de proposer aux professeurs les outils pédagogiques pour intégrer ces questions à leurs cours. Est-ce que vous avez dans l'autre sens des sollicitations de la part des professeurs qui disent vouloir intégrer des questions sociales ou environnementales à leurs cours ? Avez-vous des exemples ?

**Interviewée 1 :** Bien sûr ça va dans les deux sens. On a des professeurs qui veulent bouger mais qui le font directement. Ils nous sollicitent parfois pour savoir ce qu'ils ont pour pouvoir faciliter cela. Mais

globalement une fois que le professeur a envie de bouger en général il n'a pas besoin de nous pour le faire. L'envie et la motivation sont là et on essaye de mettre une structure pour aider les professeurs à le faire. Il existe par exemple des décharges d'heures de cours afin de les aider à transformer leurs cours. Ce sont différents outils que l'on met en place pour les professeurs.

**Alexandre Poizat :** J'aimerais en savoir un peu plus sur les Chaires à l'ESSEC. J'ai cru comprendre que les Chaires à l'ESSEC sont à la fois des centres de recherche et des centres d'enseignement, comment est-ce que cela fonctionne ?

**Interviewée 1 :** C'est en effet un objet particulier. Au départ ce sont des alliances entre entreprises et une unité de profs avec l'idée que les entreprises financent ces Chaires et les Chaires déploient pour certaines uniquement de la recherche, et pour beaucoup à la fois de la recherche et de la formation. Du coup, d'un point de vue étudiant cela correspond à faire une spécialisation pendant son master. C'est l'équivalent des majeurs dans d'autres écoles. Les étudiants peuvent avoir ces spécialisations pendant un semestre durant lequel ils vont avoir des cours sur les thématiques de la Chaire, des ateliers et des rencontres avec les entreprises partenaires. Cela permet à la fois de renforcer son expertise sur un sujet et cela permet de nourrir un réseau sur le sujet qui est traité dans la Chaire. Ça a ce double avantage de permettre ces rencontres avec les entreprises et de se spécialiser sur un sujet.

**Alexandre Poizat :** C'est vraiment très intéressant. Donc les Chaires ne sont pas que orientées recherche. Est-ce que vous avez des exemples d'initiatives étudiantes en termes de durabilité ? J'ai un peu fait le tour de toutes les associations, mais concrètement, est-ce qu'il y a des initiatives mises en place uniquement de leur part ?

**Interviewée 1 :** Oui on a l'association qui est la plus engagée sur ces questions qui s'appelle Noise que vous avez donc pu voir. Le Noise met en place des activités sur le campus comme la vente de fruits et légumes bios de producteurs qui sont juste à côté de chez nous. Ils ont mis en place un système de location de vélo. Ils organisent régulièrement des conférences, vide dressings. Donc ils organisent plusieurs événements à destination des étudiants sur des sujets de développement durable. Nous on travaille avec eux sur des plus gros projets comme la semaine de la transition ou autres. On est aussi amenés à travailler avec eux.

**Alexandre Poizat :** Et est-ce que vous sentez une cohérence de la part des organisations étudiantes, c'est-à-dire est-ce que c'est facile de les amener tous dans la même direction ?

**Interviewée 1 :** C'est pour ça qu'on a mis en place toute une structure d'accompagnement de ma vie associative pour amener cette exemplarité des étudiants sur ces questions qui est difficile à obtenir. Le travail avec les associations est compliqué car il y'a d'un côté la réussite de cette éducation et le fait que chaque année les étudiants changent, les associations changent. Donc on doit travailler à cet accompagnement association par association pour essayer de changer les pratiques car dans les associations, une fois qu'un changement a été accepté une année, il est beaucoup plus facile de le faire accepter l'année suivante, ce qui est dur c'est le changement. Une chose qu'on a faite c'est qu'on a intégré dans la charte de la vie associative des engagements environnementaux que sont censés suivre ces associations afin d'amener un cadre plus réglementaire qui permet de faire valoir ces enjeux et de mettre les associations face à leurs responsabilités.

**Alexandre Poizat :** Super, j'ai eu les réponses à mes questions, pour finir, est-ce que vous pouvez me résumer les prochaines actions de l'ESSEC en termes d'environnement ? Si je me rappelle bien, le projet Together est de 2020 à 2025, comment cela se passe-t-il ?

