



RESPONSIBLE MANAGEMENT EDUCATION 2020

PRME Principles for Responsible
Management Education

 Universidad de
los Andes | School of
Colombia Management

CONTENTS

Letter from the Dean: Veneta Andonova	3
Universidad de los Andes School of Management (UASM)	4
Principle I: Purpose	7
Highlights 1: Leadership Compass	
Highlights 2: Sustainable Development Goals Center for Latin America and the Caribbean (CODS)	
Principle II: Values	15
Highlight 1: Student-led Organizations	
Highlight 2: Rooftop Photovoltaic System at Edificio Santo Domingo	
Principle III: Method	18
Highlight 1: MBA Challenge-based Learning	
Highlight 2: Entrepreneurship for Peace	
Principle IV: Research	25
Highlight 1: Sustainable Life Styles and Consumption in Latin America	
Highlight 2: UASM Research Response to Covid-19	
Principle V: Partnership	30
Highlight: Supply Chain Management for the Circular Economy in Colombia and Latin America: RedES-CAR	
Principle VI: Dialogue	34
Highlight 1: National Parks Oversight Platform	
Goals and Expected Outcomes 2020 – 2022.....	37

Letter from the Dean:
Veneta Andonova



Bogotá, July 2nd, 2020

Colombia is one of the world's laboratories for sustainable development. Listed as a megadiverse country, it is currently in the early stages of the implementation of a historical peace agreement that addresses some of its most pressing socioeconomic challenges. Conservation and peace, fundamental pillars of sustainable development, pend to large extent on management, credo and the training of leaders to be able to make sound decisions in complex environments.

The recent unfolding of human suffering caused by Covid-19 in Latin America and the Caribbean (LAC) has dramatically exposed systemic and chronic problems across the region. The need for disruptive management with a clear grasp of the ethical dimension and responsibility of leadership is more important now than ever before. It is with this sense of responsibility that we, as a community of educators at Universidad de los Andes School of Management (UASM), renew our commitment to the United Nations Principles of Responsible Management Education (PRME).

Over the last two years, and as explained in this Sharing Information on Progress (SIP) Report, we have continued to work towards the integration of environmental and social sustainability principles across all areas of management education. To this end, in 2018, we led the creation of the Center for the Sustainable Development Goals (SDGs) for LAC. This Center, which has already influenced a large number organizations and individuals across the region, is a milestone in our commitment to responsible management. Nevertheless, it is our sustained commitment to rethink disciplinary knowledge—the engine that drives the large-scale impact we, as educators, have on communities and society at large—through the lens of sustainability.

Our next five-year strategic plan (to be released in January 2021) will renew our long-time commitment to the tenets of sustainability and will further integrate the principles of responsible management into UASM's DNA.

Sincerely,

A handwritten signature in black ink, appearing to read 'Veneta Andonova', written in a cursive style.

Veneta Andonova
Dean, Universidad de los Andes
School of Management



Universidad de los Andes School of Management

Universidad de los Andes School of Management (henceforth, UASM) is one of the twelve academic schools within Universidad de los Andes (Uniandes), its parent institution. Uniandes is a private, non-profit, non-denominational university, founded in 1948 in Bogotá, Colombia.

As of February 2020, the university has a total of 756 full-time faculty of which 76% hold a PhD, the largest percentage in Colombia. The university's current academic offer includes 17 doctoral programs (385 students enrolled), 109 graduate programs (3,888 students) and 43 undergraduate programs (14,398 students), totaling 18,671 students.

In addition to the twelve constitutive schools, Uniandes has ten research centers. In 2015, the country's National Accreditation Council (CNA) conferred the university the high-quality institutional accreditation for a period of 10 years, making it the first private university in Colombia to be granted this 10-year accreditation.

In 2019, Uniandes ranked 9th in Latin America in the Times Higher Education Latin America University Ranking. By 2020, it ranked 234th in the QS World University Ranking, and 4th in Latin America. Uniandes Also ranked 1st in Colombia and 8th in Latin America among the Best Global

Universities as ranked by US News and World Report.

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.

UASM has undertaken an ambitious effort to increase the number, qualifications, and diversity of its faculty, which increased from 62 members in 2015 to 74 in 2019. It is now more diverse in terms of age, gender, nationality, and disciplinary background and it represents a milestone in terms of its research productivity. The percentage of young faculty (30 - 40 years old) has increased from 10% in 2015 to 23% of total full-time faculty in 2019. The number of female full-time faculty has also increased, from 19 in 2015 to 23 in 2019. Foreign faculty grew from 16% in 2015 to 27% in 2019, and the school currently employs professors of 14 different nationalities. Finally, 84% of its full-time faculty hold a PhD granted by an international university.

UASM has a consolidated portfolio with a complete range of programs at the undergraduate (1,504 students), graduate (404 students) and executive education level (6,385 participants for 2018-2019 period).



UASM runs two undergraduate programs:

- Undergraduate Program in Management.
- Undergraduate Program in International Accounting (launched in August 2015).

At graduate level, the program portfolio includes the following:

- Doctoral Program in Management.
- Master of Science in Management.
- Full-time MBA, Part-time MBA, and Executive MBA.
- Master in Finance, Master in Marketing, Master in Environmental Management (MEM), Master in Development Management and Practice (MDP), Master in Supply Chain Management, Master in International Finance and Master in Strategic Management.
- Specialization programs: (i) Negotiation, (ii) Market Intelligence, and (iii) Financial Management.

According to Financial Times 2020 Ranking, UASM Executive Education is among the Top 40 worldwide and Top 5 in Latin America.

In executive education, the school has three main programs: (i) open programs, (ii) corporate programs, and (iii) business development programs. From 2015 to 2019, the Executive Education Unit delivered 607 programs to 18,869 participants in 36,189 class hours.

