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ESSEC would like to thank all those professors, students, staff and graduates who have contributed to the writing of the ESSEC 3i strategic plan by providing their contribution to the working groups.

SETTING ITS COURSE FOR THE HORIZON OF 2020, THE “ESSEC 3i” STRATEGIC PLAN IS THE FRUIT OF A LARGE-SCALE EFFORT THAT BROUGHT TOGETHER THE ENTIRE ESSEC COMMUNITY.

For nearly 3 months, 12 working groups - bringing together professors, staff, students and alumni - focused their reflection on the key concepts that will impact the future of ESSEC. They pinpointed our strengths and weaknesses, set objectives and mapped out the ways to achieve them.

This collective process has been rich and engaging. It has enabled us to identify what rallies us, define what we want to be and generate ideas and project frameworks for our common future. It has also allowed us to create a group dynamic.

The strategic plan presented hereafter is the result of this collective initiative. Based on choices that are as much philosophical as they are pedagogical, it sets out major objectives that will strengthen our institution and its reputation for academic excellence. Each working group broke their conclusions down into flagship initiatives and concrete actions which will be implemented between 2014 and 2020.

The course has been set, the community is united in a common effort, and ESSEC is ready to look to the future. Of course, the future is not written. There will remain challenges to take on and trials to overcome. We are ready and we will face them in the same way we forged this strategic plan - that is, by trusting the ESSEC community to imagine its own future!

Jean-Michel Blanquer
Dean and Managing Director of ESSEC
THE “3I” APPROACH

**Innovation**
- Innovate to participate
  Flagship initiative: alliances to create the knowledge of tomorrow

**Involvement**
- Develop a “Management & Society” vision
  Flagship initiative: a “Management & Society” research hub

**Internationalization**
- Be on the cutting-edge of research
  Flagship initiative: the consecration of a research culture

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**ESSEC: THE PIONEERING SPIRIT**

Since its creation in 1907, ESSEC has set itself apart through its commitment to the highest standards of excellence and its refusal of intellectual conformism. What shapes our identity and pushes us forward day after day is an unrelenting will to uncover new ways to train agile and creative men and women who will in turn explore paths untread.

What rallies the entire ESSEC community - professors, staff, students and the entire alumni community - is a pioneering spirit: a thirst for exploration, imagination, and differentiation, as well as a willingness to take risks and assume failures in order to effectively overcome them. Of this we are proud!

In the past, we’ve been trailblazers with the Junior Entreprise scheme, the apprenticeship program, and the first corporate sponsored teaching and research Chairs. Today, in an increasingly complex world, this pioneering spirit will help us forge ahead and seize value-creating opportunities. Today, this is why ESSEC has made the Pioneering Spirit its guiding principle behind the “ESSEC 3i” strategic plan and its compass as ESSEC sets a course for the horizon of 2020.

These “3i”s - Innovation, Involvement and Internationalization - are the three pillars of strength that provide the framework for ESSEC’s future ambition and paint the portrait of an institution that will profoundly reinvent itself by 2020.

First, through Innovation, ESSEC has chosen to transmit to its students, Executive Education participants, and corporate partners, the most cutting-edge research and expertise, further strengthened by prestigious academic alliances. This commitment will help all concerned stay one step ahead when facing the challenges of tomorrow.

Next, through Involvement, ESSEC is making the freedom of students one of its key teaching priorities. This commitment will lead to a profound re-thinking of learning paths and the ways in which we organize teaching. We propose that the student become a co-author of his or her experience at ESSEC, guided in his or her choices by the ESSEC community as a whole, united under a new social contract.

Finally, ESSEC will take the logic of internationalization one step further. Already bi-continental, based in Europe and Asia-Pacific, ESSEC will become fully multi-polar with the inauguration of the new Singapore campus in 2015 and will thereafter look to develop a presence on other continents. Indeed, in internationalization ESSEC doesn’t read “globalization” in the transitional sense of the term, but rather sees opportunities to embrace multiculturalism and openness to the regions in which it is based.

With “ESSEC 3i”, the School asserts its ambition of excellence: building bridges between the various centres of expertise and disciplines; continents and cultures; societies and economies; and finally between research, teaching and business.

The “ESSEC 3i” project is truly pioneering in spirit and worthy of our history and our convictions. It is a demonstration of our willingness to provide those who trust in us with the keys to act as pioneers themselves, today and in the future. Just as true for individuals as it is for communities: moving forward takes know-how.

The “ESSEC 3i” approach is based on ESSEC’s 3 existing strengths: Innovation, Involvement and Internationalization. These 3 historical driving forces behind ESSEC have been linked to 4 areas of leverage: research, teaching, partnerships and internal organization.

