INSEAD
The Business School for the World®

Social Innovation Centre

Sustainability Report 2014-2015

"Business for a Better World"

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From the Dean

Since its inception, INSEAD's mission has been to develop value-driven global business leaders who through their knowledge, creativity and skills promote peace and prosperity around the world.

We are "The Business School for the World." And, in fact, we have the most culturally diverse student body and faculty of any business school in the world. We also have three campuses, with one in Europe, Asia and the Middle East, and our alumni network is renowned for its global reach and influence. Perhaps what distinguishes INSEAD most is this "global mind set" that runs through every aspect of our school.

In today's fast-moving world, INSEAD has the goal to address some of the most pressing global challenges, including climate change and sustainability. Many of our faculty aim to tackle these issues in our classrooms and through their research. Our students often go on to address these concerns in their business and non-profit endeavours.

Throughout this report, you will find examples of this pedagogical approach to sustainability but also how we have embarked on a journey to make our campuses more attuned with sustainability issues.

In 2013, we wrote an internal pilot Sustainability Report. The INSEAD Sustainability Report 2014-15 ramps up from that initial report to this report "in accordance" with core option of the Global Reporting Initiative's GRI G4 guidelines. In research, INSEAD commits to appointing a faculty leader on sustainability by the end of academic year 2017 as well as to developing the sustainability research agenda across the school. Within Degree Programmes and Executive Education, we are aiming to develop more courses on sustainability. We also believe it is important to commit to the principles of sustainability not only in the classroom but throughout the entire organization, which is why we put particular emphasis on the school's carbon footprint. INSEAD Human Resources and Degree Programmes also plan to raise awareness about sustainability issues with our students, staff and faculty as we move forward.

I am very grateful to everyone who contributed to this report: they have defined our sustainability goals and made them transparent for our global community. I am certain that their strategies for strengthening INSEAD through greater sustainability efforts will have far-reaching benefits for our school and the world. ➢ G4-1 ➢ G4-29

Ilian Mihov

GRI Indicator
G4-1
G4-29

Introduction

About the Report

With this report, INSEAD publishes its first Sustainability Report available to the general public. Compliant with the requirements of the Global Reporting Initiative (GRI) and based on the comprehensive GRI framework G4, the report covers the school's activities and efforts on sustainability on all campuses during the academic year 2014-2015. Information disclosed in this report refers to the three main locations of INSEAD campuses in Europe campus, Fontainebleau (France), Asia campus, Singapore and Middle East campus, Abu Dhabi, UAE. Each chapter includes "smart" goals (specific, measurable, attainable, relevant and time-bound) which were proposed by the different departments within the school and vetted by a steering committee consisting of the school's senior leadership team, including deans and department heads. The content of this report is prepared "in accordance" with core option of the Global Reporting Initiative's GRI G4 guidelines. It covers material aspects like financial information, the carbon footprint assessments for Europe and Asia campuses, data on diversity, research achievements and sustainability in teaching, among others. The reporting cycle is intended to become biennial. ➢ G4-17 ➢ G4-28 ➢ G4-30 ➢ G4-32

About INSEAD

Established in 1957 as a private school by Jean Marcou, chairman of the Chambre de Commerce de Paris, Georges Doriot, a professor at Harvard Business School, Olivier Giscard d'Estaing, Founding Dean, and Claude Janssen, INSEAD (Institut Européen d'Administration des Affaires, to give its full title) was a pioneer of international business education. Since the graduation of its first MBA class in Fontainebleau in 1960, INSEAD has continued to conduct cutting-edge research and curriculum innovations to provide business leaders with the knowledge and cultural sensitivity to operate anywhere in the world. Today it is one of the world's largest graduate business schools, with campuses in Asia and Middle East as well as Europe. ➢ G4-3

An independent, private, not-for-profit organization which styles itself as "The Business School for the World", INSEAD has an ambitious mission. As a global educational institution with a pioneering multi-campus model, our mission is to create a non-dogmatic learning environment that brings together people, cultures and ideas from around the world, in order to transform individuals and organizations through business education.
It embraces and embodies the following values:
(http://about.insead.edu/who_we_are/mission_visions.cfm):

- Diversity as a source of learning and enrichment
- Independence as a governance principle
- Rigour and relevance in teaching and research
- Closeness to the international business community
- Entrepreneurial spirit

INSEAD is more than an institution for education and research. It is a place for dialogue and exchange, acting globally, as well as locally. ➢ G4-56

Facts and Figures

INSEAD has 150 faculty members from 34 countries, who teach approximately 1,400 degree participants annually in its MBA, Executive MBA, specialised Master's degrees and PhD programmes. Almost 9,500 professionals have participated in its Executive Education programmes. INSEAD is consistently highly ranked by the Financial Times, Bloomberg and others. It includes nine academic departments (or areas) and 18 Centres of Excellence, all of which deal with core issues in business administration, management or economics. The school is organized by programmes/functions rather than by campus, which is why INSEAD headquarters are split between Europe campus, Fontainebleau and Asia campus, Singapore. ➢ G4-5 ➢ G4-6

The school is funded by tuition fees (for degree and executive programmes) as well as third-party funding of research, and donations made through the INSEAD Foundation, bringing the total annual income to €210 million.

The highest management body, the executive committee, provides strategic direction. The committee reports to a board, which oversees the strategy, budget and end-of-year accounts, and the appointment of the dean. The board is composed of 19 internationally recognised business leaders from a wide range of industry sectors. ➢ G4-7

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Research

INSEAD's international reputation depends on the relevance and rigour of its research, the quality of INSEAD's faculty from across the globe, as well as on the diversity of our academic community across the school's three campuses on three different continents. Through its cutting-edge research the school aims to identify current trends in today's business world, extend the frontiers of business knowledge, and explore the practices and principles that underpin the long-term success of companies and society. The experience and talents of our faculty create world-class research results as well as teaching excellence. INSEAD is mindful that a strong and growing faculty is essential to keep INSEAD at the forefront of global management education. ➢ G4-8 ➢ G4-20 ➢ G4-21

The activities of INSEAD that execute its mission can be divided into three types: research (knowledge creation), teaching (knowledge dissemination by transforming the individual in the classroom and through experiential learning), and engagement (knowledge dissemination and impact by working directly with the public and with companies). Excellence in research is what truly distinguishes a top business school like INSEAD; research excellence is key to our ability to attract, retain and develop world-class faculty; it is the basis of the knowledge creation that we offer to the participants and companies who engage with us. Conducting research allows our faculty to remain at the forefront of knowledge. ➢ G4-4 ➢ G4-20 ➢ G4-21

Research is conducted and supervised by 150 faculty members in nine academic areas, which collectively cover all aspects of business: Accounting & Control, Decision Sciences, Economics & Political Science, Entrepreneurship & Family Business, Finance, Marketing, Organisational Behaviour, Strategy, and Technology & Operations Management. ➢ G4-DMA ➢ G4-20

In the reporting period, INSEAD was highly ranked for its research output:

- #1 in the Top 100 Business School Research Rankings by the University Texas, Dallas (UTD), based on research output from 2011-2015, for schools outside the USA.
- #7 in the Top 100 Business School Research Rankings by the University Texas, Dallas (UTD), based on research output from 2011-2015, for schools globally.
- #9 in the Financial Times Research Rankings, based on research output from 2012-2014, for schools globally. ➢ G4-20 ➢ G4-21

Research at INSEAD is also conducted and coordinated within most of INSEAD's 18 Centres of Excellence. INSEAD has the potential of leading by example in finding solutions, innovating and developing new business models and market-based mechanisms which aim to deliver sustainable economic, environmental and social prosperity on a local, regional, national as well as on a global level.

The INSEAD Social Innovation Centre (ISIC), founded in 2007, investigates the role of business in society with two core faculty members, 15 associated and visiting professors, three full-time researchers and a large network of external stakeholders.

ISIC extends the frontiers of knowledge in many sustainability-related topics:

- Corporate Social Responsibility & Ethics

Research is conducted on the ethical and social responsibility dimensions of business, with emphasis on ethical decision-making, marketing ethics, ethical consumerism, deceptive practices, bribery and strategic drivers of corporate responsibility.

- Humanitarian Research

The research group facilitates cross-learning between private companies and humanitarian organisations, raising the overall level of effectiveness of humanitarian response.

- Social Entrepreneurship

The Social Entrepreneurship Initiative aims to establish the intellectual foundation of social entrepreneurship and provide management education and leadership skills to high-potential social entrepreneurs.

- Environmental Sustainability

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

Researchers in eight of the nine academic areas have published on sustainability, the majority from Technology & Operations Management, and by faculty members of the Social Innovation Centre. Some major research streams include, for example:

- Fleet Management in the Humanitarian Sector

How international humanitarian organisations (e.g. the International Federation of Red Cross and Red Crescent Societies, the World Food Programme, UNHCR or the WHO) manage their vehicle fleets for delivering humanitarian aid. Researchers investigate the critical factors affecting vehicle fleet management, and look to understand how it impacts programme delivery.

- Global Healthcare Supply Chains

The research examines global healthcare supply chains, such as the distribution of anti-malaria medication in sub-Saharan Africa while looking at the positive impact public-private partnerships have had on the development of medicines for the developing world, and the challenges they face in distributing them.

- Mobility

Improve accessibility and availability of bike-sharing systems by estimating the relationship between aspects of bike-share system design and ridership.

Other research looks at electric vehicles with a battery switching station and more specifically at the key mechanisms driving adoption and use of electric vehicles in a switching-station-based electric vehicle system and to contrast it with conventional electric vehicles.

- Social Enterprises

Researchers investigate social impact and the “base of the pyramid”. Multinational companies rarely address the issue of how to make a business case for running a social impact initiative / societal engagement within a large for-profit company.

- Sustainable and Closed-loop Supply Chains

The research looks at introducing a framework that can be used to consolidate and recover the economic and environmental value from products, whether in their production state, the (extended) product life or their second life (recovery). The field of reverse logistics, green logistics, remanufacturing, closed loop supply chains, producer responsibility (WEEE) has grown into a mature science. With impact on business models and carbon footprints, it copes with product design, economic and environmental performance of value recovery, and policy measures to increase producer, government and consumer responsibility.

- Sustainable Consumption

What do consumers really know about the sustainability practices of the organizations they buy from? Research examines the extent to which their sustainability judgments are subject to halo effects and how such effects can be managed to provide for effective communication while avoiding “greenwash.”

- Sustainable Operations and Strategies

Researchers examine the structure of industrial parks using best practice benchmarks from around the globe while focusing on how to improve energy and resource efficiency, reduce CO2 emissions and strengthen the business model. Further research focuses on sustainable development via a zero waste approach.

INSEAD's total research output and research specifically addressing sustainability in 2014-2015 are summarized in the following table:

	Books	Book Chapters	Journal Articles	Working Papers	Case Studies	TOTAL
Total number of publications	6	19	117	76	81	299
Total number of sustainability-related publications	2	1	22	13	30	68
Percentage of sustainability-related publications to total number of publications	33.3%	5.2%	18.8%	17.1%	37%	22.3%

➢ G4-9

Junior Researchers

In May 2015, Christiane Bode at the INSEAD Strategy Department, defended her dissertation "Antecedents and Consequences of Corporate Social Engagement: The Employee Perspective." Her research examines corporate social engagement from the employee perspective in multiple ways. In July 2015, Christiane Bode was awarded her PhD degree and took a position as Assistant Professor at Bocconi University.

In July 2015, Aline Gatignon, PhD student at the INSEAD Strategy Department, joined the Wharton School of the University of Pennsylvania as Assistant Professor. She continues her research on "Cross-Sector Partnerships in Emerging Markets: Capability Development, Knowledge Sourcing and Alliance Formation," which deals with sustainability issues.

