

Bogotá, June 1<sup>st</sup> 2012

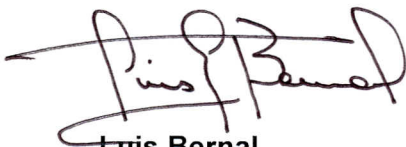
**Jonas Haertle**  
**Head, PRME Secretariat**  
**UN Global Compact Office**  
**New York**

With this letter we are hereby submitting Universidad de los Andes School of Management - UASM- Sharing Information on Progress (SIP) Report for the the June 2010 – June 2012 period.

We would like to reiterate our School's commitment towards the advancement in the achievement of the six Principles for Responsible Management Education. This is clearly reflected in the School's newly revised mission that reflects the importance granted to the "*appropriation and generation of knowledge for the innovative and sustainable development of organizations*". UASM will continue working with its stakeholders in several strategies and actions to continue embedding sustainability, social responsibility, social entrepreneurship and other related issues within the School's programs, teaching and research activities, and with its relations with different types of organizations.

With this in mind the School aims to respond to the challenges of responsible management education and offer our students and future business leaders capabilities and values that guide their career as members of a sustainable global economy.

Sincerely yours,



**Luis Bernal**  
Interim Dean  
School of Management  
Universidad de los Andes  
Bogotá, Colombia

**PRME**

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

**Principles for Responsible Management Education**

**Sharing Information on Progress (SIP)**

**Universidad de los Andes School of Management -UASM-**

**Bogotá, Colombia**

June, 2012

# Universidad de los Andes School of Management -UASM- Principles for Responsible Management Education

## Sharing Information on Progress (SIP)

June, 2012

### Introduction

Universidad de los Andes School of Management (UASM) subscribed to adopt PRME principles in December 2007. The first progress report was delivered in June 2010 and it evolved around the advancements undertaken by the School in each of PRME's six guiding principles. This Sharing Information on Progress report addresses the main achievements concerning the different principles during the June 2010 – June 2012 period and establishes key objectives to be advanced in the coming 24 months. This report is divided into five main sections as follows: (i) context; (ii) strategy; (iii) structure; (iv) projects; and (v) key objectives for the next 24-month period with regard to the implementation of the Principles.

### I. Context

One of the three strategic principles of Universidad de los Andes (from herein UniAndes) refers to the relation with the context/environment. Having impact and presence in the social, political and economic environments has become one of the University's main goals. UniAndes' Strategic Plan (Integral Development Program 2011-2015) highlights the importance of (i) recognizing UniAndes alumni as means for creating impact, and (ii) achieving recognition and impact in the country and society in general (Principle 1).

Management education plays a key role in educating leaders who are committed to making a difference in society. UASM defines itself as a School of Management rather than a Business School. This distinction has guided all of the School's activities and ensures that UASM's scope goes beyond private corporations. Thus, all activities at UASM focus on working with private, public and non-governmental organizations. As such, the School has been able to strengthen its commitment to educate and influence decision makers in all sectors (private, governmental and non-profit). This rather unique feature –which sets UASM apart from other Management and Business Schools in the country and in the region, has made UASM a pioneer in areas like Social Responsibility and Environmental Management, both highly relevant fields for a developing country like Colombia.

Concrete programs, research projects, activities and alliances have been set up as a result of this differentiating attribute (Some of which will be presented in this report.). Not only

are those activities and projects aimed at delivering the University and School's mandate, but they are also instrumental for responding to the demands of Colombia's changing and somehow turbulent environment. As a Colombian elite School, for UASM promoting responsible management education and research is more than just a competitive strategy; it is also a moral obligation.

Some of the strategic decisions undertaken by UASM during the last years have been instrumental to incorporate and assess the School's commitment to promote the value and importance of responsible management education. An important example is the School's participation in the process for achieving international accreditations. In such respect, one of the School's most important accomplishments came in 2010, when UASM was accredited by AACSB, and therefore it achieved triple accreditation from EQUIS, AMBA and AACSB. Since 2003, when the School first embarked on these accreditation processes, the improvement of standards for high quality management education, social responsibility, ethics and contributions to the community, have all gained relevance for the School's academic and organizational decisions.

Another example is the School's participation in rankings like Aspen's Beyond Grey Pinstripes. These efforts reveal the School's commitment to incorporate sustainability and social responsibility issues within the curriculum (Principles 2 and 3) through standardized accountability for its achievements and challenges. Specifically, the School climbed in the 2011 – 2012 period to the 88/100 position. This was an important advancement, taking into account that during the 2009-2010 ranking, the School was not included in the top 100 ranking.