The interweaving of these 3 driving forces and 4 leverage points thus give rise to 12 working groups which provide the structure for ESSEC’s future plans. It is within the framework of these 12 working groups that, from the month of September 2013 onwards, ESSEC’s shared reflection will be organized.

This innovative and binding approach enables the entire ESSEC community - students, professors, staff, and alumni - to reflect, propose and contribute to ESSEC’s future.
ESSEC will continue to invest in research excellence, while also nurturing innovative analyses, trans-disciplinary approaches and the juxtaposition of areas of expertise. ESSEC’s existing academic partnerships have today been strengthened by newly forged alliances with the conviction that it’s time to leave our comfort zone and take risks in order to develop cutting-edge responses to contemporary challenges.

ESSEC will ensure the transmission and dissemination of this cutting-edge knowledge by constantly reinforcing the link between research and teaching. Our aim is for the latest professorial research to nourish the learning experiences of both full-time students and Executive Education participants while familiarizing them with the dynamics of scientific analysis. In the same spirit, ESSEC students will have new opportunities to participate in the research initiatives of ESSEC faculty. The fab lab for research and teaching, to be housed within the Learning Center and linked to the Experimental Research Lab, will be charged will facilitating the transmission of knowledge within the School, and ensuring its dissemination beyond.

With such an investment in research, ESSEC has the capacity to guide organizations in their quest to innovate and maximize performance in areas such as accounting, economics, finance, management, marketing and IT. The development of Chairs, in partnership with companies, will moreover contribute to the process of knowledge creation at ESSEC.

In addition, ESSEC will set up centers of excellence which will regroup research and expertise around specific topics. Their goal will be to interpret the world in which we live, respond to challenges, and test the latest concepts based on cutting-edge research.
Involvement

IN INVOLVEMENT AT THE HEART OF THE ESSEC EXPERIENCE

ESSEC SETS ITSELF APART THROUGH ITS BELIEF IN THE AUTONOMY OF ITS STUDENTS. ALREADY, ESSEC PROPOSES A WIDE RANGE OF COURSES AND EXPERIENCES THAT STUDENTS MAY STRUCTURE IN ORDER TO FOLLOW THEIR OWN DISTINCT LEARNING PATH. TODAY, THESE PRINCIPLES NURTURE MATURITY AND CREATIVITY IN OUR STUDENT BODY, QUALITIES WHICH ARE APPRECIATED BY THE COMPANIES THAT RECRUIT THEM WHILE ALSO SERVING THOSE STUDENTS WHO SET OUT ON THEIR OWN AS ENTREPRENEURS, SOMETIMES EVEN BEFORE OBTAINING THEIR DEGREE.

Today, our Institution has made the pioneering decision to put the freedom of its student first. Central to the ESSEC “3i” strategic plan, this new priority will guide and forever transform the ESSEC experience. Indeed, “3i” students will have the opportunity to grow along their learning path and gradually take on more freedom, guided by a constant dialogue with the School, its professors, and its alumni network. “3i” students will also be provided with a cognitive map which will simulate their learning trajectory.

The objective is for students, whatever the program they follow, to progressively become the authors and designers of their own ‘ESSEC experience’. First, learning the fundamentals will continue to play an important role at the beginning of the learning path, in order to provide students with a solid theoretical base. Then, mid-way through the ESSEC curriculum, students will begin to specialize. And finally, on the home stretch, students will be increasingly encouraged to interact with both professors and alumni to identify the exact training they will need complete their learning path. If this training doesn’t already exist, it can be created especially for them! In this way, not only will “3i” students stimulate creativity at the School; they’ll also gain maturity and independence along the way. These are the defining characteristics of the ESSEC experience.

This new organization of the curriculum will bring with it new intermediary exams to help map out these learning paths. Relying on a sense of team spirit, it will also stimulate creativity and open-mindedness by placing greater importance on intellectual exploration.

This notion of involvement, which is central to the ESSEC strategic plan, will also help re-forge links within the ESSEC community, and in particular between the School and its alumni. These links will be nurtured by a new, community-wide social contract. From their first day on campus, students will join the alumni community and benefit from the support and advice of graduates who will help them develop their professional project. After earning their degree, new alumni will in turn offer their experiences to new students. In this same spirit of solidarity, each alumni will benefit from the support of the ESSEC community throughout their personal and professional lives via Lifelong ESSEC. More than just a moral obligation, the inter-generational solidarity brought to life by this new social contract is an opportunity for all.

