

Universidad de los Andes School of Management

Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report

June, 2016



Bogotá, June 30th 2016

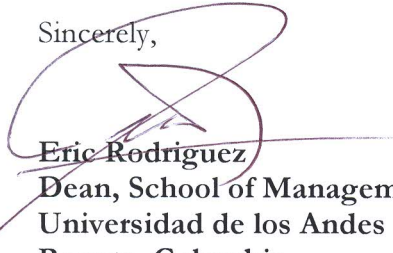
Jonas Haertle
Head, PRME Secretariat
Foundation for the Global Compact
801 2nd Ave, 2nd Floor
New York, NY 10017
USA

Dear Mr. Haertle,

With this letter we are hereby submitting Universidad de los Andes School of Management's Sharing Information on Progress (SIP) Report for the June 2014 - June 2016 period. This is the fourth SIP that has been delivered since Universidad de los Andes School of Management (USAM) adopted the six Principles for Responsible Management Education in 2007. The School reiterates its commitment towards the advancement in the achievement of the Principles for Responsible Management Education.

We have come a long ways in ensuring that our education truly reflects the principles for Responsible Management Education. This report reflects the advancement of responsible education in teaching and research. For the next two years we have set five goals to move our School forward: First, to fully integrate sustainability into the DNA of our School we will work to bring ethics and sustainability in all functional areas of management education. Second, to ensure that students acquire the competences needed, we will develop a full framework for Assurance of Learning for the undergraduate and graduate programs, starting with the MDP and MEM programs. Third, to promote partnership with organizations the school will offer an executive education portfolio on Leadership for Sustainability to a large number of Colombian and Latin American companies. Fourth, to increase research output the UASM will hire two professors and two post-doctoral researchers. Finally, to increase dialogue with scholars, students and the community of practice, the UASM will organize and host the International Sustainable Development Research Society Conference in 2017. With these goals and activities in mind the UASM will continue working with its stakeholders in several fronts to make sustainability and social responsibility a strategic focus of our endeavours.

Sincerely,



Eric Rodriguez
Dean, School of Management
Universidad de los Andes
Bogota, Colombia

Universidad de los Andes School of Management

Principles for Responsible Management Education

Sharing Information on Progress (SIP)

Report

June 30, 2016

Goals of the report

In December 2007 Universidad de los Andes School of Management (UASM) adopted the Principles for Responsible Management Education (PRiME). In June 2010, the first progress report described the advances made by the School for each one of PRiME's six guiding principles. The second report was delivered in 2012 and it addressed the context, strategy, structure and projects related to the implementation of the principles. The third report focused on the evidence UASM is gathering to assess the fulfilment of the six principles. This fourth report focuses on the long-term objectives that were established in 2014 and the School's progress to date.

The goals established in 2014 were:

- To implement an Assurance of Learning System with actions and outcomes conducted by program directors.
- To give responsibilities to the Teaching and Research Committees for oversight of UASM's compliance with the methods and research principles of the PRiME.
- Reinstatement of what was once named the Corporate Relations Office.
- Make use of two underused sources—students and university information—to improve assessment.

The following report is organized as follows: Section I provides a general context of the UASM. Section II is divided accordingly with the six principles for responsible management education. This section describes the practical actions and outcomes of the School in the past two years. The last section focuses on the goals established by the school for the next two years.

I. Context: The School of Management at Universidad de los Andes

In the past two years the School adopted a new mission and vision, inspired by the values embraced by the University and aligned with the Institutional Development Plan (PDI for its acronym in Spanish) 2010-2015 established by the University. With respect to values, being a School within Universidad de los Andes, UASM was compelled to align its values with those

embraced by the University as a whole. These values are: independence, innovation, pluralism, diversity, excellence, critical and ethical training, social and civic responsibility, commitment to the environment, and discipline in the workplace.

Following these values UASM's commitment is to educate managers in a broad sense. This is not just a business school, devoted to training business managers, but a full School of Management that believes that managers, either for public, private or non-for-profit organizations, must have a holistic understanding of their society and the challenges it faces.

The School provides opportunities for students to get training in many domains of knowledge, fostering diversity, pluralism and critical thinking. Students can take advantage of the different schools at the University—arts, sciences, and engineering, among others—to attain a comprehensive understanding of the world and their place in it.

The School of Management is one of the nine academic Schools within the University. Universidad de los Andes was founded in 1943 as a junior college for commercial studies. UASM sprung from the School of Economics in 1972. 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—private, governmental and non-profit.

Since its foundation, the School's mission and operations have been aligned with the University's quest for academic innovation within the Colombian university system as well as with its overall commitment to education. In its first four decades of operation these imprints have been reflected in the School's distinctive features: (i) a focus on management education through the provision of leading academic and executive education programs; (ii) an interdisciplinary faculty; (iii) a pioneering role in Colombia's higher education, introducing teaching and research in novel areas; and (iv) an early and growing research output.