Awards for Research

Every year, awards and honours are won by INSEAD faculty, researchers or students. The following awards are related to research carried out in the sustainability space:

Zoe Kinias
"Affirming Personal Values Facilitates Women's Success in Business"
Faculty Transnational Best Research Paper Award, Academy of Management, 2015

Ashish Kabra, Elena Belavina and Karan Girotra
"Bike-Share Systems: Accessibility and Availability"
Best Student Paper Award, Manufacturing and Service Operations Management, 2015

Michael Witt
"The CSR Strategies of Chinese Multinational Enterprises: Antecedents of Global CSR Integration and Local CSR Responsiveness"
Willamette University Best Paper Award in International Ethics, Social Responsibility, and/or Sustainability, Academy of Management, 2015

Henri-Claude de Bettignies, Charlotte Butler, Chuck Jiang and Matthew Xue
"Blue Monday"
Case Centre Best Selling Case in Ethics and Social Responsibility, 2014

Jasjit Singh
"GE Healthcare (A and B): Innovating for Emerging Markets"
The Case Centre Best Case Study Award in Strategy and General Management, 2014

Alfonso Pedraza-Martinez, Jon Stauffer and Luk N. Van Wassenhove
"Global Vehicle Supply Chain Management in Humanitarian Operations"
POMS College of Humanitarian Operations and Crisis Management Award, 2014

N. Craig Smith and Erin McCormick
"Barrick Gold Corporation: Perfect Storm at Pascua Lama"
Runner Up at Oikos Case Writing Competition. Category: Corporate Sustainability, 2014

Christiane Bode and Michelle Rogan
“Accenture Development Partnership (A)”
Third Prize Oikos Case Writing Competition, Corporate Sustainability Category, 2014

Oznur Ozdemir, Atalay Atasu and Luk N. Van Wassenhove
"Stakeholder Perspectives on E-Waste Take-Back Legislation"
Wickham Skinner Best Paper Award, 2014 ➢ G4-20 ➢ G4-21

New Chair Appointments

In January 2015, Professor Karan Girotra was appointed the Paul Dubrule Chair in Sustainable Development. Karan Girotra is a professor of Technology and Operations Management at INSEAD and author of “The Risk Driven Business Model”. His research examines how new business models are disrupting centuries-old ways of doing things in a variety of industries while creating game changing opportunities for business, society and governments. He also looks at new business models in clean transportation, retailing, urban living and sustainable sourcing.

External Research Funding

In 2014-2015, INSEAD’s own investment in research is complemented by external sources (companies, foundations, public institutions), excluding government funding. Sustainability-related research accounted for 17% of the school’s externally funded research. ➢ G4-21

Research Partnerships

A number of partnerships have an impact on research at INSEAD:

- The INSEAD-Wharton Alliance, established in 2001, fosters a number of joint research activities.

- The Alliance for Research on Corporate Sustainability (ARCS), which serves as a vehicle for advancing rigorous academic research on corporate sustainability issues, is a consortium of institutions including 19 leading universities and over 200 individual scholars. The INSEAD Social Innovation Centre is an alliance member, and an INSEAD faculty member sits on the ARCS board. ➢ G4-21

Goals Research (Faculty & Research Department) for 2015-2016 and 2016-2017

- Appoint a faculty leader on sustainability by the end of the academic year 2017.
- Develop the sustainability research agenda across the school, in different areas, and increase relevant research output by the end of the academic year 2017.
- Develop four to six case studies on sustainability across different academic areas that could be taught in the school's degree programmes as well as in other schools.

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Education

INSEAD offers six postgraduate degrees and a wide range of executive programmes to prepare global and responsible leaders and entrepreneurs. ➢ G4-4 ➢ G4-9 ➢ G4-DMA

In the reporting period, six degree programmes were offered:

- Master in Business Administration (MBA): 1,019 students, graduation December 2015 and July 2015
- Global Executive-MBA (GEMBA): 159 students, graduation in December 2014 and 180 students, graduation December 2015
- Tsinghua/INSEAD Executive-MBA (TIEMBA): 38 students, entered in June 2014, graduation in January 2016
- Master in Finance (MFIN): 26 students, entered in April 2014, graduation in November 2015
- Executive Master in Consulting and Coaching for Change (EMCCC): 72 students, entered in March 2015/ graduation in May 2017
- PhD: 85 students

Full-Time MBA Programme

The 10-month full-time MBA programme, one of the largest in the world in terms of participant numbers, prepares professionals with an average of six years' work experience for careers in international business. They have the option of studying on both the Asia and Europe campuses, as well as a doing a module in Middle East campus, Abu Dhabi. They can also benefit from exchanges with any of the school's partner institutions. ➢ G4-8

In 2014-2015, INSEAD's MBA programme secured top rankings:

- Ranked no. 3 in 2015 by Bloomberg (bi-annual ranking, international MBA)
- Ranked no. 1 in 2015 by Forbes (bi-annual ranking)
- Ranked no. 4 in 2015 by the Financial Times (annual ranking) ➢ G4-20 ➢ G4-21

Sustainability-related topics and content on the role of business in society have been introduced into various MBA core (i.e., required) courses and electives (students choose a limited number of elective courses from a range offered within the programme). Out of a total of fifteen core courses per promotion, the following two compulsory core courses, without credits, and consisting of two sessions of three hours each, were mainly devoted to sustainability-related topics:

Introduction to Business Ethics

This course informs and stimulates thinking on the ethical issues encountered in business and prepares students to recognise and manage such issues in their future careers.

Practical Wisdom in Business
This short course comprises two sessions on leadership, its nature and function with a particular focus on what it means to lead responsibly.

The following four out of fifteen core courses devoted individual sessions on social, environmental or economic sustainability:

Macroeconomics in the Global Economy
This course includes attention to sustainable growth from the perspective of natural resources, climate change, social sustainability, and the role of technology.

Marketing Management
Among others, the course approaches the social aspect of sustainability, including exercises on communication about unhealthy eating behaviours, on negative emotions in anti-smoking campaigns, and on beauty versus eating disorders with young females.

Organisational Behaviour
This course aims to prepare students to effectively lead and manage organizations and their units, covering organisational change, implementing and leading change, with sustainability being one aspect among others.

Prices & Markets
This course offers tools and concepts for managerial decision making, the sustainability-related dimensions covering analyses of positive and negative externalities, and the implications of different tax forms on efficiency and equality (e.g., the effects of carbon tax vs. carbon market solutions).

Out of a total of 88 electives, the following seven elective courses were mainly devoted to sustainability or sustainability-related topics:

Business in 2050
This course provides students with analytical tools for thinking about the longer-term future while focusing on what firms, their managers, or owners do or avoid doing to promote the development of a more “sustainable” world. What kinds of demographic, scientific and technological, economic, environmental (depletion of critical resources and irreversible environmental destruction), cultural and political trends are likely to shape the world up to 2050?

Business Sustainability Thinking
This course provides a broad framework for understanding how business interacts with issues related to environmental sustainability. The primary question is how environmental issues help the firm improve, innovate and be more successful despite increasing pressures to pay more attention to the ecological and social environments.

Corporate Governance
Focusing on board and organisational aspects, this course gives students a better understanding of the role that governance plays in terms of corporate performance and sustainability at the board level.

Economics and Management in Developing Countries
This course provides an understanding of the opportunities that developing countries can offer, CSR applied to emerging markets, as well as the constraints that managers and businesses are likely to face.

Social Entrepreneurship and Innovation
This course is about the key trends in social entrepreneurship, and engages participants as potential social entrepreneurs, impact investors, policy-makers or corporate partners in the social enterprise sector.

Strategy and Impact
This course addresses how business can be a force for good and focuses primarily on companies proactively managing their social impact as an integral part of doing business. The course relies on a non-dogmatic philosophy that different organizational forms can all be complementary means for development, as long as each organization is clear on its strategy for creating unique societal value over and above existing alternatives.

Strategies for the Bottom of the Pyramid
This course considers a broad definition of the pyramid, and the segment typically characterized by a low willingness to pay. Strategies addressing wallet sizes and long-run sustainability are discussed. Applications are explored across “for profit” and “not for profit” organizations.

The following four electives devoted one or more individual sessions to social and environmental sustainability in relation to economic sustainability:

Management Decision Making
This elective includes attention to social sustainability, more precisely the community which ensures people’s basic needs are met and ensures a good quality of life in terms of health, housing, education, employment, and safety.

Negotiations
This course gives attention to the ethical issues involved in negotiations.

Private Equity
This course has a session on sustainable investment success in environmental, social and governance issues in private equity portfolio firms.

Your First Hundred Days
Taking managerial control of a company, students are challenged to make decisions that include an ethical and environmental dimension, while keeping the business interests of the company and its stakeholders in mind.

Global Executive MBA (GEMBA)
The Global Executive-MBA (14-18 months) invites executives with an average 12 years of professional experience who may remain in full-time employment throughout the programme, which is hosted on our Europe, Asia and Middle East campuses. In 2014-2015, the programme was taught in two cohorts (339 participants, 68 nationalities) from which 159 participants graduated in December 2014 and 180 students graduated in December 2015. ➢ G4-9

The core curricula of the MBA and GEMBA programmes are similar, though adapted to the seniority of the participants.

GEMBA participants are exposed to sustainability content with one core course devoted to ethics out of twelve:

Ethics
This course develops a refined understanding of the history of ethical thought, and the ability to talk intelligently about this history. Students learn to appreciate the diversity of ethical views that operate in current business settings, and to better navigate some frequently occurring ethical challenges.

Goals Education (Degree Programmes) for 2015-2016 and 2016-2017
- Further develop the MBA electives on sustainability with the goal of growing student demand for these electives.
- Introduce an environmental sustainability session in the core course "International Political Analysis" by the end of academic year 2017.
- Analyse best practices in sustainability teaching (competitive benchmarking analysis) through a Dean's Innovation Project.
- As part of new French legislation, appoint a referent within Degree Programmes to raise awareness on discrimination and reinforce social responsibility among students.

PhD Programme
The PhD programme is a top-level 4-5 year programme dedicated to training the business faculty of tomorrow. In the academic year 2014-2015, 85 PhD students studied on both the Asia and Europe campuses. Ten doctoral students graduated in 2014-2015. Courses in the first two years focus on theory and research methodology. The students then choose a research topic, some of which have been related to sustainability: Bike-sharing Systems, Cross-Sector Partnerships in the Humanitarian Space, and Antecedents and Consequences of Corporate Social Engagement: The Employee Perspective. These research projects were started, or continued, in 2014-2015, and are in the process of academic publication. ➢ G4-9

Executive Education

With around 9,500 participants representing 131 nationalities in 2014-2015, INSEAD was one of the largest and culturally most diverse Executive Education providers in the world, offering customised and open programmes. ➢ G4-9

INSEAD secured top rankings for its executive education offerings:

- No. 11 in 2015 for customised programmes by the Financial Times
- No. 7 in 2015 for open enrolment programmes by the Financial Times ➢ G4-20 ➢ G4-21

Being part of the open enrolment programmes portfolio, the Social Entrepreneurship programme attracted 58 participants from 26 countries in 2014-2015. The programme is about growing successful social ventures that can be change agents in society, developing new ideas and approaches, and implementing and scaling solutions to social problems to create positive impact for society as a whole. It is delivered on both the Europe campus, Fontainebleau and Asia campus, Singapore.

INSEAD's open enrolment programme portfolio also includes the "Advanced Management Programme" (AMP), which contained an elective session on business sustainability in 2014-2015. This session explores the business case for sustainability, with a particular emphasis on stakeholder engagement, social license to operate, and strategies for creating shared value. Another elective session on business ethics explores the challenges and opportunities of business ethics, with particular attention to bribery and corruption, factors that give rise to unethical conduct and strategies to counter them, thinking strategically about how to implement values in the face of strong pressure to go along with the status quo in an organization, whistleblowing, etc.

In addition, the open enrolment programme "Healthcare Compliance Implementation Leadership Programmes" includes a session on business ethics; ethics and compliance - handling complex ethical dilemmas.

INSEAD also contributes to a partnership programme (The Africa Directors' Programme) which has specific sessions and cases dedicated to sustainability. The programme aims at promoting sustainable business development through an integrated sustainability vision for governance and board processes as well as governance credibility for stakeholder confidence. The first module was centered on the responsibility of directors as a person.