Involvement will also characterize our relationship with our environment. Through cutting-edge research and its dissemination, ESSEC’s goal will be to build bridges between organizations, economies and societies. In this respect, the relevance and legitimacy of our researchers’ perspectives is an asset that will help place ESSEC at the heart of public debates. Being a pioneer also means being increasingly involved in the regions in which the school is based by mobilizing students locally, in particular within our equal opportunities programs.

Involvement, with a particular focus on academic freedom, is a fundamental ingredient to the ESSEC “3i” strategic plan as it sets out to nurture diversity, solidarity, and agility while building the bridges that will satisfy our partners in Europe and beyond.
Internationalization

INTERNATIONALIZATION DEDICATED TO ESSEC’S GLOBAL REACH

NEARLY 46% OF ESSEC’S FACULTY IS INTERNATIONAL, AND 30% OF ESSEC’S STUDENT BODY HAILS FROM 90 DIFFERENT COUNTRIES. ESSEC FEATURES TRAINING PROGRAMS IN SOUTHERN AFRICA AND THE MIDDLE EAST, COUNTS 158 PARTNERS IN 42 COUNTRIES, AND SUPPORTS 14 DOUBLE-DEGREE PROGRAMS. SINCE 2005, ESSEC HAS HAD A PRESENCE IN THE ASIA-PACIFIC REGION AND PLANS SHORTLY TO INAUGURATE A NEW CAMPUS IN SINGAPORE. ALL THIS MEANS THAT ALREADY, ESSEC IS WIDE OPEN TO THE WORLD.

ESSEC’s pioneering spirit is leading it to deepen this dynamic of internationalization, first by consecrating a corporate culture that embraces the highest international standards for research excellence. This means being visible in the most prestigious academic journals and fostering exchanges and joint research projects with the best academic institutions. This recognition of academic excellence will bolster the international reach of the ESSEC brand.

Acting as a pioneer on the international stage is more than just being global: for ESSEC it means becoming multi-polar. For this institution, internationalization isn’t equivalent to “globalization” in the traditional sense of the term, nor is it synonymous with standardization. On the contrary, we strongly believe that value creation and innovation are born from a marriage of differences. With this in mind, ESSEC intends to make an in-depth understanding of regional dynamics, cultures, and religions, as well as local management and entrepreneurial practices, a singular characteristic of its expertise.

Currently based in Europe and Asia, ESSEC is now looking to develop a presence in southern Africa, Latin America, and on other continents. This approach will be nourished by trans-disciplinary and multi-polar research and teaching (within full-time and Executive Education programs), and spurred on by the complexity and singularity of the new continents open to it. This approach will also help ESSEC identify major regional trends and local opportunities as well as risks. Just as the new ESSEC Asia-Pacific campus – in addition to the School’s presence in 10 key Asian cities - will help our School develop brand recognition on that continent, we will look to do the same on the African and American continents.

Beyond its multi-polarity, ESSEC will also look to build bridges internally, within the parameters of the organization but also across national borders. To do so, it will look to maintain a continuous dialogue between the various campuses and actors so that each may learn from the other and share knowledge.
**Innovate to participate**

**OBSERVATION**
ESSEC’s permanent faculty is comprised of 103 researchers. 74 students are currently enrolled in ESSEC’s PhD program. In addition, ESSEC has created 19 chairs and 6 teaching and research institutes. If research at ESSEC meets the highest international standards and goals within the context of intense academic competition, it is essential today to further stimulate the creativity and productivity of researchers. Furthermore, ESSEC needs to ensure that research be not only rigorous, but also impactful, in order to better respond to the needs of businesses.

**AMBITION**
ESSEC will continue to invest in research excellence and strive to meet the most demanding academic standards and rankings. Today, it is more important than ever to encourage innovative research which means building bridges between disciplines, between academic institutions, and forging links with businesses. This effort in favor of research will enable us to teach students cutting-edge knowledge, and familiarize them with the innovative tools that will serve them later in their professional careers. Indeed, it is more important than ever to master the increasingly technological world in which we live, both at the individual and organizational level. This must be the founding principle of our research and teaching ethic.

**ACTION**
- ESSEC will partner with local higher education establishments to undertake joint projects related to research, teaching and student life.
- Convinced that teaching should be research driven, ESSEC will involve students in its research dynamic.
- Research carried out by students within the framework of research credits will be increasingly connected to projects steered by ESSEC professors.
- Students will therefore be able to truly immerse themselves in a research environment while benefitting from improved guidance from their professors.
- Students will also have the opportunity to undertake research internships within the framework of their 18 months work experience credit requirement.

**INDICATORS:**
1. Number of academic events and internal/external trans-disciplinary research projects.
2. Number of intellectual contributions from chairs and institutes.
3. Number of academic projects carried out with students (research credits).

