

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for**
Responsible Management Education

Sharing Information on Progress

University of los Andes School of Management

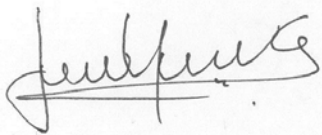
June, 2014

Bogotá, June 30, 2014

Jonas Haertle
Head, PRME Secretariat
Foundation for the Global Compact
New York, NY 10017
USA

We are hereby submitting University of los Andes School of Management (UASM) Sharing Information on Progress Report (SIP) for the June 2012 – June 2014 period. This is the third SIP Report delivered since the School adopted the six Principles for Responsible Management Education in 2007.

We reiterate our School's commitment towards the achievement of the six Principles for Responsible Management. UASM will continue working with its stakeholders to continue embedding sustainability and responsibility in its programs and activities. Our school will continue to respond to the challenges of responsible management education and offer our students and business leaders capabilities and values that guide their career as members of a sustainable global economy.



Javier Yáñez
Dean
School of Management
University of los Andes
Bogotá, Colombia

University of los Andes School of Management - UASM

Principles for Responsible Management Education Sharing Information on Progress (SIP)

June, 2014

Purpose of this Report

This is the third Sharing Information on Progress report presented by the University of los Andes School of Management (UASM). UASM subscribed to adopt the Principles for Responsible Management Education (PRME) in December 2007. In June 2010, the first progress report described the advancements made by the School in each of PRME's six guiding principles. The second report addressed the context, strategy, structure and projects related to the implementation of the principles. This third report focuses on the evidence UASM is gathering to assess the fulfillment of the six principles. Since this task has led UASM to confront its activities with an evaluative approach, the objectives to be advanced in the coming two years are the most important output of this report.

UASM within the University

Having impact on Colombian social, political and economic environments is one of the main goals of the University of los Andes. The University's Strategic Plan (2011-2015) highlights the importance of (i) recognizing alumni as means for creating impact, and (ii) achieving recognition and impact in the country and society in general.

UASM values are aligned with the values embraced by the University as a whole (e.g. independence, innovation, pluralism, diversity, excellence, critical and ethical training, social and civic responsibility, commitment to the environment and discipline in the workplace). UASM defines itself as a School of Management rather than a Business School, and is committed to educate and influence decision makers in all sectors (e.g. private, governmental and non-profit). This differentiating feature has helped UASM become a pioneer in areas like Social Responsibility and Environmental Management, both highly relevant fields for a country like Colombia. While fulfilling the University and School's mandate, activities and projects respond to the demands of Colombia's challenging environment. UASM's mission is the following:

To educate and prepare leaders through the appropriation and generation of knowledge for the innovative and sustainable development of organizations.

This mission statement, in which both sustainability and social responsibility are central, requires carefully tailored programs, curriculum and courses. The underlying “theory of change” states that as the integration of social and environmental issues becomes stronger, UASM students will develop their capabilities to incorporate them in decision-making and will have greater awareness of the challenges and opportunities stemming from sustainability issues.

In the process of improving the standards for high quality management education (UASM is accredited by EQUIS, AMBA and AACSB), social responsibility, ethics and contributions to the community are issues that have gained relevance for the School’s academic and organizational decisions. It is in this context that progress in achieving the PRME is assessed.

The two previous SIP reports described the many courses and projects, related to the PRME, carried out at UASM.¹ Although these reports present different perspectives, they can be examined with evolutionary lenses. For example, an initial list of publications related to social responsibility, sustainability and environmental issues was compiled.² Since the 15 articles, chapters, books and cases that were identified in mid-2010, 134 other related documents have been published in the following four years. Since progress has to be assessed in more than quantitative terms, this SIP report concentrates on exploring the effects of embracing the PRME.

Methodological Approach

Although UASM has adopted the PRME, assessing outcomes and/or impacts has shown the importance of developing a more structured process towards internalizing these principles. It is easy to report **outputs** it takes courage to look for

outcomes (i.e. what difference do our outputs make?), and it requires vision and wisdom to explore **impacts** (i.e. what difference do our outcomes make?). This sums up the approach to assessing compliance with the PRME by UASM.