Professors teaching in Executive Education Programmes cover the topic of sustainability through dialogue about case studies and via related questions from participants throughout INSEAD's portfolio of executive programmes. Sustainability is also a theme addressed in a number of customised programmes that INSEAD designs and delivers – specific details of which are not disclosed for reasons of confidentiality.

Goals Education (Executive Education) for 2015-2016 and 2016-2017

- Run a pilot in Asia campus, Singapore for an open enrolment executive education course on “Leading the Business of Sustainability” in November 2015.
- Implement a pilot in Asia campus, Singapore, for an elective on “Sustainability” in the open enrolment programme, the “Advanced Management Programme (AMP)” in March 2016.
- Implement an open enrolment executive education programme on “Value Creation for Owners and Directors Programme” (including sessions on Sustainability and Corporate Social Responsibility & Ethics) in October 2015.
- Implement a process to systematically track/ identify relevant content across the open enrolment programmes in the Executive Education Department.

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Society and Outreach

INSEAD brings together senior executive alumni, industry experts and academics to discuss and debate the impact of business, also on sustainable development. It engages in and facilitates collaboration and dialog between faculty members, students, alumni, corporate executives, public administrators, NGOs, other academic institutions and the wider public. Engaging with the public, business and society is important to INSEAD's mission. Here below you will find an overview of major institutional events which reflect the importance INSEAD gives to opportunities of sharing knowledge, ideas and experience with the broader business community. ➢ G4-4 ➢ G4-DMA ➢ G4-20 ➢ G4-21

On an institutional level, INSEAD organised 16 major events across the globe in academic year 2014-2015, attracting a total of 4,959 participants. ➢ G4-8 ➢ G4-9

1. Alumni Reunion Weekend – October (the event attracted 836 participants)
   10-12 October 2014, INSEAD Europe Campus, Fontainebleau
   15th, 20th, 25th and 30th year reunions for the MBA classes of '99, '94, '89 and '84.

2. World Knowledge Forum 2014 (the event attracted 308 participants)
   14-16 October 2014, Shilla Hotel, Seoul, Korea
   The World Knowledge Forum is a non-profit entity, which aims to promote balanced global growth and prosperity through knowledge-sharing. As the largest business forum in Asia, World Knowledge Forum brings together opinion and business leaders to discuss the importance of knowledge and the greatest challenges and opportunities the world is facing. As a knowledge partner of the World Knowledge Forum, INSEAD hosted the "INSEAD Best of Management Session".

3. Global Business Leaders Conference (the event attracted 461 participants)
   20 October 2014, Etihad Towers, Abu Dhabi
   "Business as a Force for Good": Doing business brings people together and builds shared prosperity. Over the last decades, business and trade were drivers of productivity and job growth that have delivered economic well-being to people around the world in an unprecedented scale, notably in East Asia.

4. Alumni Forum Asia (the event attracted 202 participants)
   17-19 October 2014, Sydney, Australia
   The Alumni Forum Asia, themed "Asia: The Next Act," brought together thought leaders from government, business and academia to dissect and explore the political, economic and strategic ramifications.

5. Inspire, Impact, Impower (the event attracted 92 participants)
   8 March 2015, INSEAD, Middle East campus, Abu Dhabi
   “Inspire, Impact, Impower” was a half-day forum which brought together women leaders from the Middle East, with a significant footprint in business, politics, sports and the arts. The event provided them with a global platform to share their experiences.

6. Women Entrepreneurs: Film Screening & Panel Discussion (the event attracted 154 participants)
   24 March 2015, INSEAD Asia Campus, Singapore
   The film screening of "Women Entrepreneurs" showed the challenges in the professional life of women entrepreneurs in Kosovo. The screening was followed by a panel discussion with opinions of experts in economics and entrepreneurship.

7. INSEAD Americas Forum 2015: Business as a Force for Good (the event attracted 197 participants)
   24-25 April 2015, Washington
   The 2015 INSEAD Americas Alumni Forum focused on the theme “Business as a Force for Good,” bringing together faculty, alumni and leaders from the community to discuss the various aspects of this topic.

8. Triple Bottom Line Investing Conference (the event attracted 105 participants)
   29-30 April 2015, INSEAD Asia Campus, Singapore
   This conference offered a wealth of opportunity for networking with like-minded investors and new business partners. Participants shared ideas, challenges and solutions, and learned about innovation and investment opportunities in the space.

9. INSEAD Entrepreneurship Forum (IEF) - Entrepreneurial Networks: The Network Advantage of a Connected Enterprise (the event attracted 101 participants)
   21 May 2015, INSEAD, Europe Campus, Fontainebleau
   The 2015 INSEAD Entrepreneurship Forum focused on entrepreneurial networks and gave examples of the benefits of connected enterprises through panel discussions, presentations and live cases which were moderated by INSEAD professors, alumni, and business leaders.

10. 13th INSEAD Private Equity Conference (the event attracted 206 participants)
    22 May 2015, INSEAD, Europe Campus, Fontainebleau
    The conference "How to create value when faced with high valuations?" addressed topics such as leveraged buyouts, Africa, operations and improvements, venture capital, infrastructure, and careers in private equity.

11. Alumni Reunion Weekend – May (the event attracted 1,287 participants)
    22-24 May 2015, INSEAD, Europe Campus, Fontainebleau
    5th and 10th year reunions for the MBA classes of '10D, '10J, '05D and '05J.

12. Joint Annual Meeting (the event attracted 86 participants)
    10-11 June 2015, INSEAD, Europe Campus, Fontainebleau
    INSEAD's Joint Annual Meeting brought together close friends, distinguished alumni and supporters of the school for a day of sharing and learning. This event nurtures and renews the strong ties between INSEAD and its core constituencies.

13. HUBForum Summit (the event attracted 174 participants)
    11 June 2015, INSEAD, Asia Campus, Singapore
    The HUBForum Summit gathered brand marketing leaders from major companies.

14. Alumni Forum Europe 2015: Europe at a Crossroad (the event attracted 338 participants)
    12-14 June 2015, Stresa, Italy
    The INSEAD Alumni Forum Europe 2015 "Europe at a Crossroad" put knowledge, best practices and leaders at the centre of the discussion. While drawing on senior faculty from INSEAD, alumni from all over the globe and a line-up of renowned expert speakers, this forum provided an exceptional opportunity for discussion and interaction.

15. Alumni Reunion Weekend – June (the event attracted 316 participants)
    26-28 June 2015, INSEAD, Europe Campus, Fontainebleau
    50th, 45th, 40th and 35th year reunions for the MBA classes of '60, '65, '70, '75 and '80.

16. EMBA Reunion Weekend (the event attracted 58 participants)
    10-12 July 2015, INSEAD, Europe Campus, Fontainebleau
    5th and 10th year reunions for the GEMBA classes of '05, '10 and TIEMBA classes of ’10 and ’11.

In 2014-2015, INSEAD’s Social Innovation Centre organised and hosted two roundtables, twelve seminars, three workshops, two master classes, one webinar and one great debate, giving a total of 21 events, all of which focused on the topic of social innovation. Subjects ranged from supply chain sustainability, human resources and sustainability, social finance and impact business, humanitarian research and stakeholder media, shareholder versus stakeholder maximisation, sustainability in strategic decision making, corporate social responsibility in Asia, responsible and sustainable business practices, sustainable apparel, sustainable agriculture, cross-sector partnerships government in emerging markets to ethical behaviour in organizations, among others.

These events attracted approximately 1,410 participants. Listed below are some of the most significant events:

Sustainability Executive Roundtables

Launched in 2003, INSEAD's Sustainability Roundtables bring together senior level executive alumni, industry experts and academics to discuss and debate the business impact of sustainable development. They are guided and supported by an external Advisory Board of senior alumni in collaboration with the Social Innovation Centre. The following two events attracted over 160 participants:

31st Sustainability Executive Roundtable
"Sustainability as a Driver of Operational Excellence"
26 September 2014, INSEAD Europe Campus, Fontainebleau
This event showcased the research and teaching activities undertaken by the Technology and Operations Management Area at INSEAD, to highlight the initiatives and needs of companies in the domain of sustainable operations, to identify the gaps between research, teaching and practice, and to generate recommendations for future activities to narrow this gap.

32nd Sustainability Executive Roundtable
"Sustainability: Challenges and Opportunities for Individuals and Organisations"
26 June 2015, INSEAD Europe Campus, Fontainebleau
INSEAD's 32nd Sustainability Executive Roundtable focused on the "human aspects" of debates around sustainability. Major themes covered were INSEAD's research and teaching which might lead to improved performance for organisations and society in the area of Organisational Behaviour. ➢ G4-20 ➢ G4-21

9th Social Entrepreneurship Conference and Reunion:
"Social Finance and Impact Business"
25-27 April 2013, Madrid, Spain, in partnership with University Politécnica de Madrid
The annual ISEP Conference and Reunion was an opportunity for ISEP network members to meet colleagues from other parts of the globe, as well as local entrepreneurs. This event attracted 150 participants. ➢ G4-20 ➢ G4-21

Social Innovation Research Seminars and Workshops

Various dates, Europe Campus, Fontainebleau
In the reporting period, INSEAD's Social Innovation Centre organised and hosted eleven seminars (visio-linked with Asia campus, Singapore and Middle East campus, Abu Dhabi) on social innovation for faculty, researchers, PhD students, as well as for administrative staff and MBA participants. These events attracted 111 participants. Through these research seminars and workshops, speakers from different disciplines are given the opportunity to present their work or their research work in progress allowing them to get valuable feedback in return. ➢ G4-20 ➢ G4-21

"Individual Motives and Collective Experiences of Ethical Consumption: The Case of Ethical Purchasing Groups in Italy" by Camilla Barbarossa, Postdoctoral Fellow, LUISS, Sapienza University of Rome, Wednesday 17 September, 2014, Europe campus

"Reluctant optimists: what worlds will business thrive in in the future?" by Mick Blowfield, Professor, University of Wolverhampton Oxford University, Wednesday, 1 October, 2014, Europe campus

"Social Issues Count: How Businesses Make Responsible Strategic Decisions" by Dr. Tima Bansal, The Canada Research Chair in Business Sustainability, Ivey Business School, Monday, 13 October, 2014, Europe campus

"Shareholder Primacy, Corporate Social Responsibility and the Role of Business Schools" by David Ronnegard, Researcher and Teacher CSR & Sustainability, Stockholm School of Economics, Wednesday 26 November, 2014, Europe campus

"Spin-Out, Spin-In: Managing the Paradox of Cross-Sector Partnerships in Emerging Markets" by Aline Gatignon, PhD, INSEAD Strategy Department, Friday, 28 November, 2014, Europe campus

"The Dynamics of Corporate Social Responsibility in Asia: a 6 Country Study" by Dr. Wendy Chapple, The Associate Professor in Industrial Economics, Notthingham University Business School, Tuesday, 2 December, 2014, Europe campus

"Unnatural Capital Accounting" by Colin Mayer, The Peter Moores, Professor of Management Studies, The Said Business School, University of Oxford, Wednesday, 14 January, 2015, Europe campus

"Engaging the Whole Self at Work through Corporate Social Responsibility" by Ante Glavas, Associate Professor of Corporate Social Responsibility, Kedge Business School, Thursday, 19 March 2015, Europe campus

"Pay What You Care? An Exploration of Conscious Pricing", Giana Eckhardt, Professor of Marketing, Royal Holloway, University of London School of Management, Friday, 10 April 2015, Europe campus

"Corruptive Improvisation and Deceptive Performance: An Inductive Model of Managerially-Induces Deceit" by Linda K. Trevino, Distinguished Professor of Organizational Behavior and Ethics, Smeal College of Business, The Pennsylvania State University, Thursday, 10 May 2015, Europe campus

"Exploring Advertising Ethics in Emerging Markets in the Middle East" by Minette Drumwright, Stan Richards School of Advertising & Public Relations, The University of Texas at Austin, Friday, 19 June 2015, Europe campus