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**Flagship initiative:** alliances to create the knowledge of tomorrow

To encourage innovation and train leaders in a world where complexity is the rule, we’re convinced of the importance of bringing disciplines and institutions together.

Already, ESSEC has at its disposal a solid network of national and international academic partners with whom it proposes double-degree programs and undertakes research. ESSEC also has solid local roots thanks to its academic partners in teaching and research. ESSEC has furthermore created bilateral strategic alliances.

With the Ecole Centrale Paris, ESSEC has forged an alliance of excellence designed to train “manager-engineers” capable of taking on challenges in a world where business and technology are increasingly interwoven. The two institutions will unveil their joint project in the spring of 2014.

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**Innovation/Research**

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**Accelerate learning innovation**

**OBSERVATION**
ESSEC has a very strong tradition of supporting innovative teaching methods. ESSEC lead the way when they launched their university-level apprenticeship program in 1993. The School was also a trailblazer in the field of simulation games: working with leading French brands, these games were developed for the real worlds of sales, strategy, and marketing. Innovative teaching methods are an integral part of the ESSEC identity and our successful foray into blended learning and flipped learning is a clear demonstration of this.

By making innovation one of the three pillars that will shape ESSEC’s future, we hope to nurture this innovative teaching dynamic.

**AMBITION**
To be truly innovative, teaching methods must be intrinsically linked to the school’s research dynamic and in-tune with the needs of companies. This conviction will guide every project undertaken by ESSEC, including the organization of campus space.

Nurturing innovation within all our teaching activities requires a spirit of cooperation and the commitment of the entire ESSEC community. ESSEC will make the “classroom experience” shared by professors, students, and managers enrolled in continuing education an important, and even irreplaceable part of the learning experience.

Inventing tomorrow’s teaching methods also means producing digital content that will add to the face-to-face teaching experience. This implies investment in new technologies.

**ACTION**
- In addition to teaching cutting-edge skills specific to today’s economies issues, soft skills will also have more generalized importance within the curriculum. This will help strengthen the unique characteristic of the ESSEC experience, which nurtures our students’ capacity to adapt.
- Thanks to the fab lab, ESSEC will significantly increase its production of innovative teaching materials (multimedia cases and simulation games relevant to local issues) and facilitate their dissemination.

**INDICATORS:**
1. Perception of the reaching of learning objectives and personal training objectives by graduates.
2. Non-academic intellectual contributions produced by professors during the last 5 years.
3. Intra-enterprise client/graduate appraisal of the up-to-date nature of learning methods and documentary resources used, and on the balance between theoretical content and practice.

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**Flagship initiative:** a fab lab for research and teaching

To ensure that teaching methods are subject to continuous innovation, beginning in September 2014, ESSEC will set up a learning and research fab lab, housed within the Learning Center. On the ESSEC Cergy campus, the fab lab will be the place for teaching and technology and will link research, teaching and working life.

The fab lab will be the creative heart of ESSEC, a space open to all and where professors and students alike will come to familiarize themselves with the latest technologies, use cutting-edge equipment like 3D printers, and exchange ideas.

The fab lab will be the perfect place for meeting and sharing advice and will therefore help create and disseminate new ideas through design learning and artistic thinking, as well as concept and mind mapping.

The creation of the fab lab will be the first visible element of a major revamp of ESSEC’s programs offering which will eventually allow each student to be the co-author of his/her curriculum.
OBSERVATION
ESSEC is a valuable resource for businesses and organizations, as illustrated by ESSEC’s excellent record for the placement of full-time students after graduation, and the number of managers enrolled in intra-organizational and inter-organizational Executive Education programs (roughly 5,000 per year). Our 19 teaching and research chairs are a further indication of our close relationship with companies. The 19th and newest Chair was only just recently launched in partnership with Accenture, and will focus on strategic business analytics.

AMBITIOn
ESSEC must capitalize on its involvement with companies, its roles within the local economic fabric, and its entrepreneurial expertise, in order to assert itself as a significant resource for businesses and organizations. This means coordinating the activities of Chairs, Institutes, and continuing education programs, while linking the themes around which these are built, in order to ensure that these bodies become important vectors through which ESSEC creates value.

ACTION
• ESSEC will launch its Marco Polo plan for corporate value creation, and aim to go from 19 to 25 chairs by 2016. These chairs will help ESSEC structure its programs offering and regroup skills in relation to the latest, cutting-edge business topics. They will also reflect ESSEC’s international dimension and underscore the importance of a geo-economic approach when addressing contemporary challenges.
  - An Edgar Morin Complexity Chair will be launched in March, 2014. A leading intellectual figure, Edgar Morin has accepted to partner with ESSEC to reflect on the issue of complexity in economic life. With this new and resolutely trans-disciplinary Chair, ESSEC intends to help both students and Executive Education participants respond to, and leverage complexity.
  - As of 2014, ESSEC will define centers of excellence focused on entrepreneurship, social and environmental responsibility, luxury, and health sector management.