This document goes beyond reporting a list of courses, programs or publications. It is

¹ The second report presented in June 2012 can be viewed at <http://www.unprme.org/reports/FinalPRMEReportUNIANDDES.pdf>

² This list was included in UASM’s first report presented in June 2010. It can be viewed at <http://www.unprme.org/reports/UniandesPRMEReportFinalJune.pdf>

important to question whether or not academic programs and research fulfill their goals, rather than expecting that they do just because they have lofty mission statements. Going beyond outputs, to inquire about outcomes and impacts, sets high standards and promotes dialogues around the following questions:

- What difference do our alumni make in the organizations they work for?
- What difference do those organizations make in our society?

Each director of an academic program was asked to evaluate what has happened with their alumni and with the organizations they work for. The Teaching Committee Director was asked about the effects of teaching methods within UASM. The Research Director was asked to assess how research is promoting responsible leadership and the sustainable development of organizations. And directors of service projects also assessed their contributions to responsibility and sustainability.

After the first responses came in, a dialogue was established to obtain more in-depth accounts. It took several rounds to obtain answers about outcomes rather than outputs. Demanding evidence about accomplishments, not good intentions, was not an easy task. In the probing process, suggestions of evidence included course projects, student portfolios, exit evaluations, job accounts or other alumni statements. The ideal was a systematic study of the effects of a program or a particular intervention. In two instances such a study had been conducted; in other instances, available evidence had very different characteristics.

Finally, this report was sent with a request for comments and suggestions. Specific sections related to each of the informants were highlighted. Silences and insights were part of the process, but in the end a comprehensive picture of the advances and limitations of the work at UASM was obtained.

Results

The following table summarizes the information collected during a period of over two months. The table lists the sources of evidence available to each unit. These sources describe outputs, outcomes or impacts, generated by the unit, in relation with responsible management education. This report does not evaluate what each unit does. It just gives an initial assessment of the sources each unit has at hand to evaluate its operations.

Sources of Evidence related to Responsible Management Education

Unit in charge of gathering information	Outputs	Outcomes	Impacts
Teaching			
Undergraduate Program	<ul style="list-style-type: none"> . More than a dozen course syllabi . Faculty survey about their teaching methods 	<ul style="list-style-type: none"> . Alumni employment characteristics 3 and 6 months after graduation . Survey of supervisors about alumni's strengths and weaknesses . Survey of students about their capabilities 	
MBA	<ul style="list-style-type: none"> . 4 course syllabi 	<ul style="list-style-type: none"> . Entry and exit student survey 	
Executive MBA	<ul style="list-style-type: none"> . 5 course syllabi 	<ul style="list-style-type: none"> . Exit student survey . Qualitative research about personal changes 	
Master in Finance	<ul style="list-style-type: none"> . 2 course syllabi 	<ul style="list-style-type: none"> . Exit student survey 	
Master in Marketing	<ul style="list-style-type: none"> . 2 course syllabi 	<ul style="list-style-type: none"> . Exit student survey 	
Master in Environmental Management	<ul style="list-style-type: none"> . Program statement 	<ul style="list-style-type: none"> . New organizations and projects created by alumni 	
Master in Development Practice	<ul style="list-style-type: none"> . Program statement . 8 course syllabi 	<ul style="list-style-type: none"> . Personal accounts of changes 	
Specialization programs	<ul style="list-style-type: none"> . 5 program statements 	<ul style="list-style-type: none"> . Employers and alumni interviews . Student and alumni satisfaction survey 	
Open Executive Education programs	<ul style="list-style-type: none"> . 2 program statements 	<ul style="list-style-type: none"> . Personal and organizational accounts of changes 	<ul style="list-style-type: none"> . Calculations of improved sales and profitability
Corporate Executive Education programs	<ul style="list-style-type: none"> . 4 program statements 	<ul style="list-style-type: none"> . Personal and organizational accounts of changes . Culture diagnostics tools 	<ul style="list-style-type: none"> . Descriptions of customer-centered solutions
Teaching Committee	<ul style="list-style-type: none"> . List of teaching practices compiled by the Undergraduate Program 		
Research			
Research Committee	<ul style="list-style-type: none"> . Abstracts for 149 publications . Descriptions of 4 strategic issues 		