UASM is recognized as one of the top management schools in Latin America. It is one of the eight Schools in Latin America and the only one in Colombia accredited with the *Triple Crown*, name given to the three most important accreditations for business schools worldwide, which places us among the top 1% of all schools in the world.

The School's Executive Education programs are ranked among the best 35 business schools in the world and the second best in Latin America, according to the 2015 Financial Times ranking. The Master in Environmental Management (MEM) is ranked among the top ten programs of its type worldwide and is number one in Latin America. The MDP is one of the 20 universities part of the Global Association Master's in Development Practice. This network enables UASM's students and faculty members to share knowledge, broaden academic spaces for interaction, and participate in global discussions on sustainable development.

II. Purpose and values: UASM's Institutional Strategy

Universidad de los Andes School of Management revisited its mission and vision in 2011. This process was meant to make an explicit commitment to sustainability; therefore the School's new mission identifies *leadership, innovation and sustainable development* of organizations as distinctive foci of management education and research. As a result of this process the School's new mission statement was adopted as:

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

Leadership is one of the competences UASM graduates are trained in. Their education is grounded on business ethics and social responsibility. Both at the undergraduate and graduate levels, students develop a historical and critical understanding of the context in which organizations operate in Colombia and Latin America. The School's goal is to educate the most promising minds of the country who are attracted to los Andes because of its record of excellence. UASM knows that these students will become the leaders in industry, public policy, and the third sector; professionals who can generate organizational change. Therefore it makes an explicit commitment to give them the abilities for teamwork and cooperative

Additionally, UASM has developed unique strengths and distinct capacities in entrepreneurship and innovation. The School has a group of faculty working on entrepreneurship. The group has created, InnovAndes, an incubator for new enterprises to support students and alumni in their entrepreneurial endeavors.

Over the past years, UASM has transformed its strengths in social enterprise, environmental management, and the sustainable development of organizations, into a differentiating factor of its programs. To do so, and thanks to the School's ambitious faculty development and recruitment programs, it created a new Sustainability Area. Additionally, the School reformed the curricula of its Undergraduate Program, the Master in Environmental Management, and the Master in the Development Practice.

The sustainability area, created in mid-2015, is composed of 11 faculty members: two full professors, four associate professors, four assistant professors and one instructor. These faculty work in a wide variety of topics including industrial ecology, agricultural and socio-ecological systems, public policy, social responsibility, well-being, collective action problems, among others. The School has given sustainability a high level of institutional support and relevance. Within UASM, Sustainability has built links with Strategy and the Social Enterprise Knowledge Network (SEKN). It has also worked closely with faculty in Marketing who work in sustainable consumption and behavior; and with Management it has strengthen linkages with faculty working on property rights, public goods and the commons.

UASM reformed its academic programs through a collective effort that involved the entire faculty. The undergraduate program in management and the graduate programs on Environmental Management and Development Practice have been updated to incorporate sustainability as an integral part of their academic curriculum. The specific changes created by the reforms will be discussed in the next section.

These actions are inspired on transforming UASM values towards sustainability and social responsibility of organizations. Consequently, this process has allowed UASM to work with a growing number of academic institutions in Latin America and across the globe, and to raise the international profile of the School. All these changes are expected to help the School move closer towards the attainment of the School's vision:

To be the School of Management of reference for Latin America due to the relevance of its academic programs, its research and its impact on organizations and society.

- *Academic programs reform is adopted and fully implemented.*
- *The creation of the Sustainability Area.*
- *UASM values aligned with University and PRiME principles.*

Outcomes Box No.1

III. Method

UASM aims to integrate the education and training provided to students through a practical approach. The School believes that applied experiences would lead to improve the understanding of ethical dilemmas and responsible management issues of organizations and society in general. For this reason, UASM students have the opportunity to be part of participant-based learning experiences in the classroom and in the field, such as the case-study methodology, the Consultandes program, and the MDP Academic Practicum.

Case-studies

UASM faculty members produce a wide range of teaching materials that are being used in the school and in other institutions. The case-study methodology helps the School share the knowledge generated by faculty with a broad audiences, especially students from diverse countries, languages, and academic backgrounds. Within the School, the use of Harvard University cases is intensive (see Fig 1), especially in the undergraduate program in Management. Since 2015, 60 cases related to social responsibility and sustainability were included in the UASM curriculum, many of them developed by our won faculty.