**Interviewée 1 :** Les premiers objectifs ont été fixés pour 2025. De manière générale on a bien avancé sur tous les fronts et donc atteint déjà la plupart des objectifs qu'on s'était fixés. Maintenant il y'a un réel enjeu à approfondir notamment en ce qui concerne l'enseignement. Maintenant qu'on a ancré les bases il est important d'aller plus loin dans la cohérence de nos programmes, dans nos contenus etc. C'est un programme qu'on va mener sur la grande école et nos BBA pour s'assurer qu'à la fin, nos étudiants au sein de l'ESSEC aient la capacité d'aider les entreprises dans le sens de la transition ou soient à même de développer des entreprises qui soient 100% dédiées à ces sujets. Ça c'est un de nos gros chantiers pour l'année à venir, qui est une poursuite de choses entamées. Sur la recherche de la même façon, on a mis en place beaucoup de dispositifs qui vont être implémentés à partir de la

rentrée qui vont permettre de renforcer notre production académique sur les sujets de transition. Enfin sur les sujets d'exemplarité des campus on a une réflexion tous azimuts qui est de s'améliorer sur chaque sujet, étape par étape et donc on a une stratégie qui consiste à aborder tous les sujets en acceptant de faire cela pas à pas. Cela nous permet de travailler à la fois sur les mobilités des étudiants et du personnel, sur la restauration, sur les achats, enfin sur tous les sujets de front.

Pour résumer, dans nos prochaines étapes, chaque sujet sur lesquels on travaille on va les approfondir et travailler la conviction interne car in fine on n'a pas une vocation à faire mais à s'assurer que chaque service de l'école intègre les enjeux.

**Alexandre Poizat :** Super, vous avez répondu à tout ce dont j'avais besoin ! C'était très intéressant.

**Interviewée 1 :** C'est génial alors !

**Alexandre Poizat :** Merci beaucoup pour votre temps et votre disponibilité encore une fois, je vous souhaite une excellente continuation dans l'ensemble de ces projets !

**Interviewée 1 :** Bonne continuation à vous aussi !

## Interview TUM MGT

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**Alexandre Poizat:** Hello, so first thank you for your time and availabilities. I would like to start by asking you to introduce yourself and tell me about your background and activities at TUM MGT

**Interviewee 1:** Hello! My name is Interviewee 1, I am a PHD Student at TUM. I have joined 2 years ago the PRME Office of the University. Basically, I am part of the TUM MGT and the PRME office was set a few years ago. My role in this aspect is to write the report for the school. This year, we did the report for 21-22. We will have in April 2025 the 23-24 report. You probably read the report which is divided into many sections. I mostly focus on the research part, so Sustainability in research. The teaching part was done by a previous colleague who left to another university. For the TUM MGT, there is a Sustainability Manager who is in charge for the whole Sustainability management in the business school. Meanwhile, for the whole University there is a Sustainability Office who also does a sustainability report for the whole university.

**Alexandre Poizat:** Okay perfect thank you for this information already! I will check the report of the University then!

**Interviewee 1:** It is not out yet; the first report should be published this year.

**Alexandre Poizat:** Okay thank you for the information! So, I have seen a lot that the courses are not always related to sustainability, but they integrate some part of sustainability in the programs. Do you have information about how this integration of the sustainability is organized at the TUM? Are the professors trained about these issues?

**Interviewee 1:** What I can say is that the TUM MGT has these 5 focus SDGs and the way of integrating sustainability is to integrate the SDGs into the various courses. The way suggested by the school is not to integrate every SDG into every course at all costs, as that would not be appropriate. What is favored is integrating one or other relevant SDG into the course in question rather than trying to do too much. As for how teachers are trained to integrate these issues into their courses, the processes are rather formal, and I don't necessarily have access to them. What I have been able to observe is that the sustainability manager is trying to find solutions with the rest of the PRME team on the question of how sustainability should be integrated into the curriculum. The school's teaching staff all have meetings every 6 months at which they decide on the direction they want to give to teaching at the school. Afterwards, PHD students like me are given the important information to follow the directions that the school has decided to take in terms of sustainability. I don't have access to all the information about what's going on between the teachers, but I know that there are regular exchanges of information. What I know about this topic is mostly in the report.

**Alexandre Poizat:** Okay thank you! The focus of TUM is more about the research and programs in the reports. What are the school's main campus operations about sustainability?

**Interviewee 1:** The sustainability office organized sustainability day, not as an initiative of the school but by the university. During the day, various projects were set up by the different schools. The initiatives came from students, research centers and presentations throughout the day. A lot happens between school and university. To be quite honest with you, the problem is that there are difficulties in gathering all the information. I'm part of the team responsible for writing the PRME report and I've noticed that there isn't a single person to go to for information, because there's so much going on. I searched the school's various networks and questioned internal members, but it's still complicated to centralize all the information. That's why, apart from the information published in the report, I don't have access to everything.