INDICATORS:
1. Intra-enterprise client appraisal of the possibility to reconduct training and/or projects with ESSEC
2. Intra-enterprise appraisal of the delivery of training received by their employees and perceived changes, intra-enterprise client/inter-enterprise graduate appraisal on the effective achievement of training objectives.
3. Trans-disciplinary dimension: number of case study research projects, professional publications, number of vocational training courses, number of conferences vs. media and financial impact.
Develop a “Management & Society” vision

OBSERVATION
In looking at the world, ESSEC has always had a humanistic perspective. Faithful to this unique legacy, ESSEC very early on questioned the ability of management knowledge to tackle the challenges faced by contemporary society.

In this respect, ESSEC has been a true pioneer, and as such we are delighted to see that ethics and social responsibility have become, in the 21st century, major issues of debate for companies around the world.

ESSEC research is particularly marked by this legacy: no fewer than 40 professors, 12 research and teaching chairs and 15 or so PhD students examine through their research the various links between management and society.

Furthermore, the Council on Business & Society, a global alliance of 16 leading universities, is also an indicator of our willingness to promote this vision on the international stage.

AMBITIOn
Economic development derives its meaning from positive interactions between the organizational, societal and environmental. Justice and the respect of nature must therefore not be seen as obstacles, but as vectors through which lasting economic development can be achieved. By believing in this reality, ESSEC will affirm its conviction that economic life must be at the service of Mankind and society.

The School will hereby make the interplay between management and society one of the major focuses of its research policy, by striving to reconcile academic rigor with real-world impact.

ACTION
- In the spring of 2014, ESSEC will launch an ESSEC Knowledge magazine, in partnership with Reflexes, the alumni magazine. In the same vein as the ESSEC Knowledge online platform, this twice-yearly, bilingual magazine will aim to shed light on the diverse relationships between organizations, business and society.
- ESSEC will develop tools to measure the effectiveness of research impact policies in higher-education.

Flagship initiative: a “Management & Society” research hub

ESSEC will create a ‘Management & Society’ research hub to galvanize and boost cooperation between faculty members, while bringing to life those research activities that attempt to define the various relationships between organizations, business and society.

The ‘Management & Society’ research hub will be a catalyst for knowledge creation and ultimately help ESSEC’s voice be heard in the public domain.

Indicators:
1. Specific intellectual contributions: number of articles published in newspapers and journals, professional/academic reviews, number of case studies, number of multi-disciplinary research projects.
2. Dissemination: number of ESSEC Knowledge articles and products, number of events organised, number of participations in events, number of quotes from ESSEC professors and players on these themes in the media.
3. Nature and diversity of local and global contributions to society and the business world.

Involvement/Research

Design customized learning paths

OBSERVATION
Each ESSEC student already disposes of generous leeway in organizing his/her studies, whether in terms of subjects or professional and international experience.

This autonomy is an integral part of the ESSEC experience, in all its singularity, and contributes to the shaping of the original profiles that are highly valued by companies.

AMBITIOn
ESSEC will aim to strengthen the coherence of its students’ learning paths, while also helping them progressively gain academic freedom. This will help ensure that ESSEC continues to shape open-minded and responsible young professionals who master cutting-edge knowledge. Programs will be redesigned, strengthening the importance of fundamentals at the beginning of the learning path, allowing for increased specialization mid-way through studies, and finally allowing students to hone the very specific skills that they will need as young graduates.

The ESSEC learning path will become a process of maturation as students progressively gain academic autonomy and freedom. Apprenticeship is also an important part of this. While ESSEC will also ensure the coherence of learning paths, it will place new importance on the individual needs of students.

ESSEC will hereby help students win their academic freedom by giving them the tools and support needed to forge their own learning paths.

ACTION
- Design specialized learning paths within programs, and identify specialized learning communities by sharing and standardizing information between disciplines, at the organizational level.
- Mentoring: ESSEC students will benefit throughout their learning path from the personalized support of professors and with the involvement of the entire ESSEC community, including alumni.
- From beginning of term 2014, students from all programs will benefit from a cognitive map which they will be able to use throughout their learning path.
- The cognitive map is a tool aimed at plotting acquired skills and experience, and identifying those which remain to be acquired, in order to help students prepare for their future projects. These cognitive maps will play an important role in creating a learning path simulator.