Fig 1. Case study currently used in UASM's Sustainability Area

<i>Academic Program</i>	<i>Courses</i>	<i>Cases</i>	<i>Themes</i>
Undergraduate	<ul style="list-style-type: none"> • Social Responsibility • Management of Public Issues • Innovation Workshop • Sustainable value chain 	34	Organizational ethics, organizational strategy, labor management, and nonprofit organizations.
International Summer School	<ul style="list-style-type: none"> • Corporate Social Responsibility and Sustainability Performance • Social Entrepreneurship in Latin America and The Emerging World • Supply Chain Management 	16	Social innovation, supply chain management and sustainability, multi-stakeholders management.
MEM	<ul style="list-style-type: none"> • Sustainable value chain 	5	Supply chain management, and organizational strategy.
MDP	<ul style="list-style-type: none"> • Social Innovation 	3	Start up and social entrepreneurship.
MADM	<ul style="list-style-type: none"> • Leadership Workshop 	2	Strategy.

Notes: MADM is the Master in Business Administration; MEM is the Master in Environmental Management; and MDP is the Master in Development Practice.

ConsultAndes

ConsultAndes works as a consulting center at UASM. It brings together companies with groups of students and UASM faculty, who provide consulting services for free. Using the capacities of senior students, the experience of seasoned consultants and the specialized knowledge of the School of Management and other schools at the University, ConsultAndes advises different types of organizations in processes of change and helps to develop business opportunities within the different areas of management.

This program is part of the curriculum of the undergraduate and graduate programs since 2006 and 2009, respectively. As mentioned before, it would be part of the MEM and MDP in 2016. As far in 2015, ConsultAndes has developed 488 different projects (an average of 33 per semester) for 364 organizations: large, medium and small companies from different sectors of the Colombian economy, public sector organizations and NGOs. More than 2000 UASM students have participated from this experience.

Academic MDP Practicum

The MDP practicum helps students connect their knowledge and skills acquired during the first and second cycles of their program (August to December and January to May) with the realities of a development practitioner. They also develop skills on teamwork, communication, problem identification, and social innovation. Projects vary in scope from helping municipalities to conduct strategic plans and to design communication strategies, to working with non-for-profit

organizations and donors in developing business models and plans for vulnerable populations. The organizations in which students develop their practicum represent different types and belong to multiple regions of Colombia (see Fig. 2 and 3).

Fig 2. MDP Practicum Projects in Colombia

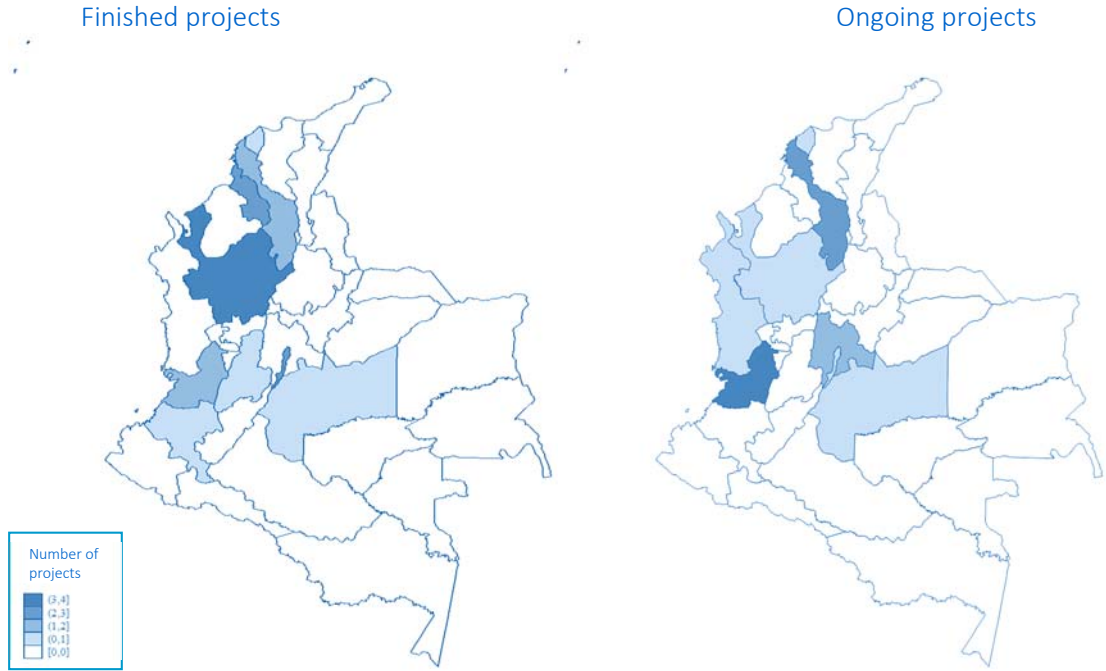
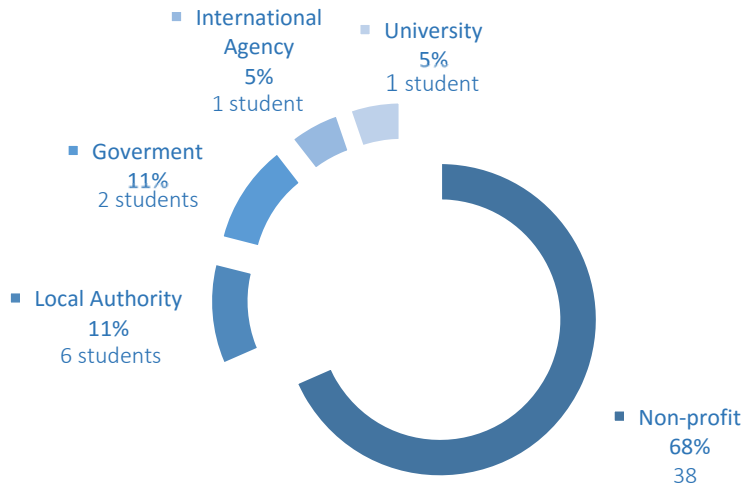