**Alexandre Poizat:** Yes, I understand the difficulty because of everything that is going on with so many stakeholders.

**Interviewee 1:** Exactly, we are currently working on a solution to connect the sustainability office of the university with the school to organize and facilitate this organization around sustainability.

**Alexandre Poizat:** And could you give me some examples of strong partnerships or partnerships that bring valuable support to the TUM MGT in terms of Sustainability?

**Interviewee 1:** Yes, there was this project I was involved in so I can talk more about this. The project was made between one Chair holder, responsible for the CEED center, he connected with other universities, they launched the crowdfunding which you can find in the PRME report. But concerning partnerships, you can find other in the PRME report, it can be initiated by students, by professors or others! There are no processes about organizing partnerships. Every stakeholder can initiate and be part of a partnerships. I realize that there are many questions where I cannot answer directly because of the lack of information. Since your thesis is mostly about the programs and the big projects, I would suggest you contact the programs managers and sustainability Office, they could help you get more information about it.

**Alexandre Poizat:** Yes, I would appreciate to try to know more about TUM MGT and will contact them! Thank you for your time and your availability again!

**Interviewee 1:** With pleasure! And good luck for the rest of your thesis!

## Interview guide for PRME representant

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### General information about the participant

- Position:

### About the 6 Principles

- How did the United Nations come up with this framework? Why were these 6 principles selected as the most relevant?
- As Sustainable Development is an evolving concept, how are the principles evolving over time?
- As Chair France Benelux, what do you think makes the schools in this zone different from others in terms of sustainability? Which areas are often considered to be the most important in general terms?

### Tips for schools

- As a signatory member, a school receives guidelines and tips to develop a responsible management education. What are the most important first steps for a school which is trying to improve in this area?
- How can a school encourage students to become more involved in the community? How can they find the way to motivate students?
- Can you give examples of sustainability-related programs/courses that come up frequently and that you think are relevant?

### Impact

- Is there any way of quantifying how much students are learning about responsible management? Do you have any indicators on this subject?
- How can we estimate the impact of responsible management education on companies?

### Barriers

- What do you think is preventing schools from moving towards more responsible management education?

## Interview PRME

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**Alexandre Poizat:** So first thank you for your time and availabilities! My first questions are about you, so can you describe your current position and your work for PRME organization?

**Interviewee 1:** {Connexion problems}, the interviewee was explaining that she is currently employed at ICN Business School, where she holds an academic director of department post in human resources and sustainability. Regarding her position with the PRME community, she explains that she is responsible for the France-Benelux chapter of this organization. In other words, she supports the network of schools belonging to the PRME community in this area. She explains that the reason why she got involved in the PRME community was that she was already in a working group for the Confrérie des Grandes écoles that was discussing gender equality issues, and that she wanted to move to another level in terms of sustainability. She still considers gender equality to be one of the key points of the various positions she has held, as is sustainability in general. She explains that she is more interested in doing things rather than just passing them on. In that sense, PRME seemed to be a good organization.

**Alexandre Poizat:** You are currently the responsible for the PRME Chapters France Benelux, do you think there is an area which is a focus for France and Benelux in terms of Sustainability? A topic which is most important for these countries?

**Interviewee 1:** Obviously, I won't be answering just for myself, as everything is governed by a strategy that we discuss with the PRME community. We decide together what we want to priorities. Obviously, we can't manage everything. We hold an annual meeting where we ask members to vote on what they think is most interesting, the areas where we can improve. We look at what we can bring as chapters to PRME. Then we also ask the students what they think is important. We have a lot of debates, the aim of which is to understand what is important for the community. Now, we're trying to be very careful about inclusion. For example, we are trying to integrate more and more of the most disadvantaged people, by making sure that they have access to education. We would also like to integrate more students into the PRME community. We can't forget them because we work for them. Inclusion goes further than that; we also need to integrate the partners who are part of our ecosystem. We make a point of communicating and being transparent about the decisions we make and the directions we take for the community. Make sure that the rules we put in place are adapted to the different situations we find ourselves in. A new strategy for our chapter is to build a bridge with the Africa chapter. This certainly stems from the colonial roots between Europe and Africa, which left cultural traces such as language, but also conflicts. It's our duty to reflect on the current situation, and we think the two chapters can learn a lot from each other. All this is just to give you a few examples of what we do directly as chapters. There are obviously more.