Accreditations

UASM is recognized as one of the top management schools in Latin America. It is one of ten such schools in the region and the only one in Colombia accredited with the Triple Crown. The Triple Crown is constituted by the three most important accreditations for business schools worldwide: The AMBA (the Association of MBAs) for MBA programs, AACSB (Association to Advance Collegiate Schools of Business), EQUIS (the European Quality Improvement System) awarded by the European Foundation for Management Development (EFMD) since 2003.

In June 2018, UASM renewed its EQUIS accreditation for the maximum granting period of five years. UASM is currently in accreditation renewal processes with AACSB and AMBA.



UASM Commitment to Responsible Management Education

Social entrepreneurship, environmental management, public management, and business ethics are core areas in UASM's research and teaching agendas, and the sustainable development of organizations constitutes a differentiating factor from other schools.

The school currently has seven academic areas in accordance with faculty teaching and research interests. These are: Finance, management, marketing, organizations, strategy, supply chain management, and sustainability. The Sustainability Area focuses on ethics, social responsibility, and sustainability, although there are faculty members in other academic areas with an interest in these topics.



Fig 1. Distribution of Faculty by Academic Areas (2020)

In 2015, the Sustainability Area was founded in order to integrate responsible management across different programs, research projects, in-class activities, and course syllabi. Accordingly, all program contents and projects have been subject to review in terms of ethics, social responsibility, and sustainability.

It manages two academic programs where responsible management is at the heart of the curriculum:

- Master in Environmental Management (MEM).
- Master in Development Management and Practice (MDP).

Beyond these two specific programs which focus on sustainability, the school strives to bring sustainability into academic programs and to promote the development of skills to simultaneously address issues of financial success, social respect, and environmental commitment. The Undergraduate Management Program explicitly includes ethics, social responsibility, and sustainability as part of its core curriculum. The Undergraduate International Accounting Program also places strong emphasis on all three subjects. The full-time and part-time MBAs develop a critical and analytical awareness of Latin America's business context and society. The Master in Finance and Master in Marketing offer modules within courses to discuss ethical dilemmas involved in decision-making.

The following work plan has been established to further the development of a consistent strategy that holds sustainability as one of the school's hallmarks: (i) advance the implementation of the mission by integrating sustainability as a topic across all academic areas and programs, (ii) promote a strategic project focused on the country's peace building efforts and the role played by organizations in implementing the peace agreement, and (iii) offer graduate and undergraduate students practical experiences to analyze the social and environmental challenges organizations face.

SIP report 2018 – 2020

The outcomes put forward in our SIP report for the 2018 – 2020 period were met to a large extent. The newly created Sustainable Development Goals Center for Latin America and the Caribbean (CODS) at Uniandes was instrumental in this regard as it enabled our School advance its sustainability agenda in areas such as education, research, and outreach. Our master programs MDP and MEM were strengthened while more traditional management programs continued to be permeated by a thriving community of educators with interests in sustainability. In relation to previous years, our SIP report for the 2018 – 2020 period was more broadly disseminated within the School and a larger proportion of faculty and administrators collaborated in the elaboration of the current report.



PRINCIPLE I

Purpose

We will develop students' skills as the future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy

The school revisited its mission and vision in 2011 in order to secure an explicit commitment to sustainability. Accordingly, the school's mission identifies leadership, innovation and sustainable development of organizations as distinctive foci of management education and research.

The UASM mission and vision are grounded in the Uniandes values of independence, innovation, pluralism, diversity, excellence, critical thinking, ethical behavior, social and civic responsibility, commitment to the environment, and discipline in the workplace.

UASM mission:

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

UASM vision:

To be a reference among Latin American management schools, based on the relevance of academic programs, quality of research and impact on organizations and society.

UASM views itself as a school of management, rather than a business school. Hence, traditional business discussions are complemented by debates on the management of public matters and that of non-profit organizations, together with discourses on the role played by businesses in generating social and environmental value.

Numerous discussions have been held in the school in order to build a shared understanding of the meaning of this mission and its implications. UASM strives to educate leaders who are prepared to make decisions that have a lasting impact on society. As such, its commitment has to reflect its efforts in making it possible for leaders to understand the context in which decisions are made, the ethical implications and the dilemmas they will face, especially in a society that has endured a long-lasting armed conflict and pervasive inequalities. UASM is committed to the development of skills that enhance organizations' resilience and sustainable development, and promote entrepreneurship, innovation, and strategies that are effective in emerging contexts.

As of 2020, faculty and staff have come to a consensus on the UASM mission and vision, but there are still many challenges in terms of actions being fully coherent with the mission statement. The established consensus is that the sustainable development of organizations implies a triple bottom-line approach. Teaching sustainability at UASM brings issues related to financial success,

social respect, and environmental commitment to management debates. Sustainable organizations are profitable, scalable, socially and environmentally responsible, and inclusive. They commit to controlling externalities and to search for alternatives to mitigate or avoid ecosystems degradation. On the courses run by the school, students learn to assess the ethical implications of management decisions for society and the environment. Faculty members invite students to discern these implications, and look for concurrent ways to generate economic, social, and environmental value.



The mission components

Leadership

Leadership is one of the skills UASM graduates are trained in. Their education is grounded in business ethics and social responsibility, and at both 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 country's most promising minds of that are attracted to Uniandes because of its record of excellence. These students will become leaders in industry, public policy, and the third sector, as professionals who can create organizational change. UASM is explicitly committed to providing them with the skills to cooperate and lead in a highly challenging social environment.

The school has continued to work on the implementation of a leadership framework, entitled Leadership Compass. It aims to ensure that programs are aligned in their goal of developing leaders with an awareness of, and an ability to use, their spheres of influence (the self, team, organization, industry, and the ecosystem/society) to inspire and achieve a common vision.