Fig 3. MDP Practicum Ongoing Projects by organization type



The MDP practicum requires students to develop a profound understanding of the context and challenges a specific territory and organization face. Based on this, they deepen the analysis on several problems and opportunities for sustainable development to be undertaken by the communities they support through training in the field. From day one students have the chance to interact with organizations and with the issues that they will address during the two-year master program.

IV. Teaching

Undergraduate Program in Management

The undergraduate program established a track on Sustainability Management, which includes the following courses: Fundamentals of Ecosystem Services, Management of Public Issues, and Social Responsibility. The first of these courses, Fundamentals of Ecosystem Services, is a new course designed to teach about the planetary boundaries that constraint managerial practice but that also challenge organizations to optimize performance within those limits. Ecosystems provide services that are key to preserving life on Earth but also for companies and other organizations to flourish. The course on Management of Public Issues discusses social dilemmas arising from collective action problems. The Social Responsibility course is a capstone course that deals with social and environmental dilemmas regarding strategic decision-making.

Being a capstone course, Social Responsibility has developed an innovative assurance of learning system at the beginning and at the end of the course. On the first day of the course, students are exposed to a case of study that presents a dilemma about organization decision-making. At the end of the course, students repeat this same task with a similar case. The objective of these tasks is to evaluate the students' capacity to recognize managerial problems and understand socioeconomic dilemmas and their reasoning. The following figure shows the results of the assessment since the second semester of 2014.

Fig 4. Social Responsibility Course Assurance of Learning

<i>Cohort</i>	<i>Grade</i>	<i>First day Assessment</i>	<i>Last day Assessment</i>	<i>Change</i>
2014-2	Low	51%	11%	
	Good	19%	43%	+24%
	High	30%	46%	+16%
2015-1	Low	53%	6%	
	Good	20%	46%	+26%
	High	27%	48%	+21%
2015-2	Low	56%	29%	
	Good	9%	51%	+42%
	High	35%	20%	-15%

Notes: Groups were calculated as the number of students that achieve a grade below 3.0/5.0 (Low), between 3.0 and 3.9 (Good), or 4.0 and higher (High) in each task. The results from 2016-1 courses are under construction.

Moreover, under the guidelines defined by the Center on Applied Ethics at Universidad de los Andes, the University created a set of courses that include a strong component on ethics. These courses called Epsilon Courses were designed to incorporate ethics and citizenship issues in the university curriculum. UASM has joined this initiative with 4 undergraduate courses, all of them

mandatory for students majoring in Management. Currently, eight UASM faculty are working along undergraduate students to recognize and analyze the ethical content of situations and to apply different ethical approaches to management dilemmas. The ethical component of these courses is particularly important to responsible management education because it stresses the social perspective and the respect for others.

MDP

The Master in Development Practice (MDP) underwent a reform in 2015 with four goals. First, to provide more flexibility through an offer of elective courses in order to give students more autonomy in making decisions about possible emphasis or study areas. Second, to reduce program credits to make a more competitive program compared to similar master's degrees in the Global MDP association, the Universidad de los Andes and other universities in Colombia. Third, to increase internationalization within the program by taking advantage of all resources currently available to other master programs. Lastly, to create synergies with the Masters in Environmental Management (MEM), a common track of courses between these two programs has been proposed and is waiting for approval by the University Council.

The UASM MDP currently has 64 students enrolled. The School has implemented some changes to strengthen the linkages between the courses and the practicum. The fieldwork of cohort 2013 was successfully finished, and practices for cohort 2014 and 2015 are currently taking place.

In 2015 the School implemented several changes and improvements in the MDP study plan. These changes aimed at strengthening the relationship between the practicum and the courses. Most of the courses were maintained, but some courses changed from one cycle to another. The improved curriculum began in August 2015 (cohort 2015), and the new design will affect the cycles UASM will offer in 2016 and 2017 for this cohort.

This reform gave students a focus on specific sustainable development problems (such as disease outbreaks, infrastructure impacts on wellbeing, etc.) that affect specific regions and territories. To do so, significant synergies were made among the contents of the new course, the Global Classroom, and the Jeffrey Sachs's book *The Age of Sustainable Development*¹. This approach helped freshmen students grasp the debates among different schools of development, and improved their understanding of the relationships among financial, social, and environmental goals.