Finally, the School also participates at an institutional level in several alliances and initiatives such as the following (Principle 6):

- GBSN: On May 2010, the School was accepted as a member of the Global Business School Network (GBSN) and it started active participation on June 2010. UASM was the first business school in Latin America to take part in this network which aims at strengthening management education for emerging markets through a global network of business schools. GBSN is a leader in promoting management education as a critical component in the development of successful international development strategies.
- ANDE: The Aspen Network of Development Entrepreneurs is a global network of more than 110 organizations (private, public and NGOs that provide business development services) that work to foster entrepreneurship in the developing world. The School's participation in ANDE has allowed the development of contacts with different organizations at the global level to be able to expand the offering of services to entrepreneurs to help them develop and transform their companies to achieve higher impacts.
- World Resources Institute –WRI: UASM and WRI signed an agreement to develop the New Ventures Program in Colombia. Its purpose is to improve the quality and quantity of small and medium size businesses which respond in an innovative and sustainable

manner to environmental and social challenges and generate economic value. In the last four years a total of 40 environmental and social enterprises have been selected and coached to present their investment proposal (based on the business plan) to potential investors. These companies are in an early stage of development, with a high incidence in local communities, and high possibility of escalation. New Ventures Colombia has facilitated investment processes for US\$ 3.5 million and developed a network of international funds in "impact investing". It is the only program in Colombia focused exclusively to support investment processes on environmental business. The program is free for entrepreneurs who have been selected after a rigorous process to select annually ten companies from 100 candidates. It is articulated with New Ventures Global which also involves organizations in China, India, Indonesia, Mexico and Brazil (Principle 3, 5 and 6).

- Social Enterprise Knowledge Network (SEKN) with Harvard Business School: This network continues being an invaluable source of support to UASM's Social Responsibility and Social Entrepreneurship research, teaching and service initiatives. It has promoted the development of applied research in the fields of social entrepreneurship and inclusive businesses through the development of cases of Colombian companies and non-profit organizations. Comparative case-based research is carried out with other SEKN member schools and research results are published through books, articles and teaching cases. Three major comparative books and eleven HBS/SEKN Colombian cases have been published since 2001. Materials produced by SEKN are used as teaching materials in undergraduate, graduate, and executive education programs. Contact with organizations to develop research leads to future consulting projects and/or alliances.
- Masters in Development Management and Practice -MDP- MacArthur: In 2010, UASM received a grant of US\$800,000 from The John D. and Catherine T. MacArthur Foundation as seed funding "to create the Master's in Development Practice degree program".<sup>1</sup> This program will be launched in August 2012 (See section III, Structure).

## II. UASM's strategy

The School's mission was originally envisioned in 1997. Since then UASM's mission has been revised, refined, discussed and shared with all of the School's different stakeholders to guarantee its appropriateness and relevance, as well as its coherence with the University's strategy. The mission that guided the School until October 2011 had been:

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<sup>1</sup> Both the MEM (Master in Environmental Management) and the MDP programs have been designed with a blended learning methodology, in which students attend classes on campus for three days in a row, every three weeks, (Thursday, Friday and Saturday) and participate on intensive virtual work and activities.

*To contribute towards the well-rounded education of socially responsible people, who embrace an international perspective, are committed to their country, and are capable of creating, understanding and developing organizations.*

*To contribute, as an academic community interacting with organizations, to the construction, embodiment, teaching and dissemination of management knowledge for society's development.*

This mission statement emphasized commitment to academic excellence and ethical education, and highlighted the expected characteristics of its student body. (Autonomous, socially responsible, with a comprehensive education and committed to contributing to their country.) It also instituted an educational project aimed at creating and nurturing a highly trained and committed faculty that taught and generated valuable knowledge for society.

During 2010 and 2011, as part of the design of UniAndes' new Integral Development Program (PDI) 2011-2015, the University revised its mission, vision, values and strategic objectives. Taking into account the University's new PDI and its respective changes to the mission and vision, the School embarked on a year-long revision of its prior definitions of mission, vision and values to align them with those of the University. The mission and vision of UASM were revised, updated, and operationalized. As a result of these collective discussions a new revised version of the School's mission was adopted:

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

This revised mission statement preserves the fundamental basis of the mission that guided the School until 2011. Its main components are: a clear emphasis on education, knowledge generation and the responsibility and commitment to create a more equitable and fair society (Principle 1).