Social Innovation Student Engagement

Various dates, INSEAD Europe Campus, Fontainebleau

INSEAD's Social Innovation Centre organised and hosted one great debate, two master classes, one webinar and three workshops on social innovation for MBA participants. Topics ranged from Green Growth Project, Responsible Business, Sustainable Apparel Coalition & Higg Index, to Should Business Schools Peddle Shareholder Value Maximization? These events attracted 280 participants. ➢ G4-20 ➢ G4-21

The Social Innovation Centre is also a partner in organising the Social Impact Week which takes place twice a year. For each new student intake, the student club INDEVOR/ NetImpact (founded in 1993), the INSEAD social impact organization for students and alumni, and ISIC collaborate on organising a full week of events, raising awareness among the MBA students on sustainability and social impact. The student club is an affiliate chapter of NetImpact and serves as a forum to examine the role of business in society. Net Impact is a non-profit membership organisation for students and professionals interested in using business skills in support of various social and environmental causes. The main areas of concern of INDEVOR are: international development, corporate social responsibility, environmental sustainability, non-profit and non-governmental organizations (NGO) and social entrepreneurship. ➢ G4-20 ➢ G4-21

Les Conférences de l'INSEAD (in French)

These conferences are organized every year since 1984 for the benefit of Fontainebleau and surrounding communities. The conferences deal with a variety of subjects from contemporary relevance to current events. These events are open to all people interested in topics related to business in society, and attracted over 700 participants. ➢ G4-20 ➢ G4-21

"La mystique de la croissance: comment s'en libérer?" by Dominique MEDA, Professor, Université Paris-Dauphine, Chair Reconversion écologique, travail, emploi, politiques sociales, Collège d'études Mondiales, Thursday, 25 September 2014, Europe campus

"Illusion financière, transition énergétique: quelle imagination Pour la réforme ?" by Gaël GIRAUD, Director of Research CNRS, Centre d'Economie de la Sorbonne, Thursday, 2 October 2014, Europe campus

"Cultiver la sagesse et s'engager: quelles pratiques au quotidien ?" by Sébastien HENRY, Entrepreneur and author of Ces décideurs qui méditent et s'engagent, Thursday, 13 November 2014, Europe campus

"Apprendre à vivre avec ceux qui nous quittent: mourir dans la dignité ?" by Marie de HENNEZEL, Psychoanalyst and Member of CNSSA, Thursday, 22 January 2015, Europe campus

"La justice en question: comment résoudre les conflits sans les juges ? ", by Antoine GARAPON, Secretary General, Institut des Hautes Etudes sur la Justice, Paris, Thursday 29 January 2015, Europe campus

At INSEAD, a number of internal constituents engage on the topic of sustainability:

SPLASH Community Projects

Every MBA student intake in Asia campus, Singapore as well as in Europe campus, Fontainebleau starts with a SPLASH Project, a one-day team-building activity with a societal purpose. In 2014-2015, in Singapore, an INSEAD team of 400 students reached out to "The Grace Haven," home for displaced children.

In Europe campus, Fontainebleau, approximately 300 students engaged with a charity to develop an outside space, including a Tricycle Track, and a covered outdoor learning space, along with play apparatus for young children of the Association Anne Marie Javouhey and The IME (Medical Educative Institute) l'Envolée" (the Flight).

Founded in 20014, the Association Anne Marie Javouhey has 15 facilities serving approximately 973 children adolescents and adults with disabilities who reside in Ile de France and neighboring departments. The IME deals with 92 children and teenagers from three to 23 years, who have intellectual deficiencies with or without associated personality or behavioural problems. ➢ G4-20 ➢ G4-21

Staff Community Outreach Programme

In Asia campus, Singapore, INSEAD staff continued their community outreach programme (launched in 2013) where 60 staff and faculty helped build educational cum play infrastructure in the playground of the Genesis School for Special Education, a private school for children with special learning needs. During the two days on site, the team built new learning areas, playground equipment and expanded on what they had done the previous year. ➢ G4-20 ➢ G4-21

Student Clubs

Students can engage with sustainability and business in society through three student clubs:

1. INDEVOR focuses on social impact and is an affiliate chapter of Net Impact, with a particular interest in international development, CSR, environmental and social sustainability, non-profit and non-governmental organizations (NGO) and social entrepreneurship.
2. The Environment and Business Club aims at raising future business leaders' awareness of today's environmental challenges, inspires them to develop sustainable solutions on a corporate level, and promotes related career opportunities.
3. The Energy Club also focuses on alternative energy technologies, the energy economy and its political, social and environmental impact - including that of global warming and climate change - within a context of a balanced debate on energy needs and usage.

The INSEAD Social Innovation Centre collaborates with these clubs for events, competitions, curriculum development, study projects and treks, internship & career opportunities. ➢ G4-20 ➢ G4-21

Career Development Centre

The Career Development Centre helps students choose the best possible career path so that they can have a positive impact on business. The school dedicates resources to social impact and sustainability-related career development. ➢ G4-20 ➢ G4-21

Partnerships with External Organisations

INSEAD engages in a number of partnerships with external organisations which seek to strengthen the role of sustainability within universities and business schools:

Global Network for Advanced Management (GNAM)

INSEAD is a member of the Global Network for Advanced Management. Launched in 2012, the Global Network for Advanced Management includes 28 leading business schools worldwide from diverse regions, countries, cultures, and economies in different phases of development. The Global Network for Advanced Management promotes exchange between professors, students, and alumni, collaborates in academic exchange and research with a focus on global business issues. ➢ G4-16 ➢ G4-20 ➢ G4-21

Globally Responsible Leadership Initiative (GRLI)

INSEAD is a member of the Globally Responsible Leadership Initiative, consisting of a pioneering group of 60 business schools / learning institutions and companies representing five continents, over 300,000 students and 1,000,000 employees that are engaged in developing a next generation of globally responsible leaders. The Globally Responsible Leaders Initiative (GRLI) was co-founded in 2004 and is supported by the Global Compact the United Nations Global Compact and the European Foundation for Management Development (EFMD). The GRLI's mission is to act as a catalyst to develop a next generation of globally responsible leaders. ➢ G4-16 ➢ G4-20 ➢ G4-21

International Sustainable Campus Network (ISCN)

The ISCN was founded in January 2007. The ISCN-GULF Charter was developed in late 2009 as a partnership with the Global University Leaders Forum. INSEAD is a member of The International Sustainable Campus Network which provides a Global forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching. ➢ G4-16 ➢ G4-20 ➢ G4-21

The Alliance for Research on Corporate Sustainability (ARCS)

INSEAD is part of ARCS, a partnership among academic institutions to provide data and networking opportunities to facilitate research on corporate sustainability. ARCS helps to develop greater understanding of the opportunities and limits of policies and strategies to create sustainable businesses by facilitating rigorous academic research. The Alliance was launched in January 2009 by Dartmouth College, Duke University, Harvard University, University of Michigan, University of Virginia and University of Western Ontario. INSEAD was the first non-US member. ➢ G4-16 ➢ G4-20 ➢ G4-21

UN Global Compact's Principles for Responsible Management Education (PRME)

INSEAD was one of the first signatories of PRME and supports the six principles that aim to inspire and champion responsible management education, research and thought leadership globally. ➢ G4-15 ➢ G4-20 ➢ G4-21

The Academy of Business in Society (ABIS)

INSEAD is a founding member of this global network of over 130 companies and academic institutions, whose expertise, commitment and resources are leveraged to invest in a more sustainable future for business in society. ABIS enables informed decision-making on business in society issues through collaborative research, education, thought leadership, policy insights and business acumen. INSEAD has conducted ABIS-funded research on corporate social responsibility. ➢ G4-16 ➢ G4-20 ➢ G4-21

World Business Council for Sustainable Development (WBCSD)

In 2013, INSEAD and the World Business Council for Sustainable Development signed a Memorandum of Understanding (MoU) to share expertise, experience, tools and training material on interdisciplinary challenges associated with environmental, social and economic systems. The World Business Council for Sustainable Development is a CEO-led organization of forward thinking companies that galvanizes the global business community to create a sustainable future for business, society and the environment. Together with its members, the council applies its respected thought leadership and effective advocacy to generate constructive solutions and take shared action. ➢ G4-15 ➢ G4-20 ➢ G4-21

Ethics and Policies

INSEAD is has put in place the following charters and principles:

1) Professional Ethics Charter

   It is the policy of the school to ensure that its activities are conducted in accordance with high standards of honesty, integrity, respect for others and professionalism.

   Such values respond to the trust placed in INSEAD by its personnel, students, clients, suppliers and partners. The charter includes the following principles:

   - Fairness and elimination of conflicts of interest
   - Respect for resources
   - Non-discrimination
   - Respect for colleagues
   - Compliance with local laws

2) INSEAD Supplier Conduct Principles

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

3) Ethical Procedures for Research with Human Participants

   This policy ensures that research involving human participants meets the requirements of the INSEAD Policy for Protection of Research Participants (defined as living individuals, including INSEAD students and executive education participants, from or about whom an investigator conducting research obtains data through intervention or interaction, or identifiable private information). The approval process applies to INSEAD faculty and PhD students, visiting faculty and faculty from institutions with access to INSEAD. ➢ G4-56 ➢ G4-15 ➢ G4-20 ➢ G4-21

Goal Society and Outreach (Advancement - Alumni Relations) for 2015-2016 and 2016-2017

1. Make sustainability an explicit part of the Partnership Agreement with the INSEAD Alumni Association by academic year 2016-2017.

Goal Society and Outreach (Social Innovation Centre) for 2015-2016 and 2016-2017

2. Run at least one Sustainability Executive Roundtable per academic year.

Goal Society and Outreach (PhD Department) for 2015-2016 and 2016-2017

3. Raise awareness over presentations among PhD students on the topic of sustainability.

GRI Indicators
G4-4
G4-8
G4-9
G4-15
G4-16
G4-20
G4-21
G4-56
G4-DMA

People (Students, Faculty and Staff)

Since the first MBA class graduated on the Europe campus, Fontainebleau in Europe in 1960, INSEAD has become firmly international in its reach, with campuses in Europe, Fontainebleau (1960), in Asia, Singapore (2000) and Middle East, Abu Dhabi (2010). INSEAD is renowned for its international body of students, staff and faculty. The school's leadership believes that diversity (in terms of nationality and gender) is crucial to enrich and stimulate learning processes, knowledge exchanges between students and faculty, as well as research and innovation.

In 2014-2015, a total 1,410 students started a degree programme at INSEAD. More than 88.7% came from a country other than the location of the campus they studied at, and this diversity is also found in the school's executive programmes. ➢ G4-8 ➢ G4-20 ➢ G4-21

Internationality and Gender Diversity of Students in Degree Programmes ➢ G4-9 ➢ G4-DMA ➢ G4-20

Degree Programmes (all)	
Total	**1,410**
Percentage Female	35%
Percentage International	88.9%
Number of Nationalities	NA

MBA	
Total	**1,019**
Percentage Female	31%
Percentage International	79.3%
Number of Nationalities	75

GEMBA	
Total	**180**
Percentage Female	24.5%
Percentage International	84.2%
Number of Nationalities	51

TIEMBA	
Total	**38**
Percentage Female	23%
Percentage International	100%
Number of Nationalities	16

MFIN	
Total	**26**
Percentage Female	31%
Percentage International	85%
Number of Nationalities	12

EMCCC	
Total	**72**
Percentage Female	51%
Percentage International	96%
Number of Nationalities	27

PhD	
Total	**85**
Percentage Female	50%
Percentage International	88.2%
Number of Nationalities	30

Internationality of Students in Executive Programmes ➢ G4-9 ➢ G4-DMA ➢ G4-20

Company Specific Programmes	Number of Participants
Total	**6,485**
Percentage Female	26.6%
Africa	123
North America	610
South America	192
Asia Pacific	1,923
Europe	2,508
Near/Middle East	376
Other	753

Open Enrolment Programmes	Number of Participants
Total	**2,697**
Percentage Female	23%
Africa	164
North America	89
South America	89
Asia Pacific	638
Europe	1,361
Near/Middle East	347
Other	9

International Dimension of Faculty & Staff ➢ G4-9 ➢ G4-DMA ➢ G4-20 ➢ G4-21

The diversity of faculty and staff is at the heart of INSEAD. It is a guiding principle and offers a unique research perspective. Cultural diversity is one of the school's key competitive advantages and is reflected at all levels.