Innovation

UASM has developed unique strengths and capabilities in entrepreneurship and innovation. The school has a group of faculty professors who focus on entrepreneurship, and who created Innovandes, an incubator

for new enterprises that offers support to students and alumni in their entrepreneurial endeavors.

Over the past years, UASM has turned its strengths in social enterprise, environmental management, and organizations' sustainable development into a differentiating factor for its programs. To do so, it created a new Sustainability Area in 2015 supported by the school's ambitious faculty development and recruitment programs.

Sustainability

The Sustainability Area, is currently made up of 10 faculty members: one emeritus professor, one professor, three associate professors, four assistant professors and one distinguished professor, who work on a wide variety of topics including industrial ecology, food and agricultural systems, public policy, social responsibility, wellbeing, collective action problems, and environmental policy, among others. Sustainability is one of the pillars of the school's mission, and integrated into UASM's flagship programs; the MBA and the Executive MBA. Faculty members in the Sustainability Area also work closely with professors in other areas such as: strategy, through the Social Enterprise Knowledge Network (SEKN); marketing, on issues of sustainable consumption and behavior; and management on issues of the interface between private and public governance.

HIGHLIGHT 1

Leadership Compass



SDG 4.
QUALITY EDUCATION

In the 2018 - 2020 period, we continued to deploy our Leadership Compass, which articulates our school's understanding of Responsible Leadership underscoring the ethical and sustainability dimensions. As stated in the Compass, Uniandes leaders are expected to "exercise leadership in a responsible and innovative manner across their spheres of responsibility, in order to have a positive impact on society." The Leadership Compass was born out of our determination to educate responsible leaders who can create sustainable value, taking the individual, the team, the organization, the industry and the ecosystem -society and environment- into consideration. It was developed to better connect our school's mission with the everyday experiences in our teaching and learning across all programs. The compass has given us a concise and shared understanding of what leadership means to us. We expected it to

be a tool that professors across disciplines and subject areas could use to better integrate leadership in their own curriculums and, to this end, it offers faculty a set of learning objectives to facilitate the integration of responsible and innovative leadership into different subject areas.

We have conceived the adoption of the compass as a three staged process: adoption in leadership specific courses, adoption in leadership related courses, and adoption in non-leadership related courses. While undergraduate professors and students are already familiar with the compass, over the past two years, we have promoted its adoption more strongly within the MBA programs. Students are introduced to the compass early on their MBA journeys. Some examples of the actions taken in the last two years include:





Michael Page partnership: Based on the conviction that the exercise of responsible leadership most be grounded on self-awareness, we foster self-knowledge among MBA students as soon as their student journeys begin. To that end, we have partnered up with Michael Page to offer a more personalized leadership learning experience to each student throughout their MBA trajectory. Michael Page performs a detailed custom-made and DISC inspired assessment paired with a number of interviews with a career counselor throughout the program. This serves three purposes: First, it enables students to reflect inwardly on themselves, their leadership style, and their outlook on the five spheres of leadership. Second, it serves as a baseline for student awareness of responsible leadership and its five spheres. Third, it connects students with a leading recruiter in the Latin American job market.

Leadership oriented interdisciplinary learning experiences: Our learning model is increasingly incorporating challenge-based

learning. Challenges are designed with the Leadership Compass at hand, increasing instructors' and professors' awareness of the relevance of responsible leadership and the five spheres of responsibility. It also helps to ensure that students contemplate the impact of their projects across the five spheres and consider their role as leaders in such initiatives.

Leadership course and leadership workshops: The Leadership curriculum of the MBA programs has been redesigned to incorporate the outlook of responsible leadership and the five spheres of responsibility. This gives students an in-class opportunity to reflect on the theoretical and practical underpinnings of responsible leadership and of leading ethically, sustainably, and with innovation in mind.



HIGHLIGHT 2

Sustainable Development Goals Center for Latin America and the Caribbean



The Sustainable Development Goals Center (CODS by its Spanish acronym) for Latin America and the Caribbean (LAC) at Universidad de los Andes was founded in September 2018. It is part of the Sustainable Development Solutions Network (SDSN), a United Nations initiative designed to mobilize scientific and technical expertise in problem solving in relation to the Sustainable Development Goals (SDGs) (CODS, 2018). CODS is member of one of the three main SDGs global institutions, including the SDGs Center for Africa, launched in 2016, and the SDGs Center for Southeast Asia, launched in 2017.

Universidad de los Andes School of Management (UASM) has been a cornerstone in the conception of CODS, providing intellectual leadership, promoting multidisciplinary research, and engaging key actors across the region. Two professors associated with the Sustainability Area, namely Alejandra Velez and Ximena Rueda, have served as the center's science directors. The current CODS deputy director is Felipe Castro,

UASM adjunct faculty. Uniandes schools of economics, engineering, social sciences, natural sciences and law along with other research and education institutions across the region, actively participate in CODS research, dialogue and joint initiatives. Alejandro Gaviria, former health minister and former head of the School of Economics, was the first director of the center. In August 2019, Mr. Gaviria took office as Uniandes president and he remains highly engaged in the center's different activities.

CODS aims to become a knowledge hub in LAC, working hand in hand with governmental institutions, enterprises, civil society and leading education institutions in order to accelerate the implementation of the 2030 Agenda. It also seeks to contribute to the education of LAC leaders by offering high-quality courses and executive training programs at different levels. Since its foundation in 2018, CODS has launched a number of initiatives, some of which are presented below.

Regional research workshops

- CODS co-organized a total of four (4) research workshops in four different Latin American and Caribbean countries. Each workshop had a focused on one (1) or two (2) SDGs:
- Sustainable Cities and Communities (SDG 11). Universidad Católica de Chile, Santiago, Chile, April 22nd and 23rd, 2019.
- Zero Hunger (SDG 2) and Life on Land (SDG 17): Centro Internacional de Agricultura Tropical (CIAT). Colombia, Palmira, Colombia. August 13th and 14th, 2019.
- Peace, Justice, and Strong Institutions (SDG 16): As part of the First Conference of the Network of Studies on Drugs in Latin America (REDESDAL), México. October 14th and 15th, 2019.
- Climatic Action (SDG 13): Climatic Services: indispensable for Latin America and the Caribbean. West Indies University, Kingston, Jamaica. March 4th and 5th, 2020.