Unit in charge of gathering information	Outputs	Outcomes	Impacts
Service			
Consulting Practice	. Consultancy for 40 organizations per semester	. Baseline and customer satisfaction survey	. Calculations of improved economic performance
Social Practice	. Descriptions of projects in which students work voluntarily for a semester	. Projects created by students . Student evaluations by employer . 3 students have won a university-wide Social Responsibility Award	
Development Practice	. Descriptions of 12 projects coordinated by local and regional organizations	. Personal accounts of changes . Feedback from organizations and communities, and end-of-project surveys	. Accounts of improved communications for organizations and communities
Strategy and Competitiveness Center	. Description of one consultancy project per year		
Current Affairs Series	. List of monthly presentations		
Service projects	. Descriptions of 2 university-wide and 3 in-house projects		
Social Entrepreneurship Initiative	. Descriptions of 2 projects . 5 course syllabi	. Personal and organizational accounts of changes	
Sustainable Enterprises Network	. Network goals related to cleaner production	. Descriptions of expected outcomes by 38 cleaner production projects in 4 supply chains	. Expected monetary savings, water and energy savings, and avoid waste

Each unit reports outputs related to the PRME. Most units report several types of outputs. The list of courses or projects related to responsibility and sustainability is long and has increased in the last two years. Such lists exist in UASM's two previous SIP reports, but they do not address the effects of activities carried within those projects or courses (e.g. case discussions).

After prodding, most units were able to state outcomes, but a majority of them recognize they have a lot to do before being able to have systematic appraisals of such outcomes. Several of these outcomes are just testimonies of alumni or coworkers. Valuable as they may be, these accounts need to be systematically gathered and analyzed. Some exit surveys already exist, and others are being designed. Since 2007, UASM uses Invamer/Gallup surveys to alumni and organizations in which they are asked about incomes and impact of their education and work. Interviews and feedback from

organizations being served also need to be integrated into systematic outcome evaluations.

Most academic programs went beyond a list of outputs when asked to examine themselves in light of the PRME. However, these efforts have not been part of a study of the difference they make. Two unconventional master programs, Master in Environmental Management and Master in Development Practice, have collected students' accounts of what has changed in their lives and in the organizations they created directly related with their programs. A systematic study of their lives after the program could highlight key and dispensable features within it. As of now, these programs are merely examined with students' feedback about courses and, on occasion, exit surveys.

In general, academic programs rely on course evaluations done by students to adjust their offerings. At times of curricular reform in these programs, mission statements are reviewed and updated, and employers and alumni are interviewed to get a sense of the market and to gather insights into how UASM is preparing its students.

All in all, the Undergraduate Program is the one that collects the most data about its alumni. Current efforts to improve its learning assessment system concentrate on students, but alumni data are also considered. Some of this data comes from a university-wide study of alumni employment. Although this data includes information from graduate populations, directors of graduate programs did not register them as relevant evidence when examining their efforts to comply with the PRME.

Few units venture to claim some impact. Students, under the encouragement and guidance of faculty, have done some of these systematic evaluations. As part of their training in research, students have done a good job of evaluating two of the exemplary programs at UASM.

The first is an illustrative evaluation of ConsultAndes, a consulting service with undergraduate and MBA students. Since its creation in 2006, ConsultAndes has served 225 organizations with the help of 1,660 students. Currently, an average of 40 non-profit and for-profit organizations participate during each semester. A sample of 52 organizations (a response rate of 52%) was part of the study conducted during the second half of 2013. Close to 70% were highly satisfied customers that considered that their investment in the service had a high payoff, 65% adopted the changes that were suggested, and 50% considered that recommendations were very valuable for their organizations. Half of the organizations served by this consultancy program perceived that their economic performance had improved. Measurements can go beyond perceptions, but at least this evaluation took a look at what happened with the organizations in which the students were involved.

The second program that has a forward-looking evaluation is an executive education

program, *Alta Dirección en Gestión y Liderazgo Estratégico*, which is offered on an open and a corporate version. This program was first offered to 22 students in 1999. By 2012 it had 143 students in 5 Colombian cities. In recent years it also had cohorts in Venezuela, Honduras and Guatemala. In an impressive demonstration of appreciation for what the program offers, at least 12 but as many as 52 employees from 11 unrelated companies have participated in the program. What has started as an outcome evaluation, done by three students as their undergraduate thesis, can become an impact evaluation in the years to come. It will be a good research effort, but the main input exists with the next company that signs up a good number of its managers in the program.