Flagship initiative: “Design learning”

Baptized ‘Design learning’, this ESSEC teaching project will allow students to progressively claim academic freedoms as they outline their career plans. This hinges on their ability to project themselves into the future, which they will do with the help of faculty and the ESSEC community as a whole.

As students embark on their last year of studies, they will participate in the “Innovation and research week” during which they will meet with professors and professionals who will share with them their insights.

Through these interactions, students will build the learning plan for their final year of study. On the basis of a credits system, the “3I” student will be able to team up with fellow students and propose, for their final year of study, the creation of courses which do not currently exist. These course proposals which receive the most support (points) will then be designed by faculty members whose research is directly linked to the subject at hand, or through cooperation between multiple faculty members and multiple areas of expertise. These courses will be delivered either face-to-face in the classroom, or virtually.

Indicators:
1. Pedagogical production: involvement of teachers in the mission of the school over and above hours of face-to-face teaching, profiles and allocation of permanent & non-permanent faculty in training courses and per site.
2. Perception of the reaching of learning objectives and personal training objectives by graduates.
3. Learning path fellow: role, achievement, IAT, graduation, continuing studies, employment search, company start up.
Involvement/Partners

Write the new ESSEC community social contract

OBSERVATION
The ESSEC community is composed of full-time students, managers following Executive Education programs, professors, and staff. In addition to over 44,000 graduates. The ESSEC Foundation was created in 2011 to support the School’s strategic projects, finance grants, and recruit professors. The entire ESSEC community constitutes a network which must benefit each and every one of its members.

AMBITION
The strength of this community must serve each and every one of its members who, in turn, can count on the solidarity of the school and the vastness of its networks. From 2014 onwards, students joining ESSEC will immediately become alumni. In other words, they will be instantly integrated into a community, including some 44,000 graduates, who will advise and support incoming students as they plan their academic and professional futures.

ESSEC and its alumni will sign a new social contract, based on the principle of what we call lifelong ESSEC. According to this principle, any person having studied at ESSEC will benefit, throughout their professional lives, from the support of their alma mater. Conversely, the ESSEC brand will share in the visibility of its most prominent alumni and encourage them to become involved in the activities of their alma mater. In doing so, ESSEC students will benefit, when needed, from the advice, experience and strength of the ESSEC alumni network.

More generally, ESSEC will affirm its belief in lifelong learning. This means developing continuing education programs (ESSEC Executive Education) with the needs of both individuals and organizations in mind.

ACTION
- Every year, an involvement week will gather the ESSEC community together through activities related to ethics and responsibility. This will be a key moment for the “Lifelong ESSEC” social contract.
- ESSEC and its alumni will combine their strengths, share their networks and their physical spaces, and involve each other’s communities in conferences and activities.

Flagship initiative: Lifelong ESSEC

The new social contract which outlines Lifelong ESSEC will be characterized by three key points:
- Each student will benefit from the advice of alumni throughout their enrolment. Meanwhile, alumni will help strengthen the ESSEC experience by sharing their experience with students.
- In turn, alumni who find themselves in professional difficulty, who embark on a career change or who launch themselves as entrepreneurs, will benefit from the support of their alma mater.
- A coordinated, interactive and personalized communication between the various ESSEC communities will facilitate the real-time dissemination and reception of information. ESSEC will hereby assume its role as an alma mater for its entire alumni community.

- ESSEC will develop a Smartphone application to bolster internal communication for the entire ESSEC community. Upon enrolment, students will be able to use this application, as will alumni.

Involvement/Organization

Towards an engaging organization

OBSERVATION
Since the very beginning, involvement has historically been an integral part of ESSEC’s identity. This has been reinforced by the school’s dedication to entrepreneurship and its ever-present focus on the human element behind organizations. ESSEC’s trailblazing program “A Top Business School – why not me?” (PQPM) is just one example of the school’s dedication to promoting equal opportunities and impacting disadvantaged urban areas. Our focus on social innovation follows in the same vein.

AMBITION
This commitment to the communities in which the various ESSEC campuses are based gives the ESSEC experience a unique dimension. We will deepen this dimension by promoting a lasting commitment to these values that unite the entire ESSEC community.

ESSEC will assert itself as an organization that understands its own local impact. In other words, it will embrace the role it plays in these environments, understand what’s at stake and encourage the involvement of its students in community life.

ACTION
- ESSEC’s associations will form an integral part of the learning project. Access to sports equipment will be improved. Artistic and musical activities are to be encouraged and will have greater visibility in community life.
- From 2014 onwards, ESSEC will give new energy to its actions in favor of equal opportunities. This means:
  - Strengthening, with the ESSEC Foundation, the school’s capacity to deliver grants to those secondary school students who show exceptional promise.
  - Working closely with local teaching establishments to share with them the tools that have been created and proven at ESSEC over the last 10 years.