UASM values are aligned with the values embraced by the University as a whole. These are: independence, innovation, pluralism, diversity, excellence, critical and ethical training, social and civic responsibility, commitment to the environment and discipline in the workplace. These values are consistent with the definitions of mission and vision.

### **III. Structure**

A mission statement in which sustainability and social responsibility are both central and salient implies specific structural changes at the program, curriculum and course level. These changes further develop students' capabilities to foster sustainable development of organizations. As part of the School's mission, and since its inception, UASM has

incorporated into its different activities, academic and executive education programs the values of social responsibility and sustainable development.

Specifically, two new programs have been recently created: (i) the Master in Environmental Management (MEM) created in 2008 and the Master in Development Management and Practice (MDP) to be launched in August 2012. In the graduate level, a new course was created to face the challenge of incorporating ethics into the MBA curriculum. Additionally, relevant changes have been made in at least one of the undergraduate courses and new centers and supporting structures have been developed to help achieve UASM's objectives.

There is a specific "Theory of change" underlying the creation of those programs and the development of those activities: As the integration of social and environmental issues becomes stronger, UASM students will develop their capacities to incorporate social and environmental considerations in business decision-making and will have greater awareness of the challenges and opportunities for business, stemming from sustainability issues.

#### **A. New Programs developed**

##### Master in Environmental Management (MEM)

In 2008 the School launched the Master in Environmental Management (MEM) with concentrations in Conservation Management and Corporate Environmental Strategy. This Master's program is different from other Master's Programs in the region in at least three aspects: i) it offers an interdisciplinary academic program focused on conservation and environmental issues in the Andean Amazon region; ii) it helps students understand the scientific, social, and economic causes of environmental degradation, and provides graduates with the abilities to manage projects and organizations that contribute to their solution; and iii) it is housed within a School of Management and provides students with the tools to more effectively manage conservation in organizations and projects.

This 45-credit program is delivered in 22 months and its curriculum is structured around three components: (i) at the core level, students gain basic skills and knowledge in the functional areas of management, and a rigorous training in the scientific and socio-economic underpinnings of different environmental problems in the Andean-Amazon region, from an interdisciplinary perspective; (ii) at the concentration level, students are exposed to important issues in environmental management and develop the necessary capacities and skills to solve problems and develop an international and interdisciplinary perspective on their solutions, and (iii) at the in-depth level, students gain more specialized knowledge and skills necessary to work in a specific area of environmental management, whether it is in conservation management or corporate environmental strategy.

As part of the program's curriculum, specialized courses have been developed and adapted to discuss local and regional environmental issues. Amongst these are: Conservation Biology (Ecosystems I); Ecosystems II; Adaptation of Ecosystems to Global Change; Environmental Economics; Corporate Environmental Strategy; Environmental Finance; Markets and Socio-Environmental Entrepreneurship, among others (Principle 2).

The MEM will start its fifth cohort in October 2012. Over seventy students are currently enrolled in the Master's program (third and fourth cohorts) and forty four students have graduated (first and second cohorts). Approximately fifty percent of the students come from the private sector; twenty five percent come from foundations or NGO's and twenty five percent from the public sector. Approximately thirty percent of students come from different Colombian cities and regions outside its capital Bogota; in addition, a small group of environmental leaders from Peru, Venezuela, Ecuador and Bolivia, most of them directors of conservation foundations with direct impact or work in the Andean Amazon region, have participated in the MEM.

Through programs such as the MEM, UASM acts as a catalyst for initiatives that incorporate the values of sustainability and social responsibility within academic programs. The MEM offers the knowledge base and skills that allows participants to manage organizations specifically dedicated to environmental management, as well as to lead the incorporation of the environmental dimension in the strategy of any type of organization, whether private, public or nongovernmental (Principle 1 and Principle 3).

Graduate students from the MEM have continuously supported the Afro-Colombian community of *Bahía Málaga* on Colombia's Pacific coast. This support includes the development of an ecotourism business plan aimed at identifying and assessing environmentally viable alternatives to improve the income and quality of life of this and other impoverished communities. For students, this project has been a valuable opportunity to confront the reality of some of the most deprived communities in Colombia, while applying their knowledge and managerial skills to the generation social, economic and environmental value (Principle 3).