Small Research Grants

Through four (4) calls for proposals, CODS funded a total of four (4) policy relevant-research projects in the 2019 – 2020 period. Eligible projects had a regional scope and focused on one or two SDGs according to the priorities set for each call. rding to the priorities of set for each Call.

CODS Papers Series

CODS Papers Series focuses on policy-relevant issues related to sustainable development in Latin America and the Caribbean. It distributes research findings that reach a wide audience. The first CODS Paper was published in October 2019 and a total of five CODS Papers have been published so far. The number of papers published is expected to increase considerably by the end of 2020.

CODS Research Workshops
2019 – 2020 involved

80
researchers in

39
institutions across

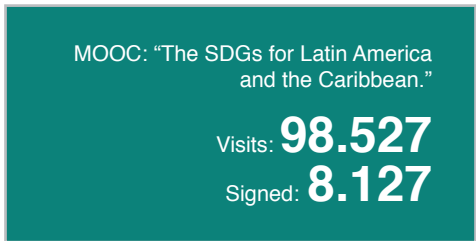
16
countries





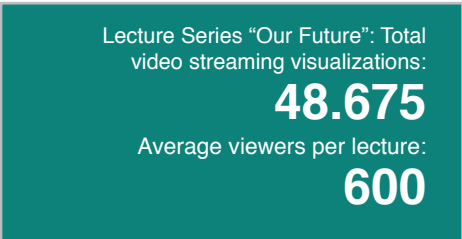
Massive Open Online Course (MOOC): “The SDGs for Latin America and the Caribbean.”

On March 16th 2020, CODS launched the first free online course (MOOC) on the implementation of SDGs and their development in Latin America and the Caribbean. The three main professors for the course are members of UASM: German Andrade, Felipe Castro (adjunct), Manuel Rodriguez, and Diana Trujillo.



Lecture Series “Our Future”

In January, February, and March 2020 a total of six (6) open lectures on the impacts of climate change in LAC were held at Uniandes. The lectures were given by experts, most of which are UASM faculty. Their purpose was to raise awareness on the climate crisis and to advocate for large-scale societal changes. The lecture series was inspired by the book “Nuestro Planeta Nuestro Futuro” (2019), written by Manuel Rodriguez, UASM Faculty.



SDG Regional Index

On June 16th 2020, CODS, along with SDSN, launched the Sustainable Development Goals Index for Latin America and the Caribbean. The SDG Index assesses where each country stands in terms of its progress towards the achievement of each SDG. The need to calculate a regional index was underlined by common sustainable development challenges across LAC as well as similar limitations in data collection capabilities. The Index was calculated using pre Covid-19 data.

The average index score for Latin America and the Caribbean (63) suggests that the region is, on average, 63% of the way to the best possible outcome across the 17 SDGs. The region’s performance is particularly low for SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions). Regarding country-level results, the two best performers on the same 1 to 100 scale are Chile (73.7) and Uruguay (71.5), whereas those with the lowest scores are Guatemala (55.8) and Haiti (44.6).

PRINCIPLE II

Values

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Ethics, social responsibility, and environmental sustainability are long-standing values at Uniandes and at the school. The following initiatives have been implemented over the last five years:

- The first chapter of the Uniandes Faculty Handbook focuses on the ethical responsibilities of faculty members. These include offering students a critical and ethical education, being respectful of human rights, and acting in accordance with the principles and values embodied in the Colombian constitution. The handbook formalizes the ombudsperson as a source of guidance and counselling in the event of ethical conflict among faculty, students, or staff. The handbook also establishes procedures to be undertaken when faculty do not comply with the university's ethical standards.
- Two university institutions, the Center for Applied Ethics (CAE), established in 2012, and the School Research Ethics Committee (2014), undertake efforts to ensure that ethical issues are discussed and understood among faculty members and included in their research agendas. The CAE developed the Epsilon Program, whereby faculty whose courses feature an ethical component can seek guidance on teaching and evaluating ethical issues and dilemmas. From 2018 to 2020, the number of UASM (adjunct and full time) faculty who have obtained the Epsilon certification increased from 13 to 33.
- The UASM Research Ethics Committee developed a protocol to review and approve faculty research projects that involve human subjects. This protocol requires faculty involved in a project to complete the online Collaborative Institutional Training Initiative (CITI) Program. All funded research projects must obtain prior approval from the School Ethics Committee and the University Research Ethics Committee.

One of the university's overarching goals is to impact Colombia's social, political, economic, and natural environment; hence, the emphasis made in UASM programs on student integrity, ethical values, and a sustainability perspective. Ethical responsibilities are spelled out in the university's undergraduate and graduate student handbooks. These publications contain the rights and duties of all students, the university's academic bylaws, the various pathways for student participation, and other academic and administrative procedures that guide students. Also set forth is the code of conduct that guides student actions, designed to attain both a pedagogical purpose (i.e., to encourage students to reflect on issues considered unacceptable), and a disciplinary one. All schools feature a Student Disciplinary Committee to review situations brought to its attention by faculty members, program directors or other members of the university community.



HIGHLIGHT 1

Student-led Organizations



SDG 1. NO POVERTY
SDG 5. GENDER EQUALITY

The Student Council at the School of Management (CEFA). CEFA promotes the use of managerial and leadership skills to address environmental and social problems. It encourages students to participate in extracurricular activities and projects that complement student theoretical training while creating social and environmental value. Their transformational values are leadership, innovation and entrepreneurship. Students undertake social advocacy and volunteer in environmental stewardship activities and educational support in public schools.