- Reinforcing the democratic nature of ESSEC. An increasing number of young people are interested in joining the ranks of ESSEC by enrolling in the BBA or MSc in Management programs. Supporting these individuals is the role of Cap ESSEC and Cap BBA. In addition, ESSEC will design MOOCs to prepare secondary school students for higher education. Also, a Cap Profession project will be designed to help improve dropout rates.
- In this aim, ESSEC will involve the efforts of the entire ESSEC community including students, faculty, staff and alumni.

INDICATORS: 1. Cascading of the public service Mission of the establishment: action undertaken to initiate and nourish local and national debate, dissemination of ideas and knowledge.
2. Social responsibility: % of students holding state grants, % of student apprentices, % of students holding a school grant, % of students benefiting from entirely free school fees, % of financially assisted students, number of courses proposed under the apprenticeship scheme: total sum of financial assistance allocated according to social criteria, number of students concerned by programs in favour of social diversity, number of establishments supported.
Internationalization/Research

Be on the cutting-edge of research

OBSERVATION

Today, the internationalization of higher education is a major phenomenon and must therefore be a central focus for universities around the globe. ESSEC has decided to invest heavily in research as it will contribute to ESSEC’s brand recognition on an international level. From this point of view, rankings are increasingly important, and in particular those of the Financial Times.

The increasing internationalization of faculty and the school’s burgeoning group of professors based at the ESSEC Asia-Pacific campus contribute to the growing international nature of research excellence at ESSEC.

AMBITION

Because quality research significantly impacts a school’s international brand recognition, the stakes are high for ESSEC to produce research meeting the highest international standards. This means encouraging professors to publish in top-ranked international journals, and requiring that more faculty member publish and contribute to the research dynamic of the school.

ESSEC will also look to increase the internal and external visibility of the knowledge it creates.

ACTION

- Encouraging the production of cutting-edge research at ESSEC means bringing younger faculty into the fold. Assistant Professors will hereby have access to mentors and will be invited to share their results within the framework of the research and teaching lab, as well as promote their results externally via the ESSEC Knowledge platform.
- The ESSEC Knowledge platform will be revamped in spring 2014 to become more dynamic and more open. It will also become bilingual (English, French) in order to also strengthen the voice of ESSEC in the French public debate.

Flagship initiative: the consecration of a research culture at ESSEC

Increasing productivity in terms of cutting-edge research means fostering a research-friendly culture at the school. To do this, ESSEC will stimulate intellectual discussions between professors through intra- and inter-departmental seminars. Professor assessment will reflect these new priorities of the School.

The international dimension of ESSEC will also help stimulate the relevance of its research. It will therefore be increasingly important for the school to guarantee visibility for incoming faculty members and ensure their involvement in the activities of the school, including meetings, events and open conferences, for example.

Internationalization/Learning

Lay down our roots in Asia-Pacific

OBSERVATION

Today, ESSEC is an international institution wide open to the world. Already, 30% of the school’s student body hails from 90 different countries, and 46% of its faculty is also international. In addition, ESSEC counts 158 partners in 42 countries, features 34 double-degree programs and offers training programs in southern Africa and in the Middle East and ESSEC has also been has a presence in Singapore since 2005.

AMBITION

ESSEC has begun the construction of its own campus in Singapore, set to be inaugurated in early 2015. Setting down roots in the Asia-Pacific region is an important development in the history of our 100-year-old institution.

It will be increasingly important for ESSEC to draw on this new geographical implantation to help re-think its program offering and research and become a truly multi-polar and multicultural institution.

ACTION

- Encourage the circulation of students between the different campuses of ESSEC. In the case of their program frameworks, the campuses of Cergy, La Défense and Singapore will therefore become the venues for international experience for the entire student body, regardless of individual nationality.
- In order to transform itself into a multi-polar organization, ESSEC will place members of its administration in Singapore, once the new Asia-Pacific campus is up and running.
- Between now and 2016, the notion of centers of excellence is to be deployed at the ESSEC Asia-Pacific campus, in particular with the creation of an Asian Luxury Center for Excellence. Institutes based in France will also develop branches in Asia, as is already the case for ESSEC IRENE and the ESSEC Health Economics Institute.
- ESSEC will look to develop research related to targeted regions, taking inspiration from the India Research Center project, for example.
- Geography and geopolitics will increasingly be part of the ESSEC experience: between now and 2017, ESSEC will begin to train all students in geography and geopolitics, regardless of program affiliation. As students progress in their studies, the geographical approach will add “color” to ESSEC’s various centers of expertise. As such, the school will offer a healthcare management course focused on Asia.