As can be seen, for the past five years, Environmental Management and Sustainability issues have become one of UASM's main differentiators both locally and regionally. Although the most visible evidence of this specialization is the MEM, faculty directly involved in these areas have had a particularly active presence in public discussions on environmental issues (Principle 6). They also have taken active roles in a variety of debates in the media, as well as in seminars and workshops.

Additionally, one of the most significant impacts of the MEM has been the opportunity for students who work in conservation to interact with students who currently work in large corporations, particularly in the mining and energy sectors. This has allowed for a rich debate and discussion of many topics between both constituencies, and has generated



greater awareness of the importance of conservation in the Andean Amazon region, as well as the economic and social drivers of environmental degradation (Principle 6).

The Program has achieved financial sustainability and has become a permanent program within UASM. Nonetheless, without a sustained scholarship endowment it will be difficult for the Program to continue to have a strong regional participation. Perhaps the main challenge for the program in the next two years is to ensure the participation of students from the Andean region. Most students from the region participated in the Program thanks to the Moore Foundation scholarships but, given the costs of the Master's program as well as the travel costs, there has been a reduction in terms of international participation in the program. The School plans to conduct a scholarship campaign for an endowment that will allow for the participation of students in the region.

### Master in Development Management and Practice (MDP)

In August 2012, UASM together with other schools within UniAndes, will launch the Master in Development Management and Practice (MDP) for Latin American and the Caribbean, with a special focus on climate change and conservation issues of the Andean-Amazon region. The MDP program is aimed at professionals in development practice in the Latin American region, and is being created with the objective to act as a regional<sup>2</sup> Andean - Amazon "hub" for the program, which builds on alliances from the Global MDP network.<sup>3</sup> This Program will primarily target students from Colombia and the Andean region (Peru, Bolivia, Ecuador, Colombia and Venezuela), but would also be open to candidates from other countries in the Caribbean, Central and South America.

The MDP builds on the recommendations of the International Commission on Education for Sustainable Development Practice (ICESDP), as well as on existing masters programs in development, environmental management, engineering and public administration at UniAndes, with a focus on the sustainable development challenges of climate change and ecosystem conservation of the Andean- Amazon region. Through the MDP, UniAndes will develop teaching materials, open courses and case studies in sustainable development practice which can be used in the program and shared with other institutions in the network. The MDP will also develop exchange programs between students and faculty to promote sustainable development practice and promote cross-cultural education and collaboration (Principle 3).

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<sup>2</sup> The MDP Program would target students in all of Latin America, as has been the case with other masters programs at Universidad de los Andes, particularly the Master in Environmental Management, the Master in Environmental Economics and Project Evaluation, which have successfully reached students from El Salvador, Haiti, Panamá, Peru, Venezuela, Ecuador, Nicaragua, Costa Rica, Bolivia, Argentina, Paraguay, Uruguay and Chile. Based on the university's current experience with the Master's in Environmental Management, the MDP would have greater reach in Andean-Amazon and Caribbean countries such as: Venezuela, Peru, Bolivia, Ecuador and Panama.

<sup>3</sup> The Global Network of MDP Programs includes all programs offering a Master's in Development Practice (MDP), situated at universities around the world, and a broad range of MDP collaborating organizations. Currently, the Global Network consists of 23 MDP programs, offered at universities in 16 countries on six continents, and more than 50 collaborating organizations ranging from local and regional governmental and non-governmental public and private organizations, to large, multi-national agencies.

The MDP is an interdisciplinary graduate degree program that prepares students to better identify and address the challenges of sustainable development. The MDP consists of 24 months of coursework (54 credits) in four intersecting disciplines: health, natural, social, and management sciences, combined with cross-sector field training. The interdisciplinary nature of the MDP enables development practitioners to speak the different “languages” of specialists, allowing them to better understand the root causes of extreme poverty and to address the challenges of sustainable development. Students will undertake fieldwork in two projects that integrate the abilities and knowledge acquired in the program, and they will seek solutions to problems in a community or organization. Courses will be taught by UASM faculty, by faculty from other UniAndes schools and by faculty from the universities affiliated to the Global MDP network. In the next two years, we expect the MDP to be a financially sustainable program.

Another important aspect about this program is its emphasis in field work (Principle 3). The **fieldwork experience** is a key component of the MDP Program, because it complements learning in an academic setting and provides students with the opportunity to have “real world” exposure to sustainable development challenges. The fieldwork complements the general objectives of the MDP Program: (i) to develop a critical and interdisciplinary perspective on the global challenges of sustainability, by contrasting theoretical frameworks with practice; and (ii) to develop the capacity to effectively develop and manage sustainable development organizations, projects and policies in Latin America.