MEM

One of the main priorities for the last year was to adjust/reform the Master in Environmental Management (MEM) curriculum to make it more flexible and to give students greater possibilities of interaction with peers and faculty within and outside the School. This initiative is being considered for approval. It includes six credits of electives and the creation of

¹ Sachs, Jeffrey D. (2015). *The Age of Sustainable Development*. New York, NY: Columbia University Press.

a compulsory leadership course. Additionally, it adds two courses that the program's Academic Committee thought were missing for a holistic education: Environmental Law and Systems thinking for Management. Finally, the reform established ConsultAndes as a graduation project requirement. As previously mentioned, ConsultAndes is a consulting practicum in which a group of students, under the supervision of a senior consultant, advise companies on developing opportunities or solving problems for their organization. This practicum has become a mandatory course for other programs in School, such as the undergraduate program, the MBA, and now the MEM and MDP.

The School's Council has already adopted the shared resources model between the MDP and MEM programs that is set to start in August 2016. As mentioned before, the shared resources scheme triggers flexibility, economies of scale between the programs and an amplified networking among the 74 current students and more than one hundred graduates. It also opens the possibility for MEM students to be part of the MDP Network Global Classroom lead by Columbia University's Earth Institute. This course is shared by students from 24 different schools around the world using best available technology for the purpose of intercultural and academic exchange.

In the past two years, MEM students have been offered international experiences related to responsible management education. In 2014 and 2015 the MEM program offered an International Week at Vermont University. A total of 30 students participated from this program. They took classes, did extra-curricular activities and visited local companies, many of them sustainability leaders in the industry such as Green Mountain Coffee, Seven Generations, and NRG. This provided our students with a better understanding of the perils and promises of sustainable entrepreneurship.

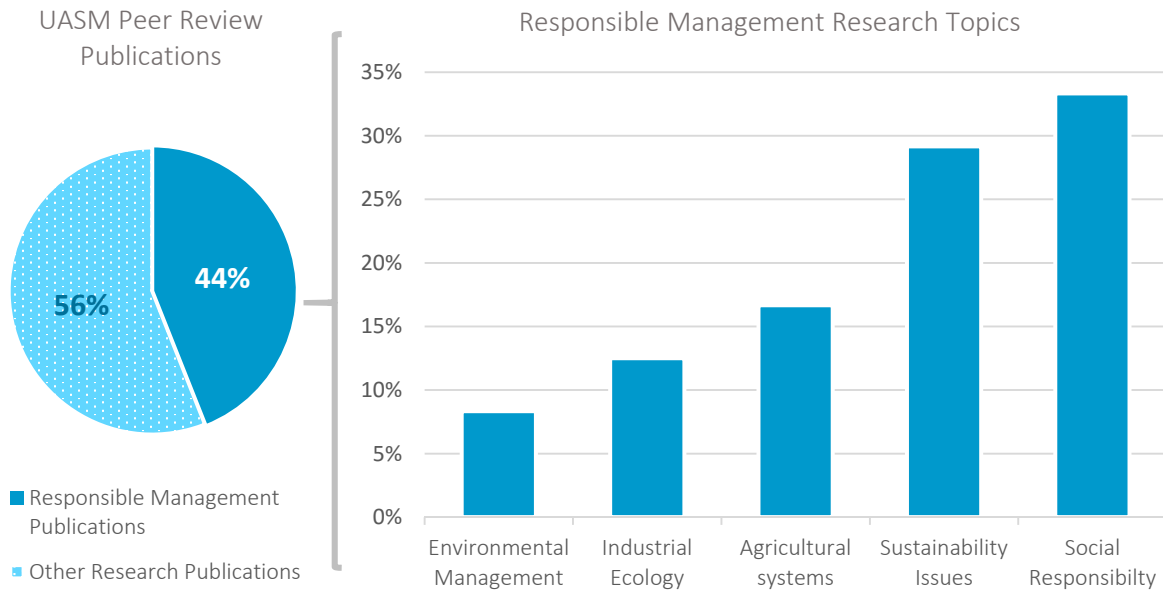
- *MDP and MEM Integration to provide students with more flexibility, multidisciplinary, competitiveness, and potential synergies.*
- *Assurance of learning has begun to be implemented in some courses.*
- *Reorientation of MDP courses to sustainable development, complemented with a new course.*
- *Three new courses, six elective credits and consulting graduation option in the MEM to engage comprehensive education.*

Outcomes Box No.2

V. Research

Since 2014 UASM faculty members have produced a significant amount of publications and other research products about responsible management. More than 40 percent of the UASM total peer-reviewed publications of the last two years are dedicated to social responsibility, sustainability and related research areas. Figure 5 shows the distribution of the research publications in peer review journals.