Flagship initiative: develop the portfolio of training in Asia

The new Singapore campus will count 6,000 m² and be able to welcome some 1,500 students and Executive Education participants.

On the occasion of its inauguration, ESSEC will remodel its training portfolio for its Asia-Pacific campus to tailor it to the needs of the region while remaining anchored in the European perspective. This means that ESSEC will:

- Launch an ESSEC Asia-Pacific EMBA in October, 2014.
- Create an ESSEC Asia-Pacific MSc program for December, 2014, allowing students to specialize in either healthcare management, business analytics, or innovation and services.
- Create a “global BBA” for launch in September, 2015.

Encouraging interactions between the Paris and Singapore campuses, this program will similarly be anchored in the Asia-Pacific region while also embracing a European perspective.

Executive training programs will be developed in 10 key cities around the Asia-Pacific region.

INDICATORS:
1. % of international students enrolled in degree-awarding training, full-time
2. International experience: % of students with international academic experience, % of students with international professional experience, % of students following the whole curriculum in English, % of exchange students, % of international double-degrees, % of seconded students on campuses
3. Number of inter and intra-entreprise trainings delivered in a geographical area different from that of the Paris-La Défense headquarters
Support our partners worldwide

OBSERVATION
Internationalization has a particularly strong impact on continuing education programs through which ESSEC’s is dedicated to providing lifelong learning in the context of an increasingly globalized world.

AMBITION
ESSEC will redesign its international development initiatives in part thanks to a close, bottom-up relationship with its partners. This relationship will help ESSEC employ a teaching approach that integrates training and economic development projects while paying extra close attention to the international careers of its young graduates.

ACTION
• Career services will become international career services, and aim to help develop the international careers of students.
• International recruitment will be intensified for all ESSEC programs, both in France and in Singapore.
• ESSEC will launch Summer Schools for international, high-level students and participants.

Flagship initiative: develop our services in Asia and in London to support our students, alumni and partners

The setting up of “business development” structures in targeted countries, linked to ESSEC’s flagship expertise on an international level. These structures will first set up in Asia and London.

Build on ESSEC’s global reach

OBSERVATION
Founded in 1907, ESSEC has historically enjoyed a reputation for both innovation and excellence at the national and European levels. By establishing roots in the Asia-Pacific region, ESSEC has initiated an important change of course that will impact the history of ESSEC from here on out. More importantly, this change of course represents an important challenge as ESSEC sets out to build on its global reach and forge a new path for itself.

AMBITION
Developing ESSEC’s brand recognition around the world represents a significant challenge and one that will require our institution to clearly define its international strategy. This strategy will model itself on a multi-polar and multicultural approach and help to foster an international development that keeps ethics and the scientific, pedagogical and organizational consequences of its actions in mind.

ACTION
• Before the summer of 2014, ESSEC will strengthen its international relations department which will be responsible for coordinating and implementing the international development strategy.
• Once the new Asia-Pacific campus in Singapore has been inaugurated, administrative staff will be based in Singapore in order to help transform ESSEC into a truly multi-polar organization.
• To promote multiculturalism and an openness to the regions in which ESSEC is based, a web-program “Good morning Asia” will be launched in the fall of 2014. Its aim will be to inform local communities on economic, political and cultural current-events. This broadcast will be backed by the expertise of professors based in Singapore, their corporate partners and local alumni. The program is destined to widen its reach and audience as the School opens new centers in other parts of the world.

Flagship initiative: become the school for the new worlds open to it

As a multi-polar and multicultural institution based in Europe and Asia-Pacific, ESSEC is expand its presence to the African and American continents. Each of these new developments for local implantation will have its own model of financing. Their common factor will be the simultaneous development of research firmly anchored in the specific territory, as well as full-time and executive education training, as well as corporate support services.

ESSEC will ensure continuous dialogue between these poles, notably with teaching that strives to be increasingly open to the world and involved in international studies.

INDICATORS: 1. Number of graduates holding a job in a country different from that in which they graduated.
2. Number of intra-enterprise/inter-enterprise clients whose headquarters are located in a geographical area different from that of the ESSEC headquarters.
3. Partner companies, number of international company forums, number of chairs created with international companies, number of internships abroad, number of international intra-enterprise clients.

2. % of international students admitted, enrolled in degree-awarding v. non-degree-awarding training, full-time v. part-time v. vocational v. graduated students.
3. Number of Research and partnership projects with foreign institutions.