As such, the fieldwork experience offers the opportunity to apply knowledge learned in an academic setting to real life situations. It also contributes to developing core competencies in team work, leadership and communication through “hands on” practice. Field experience will provide students with a setting to work collaboratively with peers, understand the complexities of development practice, and approach problems and solutions with a cross-disciplinary perspective. Students at Los Andes’ MDP program will participate in two “summer” field works as part of their MDP curriculum.

## **B. New courses developed**

During the last three years a new course was created and institutionalized at the graduate level (MBA program): *Ethics and Responsibility in Management Leadership*. For the sake of this report, two particular attributes of this course are worth mentioning: pedagogical design and methodological delivery. In terms of design, the course was conceived out of the perceived necessity to incorporate ethics into the MBA curriculum. Whereas this has become mainstream in most business schools programs, UASM’s approach was innovative in at least two ways: i) Faculty from three different management areas (Finance, General Management and Marketing) were involved in the design of the course’s objectives and

teaching materials<sup>4</sup>; and ii) learning objectives were defined from the perspective of management decision makers so as to help students make sense of how ethics and social responsibility are *inherent components* of everyday practices in business.

In terms of delivery, Faculty involved in the design of the course take part in different sessions throughout the course and are directly in charge of delivering those sessions. For instance, one of the modules was defined to address complex tradeoffs arising from financial management of inventory in the retail industry, as a way for students to understand how rules and regulations are related to corporate ethics. One professor from the Finance area developed a short case based on his research track to specifically address this objective in one of the course's sessions.

The course has been taught three times. Based on the students' perceptions and evaluations, both the pedagogical and methodological approaches seem to have had positive results so far. Careful assessment will allow participant Faculty to keep improving the course in the years to come.

### C. Changes in existing courses

UASM's Undergraduate Program includes an institutionalized set of courses whose objectives aim at introducing students to different areas of Management. (i.e. Social Entrepreneurship, Management of Nonprofit Organizations and Environmental Management.) Three mandatory courses are specially designed to achieve this objective: **Colombia and its Institutions, Public Management and Social Responsibility**. Although each one of these courses has its own objectives, altogether they foster some of UASM's main pedagogical goals. Strengthening students' awareness of the ethical implications of their decisions is one of such goals. The pedagogical structure and objectives of these courses are jointly defined by Faculty directly responsible of delivery. Such alignment allows for these courses to offer coherent goals, differentiated learning environments and overall complementarity.

For the last year and a half, a key change was incorporated into the **Social Responsibility** course. The course is divided in four parts, in three analytical levels (*institutional, organizational and individual*): (i) understanding, from an institutional perspective, the reasons why frontiers between sectors (i.e. business, government and nonprofit) have blurred and how –in such scenario- the construct of “social responsibility” has acquired a different meaning; (ii) understanding nonprofit organizations in terms of their nature and role in society, as well as the management challenges they face; (iii) analyzing Corporate Social Responsibility as a relevant and relatively recent phenomenon; and (iv) motivating students to make sense of the different challenges they will face, as decision makers, throughout their careers. Generally speaking, students tended to associate CSR to

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<sup>4</sup> In the design of these materials another innovation took place: the development of “**video cases**” to discuss and analyze theoretical concepts about ethics as well as to understand the dilemmas and tradeoffs of management decision making.

common place discourses and it was difficult for them to understand how CSR was related to other areas of Management education. Consequently, Faculty who participate in this course defined three different “CSR modules”, each one devoted to understanding how decisions made in different functional areas of Management (i.e. *Finance, Operations and Logistics, and Marketing*) have profound implications in terms of the inherent tradeoffs between economic, social and environmental value generation. Results of this change seem to be positive. Students now exhibit a higher understanding of the close relationships between CSR and decisions made in different areas of Management, as shown in the assessment methods used in the course.

#### **D. New centers and supporting structures within the School**

In 2011, the **Center for Participant Centered Learning** (CAP for its acronym in Spanish) was created. The Center aims at strengthening participant-centered teaching methodologies among UASM Faculty as well as consolidating an institutional structure to develop a collection of Teaching Cases developed with the highest quality standards. During its first year, the Center has motivated Faculty from different areas to engage in regular workshops and development of cases, putting forward different institutional resources. More than 10 new Teaching Cases are now in the process of development and publication.