	Fontainebleau	Singapore	Abu Dhabi	Total
Total Employees	582	302	42	926
International	216	146	42	404
Percentage International	37.1%	48.3%	100%	43.6%
Number of Nationalities	55	35	24	NA*

* Data only available by campus.

In terms of recruitment, junior positions are typically advertised and hired in the country where the campus is located (France, Singapore, UAE). For senior positions, the school tends to look for candidates in the region - i.e. in the European market, in Asia or North America - or globally.

Staff transfers are made from one campus to another when appropriate. As in the business world, we encourage an equal representation of female and male employees, and actively monitor the gender diversity of staff.

Gender Diversity in Faculty & Staff ➢ G4-9 ➢ G4-10 a & b ➢ G4-DMA ➢ G4-20

	Fontainebleau	Singapore	Abu Dhabi	Total
Total Employees	**582**	**302**	**42**	**926**
Women	398	168	20	586
Percentage Female	68.4%	55.6%	47.6%	63.3%
Faculty	**89**	**60**	**4**	**153**
Women	15	8	0	23
Percentage Female	16.9%	13.3%	0%	15%
Researchers	**28**	**12**	**11**	**51**
Women	11	6	5	22
Percentage Female	39.3%	50%	45.4%	43.1%
Staff	**465**	**230**	**27**	**722**
Women	372	154	15	541
Percentage Female	80%	66.9%	55.5%	74.9%

INSEAD aims to employ faculty and staff permanently and on a full-time basis. There are no significant seasonal variations in employment numbers.

Contract Duration ➢ G4-10 a & b

	Europe campus	Asia campus	Middle East campus	Total
Total Employees	**582**	**302**	**42**	**926**
Permanent Contract	530	239	27	796
Term Contract	52	63	15	130
Percentage Permanent Contract	91.1%	79.1%	64.2%	86%

Contract Type ➢ G4-10 a & b ➢ G4-11

	Europe campus	Asia campus	Middle East campus	Total
Total Employees	**582**	**302**	**42**	**926**
Full-Time Contract	529	256	42	837
Part-Time Contract	53	46	0	99
Percentage Full-Time Contract	90.9%	84.7%	100%	90.4%

Since INSEAD works with outsourcing companies on specific tasks, subcontractors are expected to respect guidelines similar to those that are in place for the school's employees.

Training and Development for Administrative Staff

INSEAD invests in the talent and skills development of its staff via a Global Training & Development (T&D) Plan each year. Training and development requests are discussed between staff and their managers as part of the Annual Performance Appraisal Review, and once the requests are assessed globally, a comprehensive T&D Plan is rolled out across all three campuses. In 2014/15 a total of 8,475 hours of training were provided to staff members - a mixture of tailor-made on-campus training sessions identified as subjects of institutional priority, individualised training sessions and INSEAD's own Executive Programmes.

Health and Well-Being

The three campuses on different continents underlie different regulations, though some initiatives are the same for all campuses.

The school believes that the physical and mental health of the workforce is a priority and has strict rules on threats and violence, sexual harassment, bullying and discrimination on all three campuses.

INSEAD offers free access to psychological counselling in France and Singapore, both for students and for employees who are looking for professional and confidential advice and support. Both campuses have a “family/nursing room” as well as a “quiet room.” The school also provides training sessions on "Resilience & Personal Efficiency.” accessible to all staff members in Europe campus, Fontainebleau and Asia campus, Singapore.

Regular meditation workshops have been implemented by Human Resources in collaboration with the schools’ psychological services in France and in Singapore. These weekly sessions are an experiential introduction for faculty, staff, PhD and MBA students and partners to the practice of mindfulness.

The school conducts surveys on staff morale every two years to measure the impact of initiatives that focus on improving the schools’ working conditions. INSEAD uses this opportunity to create a better working environment for all in order to fulfil its mission as the Business School for the World.

Health and Well-Being on the Europe Campus

In France, INSEAD engages in specific actions on behalf of employees with handicaps designed to improve work conditions of existing employees and offer more work opportunities. The school has a cooperation agreement with the Centre for Vocational Rehabilitation and Training in the Seine-et-Marne region.

The Committee of Health, Safety and Working Conditions in France is actively involved in the improvement of staff working conditions, and analyses occupational hazards (physical, social, psychological), checks compliance with rules including inspections and investigations, takes preventive action and investigates the causes of accidents and occupational disease.

On the Europe Campus, staff created a working group on the “Quality of Life at Work” for staff in 2015, focusing on improvements around workload management, stress management, integration of new staff members, physical well-being, etc. This initiative caters for an independent and confidential setting to discuss collective actions and to disseminate best practices.

In France, INSEAD also offers several sessions in discovery of naturopathy. Naturopathy or naturopathic medicine is a form of alternative medicine employing a wide array of "natural" modalities, including homeopathy, herbalism, and acupuncture, as well as diet (nutrition) and lifestyle counselling.

Health and Well-Being on the Asia Campus

In Singapore, the school set up a “Well-Being at Work” programme in 2013, at the behest of the government. Part of this programme is the “Healthy Work Place Week” (organised twice a year), a one-week series of talks, activities, games and events dealing with health, well-being and diet open to all staff and faculty as well as MBA participants.

The Works Council & Staff Representatives

Established in France in 1945, the Works Council is responsible for the economic as well as cultural and social functions within the school, equipped with material and financial resources. It is composed of a manager and staff representatives elected by employees for four years.

The Works Council has an advisory role and is informed and consulted on decisions relating to the management and economic and financial developments of the school.
It looks into the organization of work time, the introduction of new technologies, re-organisation, training plan, and equality. Staff representatives on the Europe campus have an oversight role regarding the enforcement of labour law (social protection, health and security, etc.). The Committee of Health, Safety and Working Conditions (Le Comité d'Hygiène, Sécurité et des Conditions de travail) can intervene if the rights of staff are infringed, or their physical and mental health threatened (psycho-social risks).

Goals People (Human Resources Department) for 2015-2016 and 2016-2017

- Appoint a referent within the school to raise awareness on discrimination and reinforce social responsibility among faculty and staff.
- Raise awareness on sustainability issues among our staff with a view to make everyone concerned and responsible for the topic and a proactive actor in the school's sustainability initiatives.
- Introduce a global management development programme, aiming at developing alternative career paths for employees and aligning our managers in their daily practice with a view to contribute to the increase of our employee engagement and staff retention.
- Reinforce the positive impact on the school's local communities by adding targeted new initiatives related to education and training for children and adults.

GRI Indicators
G4-8
G4-9
G4-10 a & b
G4-11
G4-20
G4-21
G4-DMA

Operations and Campuses

INSEAD aims to minimise the environmental impact of its campuses and operations by implementing systems and practices that reduce the energy and resources consumed, that support recycling of waste, that expand use of renewable energy and optimise energy efficiency, and that increase water savings and that ensure less raw materials are consumed across its three campuses.

Each of INSEAD's three campuses in Europe (Fontainebleau, France), Asia (Singapore), and Middle East (Abu Dhabi, UAE) is managed by a Director of Operations and Campus Services. Their respective teams offer a multitude of services, including the maintenance and renovation of buildings and grounds, technical services, security, printing, catering, accommodation, reception, mail and shipping, purchasing, logistic support for events, sports facilities, transportation, and a bookstore.

The three campuses are in different stages of their evolution, and operate in different legal contexts. Currently, each campus has its own approach to managing its sustainability initiatives.

During the reporting period, both the Europe and Asia campus have carried out a carbon footprint assessment, covering the calendar year 2014.

On the Europe campus, detailed carbon footprint reports have been created since 2010, which allow the campus director to track the evolution on an annual basis. The carbon footprint assessment follows the guidelines published by ADEME (Agence de l'Environnement et de la Maîtrise de l'Energie) to comply with the French Grenelle II Law, Art. 75, and imposes a mandatory assessment of the organization's carbon footprint (for companies with more than 500 employees) and an action plan.

While there is no such law in Singapore, the director of the Asia campus carried out a first carbon footprint assessment on a voluntary basis, covering the calendar year 2014. The project was realized following the methodology guides and emission factors published by ADEME (Agency of French Ministry of Environment), which allows comparability with the Europe campus, Fontainebleau. Moreover, ADEME started to develop its methodology in the early 1990's and has a worldwide recognized methodology today. ➢ G4-DMA

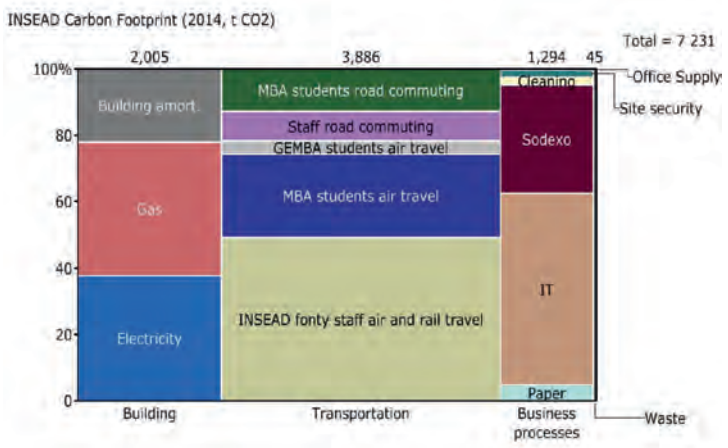
The footprint assessment relies on the collection of activity data that are then multiplied by the corresponding factor to obtain the CO2 equivalent emission of the activity and its breakdown per greenhouse gas (CO2, CH4, N20, HFC, PFC, SF6). For example: if INSEAD uses 100 000 kWh of electricity, and the emission factor is 23g of CO2 per kWh, then the corresponding emission is 2,300 kg of CO2.

The table below shows carbon emissions for the **Europe Campus** in calendar year 2014, excluding the Residence Clos St. Merry, Maison Tavernier, Aigle Noir and the Social Science Lab in Paris. ➢ G4-EN1 ➢ G4-EN2 ➢ G4-EN3 ➢ G4-EN5 ➢ G4-EN15 ➢ G4-EN16 ➢ G4-EN17 ➢ G4-EN19 ➢ G4-EN23

Europe Campus in Fontainebleau			
	Unit	Value	CO2 (Kg)
Electricity			
Total electricity purchased (energy, heat, cooling)	Kwh	8 522 257	724 392
Gas			
Total natural gas purchased	Kwh	312 699	805 508
Transport			
Staff & MBA/ GEMBA Students (air/ rail travel, commuting)	Km	26 583 335	3 886 389
Water			
Total volume of water purchased	m3	26 488	NA
Waste			
Paper (prints/ printshop and campus printers)	Prints	46 800	61 776
General waste disposal (food waste, recycling paper, metal, plastic, glass, cardboard)	Liters	4 040 000	45 327
Business Processes			
Building	m2	30 200	442 933
Restaurant, bar (Sodexo), excl. meals in the Residences	Meals	295 525	422 601
Residences	Room Nights	38 318	NA
IT	Machines	1 311	746 700
Cleaning	Euros	852 275	31 250
Site security	Euros	746 026	27 354
Office supplies	Euros	40 253	4 428
Landscape Area			
Perimeter, gardens, residences, courtyard, green space/ roofs, wall, carpark, residences	m2	70 433	NA
Total CO2 (Kg)			7 230 752

Source: INSEAD 2014 Carbon Footprint Assessment

In the calendar year 2014, INSEAD Europe Campus's total footprint was 7 231 t of CO2, which is a reduction of 644 t of CO2 (or 8.2%) from 2013. In 2013, INSEAD's total footprint was 7 875 t of CO2.



From 2010 to 2014 included, INSEAD Europe Campus reduced greenhouse gas emissions by 10%.