Every year CEFA holds a one-week summer camp for children between the ages of 7 and 14 living in vulnerable conditions, in which they promote values and leadership. The main target group are communities surrounding Uniandes campus in the so called Fenicia Triangle, although, in 2018, the CEFA Camp was held in Colombia's Coffee Axis (Eje Cafetero).

Women in Business Committee (WIB). UASM student-led organization created in 2016. It is based on Harvard University's Women in Business model and it was the first or one of the first such initiatives in Latin America. WIB holds conferences and fora that aim to raise gender awareness and empower young women who have the potential to become the leaders of tomorrow. Some of the most important activities organized by WIB Committee include the following:

- First International Inspiring Women Conference, September 15th, 2018 Bogotá.
- Second International Inspiring Women Conference and Female Entrepreneurship Fair August 10th, 2019 Bogotá.
- Workshop Series "Feminisms as Social Responsibility" February 14th, May 8th, and May 23rd 2020, Bogotá.

Finance & Investment Club (FIC): This student initiative was created in 2011 and its main purpose is to help students bridge the gap between theory and practice. FIC is organized in five (5) chapters one of which is Impact Finance. This is an external capacity building chapter that provides financial education to vulnerable communities and individuals. In the period 2018 – 2020 period, the chapter addressed two populations, one on campus and the other one off campus, specifically:

- Personal finances for Uniandes general services personnel, including cleaning and security personnel.
- Personal finances and business management for former combatants in Mesetas, eastern Colombia. The program entitled "From Universidad de los Andes to Mesetas" awarded a total of 20 diplomas and due to its positive impact is expected to be replicated in other parts of the country.



HIGHLIGHT 2

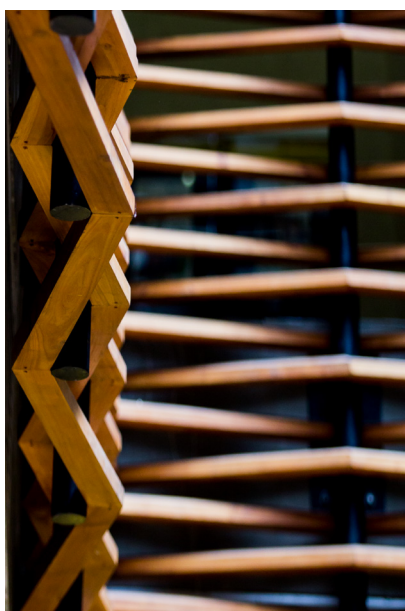
Rooftop Photovoltaic System at Edificio Santo Domingo



SDG 7.
CLEAN ENERGY

While Colombia enjoys solar radiation throughout the year, its solar energy production potential remains largely untapped. Universities around the world have played an important role in solar energy technology innovation. In 2019, and as part of the Uniandes Green Campus Strategy, 200 photovoltaic panels were installed on the rooftop of the Santo Domingo building where UASM is located and where a large proportion of its classes take place.

The new photovoltaic system provides about 10% of the electricity used in the building, although it is important to note that Colombia's energy mix contains a relatively high proportion of renewable energy with hydropower supplying 65% of the electricity produced every year. Apart from reducing energy costs, the new installation also provides important learning and training opportunities for students.



PRINCIPLE III

Method

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

At UASM, we strive to integrate theoretical education with hands-on learning and employ this strategy to teach ethics, social responsibility, and sustainability aspects in all our academic programs. The transition from theory to practice starts in the classroom through extensive use of the case-method. This section describes the features and recent changes in three UASM flagship programs, the Undergraduate Management Program, the Master Program in Environmental Management, and the Master in Development Management and Practice. Consultancies and MDP Practicum programs also provide UASM students with the opportunity to acquire practical experience through a hands-on approach.

Undergraduate Management Program

This Management Program offers students a comprehensive instruction on Sustainability in Management. It includes mandatory, sequential courses that allow students to further their development in critical thinking and to learn to integrate what they learn in class from the core management areas such as finance, marketing and logistics, to the area of sustainability. The track consists of the following courses:

Fundamentals of Ecosystem Services. Incorporated in 2016, the purpose of this course is to teach students about the plane-

tary boundaries, ecosystem services, and the responsible management of natural resources.

- Public Management. This course discusses the importance of understanding public-private dynamics in collective issues.
- Corporate Social Responsibility is the last of the three courses. Students analyze and inquire about socio-environmental dilemmas that managers and corporations have to deal with, in terms of corporate strategy.

Professors from the sustainability area developed an assurance of learning system for the Corporate Social Responsibility course, given the importance of the ethical dimensions and the need to test whether students clearly identify ethical dilemmas in corporate practice. On average, at the end of the course, over 90% of students pass the test with the majority obtaining a distinction grade.

Master in Development Management and Practice

UASM MDP Program is part of the Global Association of Master in Development Management and Practice, initiated by the Earth Institute at Columbia University. The MDP at UASM provides students with the knowledge and practical skills required to analyze the multi-dimensional challenges of sustainable development and to manage and lead development and social programs.

UASM MDP Director Diana Puerta is head of Global MDP for Latin America. This is an important acknowledgment that provides new opportunities for the students and alumni from the MDP, which currently has 47 (2019 cohort) students enrolled (see Figure 2 for student placement by sector).

In 2016, the school implemented several changes to the MDP study plan, that would strengthen the relationship between the MDP practicum (see below) and course work. As a result of the reform, students are more deeply involved in addressing sustainable development challenges. In May 2018, UASM discontinued the pre-entry professional experience requirement to facilitate the connection between the Undergraduate Management Program and the MDP.



UASM recently signed two strategic alliances to broaden the impact of the MDP.

2019: Signing of a strategic alliance with Sistema B (Benefit - Corporation) Colombia, a business movement with sustainability as its core purpose, directly incorporating sustainability in its business model. It was through this alliance that the Socio-environmental Ventures course was certified as a “B-Course.”