Moreover, in 2011 the School also underwent changes in its organizational structure. Specifically, the position of **Director of Corporate Relations** was created to focus accountability, and to enhance, improve and optimize relationships with different types of organizations at a national and international level. The main objective of this Office is to execute a new, comprehensive corporate relations strategy that integrates the various activities currently pursued between UASM and different types of organizations (private, public, NGO’s, etc.). Some of these activities include: (i) Executive Education provision; (ii) consulting and practice-oriented research executed by the School’s Strategy and Competitiveness Centre –CEC; and (iii) activities aimed at enhancing interactions with organizations at different levels (placement opportunities for students, activities with UASM alumni, etc.). In summary, through the Corporate Relations Office, the different partnership and dialogue activities with organizations take place (Principle 5 and 6). Specifically, through the CEC and the Social Entrepreneurship Initiative -IESO initiative, the School has developed consulting and practice –oriented research activities in the fields of ethics, sustainability and social responsibility projects (See section V Projects, for details).

Consulting and practice oriented research activities have served as effective means to serve and provide service to organizations, and also get closer to the country’s and the regions’ problems and needs. For instance, many projects developed by IESO aim at enhancing NGO’s managerial capacities and their decision-making processes (Principle 5).

Finally, sustainability issues have become one of UASM’s main differentiators both locally and regionally. Although the most visible evidence of this specialization is the Master in

Environmental Management (MEM), faculty directly involved in these areas have had a particularly active presence in public discussions on environmental issues. They also have taken active roles in a variety of debates in the media, as well as in seminars and workshops. It is fair to say that through their continued presence in the public debate, their commitment to the development of the MEM program, and their applied research and practitioner-oriented publications, faculty working in this area have gained wide recognition as an authoritative voice on the formulation of environmental public policy in Colombia (Principle 6).<sup>5</sup>

### E. On-campus speakers

Another mechanism widely used by UASM that helps to develop capabilities in students and to learn from others how to best incorporate the values of social responsibility and sustainability (Principle 1 and Principle 6) is through the experience of international faculty and lecturers that have been invited to the School in order to develop joint research with faculty and to participate in conferences and lectures for both students and alumni. Between June 2010 and June 2012 a total of five faculty came to School through different programs such as the Corona Chair for Distinguished Visitors<sup>6</sup>, and delivered lectures on different topics such as: climate change, compliance in dynamic emissions markets, entrepreneurial leadership, leadership for environmental management, among others.

- Miranda Schreurs, Freie Universität Berlin (September, 2010)
- Johns Stranlund, University of Massachusetts (April, 2011)
- Jim Austin, Harvard Business School (October, 2011)
- Win Hafkamp, Erasmus University (October 2011)
- Garry Brewer, Yale University (May, 2010 and February 2012)
- Alex Pfaff, Duke University (April 2012)

## IV. Projects

UASM engages in a wide variety of practice- oriented research projects through the Strategy and Competitiveness Centre (CEC). Through this center the School has been able to articulate many of the School's sustainability and social responsibility initiatives and contributions, mostly through the Social Entrepreneurship Initiative (IESO). All activities and projects developed within this Centre take place in collaboration with public and

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<sup>5</sup> UASM stands out for its participation and leadership in the National Environmental Forum, widely recognised as the country's main platform for public discussion of national social-environmental matters.

<sup>6</sup> Through the Corona Chair the School invites world class scholars who are interested in developing links with our school in order to share their academic work and experience with our faculty members, students and alumni.

private companies, as well as with NGO's, and constitute one of the main links between research and the corporate world (Principle 4 and 5).

In the past five years a total of 18 projects, (24% of all CEC projects) were related to sustainability and social responsibility. These projects were for the most part related to institutional strengthening of social organizations; creation of sustainable production models for Colombian companies such as *Riopaila*; design of ethical evaluations and ethical strategic plans for multinationals like SAB Miller, among others. All these projects are led by UASM faculty and incorporate resources from the client companies. Some interesting examples are:

### ***Orinoquia Project***

UASM's growing commitment to environmental issues as a relevant academic track, as well as a differentiating factor and a source of significant contributions to society, led a group of private investors from Colombia's Valle del Cauca region to ask the School, in 2011, to help them realize a project to develop agro-industrial ventures in the department of Vichada. The School's main responsibility is to develop a thorough assessment of the ecological, social and environmental impact the project will have in the region, so that negative impacts are minimized. Although this project is in its initial stages, it is aimed at becoming a reference within the agricultural sector on how to implement socially and environmentally responsible ventures in Colombia's *Orinoquia* region, a global hot spot for biodiversity.