The Europe Campus has recycling zones for batteries, cartridges, mobile phones and bottle screw caps. The restaurant takes part in the recycling of packages, plastic bottles and cans.
Between 2014 and 2015, water flow regulators have been installed at the Fitness Centre and at the INSEAD Residences. Water faucets at the Fitness Centre have been equipped with automatic timers.
To reduce energy and water use, and therefore the environmental footprint, signs in INSEAD Residences hotel bedrooms indicate that bathrobes and towels are only laundered upon request.
Other actions have been carried out to reduce electricity consumption, i.e. 33% of light bulbs on campus have been replaced with LED bulbs, and 43% of the campus restrooms have been equipped with motion sensors to activate lighting. Also the heating, ventilation, and air-conditioning systems have been regulated for low consumption periods with manual programming of thermostats from 6.00am to 6.00pm in all offices and public areas - from 6.00am to 10.00pm previously.
A heat pump, which has an efficient conversion rate of energy to heat, has been installed at INSEAD Residences to reduce carbon emissions.
Fontainebleau staff members can use one of 80 bikes for free for short-distance travel within Fontainebleau. This reduces carbon emissions for local travel.
Water fountains have been installed at the coffee stations in the Plessis Mornay Learning Space for participants of executive programmes. This pilot initiative is still on trial, however once implemented, it should eliminate 85,000 plastic water bottles per year.

Goals Operations and Campuses (Europe Campus) 2015-2016 and 2016-2017

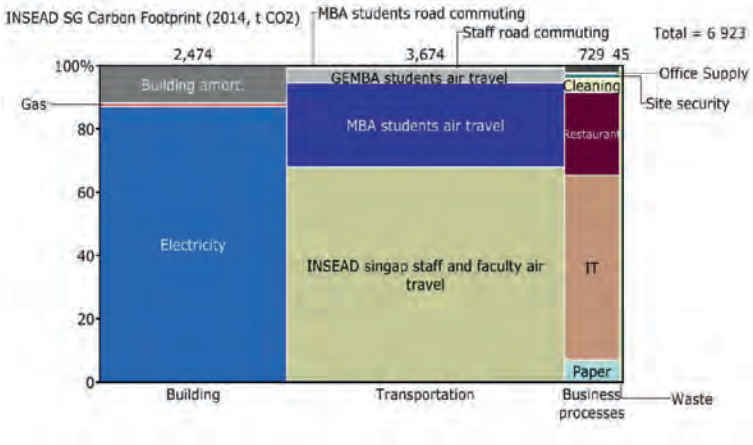
1. Installation of new waste paper collection areas with recycle bins in offices and public areas.
2. Installation of a system to recycle organic food waste; including a dehydration machine.
3. Optimisation of the recycling zone to increase sorted waste by 60%.
4. Continuation of LED bulb replacement.
5. Continuation of motion sensor installation in campus restrooms.
6. Improvements to heating, ventilation, air-conditioning regulation system.
7. Optimisation of the garden & grounds watering system.
8. Operationalization of a water recuperation tank (2m3) at the Plessis Mornay Learning Space.

On the **Asia Campus**, data is being collected on a number of different parameters (electricity, gas and water consumption, etc.). Here is the consumption table for the calendar year 2014. ➢ G4-EN1 ➢ G4-EN2 ➢ G4-EN3 ➢ G4-EN5 ➢ G4-EN15 ➢ G4-EN16 ➢ G4-EN17 ➢ G4-EN19 ➢ G4-EN23

Asia Campus in Singapore			
	Unit	Value	CO2 (Kg)
Electricity			
Total electricity purchased (energy, heat, cooling)	Kwh	4 023 767	2 154 057
Gas			
Total natural gas purchased	Kwh	125 055	26 659
Transport			
Staff & MBA/ GEMBA Students (air/ rail travel, commuting)	Km	24 684 296	3 674 076
Water			
Total volume of water purchased	m3	37 641	NA
Waste			
Paper (prints from printshop and campus printers)	Kg	38 516	50 841
General waste disposal (8 bins of 660L/ day, 7 days/ week)	Tons	150	45 450
Food waste	Kg	15 623	NA
Recycling (paper)	Kg	6 372	50 841
Recycling (metal, plastic, glass, cardboard)	Kg	20 012	NA
Recycling (glass)	Kg	2 650	NA
Business Processes			
Building	m2	20 000	293 333
Restaurant, bar (Sodexo), excl. meals in the Residences	Meals	133 000	190 190
Residences	Room Nights	13 123	NA
IT	Machines	1 950	426 359
Cleaning	Euros	903 875	33 142
Site security	Euros	272 003	9 973
Office supplies	Euros	29 029	3 193
Maintenance	Euros	424 131	15 551
Landscape Area			
Perimeter, gardens, residences, courtyard, green space/ roofs, wall, carpark, residences	m2	3 921	NA
Total CO2 (Kg)			6 973 665

Source: INSEAD 2014 Carbon Footprint Assessment

The carbon footprint assessment for Singapore Campus has also been carried out by calendar year. In the calendar year 2014, INSEAD Asia Campus's total footprint was 6 973 665 t of CO2. The difference between 6 973 665 and ~6 923 000 in the graph below, is the 50 841 t corresponding to paper recycling, which is deducted of the total waste volume.



The Asia Campus was built in three phases. Phase one was completed in the year 2000 with a built up area of 12,000m2. It consists of seven amphis, a flat room, break out rooms, the main restaurant and bar, three floors of offices and 85 Residence bedrooms. It also houses much of the campus infrastructure such as IT server rooms, security and fire command centre, chiller plant room.

Phase two was finished in 2005 and increased INSEAD Asia Campus's teaching and office capacity by adding 8,000m2 of built area that comprises: one large 300-seat auditorium, a library, three flat rooms, one amphi, break-out rooms and three office floors for administration and faculty.

In 2014-2015, phase three of the Asia Campus building works was completed. With 10,000m2, this saw an addition of teaching spaces, The "Leadership Development Centre" and Residence bedrooms. It has four amphis, two flatrooms, break out rooms, a fitness centre, a restaurant, two office floors for admin, and 48 residence bedrooms. ➢ G4-13

Phase three of the Asia campus, Singapore, building works included the following achievements and improvements for a more sustainable building:

Energy efficiency

1. A low energy passive design of the building, minimizing solar heat transmission.
2. Renewable energy; implementation of solar photovoltaic modules of 92 kWp (rooftop of the Leadership Development Centre), generating 125,000 kWh/year. Replacement of the end of life cycle, solar hot water system with a heat pump system, generating hot water for 85 residence rooms.
3. Energy efficient chilled-water cooling plant, reducing energy consumption, achieving energy efficiencies of 0.55 kW/ RTon (refrigeration tons) campus wide, reducing greenhouse gas emissions.

4. Energy efficient lighting with electronic ballast for office space, reducing energy consumption and greenhouse gas emissions, an electronic ballast is a device which controls the starting voltage and the operating currents of lighting devices built on the principle of electrical gas discharge. It refers to that part of the circuit which limits the flow of current through the lighting device and may vary from being a single resistor to a bigger, complex device.
5. CO2 sensors integrated demand, controlling ventilation and optimizing fresh air supply to prevent over-provision of fresh air when it is not required, reducing energy consumption and greenhouse gas emissions.
6. Motion detectors integrated with lighting control for all toilets, lobbies, staircases monitor the occupancy of these areas, turning off the lightings when there is no occupancy hence reducing energy consumption.
7. Non air-conditioned lift lobbies and corridors, optimizing energy saving of the building by cutting down the air-conditioned area by 1,168m2 of air-conditioned area. The cooling load requirement of the new building has been reduced by about 50 RTons and it saves 111,201 kWh/ year (approx. 55 tons of CO2 emissions).

Water efficiency

1. Water efficient taps and fittings, helping save 6,180 m3 water/ year.
2. A 2 m3 tank, collecting rain water from the roof tops for watering gardens.

Green building methods

1. "Green Label Products," including goods with a high content of recycled materials i.e. carpet tiles, wall plaster, ceiling partition boards, chairs, tables, low VOC (volatile organic compounds are organic chemicals that have a high vapour pressure at ordinary room temperature) with respect to solvents in paints, and glues.
2. 91% "Green Concrete," the building's structural elements are with recycled hard-core from the demolished building.

Recycling

1. Separate recycling bins, including back end waste segregation of paper, cardboard, cans, plastics, bottles and batteries around campus.
2. Recycling food waste (eco-wizz) from kitchens into water for irrigation. A food compactor with bacterial cultures breaks down food waste and turns it into a by-product, creating non-potable water for washing bins, driveways and irrigation of gardens, reducing campus generated waste as well as use of potable water.

INSEAD's new campus building in Singapore has been awarded Green Mark Platinum status by Singapore's Building and Construction Authority, which recognizes and rewards the significant effort the school has put into the design and construction of the building.

The award acknowledges the school's commitment to a more sustainable building in terms of energy efficiency, lighting, thermal insulation, water efficiency, air-quality, materials and methods used in construction, but also how the building is managed, generates its own power, harvests rainwater, green cover on its walls etc. Phase three achieved also the "Green Mark" Platinum Award.

In Asia campus, Singapore, since 2013, INSEAD has partnered with Kaer Water for chilled water production. After having set a benchmark in how efficiently chilled water and hence air-conditioning could be produced, INSEAD decided to completely outsource chilled water production to Kaer Water in 2014, providing INSEAD the chilled water for the AC systems in a more efficient way. The on-campus chilled water plant is now operating at an efficiency of at least 0.55kW/RTon, making electricity consumption drop by over 150,000 kWh/ month.
Campus Operations in Singapore is focusing on green and sustainable sourcing initiatives, always looking at materials used, country of production as one of the selection criteria for goods and services.

Goals Operations and Campuses (Asia Campus, Singapore) 2015-2016 and 2016-2017

1. Reduce energy consumption by 2% by the end of the academic year 2016 and another 3% by the end of academic year 2017
    - Work jointly with IT and AV to look at energy saving initiatives:
        1. switching off of equipment when not in use
        2. reducing the amount of computers/ machines in breakout rooms around campus
        3. decreasing air-conditioning (energy consumption), thus raising temperatures in server rooms while maintaining a stable heat
    - Negotiate the contract with KAER to provide a full air-condition and chilled water solution so as to reduce consumption of chilled water and generate energy savings and efficiencies; as well as to look at replacement of aging equipment
    - Raise awareness among students, faculty and staff through a communication campaign (switching off lights, machines etc.)
2. Reduce general waste disposal by 6% by the end of academic year 2016 by optimising waste segregation and appointing a waste manager (does not include recycling) and another 8% by the end of academic year 2017.
3. Continuing green-sourcing with suppliers.
4. 5% increase by the end of academic year 2016 in re-lamping of energy efficient and LED lighting around campus and a further 10% by the end of academic year 2017.
5. Apply for the ASEAN Energy Awards, Southeast Asia's highest reward for excellence in the field of energy efficiency and conservation (EE&C) in buildings and green buildings by March 2015.

The following table gives an overview of the consumption data for the calendar year 2014 of the **Middle East Campus in Abu Dhabi**, without carbon emissions indicators.

Middle East Campus in Abu Dhabi			
	Unit	Value	CO2 (Kg)
Electricity			
Total electricity purchased (energy, heat, cooling)	Kwh	1 601 938	NA
Gas			
Total natural gas purchased	Kwh	NA	NA
Transport			
Staff & MBA/ GEMBA Students (air/ rail travel, commuting)	Km	NA	NA
Water			
Total volume of water purchased	m3	7 781	NA
Waste			
Paper (prints from printshop and campus printers)	Prints	NA	NA
General waste disposal	Liters	NA	NA
Heating, ventilation and air conditioning leakage	Kg	NA	NA
Food waste	Kg	NA	NA
Recycling (paper)	Kg	1 900	NA
Recycling (metal, plastic, glass, cardboard)	Liters	NA	NA
Recycling (glass)	Liters	NA	NA
Business Processes			
Building	m2	5 840	NA
Restaurant, bar (Sodexo), excl. meals in the Residences	Meals	NA	NA
Residences	Room Nights	2 661	NA
IT	Machines	NA	NA
Cleaning	Euros	NA	NA
Site security	Euros	NA	NA
Office supplies	Euros	NA	NA
Landscape Area			
Perimeter, gardens, residences, courtyard, green space/ roofs, wall, carpark, residences	m2	NA	NA
Total CO2 (Kg)			NA

INSEAD Middle East, Abu Dhabi, has been occupying a temporary 14 storey building for the last five years. Currently, plans are being discussed to construct a full-fledged campus. The intention is to make sure that the new campus encompasses the latest sustainability features throughout the facility's life cycle starting from the design and construction phase towards its operations. The objective is to comply with Abu Dhabi's sustainability rating system Estidama; leading to accomplishing a high pearl against the system's ranking criteria.