Fig 5. Peer reviewed publications by topics: 2014-2016.



The UASM's research has a high impact, measured by the quality of the journals where it has been published. The 5-year average impact factor of the journals where responsible research is published is 2.66. Among these journals are *Global Environmental Change*, *Agriculture, Ecosystems & Environment*, the *Journal of Cleaner Production*, *Ecological Economics*, *Management Decision*, and the *Journal of Business Ethics*.

There are other research products for the wider audience of practitioners, especially in Latin America, that show the active inclusion of responsible management issues in the UASM research agenda. In 2014 the School published a history of *Fundación Social*, one of the longest standing non-profit organizations in Colombia². In the same year the book *La gestión de lo público: debates y dilemas*³ was printed; it compiles studies from multidisciplinary approaches, which analyze policies and actors of public management issues in Colombia, beyond the role of the Government. Additionally, in 2015 UASM published a book focusing on the role of small and medium enterprises in Latin America's development⁴.

The Sustainability Area is currently editing a book called *Management for Sustainable Development* to be published next year. This book is meant to provide students with an academic guide on sustainability. Given the area's expertise and accumulated experience on these issues, it wants to provide a pedagogical tool to other professors and schools in the region and teaching materials to students starting to approach sustainability management.

Finally, CAP cases (Center of Participant-based Learning) are teaching materials used to incorporate professional experience and research to the classroom. Since UASM is home of the editorial board of *Cladea Balas Case Consortium (CBCC)*, the School plays a central role in teaching-cases production for Latin America. The CBCC is in charge of the collection and

² Dávila, José Camilo, Carlos Dávila, Lina Grisales y David Schnarch. (2014). *Business goals and social commitment. Shaping organizational capabilities – Colombia's Fundación Social, 1984-2011*. Bogotá: Ediciones Uniandes.

³ Forero, Clemente, y Luis Díaz (Eds). (2014). *La gestión de lo Público: debates y dilemas*. Bogotá: Ediciones Uniandes.

⁴ Van Hoof, Bart, y Henry Gómez (Eds). (2015). *Pyme de avanzada: motor del desarrollo en América Latina*. Bogotá: Ediciones Uniandes.

editorial review of teaching cases from the region to be published by Harvard Business Publishing for educators around the world. Since the past two years (2014 and 2015), UASM has provided 5 of the 24 cases part of this project. These cases address sustainability problems, business ethics, and organizational strategy analysis. Currently, there are several cases produced by the UASM at different stages of production.

- *Almost 50% of the research produced by the School in topics linked to sustainability, social responsibility, leadership, and organization strategy.*
- *Case studies produced by UASM faculty, which are used within the school and around the world.*
- *Three books published and one more in editorial process in charge of the Sustainability Area.*
- *A number of book chapters, Harvard Cases and other responsible-management teaching materials produced by the UASM.*

Outcomes Box No.3

VI. Partnership

UASM faculty members are currently involved in social-oriented initiatives with an outstanding impact. For example, three faculty, all from the Sustainability Area, are helping Manos Visibles, a non-profit organization that operates as laboratory of social innovation. This initiative has been working along community leaders, academics, and other stakeholders to improve education and wellbeing of inhabitants of the Colombian Pacific Coast. One Full Professor from the School attended as a speaker commenting in the Conference of Parties 2015 in Paris (COP21). Other UASM faculty members have also been advising UTZ Certified in developing programs to involve coffee farmers in high-value supply chains, helping them to improve their socioeconomic conditions. Similar links have been created in the past two years with organizations such as the Environmental Defense Fund, Ferrero Corporate, and the restaurant WOK.

Through the alumni from our programs the UASM have strengthened links with other organizations. Nowadays MDP and MEM graduates are working in all types of organizations in diverse sectors. As Fig 6 shows, the job placement of graduates is mainly led by the private sector, followed by the government; but there is an important number of graduates working in NGOs, academia, and multilateral organizations. We expect that the education and training provided by the School to its students make a positive impact on a wide range of organizations and, through this, on the society as a whole.

Fig 6. Graduates Placement

MDP						
Year	Total graduates	NGOs	Academic, Consultancy	Multilateral Organizations	Public Sector	Private Sector
2014	25	3	3	5	6	8
2015	21	4	2	1	6	8
2016	1				1	
MEM						
2014	43	3	8	1	10	21
2015	35	1	12	2	4	16
2016	4				2	2

The School has also provided executive education to organizations moving towards sustainability goals. For example, in early 2015 UASM gave a 2-day course on social and environmental management to all employees of an oil company. Faculty members from multiple areas of the School provided the content for this course. Also, in 2016, the School provided training and teaching to the Fundación Social, an important NGO of Colombia. This executive course aimed to help the social initiatives promoted by the organization to be financially sustainable, and to increase their social impact.