**Alexandre Poizat:** So, you explained that the multi-stakeholder's perspective is important for the PRME chapters, how would you translate this importance for the schools?

**Interviewee 1:** On the one hand, we are not auditors; we are there to share the principles with the schools, not to control them. We don't check that schools are integrating each principle, that's not the aim and that's not what we do. What we do is try to have an impact on our ecosystem, on the schools in our community, by mobilizing the SDGs, among others. Our aim is to encourage cooperation and measure the impact we have not on all the members of the ecosystem, but on those we have identified as key members. To encourage the community to cooperate, we try to gather impact stories from members that they can share with us. The aim of this PRME community practice is that when we have something that works, we shouldn't keep it to ourselves but share it. The idea is that what you do at your level can inspire others. It's not cheating, it's not copying, the idea is to embrace the practices that work in business schools. We think that inspiration, thinking that a school has done such and such a thing and had such and such an impact on students or teachers is very interesting, and thinking that we're going to adapt these ideas to our school is a good thing. There's nothing wrong with taking inspiration from what others are doing. Our aim as a PRME chapter is that schools are in constant competition, in terms of professors, students, rankings, etc., but although we are capable of competing, we must also be capable of collaborating. The motivation is that in the end, in the case of



the PRME community and sharing, everyone stands to gain. No one can achieve the SDGs or the 2030 Agenda on their own. So, the more people are involved, and the more information is exchanged, the more we will achieve our objectives.

**Alexandre Poizat:** Do you have any examples of projects that have been shared and that have had a positive impact on the community?

**Interviewee 1:** I can't remember the name of it, but I can remember playing it. So, what we do is every annual meeting we have someone who has an idea from Nantes, one of our colleagues. And he presented a workshop where we were divided in 4 different groups and had to look at the same question, but we had to think about it from 4 different angles. And again, it is a multi-stakeholder perspective, approach. We mixed up members of our networks with another sustainability network. There were people from different schools, science schools, architecture schools, there were students, professors and mixing everyone was interesting and surprisingly easy to implement and to take home. I practiced it with my student the week right after. Those are the kind of workshop that work and have an impact. When you think "I want to adapt it and to give it to a bigger/smaller group and present it you know that the idea is good. The whole inspiring thing, finding way for your school, that will be adapted for other schools is a rich system and is the whole purpose of the PRME community. The system of observing a practice, participating in this practice, being aware of the impact that this practice has on the participants, knowing your students or your school well and adapting this practice to your school is a process that seems particularly impactful. I think the real wealth of the PRME community is the exchange that takes place. Being part of the community, sharing and presenting impact stories is an enormous source of resources. Another impact story that comes to mind is a teacher who took her students to meet the first Amazon peoples. The aim of this project was to give the students the opportunity to learn more about a culture that was completely different from their own. They were able to talk to each other and really get to know the Amazon people. So, as you can see, what's important is first and foremost to make projects, to set them up and to draw inspiration from other projects to offer the best to your students. The projects vary in scale: they can involve the whole school or just one lesson or class.

**Alexandre Poizat:** Okay thank you very much! So you talk a lot about including the students in the processes, in the impact directly. Could you explain why this student's participation is so important for the community?

**Interviewee 1:** Actually, it is natural because we work for them. The goal of sustainability is to leave the planet in a good state for the generations to come so you have to involve these generations in order to define what means "in a good state". You have to involve them because they will be the future leaders. So, they have to be part of what is happening in the school. To talk about the students, I can talk about the BNE, the national students' office. I've been in contact with this office, and we work with them. They participate in the thinking of the PRME community. What I've learned from them is that they take part in missions and decide for themselves what's important to them. They themselves are going to have an impact in communities with weaker resources, providing support, services, or financial resources. One of their ambitions was to go into these areas and act as a guide, in other words to show them what could be of interest to the people in these areas in terms of education, financability, applications, training, etc. They take the time to get to know the people in these areas. They take the time to have a direct impact, in this case by following the SDGs Equality of chances for all. They are doing things at their own level, and I find that very interesting. They're taking part in this whole operation themselves, it's their initiative, stemming from their thinking, and it's very interesting to think that they're deciding all this by just following the SDGs. It's interesting to see that at every level, the different stakeholders are involved. For me, that's real participation rather than co-construction. Everyone is doing what they can at their own level. Disabled students are another subject with which I am familiar and work a lot. I was able to observe a project that was carried out which, for me, is closer to co-construction. One school organized an event during which it invited secondary school students, i.e. people who are not yet business school students but who have a disability, to spend a day in the shoes of a student. These disabled people were accompanied by a

student, who was able to spend some time showing them around the campus and demonstrating the extent to which disability was not an obstacle to studying at the school. They were able to interact with all types of people at the school and it was very successful. I don't know everything that's going on in every country, it's been done in France, but I suspect that a lot of collaborative efforts are being put in place.