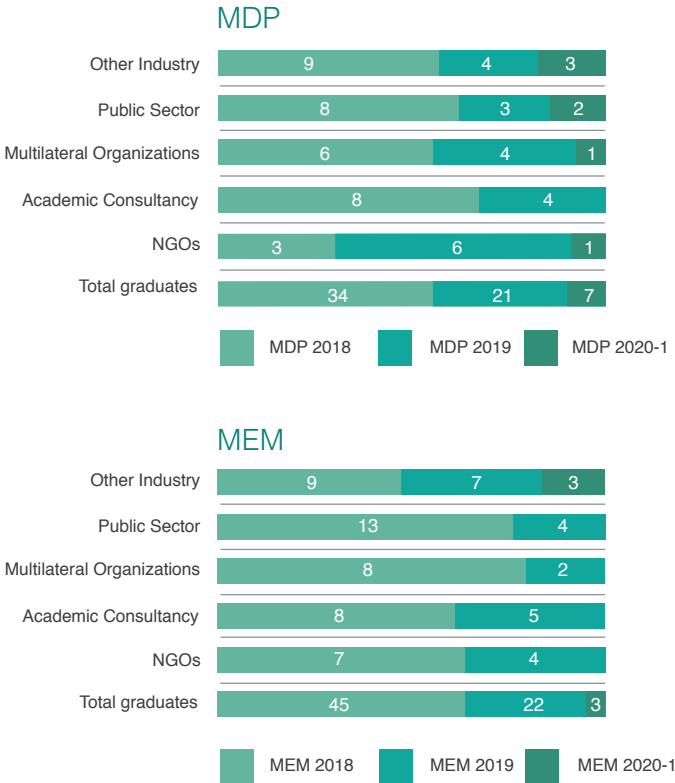
2020: Signing of a strategic alliance with Corporación Manos Visibles to grant 25 scholarships to leaders from the Colombian Pacific Region. These generous scholarship program will strengthen the capacities of individuals who have the potential to lead transformation in the Colombian Pacific, a part of the country with the highest rates of unsatisfied basic needs, while hosting incredible biodiversity and a rich cultural heritage.

Master in Environmental Management (MEM)

The MEM aims to develop managers capable of leading environmental organizations, as well as designing and managing environmental strategy for private, public, or non-profit organizations (see Figure 2 for student placement by sector). Currently, the MEM program has 29 (2019 cohort) students enrolled.

This program addresses socio-environmental issues from a management perspective, offering an interdisciplinary approach drawing on theory and practice. In 2019, the content of the MEM Program was reviewed and two special concentrations introduced: Concentration in Sustainable Consumption and Production and Concentration on Conservation Management and Governance. These concentrations give students the opportunity to specialize in two distinct topics within the field of environmental management.

Fig 2. MDP and MEM placement by sector: 2018 - 2020-1



* The graduate employability rate is 95.8% according to the Employability Observatory of the Colombian Ministry of National Education.

Participant-based learning: The use of case studies in the classroom

The school makes intensive use of Harvard University cases on its courses (see Table 1), especially on the Undergraduate Management Program. For the 2018 - 2020 period, 145 cases related to social responsibility and sustainability were included in the

UASM curriculum, many of them developed by our own faculty. The production of case studies enables UASM faculty to share their research knowledge with a broad audience, especially students from other countries, and academic backgrounds.

Table 1. Case study use in UASM

Academic Program	Courses	# of cases per year (# of licenses per year)			Total Cases
		2018	2019	2020 (Until June)	
Undergraduate	All	188 (18508)	234 (19094)	452 (10667)	874
	Management of Public Issues	0 (0)	0 (0)	1 (40)	1
	Social responsibility	27 (2923)	20 (2492)	15 (775)	62
	Sustainability	1 (24)	0 (0)	0 (0)	1
	Ethics & Professional Responsibility	2 (37)	0 (0)	0 (0)	2
MBA (MBA Full-Time)	All	190 (7562)	177 (7820)	85 (3623)	452
Executive MBA	All	21 (477)	81 (2843)	32 (979)	134
Master in Environmental Management (MEM)	All	16 (1123)	23 (1314)	11 (833)	50
Master in Development Practice (MDP)	Corporate Sustainable Strategy	6 (125)	0 (0)	5 (120)	11
International Summer School	All	25 (1229)	28 (1305)	0 (0)	53
	Responsible Leadership Sustainable Business	3 (165)	5 (225)	-	8
	Digital Business Platforms & Sustainability	-	1 (45)	-	1
	Positive Leadership and Organizations	3 (165)	-	-	3
	Source & Uses of Power	4 (224)	-	-	4

ConsultAndes

Academic programs involved:

- Undergraduate Program in Management (since 2006) and Undergraduate Program in International Accounting (since 2018).
- Full-time MBA (since 2016).
- Master in Environmental Management (since 2008)

ConsultAndes works as a UASM advisory center. It brings together companies with groups of students and UASM faculty, who provide consulting services free of charge. Using the capacities of senior students, the experience of consultants, and the specialized knowledge of the School of Management and other schools at the university, ConsultAndes provides advisory services to different types of organizations. Between its inception and 2018 ConsultAndes developed 768 different projects for over 350 organizations.