Goals Operations and Campuses (cross campuses)

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

IT Services

For a business school, IT is an important function to deliver education and research. IT is managed by a Chief Information Officer who is responsible for operations on all campuses. In the past, the IT Department at INSEAD has outsourced the management of both the "customer-facing" and "back-end" infrastructure operations. In 2010, the Department has taken a strategic decision to internalize 80% of its operations except for two functions: Service Desk and On-site Support services. As part of the internalization process, the Department has introduced a programme called "Overhaul IT," which contained 12 projects in three waves over almost three years with the following objectives: to improve the existing and aging infrastructure and to enhance the existing IT services while introducing additional services to the INSEAD user communities.

In particular, the Overhaul IT programme has tackled the following areas that had a significant impact on INSEAD's carbon footprint:

- Data Centres
- Email migration to cloud
- Printing solution
- Storage capacity
- Wide Area Network (WAN) & Multiprotocol Label Switching (MPLS) including Wireless access and Local Area Network (LAN) optimization
- Enhanced security through better Asset Management, in particular, workstations.

As a result of this programme, the IT Department has:

1. Reduced the overall number of physical servers by 45% from more than 300 down to 163 servers in the Data Centres by introducing virtualisation technology. This effort is still on-going as servers with sunset legacy systems are decommissioned to further reduce the consumption of electricity.
2. Stabilized the email system, which is now hosted in the Microsoft Cloud.

3. Introduced Follow-Me-Printing (FMP) that reduced the size of the overall network and the number of local printers on three campuses by 83%; a reduction from 645 to 109 printing devices was realized on the Europe campus, Fontainebleau, alone. The introduction of FMP also reduced the overall annual printing volume by 18% from 7.1 million pages to 5.8 million pages per year.
4. Increased storage capacity; each INSEAD user now has up to 1 GB of storage at their disposal via Microsoft One Drive.
5. Increased the internet bandwidth; through an efficient and fair tender process, users have greater internet bandwidth with a stable and reliable inter-campus connection.
6. Enhanced security; a routine Workstation Refresh program has re-enforced security through better management of assets and improved user experience. On average, the Department is able to refresh 15% to 20% of the 2000 workstations in the school's inventory per year.

More importantly, the first step in the IT strategic move in the reporting period, and perhaps the most significant contribution toward improving the overall IT carbon footprint, was to establish a presence in the cloud hosting one of the key applications, the MyINSEAD platform, on AWS cloud.

Over the next three years, the IT department intends to progressively expand the school's presence in the cloud by migrating the application services, refining the virtual desktop infrastructure (VDI), and considering more Software as a Service (SaaS) which will have direct impact in reducing the school's carbon footprint while improving the end user experience.

GRI Indicators
G4-EN1
G4-EN2
G4-EN3
G4-EN5
G4-EN18
G4-DMA
G4-EN6
G4-EN15
G4-EN16
G4-EN17
G4-EN19
G4-EN23
G4-13

Funding and Governance ➢ G4-DMA

In the academic year 2014- 2015, INSEAD had revenues of €210 million, which makes it one of the world's largest business schools in budgetary terms. Essentially, 85% of the revenues are generated from programme tuition and fees, split equally between Degree Programmes and Executive Education and related activities.

- 44% from Executive Programmes,
- 41% from Degree Programmes,
- 9% from gifts, endowment yield or research grants,
- 6% from other sources.

The total of €210 million was used for faculty and research (42%), degree and executive education programmes (28%), and facilities, IT and support functions (30%).

INSEAD's endowment at market value was €174.2 million in August 2014, and €189.7 million at the close of the financial year in August 2015. The performance rate of the endowment was 10.8% in 2014 and 10.6% in 2015. Detailed information can be found in the Donors' Report: https://donors-report-2015.insead.edu/ ➢ G4-9 ➢ G4-EC1 ➢ G4-EC4

The school takes great care in the management of its finances, and the accounts are audited both externally and internally by the Audit & Finance Committee. As a not-for-profit institution with entities in various countries, INSEAD is not required to publish consolidated accounts, though all its statuary accounts are audited.

In 2014, the school decided to integrate risk management as a management function and make it a part of INSEAD's overall strategy. Consequently, the Audit and Finance Committee of the Board was renamed as the Audit, Finance and Risk Committee, and a new role of Chief Risk Officer was created in 2014. The overall aim was to increase risk awareness and risk management throughout the organization by identifying, assessing and mitigating the numerous risks that the school faces.

Over the course of the last fiscal year, INSEAD institutionalized a new Enterprise Risk Management Framework. During summer and early fall 2015 the school underwent an extensive risk identification process which included both top-down and bottom-up approaches. The former included workshops with senior managers of each department who analyzed risks affecting various components of the business models for their respective departments. The latter was accomplished through crowdsourcing of risks from all faculty and staff.

For the Europe campus in Fontainebleau, a process was run with the help of staff representatives to document risks related to working conditions. Based on the initial analysis and the information collected, 22 top risks were identified and placed on the updated Risk Map, being rated against each other according to their probability of happening versus the estimated impact of each event.

The top risks include events from various categories ranging from smaller, operational ones, to significant strategic risks which can potentially impact INSEAD's ability to achieve its institutional mission. Some of the examples of such risks would be a possible increase in competition, damage to reputation or inability to recruit or retain talent. ➢ G4-14 ➢ G4-2 ➢ G4-20

Governance Structure ➢ G4-7 ➢ G4-20 ➢ G4-21

As a not-for-profit organization, INSEAD has no owners or shareholders, and as a private institution is fully independent. Due to its global reach, INSEAD is made of several legal entities, which include INSEAD Europe, INSEAD Asia, INSEAD Middle East and INSEAD North America. To collect gifts, ten foundations in different countries have been created. All legal entities adhere to the school's mission and vision.

The school's highest management body is the Executive Committee which is responsible for research, education, alumni relations, and administration. It takes decisions for the three campuses, and ensures that the school assumes its economic, social and environmental responsibilities.

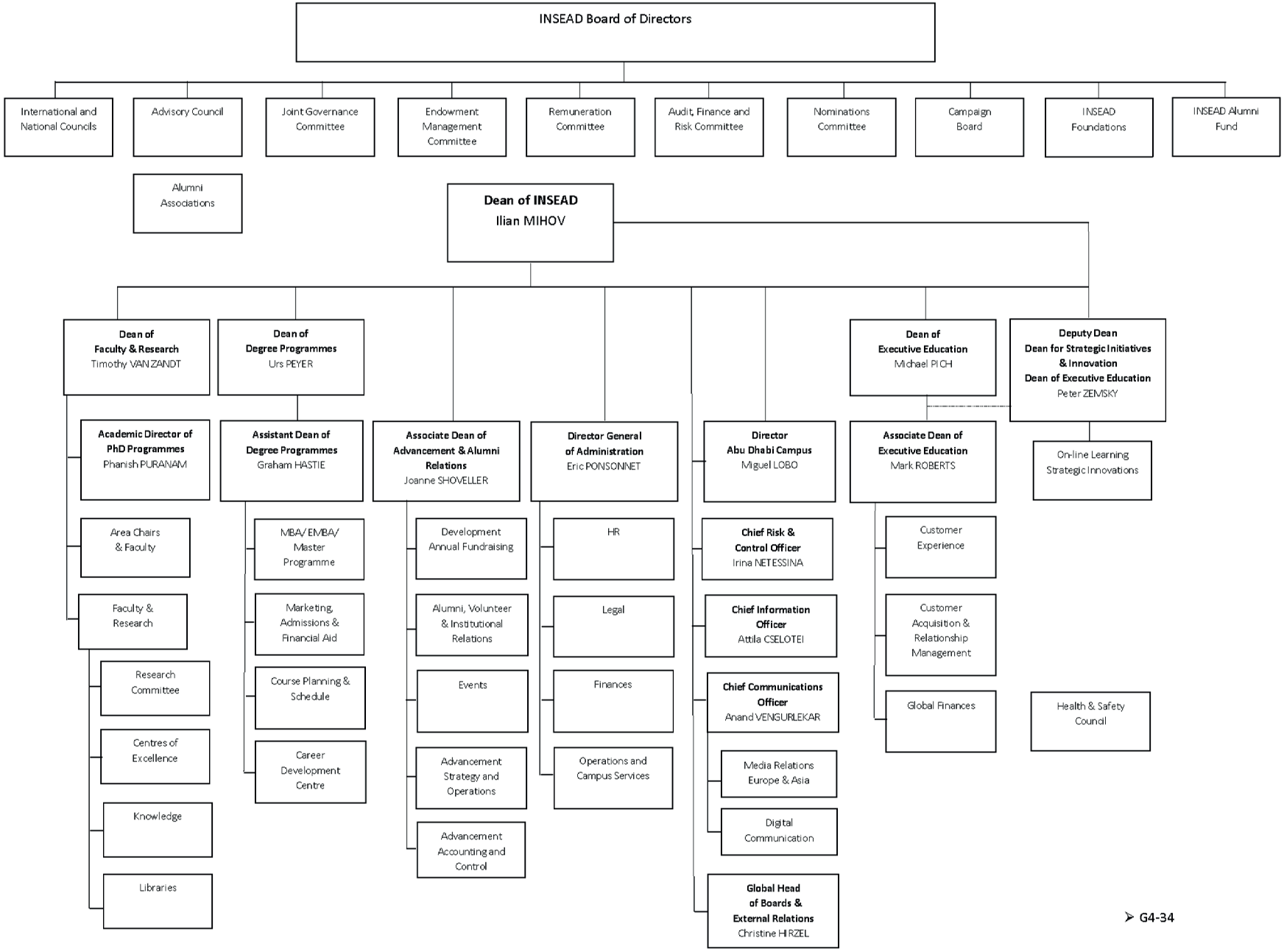
The INSEAD Board, which consists of 19 internationally recognized directors from different companies, associations or institutions and 6 permanent invitees from the school, establishes strategic direction, provides oversight and delegates authority for the management of the school. The Board, which meets three times a year and whose members are not remunerated, is supported by several committees: Nominations Committee, Remuneration Committee, Audit & Finance Committee, Endowment Management Committee, and the Joint Governance Committee. The Board also seeks input from the Advisory Council and the various Alumni Associations.

To ensure that faculty and staff adhere to ethical behaviour, an ethics charter and a number of other guidelines are available in the Faculty Guidelines and Handbook.

Managing Sustainability at INSEAD

Sustainability is managed in a decentralised way at INSEAD, and therefore integrated in the operations and decision-making processes of the school's departments (e.g. Faculty & Research, Degree Programmes, Executive Programmes, Campus Services, HR, etc.). Decisions of strategic importance are taken by the executive committee.