### ***Fenicia Progress ("Progresia Fenicia")***

This program led by the University's President Office and the School of Management seeks to link all University's Schools and departments in the search for development alternatives for the community surrounding the UniAndes campus. The main idea is to work jointly with this community in the urban, social and economic development and renovation of the area surrounding the School's campus. One of the principal objectives of this Program is to strengthen trust between the University and its closest neighbors, to change what has historically been a conflictive or, at best, distant relationship. The program is established within a city government policy aimed at downtown architectural renovation and promoting alternative living options for vulnerable populations that currently reside in the area (1.620 residents), through social and economic development programs led by faculty, students, and businesses associated with the University.

The program began in October 2010 with a diagnostic of the socio-economic characteristics of the population. After 19 months these are some of the project's main outputs:

- The design of one population census that reports the socio-economic characteristics of the neighborhood.

- One report with a qualitative characterization of needs and expectations of the neighborhood, based on 111 personal interviews.
- Seven undergraduate students developed their graduation project based on this project and contributed to the systematization and analysis of the program.
- Sixteen undergraduate students that participated in the Social Responsibility course developed academic activities to support social entrepreneurship within this neighborhood.
- Five full time faculty and five research assistants are currently working on the design and implementation of projects to improve quality of life, education access, and income alternatives for the families living at the neighborhood.
- Four low incomes entrepreneurs who live at the neighborhood, participated in the program to strength entrepreneurship ecosystems, developed by UASM Center of Entrepreneurship.

Some of the project's challenges for the next 24 months are: (i) the consolidation of four clusters aimed at the commercial development of the area. These are designed based on a social program aimed at guaranteeing the inclusion of UniAndes low income neighbors; (ii) the implementation of three programs for low-income residents which aim at quality of life improvement (training for work, entrepreneurship, and formal education improvement); and (iii) the involvement of more students and partners on volunteering activities, and academics projects in the area.

#### **Partnership with *Saldarriaga Concha* Foundation: CSO Support Program**

This is a program aimed at strengthening *Third Sector* organizations which offer services to low income citizens in Colombia. The objective of the program is to transfer strategic planning tools to the organizations through eight training workshops and 15 months of specialized consultancy. This community-related project involved faculty and students from the School and the University, through participation in formal courses, forums, research projects, and consultancy projects. The program began on 2007 and ended in 2011. It worked with 2 different cohorts, the first one (2007-2008) had 25 organizations from Bogotá, the second one (2009-2011) had 15 organizations from Bogotá and 25 organizations from other regions of the country. For the development of the program at different regions of the country, UniAndes developed alliances with 5 regional universities.

#### **SAB Miller**

The School started working with this multinational company to develop an ethics perception survey to all of SAB Miller's suppliers in Latin America and to 100% of employees within the six countries of this region. These and other community-related projects involve faculty and students from the School and the University, through participation in formal courses, forums, research projects, and consultancy projects.

### ***Fondo Prevención Vial (National road accident-prevention fund)***

This project was aimed at advising the “*Fondo de Prevención Vial*” (Road accident prevention fund), a national NGO, on the design of a system to certify corporate commitment with road accident prevention. The system included the characterization of the different industrial sectors, and the categorization of the different programs in each sector to guarantee road accidents prevention. For example: the automotive sector may include customers’ awareness and save technology development; the transport and shipping sectors may include programs of employees’ awareness and task standards.

## **V. Challenges for the next 24 months**

### **Strategic challenges**

As the School revised its mission in October 2011, one of the most important challenges is to seek further alignment of mission and specific objectives in the programs and activities developed in the School. Specifically, the School must ensure that projects and activities are implemented in such a way that all the School’s six strategic goals are achieved, leading to the attainment of the School’s mission. In addition, the School must work on the consolidation of a unified strategy to guide all the community outreach initiatives, a purpose for which the Corporate Relations Office was created.

The School must also strengthen the depth of its participation in several social and environmental entrepreneurial networks, consolidating a leadership role in at least one of them (e.g. New Ventures).

### **Structural challenges**

#### In programs:

- To gain recognition in the Latin-American region with the Master in Development Management and Practice and to get the most out of the opportunities for research, teaching and practice that this network offers.
- To develop new scholarship options for students who are admitted in the Master in Environmental Management Program, and therefore ensure the participation of students from the Amazonian and Andean region.
- To consolidate the incorporation and mainstreaming of social and environmental issues within core courses in the areas of strategy, logistics, management, finance and marketing, at both the undergraduate and graduate level.