Fig 3. ConsultAndes projects by organization type: 2006 – 2020

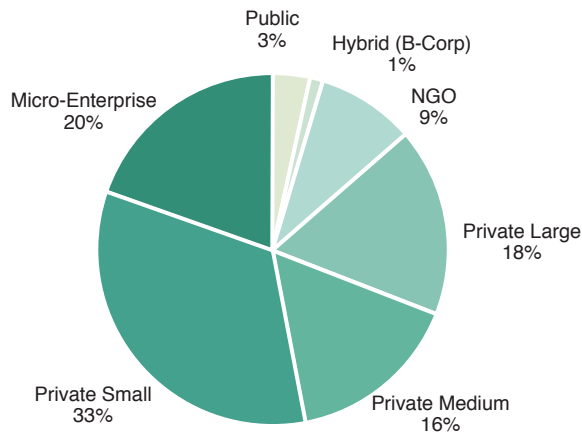
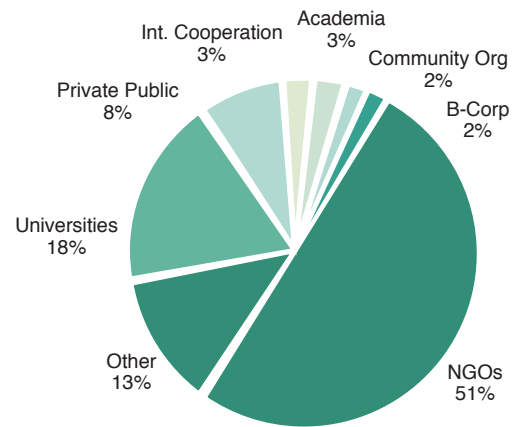


Fig 4. MDP fieldwork projects by organization type: 2012 - 2019



MDP Practicum

Academic programs involved:

- Master in Development Practice (since 2016)

The MDP focuses on the skills required for hands-on implementation of projects in private, public, and non-profit organizations. Fieldwork allows participants to develop leadership skills by working with communities on specific projects, in a context of social responsibility and sustainable development. MDP students are required to apply what they learn in class, together with their own experience, in two fieldwork sessions of approximately 20 calendar days. Projects vary in scope, ranging from helping municipalities to conduct strategic plans and design communication strategies, to working with non-for-profit organizations and donors in developing business models and plans for vulnerable populations.

Sustainability Meetings

As a result of the Colombian government's lockdown declared in March 2020, weekly virtual seminars are currently being held in order to maintain an active dialogue with the community constructed around the MEM and MDP programs. These seminars address pressing sustainability issues within the context of the Covid-19 crisis including: Challenges and Opportunities for the Colombian Countryside, Enterprise Resilience, and Sustainable Consumption. Two hundred and fifty people, on average, join the Sustainability Meetings.

UASM has an active alumni network of over 350 professionals who graduated from the Master's Programs in Environmental Management (MEM) and management in Development Practice (MDP). The "MEM-MDP community" is a vibrant network through which to interact among sustainability leaders in diverse organizations to exchange experiences, information, business development, job-offers, and social activities.

HIGHLIGHT 1

MBA Challenge-based Learning



SDG 4.
QUALITY EDUCATION

Challenge-based learning is at the core of the pedagogical redesign of our MBA programs. What this means is that students work on a real-life challenge at three or four points during their MBA experience. A partnership of faculty and industry players collaborate to design each challenge. Inter-disciplinarity, relevance, and responsible leadership are all at the core of these learning experiences. Indeed, the challenges foster students' reflection and exploration of their own and the industry's impact across the five spheres of responsibility: the self, the team, the organization, the industry, and the ecosystem. Six challenges took place between 2018 and 2020. A few examples of this are the following:

- **Fenicia community collaboration:** For an entire week, students had the opportunity to explore the university's immediate surroundings and the local businesses that are part of this community. The intent: to explore avenues for business sustainability and innovation in collaboration with local actors. The partners in this challenge included: local business owners, Davivienda (a major Colombian bank that also operates in the area), Aviatur (a major tourism agency), and four professors (involved in leadership, creativity, communication, and the learning experience coordinator). Students reported increased sensibility to their local community and the current challenges that local business owners face. A real-life experience also provided students with the opportunity to understand stakeholder leadership.



- **Entrepreneurship and innovation:** During a two-month period, students collaborated with local entrepreneurs to solve a specific problem. The intent: to understand the struggles of business entrepreneurs to sustain themselves in the market, while facing continuous market challenges and ethical dilemmas. The partners in this challenge included a venture-capital firm, entrepreneurs, Cornell University, and three Uniandes Professors (involved in Entrepreneurship and Innovation, Negotiation, and Leadership and Ethics). Students collaborated with Cornell University MBA students for this task and evidenced a better understanding of discipline-based concepts and more awareness of the ethical dilemmas implied in sustaining new businesses.
- **Plastics-industry in Cartagena:** During a week-long challenge, students explored the impact of the plastics industry in Cartagena and its surroundings and formulated business innovations intended to address environmental and societal impact. The intent: students were expected to witness the impact of the plastic industry on a region first-hand and to experience and apply innovation tools to address it. The partners in this challenge included a large plastics manufacturing enterprise (Essentia), local actors in Cartagena and its surroundings, and four professors (involved in Creativity, Communication, Sustainability, and Leadership). Students increased their awareness regarding sustainability, learned innovation practices, and encountered leadership challenges as they worked under pressure with a team of people they had just met.

HIGHLIGHT 2

Entrepreneurship for Peace



SDG 16. PEACE

Supported by the UASM Entrepreneurial Center and students, a group of professors designed and implemented different entrepreneurship programs targeting Colombia's vulnerable population to contribute to the country's peace process. The following are the programs developed around Entrepreneurship for Peace:

Program A:

An entrepreneurship program that supports ex-combatants from the Colombian conflict to develop their productive capacities and citizen values.

Amid the peace process between the Colombian Government and FARC guerrilla a community entrepreneurship program for ex-combatants in Colombian rural areas was designed and implemented aiming to support ex-combatants' community rural projects, and to use entrepreneurship as a vehicle to develop citizen values. The project lasted a year, from January 2019 to January 2020, it certified 52 ex-combatants, and supported 12 productive projects.

Research Council UK funded this entrepreneurship program, jointly developed with the local organization FUNBICOL to ensure knowledge transfer to the community involved.