GRI Indicators
G4-2
G4-7
G4-9
G4-20
G4-21
G4-34
G4-EC1
G4-EC4
G4-14
G4-DMA


INSEAD Board of Directors
International and National Councils
Advisory Council
Joint Governance Committee
Endowment Management Committee
Remuneration Committee
Audit, Finance and Risk Committee
Nominations Committee
Campaign Board
INSEAD Foundations
INSEAD Alumni Fund
Alumni Associations
Dean of INSEAD
Ilian MIHOV
Dean of Faculty & Research
Timothy VANZANDT
Dean of Degree Programmes
Urs PEYER
Dean of Executive Education
Michael PICH
Deputy Dean
Dean for Strategic Initiatives & Innovation
Dean of Executive Education
Peter ZEMSKY
Academic Director of PhD Programmes
Phanish PURANAM
Assistant Dean of Degree Programmes
Graham HASTIE
Associate Dean of Advancement & Alumni Relations
Joanne SHOVELLER
Director General of Administration
Eric PONSONNET
Director Abu Dhabi Campus
Miguel LOBO
Associate Dean of Executive Education
Mark ROBERTS
On-line Learning Strategic Innovations
Area Chairs & Faculty
Faculty & Research
Research Committee
Centres of Excellence
Knowledge
Libraries
MBA/ EMBA/ Master Programme
Marketing, Admissions & Financial Aid
Course Planning & Schedule
Career Development Centre
Development Annual Fundraising
Alumni, Volunteer & Institutional Relations
Events
Advancement Strategy and Operations
Advancement Accounting and Control
HR
Legal
Finances
Operations and Campus Services
Chief Risk & Control Officer
Irina NETESSINA
Chief Information Officer
Attila CSELOTEI
Chief Communications Officer
Anand VENGURLEKAR
Media Relations Europe & Asia
Digital Communication
Global Head of Boards & External Relations
Christine HIRZEL
Customer Experience
Customer Acquisition & Relationship Management
Global Finances
Health & Safety Council

➢ G4-34

GRI Content Index

The following GRI Content Index provides an overview of INSEAD's Sustainability Report 2014-2015 and the GRI disclosure items addressed. It serves as a compass and helps finding relevant information.

GRI N°	Pages	Chapter	GRI G4 General Standard Disclosures (Option: Core Report)
			STRATEGY AND ANALYSIS
G4-1	P.1	From the Dean	Statement most senior decision-maker of the organization
G4-2	P.45	Funding and Governance	Description of key impacts, risks, and opportunities
			ORGANIZATIONAL PROFILE
G4-3	P.3	Introduction	Name of the organization
G4-4	P.5, 11, 17	Education, Society and Outreach, People	Organisation's primary brands, products, and services
G4-5	P.4	Introduction	Location of the organization's headquarters
G4-6	P.4	Introduction	Countries where the institution operates
G4-7	P.4, 45	Introduction, Funding and Governance	Nature of ownership and legal form
G4-8	P.5, 11, 17, 26	Research, Education, Society and Outreach, People	Markets served
G4-9	P.8, 11, 14, 15, 17, 26, 28, 29, 44	Education, Society and Outreach, People, Funding and Governance	Scale of the organization
G4-10	P.29, 30	People	a. Total number of employees by employment contract and gender b. Report the total number of permanent employees by employment type and gender.
G4-11	P.30	People	Percentage of total employees covered by collective bargaining agreements
G4-12	NA	NA	Organization's supply chain
G4-13	P.38	Operations and Campus	Significant changes during the reporting period regarding the organization's size, structure, ownership, or its supply chain
G4-14	P.45	Funding and Governance	Report whether and how the precautionary approach or principle is addressed by the school
G4-15	P.24, 25	Society and Outreach	List externally developed economic, environmental and social charters, principles, or other initiatives to which the organization subscribes or which it endorses
G4-16	P.23, 24	Society and Outreach	List memberships of associations
			MATERIAL ASPECTS AND BOUNDARIES
G4-17	P.3	Introduction	List all entities included in the organization's consolidated financial statements or equivalent documents.
G4-18	P.50	Methodology, Stakeholder Engagement and Materiality Determination	Define report content and implement reporting principles
G4-19	P.50	Methodology, Stakeholder Engagement and Materiality Determination	List all the material aspects identified in the process for defining report content
G4-20	P.5, 9, 11, 15, 17, 20, 21, 22, 23, 24, 25, 26, 28, 29, 45	Research, Education, Society and Outreach, People, Funding and Governance	For each material aspect, report the aspect boundary within the organization
G4-21	P.5, 9, 10, 11, 15, 17, 20, 21, 22, 23, 24, 25, 26, 29, 45	Research, Education, Society and Outreach, People, Funding and Governance	For each material aspect, report the aspect boundary outside the organization
G4-22	NA: This is our first Sustainability Report.	NA	Report the effect of any restatements of information provided in previous reports, and the reasons for such restatements
G4-23	NA: This is our first Sustainability Report.	NA	Report significant changes from previous reporting periods in the scope and aspect boundaries
			STAKEHOLDER ENGAGEMENT
G4 -24	P.49, 50	Methodology, Stakeholder Engagement and Materiality Determination	Provide a list of stakeholder groups engaged by the organization
G4-25	P.49, 50	Methodology, Stakeholder Engagement and Materiality Determination	Report the basis for identification and selection of stakeholders with whom to engage
G4-26	P.49, 50	Methodology, Stakeholder Engagement and Materiality Determination	Organization's approach to stakeholder engagement
G4-27	P.50	Methodology, Stakeholder Engagement and Materiality Determination	Key topics and concerns raised through stakeholder engagement
			REPORT PROFILE
G4-28	P.3	Introduction	Reporting period
G4-29	P.1	From the Dean	Date of most recent previous report
G4-30	P.3	Introduction	Reporting cycle
G4-31	P.52	Imprint	Provide the contact point for questions regarding the report or its contents
G4-32	P.3	Introduction	Report the type of sustainability report, content index chosen, reference in case of external assurance

GRI N°	Pages	Chapter	**GRI G4 Specific Standard Disclosures (Option: Core Report)**
			GOVERNANCE
G4-33	NA	NA	Report external assurance
G4-34	P.46	Funding and Governance	Report the governance structure of the organization
			ETHICS AND INTEGRITY
G4-56	P.4, 25	Society and Outreach	Describe the organization's values, principles, standards and norms
G4-DMA	P.5	Research	Quality of research Knowledge transfer Research on sustainability
G4-DMA	P.11	Education	Quality of teaching Quality of faculty
G4-DMA	P.17	Society and Outreach	Informing and or engaging with the wider public, decision makers, industry experts, academics, donors, business and society
G4-DMA	P.26, 28, 29	People	Student diversity Employee and staff retention and attraction Equal opportunity Personal development Health and safety, favourable working conditions Ethics
G4-DMA	P.33	Campus and Operations	Carbon footprint
G4-EC1	P.44	Funding and Governance	Direct economic value generated and distributed
G4-EC4	P.44	Funding and Governance	Financial assistance received from government
G4-EN1	P.34, 36	Operations and Campuses	Materials used by weight or volume
G4-EN2	P.34, 36	Operations and Campuses	Percentage of materials used that are recycled input materials
G4-EN3	P.34, 36	Operations and Campuses	Energy consumption within the organization
G4-EN5	P.34, 36	Operations and Campuses	Energy intensity
G4-EN15	P.34, 36	Operations and Campuses	Direct greenhouse gas (GHG) emissions (Scope 1)
G4-EN16	P.34, 36	Operations and Campuses	Energy indirect greenhouse gas (GHG) emissions (Scope 2)
G4-EN17	P.34, 36	Operations and Campuses	Other indirect greenhouse gas (GHG) emissions (Scope 3)
G4-EN19	P.34, 36	Operations and Campuses	Reduction of greenhouse gas (GHG) emissions
G4-EN23	P.34, 36	Operations and Campuses	Total weight of waste by type and disposal method
G4-DMA	P.44	Funding and Governance	Revenues Gifts, endowment yield, contract research Risks identification

More details can be found on the GRI G4 Global Reporting website:
https://g4.globalreporting.org/general-standard-disclosures

Reporting Process, Stakeholder Engagement and Materiality Determination

The Sustainability Report is coordinated by the Social Innovation Centre, and overseen by a steering committee which consists of the heads of all relevant departments, including the deans and the senior leadership team.

The methodology used for the reporting process (prepare, connect, define, monitor, report, publish), which took 9 to 12 months, was designed to integrate internal stakeholder views from all departments across the school including the three main locations of INSEAD campuses in Europe, Fontainebleau (France), Asia, Singapore and Middle East, Abu Dhabi, (UAE).

A pilot version of the report for a previous reporting period was shared internally with all faculty and staff. This pilot report provided an opportunity to some of the schools' key (internal) stakeholders for critical feedback on the reporting focus and content. Input and comments were compiled and used as a basis of discussion in relevant stakeholder meetings for this current report.

Building on the pilot, individual meetings were conducted with the Steering Committee members (consisting of 20 people including department heads, deans, senior leadership team) to capture the relevant aspects to be reported upon and to shape the structure and content of this report. The various meetings with the Steering Committee allowed integrating internal and external stakeholder positions into the materiality analysis as well as identifying achievements, determining and setting "smart" performance goals which are aimed to be specific, measurable, attainable, relevant and time-bound.

INSEAD has a wide range of internal and external stakeholders. In order to successfully address future challenges, understanding the expectations of stakeholders and keeping a continuous dialogue process open, are a priority for INSEAD.

INSEAD's main types of stakeholder groups are faculty and employees, students and prospective students, alumni, employers, donors and sponsors, executives, companies, NGOs, academic institutions, local communities, associations and civil society, media, suppliers and contractors. ➢ G4-24

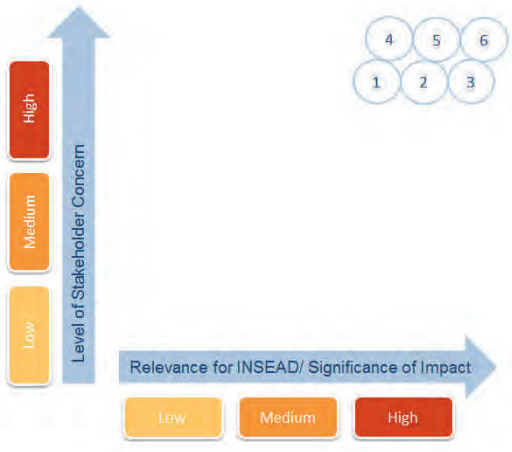
These stakeholder groups are assessed and weighted in relation to different parameters: i.e. the importance of the relationship for the stakeholder, the institution, the community, business and society etc. Interaction with stakeholders takes place through numerous initiatives and different methods depending on the stakeholder group, the type of relationship with the group concerned, the frequency of interaction and the reference context. ➢ G4-25 ➢ G4-26

For this report, stakeholder groups were primarily internal, however, advice was also sought from external business experts in the sustainability reporting space and in the corporate sustainability strategy field. Their input and feedback helped to improve stakeholder engagement, the reporting process, identifying relevant data to be collected, etc. Student representatives had an observatory role during the steering committee meetings; they provided the coordinating team with feedback, insights about the teaching of sustainability, and valuable suggestions for initiatives with respect to campus sustainability and operations. ➢ G4-24 ➢ G4-25 ➢ G4-26

This report has been organised along INSEADs' following strategic fields of action in sustainability: 1. Research, 2. Education, 3. Society and Outreach, 4. People, 5. Operations and Campuses, 6. Funding and Governance

After the project management team put together a first stable draft of the report, another Steering Committee meeting was organised a) to give final feedback on the 2014-2015 draft report, b) to vet this version and discuss the performance goals that were set by each department. ➢ G4-18 ➢ G4-25

The materiality matrix (see below) indicates which topics INSEADs' key stakeholders assessed as "material" from an impact to an INSEAD (x-axis) and stakeholder's perception of significance (y-axis) viewpoint. The six topics located in the upper right fields of the matrix were identified as equally highly material to INSEAD. All topics are covered in this report.



A non-exhaustive number of aspects have been selected. The aspects in the materiality matrix above and their corresponding narrative and indicators can be found as follows in the report:

1) Quality of Research (Chapter 1: Research)
2) Knowledge Transfer (Chapter 1 & 3: Research and Society & Outreach)
3) Quality of Faculty (Chapter 1: Research)
4) Student Diversity (Chapter 4: People)
5) Quality of Teaching (Chapter 2: Education)
6) Governance and Risk Management (Chapter 6: Funding & Governance) ➢ G4-19 ➢ G4-27

Other aspects considered less material are not highlighted in the materiality matrix, but nevertheless covered in the report.

GRI Indicator
G4-18
G4-19
G4-24
G4-25
G4-26
G4-27

Imprint

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