Another program with a systematic evaluation is the Sustainable Enterprises Network. This program aims to improve companies' competitiveness and environmental performance through the application of cleaner production tools in their supply chains. The program has been able to measure its expected impact. A total of 28 projects expect to achieve yearly savings of over USD\$ 1.5 million, water savings equivalent to the supply needed by 10.500 people, energy savings equivalent to providing power to 280 homes, and to avoid waste equivalent to the garbage generated by 12.600 people.

A final word can be said about two committees where there is an unencumbered perspective that could be advantageous. The Teaching and Research Committees directly address two of the PRME and can play a significant role in UASM's efforts.

The Teaching Committee was created to support pedagogical innovations and counterbalance the increasing attention given to research. In the near future, this Committee could undertake an examination of some of the effects of our teaching practices, and contribute or lead efforts related to the PRME well and beyond discussions of what responsible leadership is.

The Research Committee has defined four issues in which they will focus measurement. The proposal of how to do this is based on AACSB standards for research impact. As of now, the committee makes a significant effort to compile the list of all student and faculty publications. For this SIP report, the Committee took the additional step of identifying which publications addressed issues of social, environmental and economic value generation. Not only can an analysis of the publications in this list occur in the future, but also an examination of the relevance and impact of existing research on the scientific, student and professional communities is being planned.

In short, UASM has continued to increase its outputs associated with delivering responsible management education. This self-assessment process has helped to develop an action plan to better understand the outcomes and impacts resulting from its efforts.

Discussion

Is concentrating on outputs without focusing on outcomes and impacts surprising? Not at all, if one considers that changes do not result from education alone. Timeframes involved in complex systems make attribution to education difficult, if not impossible; and even if change does occur, it might not be the result of education-related inputs. This does not mean that impact evaluation is not important or feasible in higher education settings. However, these settings lack the history that program evaluations have in other social sector organizations.

During the last decade, funders for programs at UASM such as the Kellogg Foundation (Nonprofit Management Education), the Moore Foundation (Master in Environmental Management), or the MacArthur Foundation (Master in Development Practice) have directed attention to academic programs rather than to the school as the organizational entity that designs and delivers them. As UASM experience can attest, programmatic success does not equate to success in fulfilling the school's mission. If this is to happen, the various programs have to be synergistically combined. Funders and UASM need to assess and improve performance not only at the programmatic level, but also at the organizational and societal levels.

Accreditations are pushing assessments to get real-time feedback for improving program design and implementation. These results are easier to measure than outcomes, but efforts should point in that direction since universities are well positioned to achieve scale through means other than organizational growth (e.g. influencing public policy or building collaborative networks). An examination of UASM's efforts to comply with the PRME is complementary to accreditation requirements. This SIP report fits timely into the next rounds of any accreditation processes.

Looking Ahead

This third SIP report focuses on the evidence UASM is gathering to assess the fulfillment of the six principles. This additional effort brought several positive discoveries. Although there is a long road ahead, being conscious of present shortcomings is an important step along the way and a push to develop an action plan.

Current program assessments are steps to build capacity in all of UASM academic programs. However, efforts should not stop with these assessments and **program directors** should be in charge of studying outcomes in a systematic way. Promoting evaluations by students and faculty interested in the effects of pedagogy should be easy; triggering changes due to results of those evaluations might not.

Other steps can be taken at the **Teaching and Research Committees**. Both Committees

can oversee UASM's compliance with the methods and research principles of the PRME. They are uniquely positioned to gather and analyze information for such a task. They both have a yearly symposium that could be used to address the issue of the effect of UASM's activities. The Research Committee has moved ahead by identifying four strategic issues that it will monitor to examine the relevance and impact of extant research on the scientific, student and professional communities.

A needed structural commitment is the reinstatement of what was once named the **Corporate Relations Office**. The office could have a different name because its main goal could be to support the measurement efforts all academic programs and UASM as a whole need to engage in. These efforts would be very helpful for two purposes: academic reform processes and corporate relations.

In order to improve measurement, there are several underused resources UASM can take advantage of. The first and most important one is its student population. Their energy and insightfulness can be garnered to study the effects of what is being done. As research assistants, they can build upon their knowledge of the organization from within. Another resource that can be better used is information provided by the University. Getting acquainted with this service is the first step; tailoring it to the needs of UASM is another issue.

At UASM, much has been done, but there is much to improve. Knowing more about the outcomes of interventions by UASM would help to improve the impact of what is being done. UASM needs to use measurement to improve program design and implementation. Many of its units would increase their performance and benefits to organizations and society.