#### In projects:

- To strengthen a practice-oriented research and consultancy team within the field of sustainable development, so that it integrates the efforts of the Social Enterprise Initiative.



- To help faculty who produce practice-oriented research and consulting projects, so that final reports can turn into publications that can be disseminated to different constituencies.

Faculty involvement challenges:

- Reinforce incentives for Faculty to engage in the advancement of PRME through innovative multidisciplinary approaches to help overcome functional divides and false dichotomies. (i.e. the social vs. the economic.)
- Increase both the level of engagement and the perceived relevance faculty from different Management areas give to PRME, through the definition of “nodal topics” (i.e. those around which different disciplines, perspectives and areas most easily converge) by developing specific projects / products as enablers of joint activities. (Bottom-up, project-based approach.)
- Consolidate the emphasis on Participant-Centered Learning through the activities of the Center for Participant-centered Learning, as a way to improve critical management education skills. (Mingers 2000, Perriton and Reynolds 2004.)

Principle	Activity
<p><b>Principle 1 - Purpose:</b> Develop the capabilities of students to be future generators of sustainable value for society.</p>	<p>a. New mission statement for the School, through a participative strategic planning exercise, focused on the School’s underlying values of leadership for the sustainable transformation of organizations.</p>
<p><b>Principle 2 - Values:</b> Incorporate into our academic activities and curricula the values of global social responsibility.</p>	<p>a. Membership to networks (e.g. Beyond Grey Pinstripes) and international accreditations (e.g. EQUIS, AMBA, AACSB) that foster the incorporation of SR values into academic activities.</p> <p>b. Specialized courses have been developed and adapted in different programs, to discuss local and regional environmental issues.</p>
<p><b>Principle 3 - Method:</b> Create methods and tools that enable effective learning for responsible leadership.</p>	<p>a. Membership to networks (e.g. Beyond Grey Pinstripes) and international accreditations (e.g. EQUIS, AMBA, AACSB) that foster the incorporation of SR values into academic activities and the continuing revision of methods and tools.</p> <p>b. New program development –Master in Environmental Management MEM- to incorporate the environmental dimension in the strategy of any type of organization. (Private, public or nongovernmental.)</p> <p>c. Support to deprived communities in Colombia through fieldwork in graduate programs such as the MEM, to help create economic, social and environmental value.</p>

Principle	Activity
	<p>d. The MDP will develop exchange programs between students and faculty to promote sustainable development practice and promote cross-cultural education and collaboration.</p> <p>e. MDP will be strongly supported by the field work experience as a key component of the Program.</p> <p>f. The Center for Participant-Centered Learning (CAP) was created to strengthen participant-centered teaching methodologies and to develop a collection of Teaching Cases developed with the highest quality standards.</p>
<p><b>Principle 4 - Research:</b> Engage in conceptual and empirical research to further understand the role of corporations in the creation of sustainable value.</p>	<p>a. Activities and projects developed within the Strategy and Competitiveness Centre take place in collaboration with public and private companies, as well as with NGO's, and constitute one of the main links between research and the corporate world.</p>
<p><b>Principle 5 - Partnership:</b> Interact with managers to understand their challenges in meeting social and environmental responsibilities.</p>	<p>a. Through the recently created Corporate Relations Office, different partnership and dialogue activities with organizations take place.</p> <p>b. Projects developed by IESO aim at enhancing NGO's managerial capacities and their decision-making processes.</p>
<p><b>Principle 6 - Dialogue:</b> Facilitate and support debate among stakeholders on critical issues for global responsibility and sustainability.</p>	<p>a. Enhanced dialogue through membership and alliances with different networks: GBSN, ANDE, WRI, SEKN, MDP.</p> <p>b. Active presence of Faculty in public discussions on environmental issues.</p> <p>c. Greater awareness of the importance of conservation in the Andean Amazon region, through dialogue and debate of representatives (students) from the conservation and corporate sectors, in the MEM program.</p> <p>d. Different partnership and dialogue activities with organizations take place through the Corporate Relations Office.</p> <p>e. Faculty working with the MEM program have gained wide recognition as authoritative voices on the formulation of environmental public policy in Colombia.</p> <p>f. International faculty and lecturers that have been invited to the School in order to develop joint research with faculty and to participate in conferences and lectures for both students and alumni.</p>