UASM also delivers social and environmental consulting services to bring closer sustainability to business. The Center for Strategy and Competitiveness – CEC for its acronym in Spanish – manages and channels services to communities and different business sectors. It contributes to improving the welfare of the population, covering the entire management field, with a particular focus on the following areas: competitiveness and clusters, social innovation, logistics and service management, environment and sustainable development, social entrepreneurship, and public policy. The CEC provides consulting services jointly with applied research. Four reports have been published by the School about the results and challenges derived from the ongoing CEC projects⁵.

One example of these projects is the Sustainable Business Network RedES-CAR. It aims to generate productive transformation in supply chains of large companies and their SME suppliers. It is a public-private partnership through which companies expand their competitiveness, as well as their environmental performance. This network is supported by the Regional Autonomous Corporation-CAR, Universidad de los Andes and other allied institutions.

The RedES-CAR program stems from the need to implement effective mechanisms to reduce industrial pollution. RedES-CAR is part of the guidelines and recommendations contained in the National Policy on Sustainable Production and Consumption of the Ministry of Environment, Housing and Territorial Development of Colombia, the Regional Environmental Management Plan 2012-2023 of the CAR, and in its Action Plan Quadrennial 2012 -2015.

Participants in the RedES-CAR program take action through cleaner production and by strengthening supply chain relationships. As far in 2016, more than 200 small and medium

⁵ These publications are available in: <https://administracion.uniandes.edu.co/index.php/es/relaciones-corporativas/centro-de-estrategia-y-competitividad-cec-investigacion-y-consultoria/informacion-general>

companies have participated in the RedES-CAR program. They belong to nine sectors and are providers of leading companies called "anchor" companies (Alpina, Bavaria, Grupo Éxito, and the Colombian Association of Flower Exporters-, Asocolflores). They have developed their own projects, aimed to improve business processes, and interacted with other companies in a common effort to increase productivity.

Finally, in July 2015 the School through its Sustainability area, participated and won the international Call for Proposals for an applied research project financed by Canada's IDRC (International Development research Centre) and the IADB (Inter-American Development Bank). Its main objective is to create a Latin American observatory for the Networks of Inclusive Distribution. These are alliances between private companies, NGOs and micro financing institutions that provide business opportunities for low-income population.

The observatory, entitled SCALA, aims to make visible the positive impact of these networks in reducing poverty levels and to disseminate and replicate these success stories at the regional and international level, while developing research alongside. These cases will emerge, in some cases, from partners from SEKN (Social Enterprise Knowledge Network), a network in which the School has participated and played a leading role for over 20 years.

This project will act as a key driver for regional/international positioning, and will aim at enhancing engagement with international organizations and funding agencies. It will prove to be a good example of how the School can position itself at the regional level and become well known by the creation of research and knowledge in a specific field.

- *UASM faculty members are currently involved in social-oriented initiatives with an outstanding impact*
- *The School has also provided executive education to organizations moving towards sustainability goals.*
- *UASM also delivers social and environmental consulting services to bring closer sustainability to business.*
- *The school continues developing projects with social organizations through the MDP Practicum.*
- *MDP and MEM graduates working in multiple types of organizations and diverse economic sectors.*

Outcomes Box No.4

VII. Dialogue

The UASM's programs have promoted dialogue with three different audiences. First, the School has embraced the communication with opinion leaders and decision-makers from official institutions and multiple sectors of Colombian economy. Second, faculty attending conferences, seminars, and events organized in house and outside the school have increased dialogue and networking with other academics and members of academic institutions. Third, the School helps faculty members become opinion makers by facilitating channels to discuss with the public and broader audiences.

In 2016, the School's Executive Education Unit offered together with Cambridge's Institute for Sustainable Leadership, a program offered to high level executives. UASM believes this kind of joint ventures, with one of the most prestigious universities of the world, can help expand the School's reach by tackling organizational needs with their leaders. The School also invites long-standing entrepreneurs with broad experience to support students in their academic projects or consultancies or to collaborate with faculty in their teaching and research topics. This is made possible through the Entrepreneurs in Residence Program.

Also, the Current Affairs Fora are organized at the school every month. In these events, top level speakers, business leaders and government officials are invited to participate in a discussion with the UASM alumni. The interaction of participants with the speakers contribute to a better understanding of what is happening in the organizational environment, and constitute a continuous learning experience for the community.

Additionally, and in order to address the current environmental debates with the public, the School has acquired close contact with the Foro Nacional Ambiental, the leading debate forum in Colombia about environmental issues. This forum has helped students and faculty to engage with the major socioeconomic debates, and understand the balance between development and ecosystems' wellbeing.

Another example of a space created for dialogue and debate was the 2016 ISIE Americas Meeting, organized by two UASM faculty members. This annual conference of the International Society of Industrial Ecology for the Americas took place at the Universidad de los Andes in May this year. The meeting discussed new global trends and research work on Industrial Ecology, and sought ways to promote sustainable industrial systems in emerging economies in Latin America. Leading researchers from Mexico, USA, Costa Rica, Brazil, Chile and other Latin American countries were also present.