**Alexandre Poizat:** Okay great! My next question is about the schools that are not signatory members of the PRME community, are you as a chapter doing something to get them to know about the PRME?

**Interviewee 1:** What we're doing above all is working on the members who are already signatories, because some members communicate very little or seem less integrated. Our first aim is to ensure that the circle of members who have already signed up are more involved, to increase the quality of this circle. Our second aim is to integrate new members. For example, in Luxembourg, we only have one member who is more of a research school, and we haven't had much interaction with them. We have contacts with a university not far from where I am, and I've already been there. There's been a change of rector and we're looking to integrate them as soon as possible. We work very closely with PRME global, which is responsible for this prospecting work. As PRME chapters, we are volunteers and canvassing is one of PRME global's tasks. If we have ideas for schools, we can of course recommend them. Once the schools are new members we have a program with them, an onboarding, a meeting is set up with several people, the manager, the dean, we discuss to see how useful we can be for them. It's a way of strengthening the relationship. I'm sure that there are members who are not signatories and who are examples in terms of sustainability but who are not members for different reasons, maybe it's because they must pay, maybe it's because they are already members of other networks that they consider sufficient, maybe they don't have people in a position to take the decision to join the community. If they don't have a CSR manager, they probably won't even think of joining the community. Sometimes, it's just this role or the dean with strong convictions that will allow them to take the steps to sign up to the community. And I don't think PRME is the only network that's moving in the direction of the SDGs, even though it's recognized, international and emanates from a UN initiative, but we must recognize that some schools don't know what the PRME community is.

**Alexandre Poizat:** About these meetings for new members, do you have different procedures depending on the school?

**Interviewee 1:** No, we don't make any difference. Our aim is to offer schools support and help that they don't need. That's why it's important that the most relevant stakeholders are there, that we're there, so that the exchange is as rich as possible, and everything is understood. An additional challenge is to pass on the information to the signatory schools. For example, I'm not sure that all the students in Liège know what the community is, or what the PRME students' community called PGS is.

**Alexandre Poizat:** I don't know what are the PGS?

**Interviewee 1:** Look it up! They are the PRME Global Students, which is a network by and for student within the PRME community. They are so many cool things that have just been launched the last two or three years. This one is one of them. Our goal is to transmit as much as possible what these students are doing and what students are doing in general. So, for example if you want to do something and interact with them about sustainability and what is done in your school you always can. They are doing so many great things and there is the matter of getting the students together and not starting to want to do something just by the end of their studies.

**Alexandre Poizat:** I will talk about it with my school, I have heard that they want to start an ambassador program so that should be interesting to know more about the PGS and how to participate!

**Interviewee 1:** There will be conferences and events done within this community so of course it should be interesting! I am also interested in reading your thesis and good luck with it!

**Alexandre Poizat:** Thank you very much and thank you for your time again!

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## 10 Executive Summary

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In the contemporary landscape, corporations can no longer shirk their societal responsibilities. The era of pursuing sheer shareholder profit while disregarding environmental and societal implications has concluded. To equip enterprises with the tools to confront significant socio-environmental challenges, adept individuals who possess an awareness of pertinent issues and are poised to address them are imperative.

In this regard, business schools assume a pivotal role. Should these institutions confine themselves to dispensing traditional management education, the trajectory of corporate practices will remain unaltered. Consequently, it is imperative for these schools to recalibrate their approach to sustainability education, comprehensively reimagining each facet of their activities to comprehend their potential impact on students' sustainability education. This education surpasses the mere integration of sustainability into the curriculum, although it remains a core component. Schools must epitomize exemplariness, creativity, leadership, and perpetual inquiry to optimize sustainability education.

Within this context, the objective of this work is to present prevailing practices and delineate the focal constituents of sustainability education, through an evaluation of six business schools situated in Belgium, France, and Germany.

Beyond the significance of embedding sustainability into the core managerial courses across diverse programs, these schools underscore the significance of galvanizing their communities to embody sustainability exemplification. This work accentuates that instituting projects centering on sustainable themes, extending beyond mere pedagogy, often seeks to cultivate consciousness surrounding sustainability concerns.

**Key Words:** *Sustainability, Education to Sustainability, Environment, Society, Pedagogy, Participation, Community*

**Word Count: 23.971**