The UASM has fostered getting in touch with multiple audiences through alternative ways. For instance, in 2015 the School took part in PlanetON.com, an environmental film festival organized among several Schools from the University. It attracted undergraduate students and external viewers that have environmental interests.

Finally, in the past two years UASM faculty members published in a wide variety of newspapers and specialized magazine articles. Such is the case of Revista Semana, Revista Gerente, and Debates IESA. By sharing the expertise and knowledge produced in the School, UASM has built a fluid communication with the magazine Semana Sostenible. This publication focuses on environmental and social responsibility of organizations in Colombia. The School's faculty have provided articles, columns, chronicles and research summaries while the magazine offers the appropriate environment to generate dialogue with the public interested in sustainability issues. For example, last year this magazine published a special issue of a sustainable consumption research made in the UASM⁶. After the publication UASM organized a forum gathering important figures around marketing and media to discuss the project's research results and its implication.

⁶ To know more about the study see (in Spanish): <http://sostenibilidad.semana.com/medio-ambiente/multimedia/consumo-responsable-colombia-primer-encuesta-nacional-dime-que-compras-dire-qui-eres/33535>

- *UASM have promoted dialogue with multiple audiences: organization and social leaders, scholars and academic institutions, and the public in general.*
- Specialized conferences and seminars have been organized by the UASM.
- UASM faculty members published in a wide variety of newspapers and specialized magazine articles.

Outcomes Box No.5

VIII. Goals and expected outcomes

The UASM has committed to advance in the education in responsible management. To do this the faculty has worked in the consolidation of sustainability, ethics and organization social responsibility as important pillars of students and guidelines to our graduates beyond the school. For these reason, the UASM plan to work in 5 goals for the next two years.

First goal - Purpose & Teaching

To integrate sustainability into the DNA of our School. The UASM wants to make sure that sustainability issues (ethical dilemmas, distributional problems, intergenerational relations) are present in courses across all functional areas. The school wants to include responsible management considerations into all consultancy projects. The first goal expected outcomes are:

- At least one course of each functional area will incorporate a case or module on ethics and responsibility.
- An assessment of this experience will be conducted to scale up the integration to the whole school.
- All consultancy projects under ConsultAndes will include a report on implications of the proposed course of action for people and the environment.

Second goal - Method

To ensure that students acquire competences (knowledge, capabilities and attitudes) to propose innovative solutions to contemporary social problems. To do so we will develop a full framework of assurance of learning to the undergraduate, the MDP and the MEM program, developing evaluation criteria for each objective and course. With the help of the Center of the Assuring of Learning (CASA) the School will develop a strategy to incorporate the principles for responsible management to the curriculum of each program. In this sense, the second goal expected outcomes are:

- A mapping of all courses to identify those that will include an assurance of learning to the ethics objective for the MDP and MEM programs
- The definition of the goals and indicators of target courses to assess the ethics objective

- A plan to progressively expand this assessment to other programs

Third goal - Partnership

To offer a portfolio of Executive education courses in Leadership for Sustainability. This portfolio will be directed to three audiences: A program of the sustainability essentials offered to the general public; a program on leadership skills and tools offered to middle management; and a strategic transformation program offered to CEOs. The third goal expected outcomes are:

- The creation of the Leadership for Sustainability Portfolio
- At least one program of this portfolio offered to industry

Fourth goal - Research

To increase research publications the UASM will hire two professors: One in the area of econometrics and biophysical modeling applied to fishing industries and another one on environmental valuation and climate change adaptation. Additionally, two postdoctoral positions will be open to hire researchers in topics related to cleaner production, extractive industries and value chains.

Additionally UASM members will manage the Observatorio Scala, a research center funded by the Multilateral Invest Fund-IBD, which is meant to learn from six pilot projects on inclusive distribution business models. The School will work to systematize projects and create a insights to allow inclusive distribution will be consolidated as a business opportunity with sustainable social impact over time.

The fourth goal expected outcomes are

- To increase the number of publications in at least 5% on the areas of industrial ecology, environmental management, and sustainability issues
- To increase the number of case study publications through the research conducted by the Observatorio Scala

Fifth goal - Dialogue

To increase dialogue with scholars and the academic community the UASM will organize and host the 23rd ISDRS Conference in 2017. The International Sustainable Development Research Society Conference (ISDRS) focus in the challenges and opportunities for sustainability in emerging and changing societies. For the first time the ISRSD Conference will held outside Europe and next year will be host by the UASM. Worldwide scholars will be part of this

conference and they will be presenting cutting-edge research in cleaner production, sustainable development and environmental management. The fifth goal expected outcomes are:

- To strengthen the links and international academic networks through the ISDRS conference
- To increase the exposure of UASM professors research in the conference topics