Program B:

A gender-oriented entrepreneurship program to empower women coffee farmers to develop their productive and entrepreneurial capabilities. Based on the experience of the previous program in the rural areas, Entre-



preneurship for Peace designed and implemented a complementary entrepreneurship program designed to empower women coffee farmers from the Cauca region in Colombia, boosting the productive and entrepreneurial capacities of these women coffee farmers. This program lasted a year, from August 2019 to August 2020, and so far, has certificated 51 women coffee farmers from the Cauca region.

The World Women Bank foundation funded this entrepreneurship program, developed jointly with Federación Campesina del Cauca to ensure knowledge transfer to the community involved.

Program C:

Based on the previous experiences, an online entrepreneurship program for the youth in rural areas is being designed. January 2020 saw the beginning of the design process for a mobile app of the previous programs. This app is going to include gamification tools, as the program aims to motivate young entrepreneurs (16-25 years old) to find business opportunities in their locations. The leaders of the Entrepreneurship for Peace Program expect to implement Program C for a year, starting in October 2020. USAID funded this project and Fundación Capital is currently participating its development.

All three above-mentioned programs received external funding, and were implemented together with local organizations to guarantee knowledge transfer to the communities involved.

PRINCIPLE IV

Research

We will engage in conceptual and empirical research that advances our understanding about of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Academic research and publications

In 2019, UASM research groups Decisions and Markets, Business History and Entrepreneurship, Organization Studies, Public Management and Finance and Financial Economics were ranked in the top category (A1) by the Colombian Government Department for Science and Technology (Colciencias). Colciencias formally accredits research groups on a biannual basis. Supply Chain Management is a recently created group and was not classified.

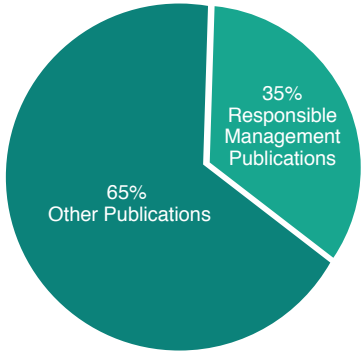
The School Ethics Committee oversees UASM research projects. The committee’s supervisory function extends to undergraduate and graduate research as well as faculty-led research projects that seek internal financing or are otherwise supported by the university. All faculty members who apply for internal research funds must obtain a certificate from the CITI Ethics Program.

Over the past five years, the school has been working to ensure a stable and robust flow of intellectual production and, through job market search and continuous hiring, broaden the base of research-active faculty members.

In 2018-2019, UASM published a total of 84 peer-reviewed journal articles. Over 80% of the articles are classified as being published in quartile 1 or quartile 2 journals according to recognized rankings such as ISI and Scopus. This intellectual effort is the product

of the majority of faculty, with 50 out of 74 full-time participating faculty members actively contributing to the three main types of intellectual outputs recognized UASM (books, chapters in books, and papers in indexed journals).

Fig 5. Distribution of UASM journal publications by topic: 2018 to 2019



Responsible management publications cover issues related to social sustainability, environmental sustainability, ethics and gender studies.



A collective book entitled “Governance and Management of Sustainable Development” that features articles by UASM faculty and other researchers was published in 2018.

Teaching-oriented research and publications

In 2013, the CLADEA-BALAS Case Consortium (CBCC) was established by a group of Ibero-American business schools that pioneered the production and use of teaching cases in the region. UASM, a founding member of the group in 2013, was entrusted with leading the initiative. CBCC is the only general collection of teaching cases in Latin America published and distributed globally through Harvard Business Publishing. UASM is an important contributor of cases to CBCC. From 2011 to 2019,

17 UASM cases were produced for distribution by HBP, six of which were prepared by UASM’s Sustainability Area.

Student involvement in research

In the curriculum Undergraduate Program in Management, students may fulfil a research-oriented requirement by (1) taking two master level classes, (2) writing a graduation project under the guidance of a tutor, or (3) through research assistantships in faculty members’ projects. Research assistants carry out activities such as field-work and data collection, data analysis and drafting of academic texts. At graduate level, a total of 20 research assistantships were internally funded in the 2018 – 2020 period.

A Sample of Journal Publications on Responsible Management (2018 -2020)

Arias C, Trujillo C. (2020) Perceived Consumer Effectiveness as a Trigger of Behavioral Spillover Effects: A Path towards Recycling. *Sustainability* <https://doi.org/10.3390/su12114348>

Camacho S, Hassanein K, Head M. (2018) Cyberbullying impacts on victims' satisfaction with information and communication technologies: the role of Perceived Cyberbullying Severity. *Information and Management*: 494-507.

Jaén, MH, Reficco, E. & Berger, G. (2020) Does Integrity Matter in BOP Ventures? The Role of Responsible Leadership in Inclusive Supply Chains. *Journal Business Ethics* <https://doi.org/10.1007/s10551-020-04518-0>

Garcia JH, Torvanger A. (2019) Carbon Leakage from Geological Storage Sites: Implications for Carbon Trading. *Energy Policy* 127: 320-329.

Garcia J, Andonova V. (2019) How can EMNCs enhance their global competitive advantage by engaging in domestic peacebuilding? The case of Colombia. *Transnational Corporations Review*: 370-385.

Gutierrez R. (2018) Collaboration mechanisms for sustainable innovation. *Journal of Cleaner Production* 203: 1170-1186.

Moros L, Corbera E, Velez M, Flechas D. (2020) Pragmatic conservation: Discourses of payments for ecosystem services in Colombia. *Geoforum* 108: 169-183

Nelson V, Rueda X, Vermeulen J. (2018) Challenges and Opportunities for the Sustainability Transition in Global Trade. *Business Strategy and the Environment* 27: 173-178.

Prado V, Glaspie R, Waymire R, Laurin L. (2020) Energy apportionment approach to incentivize environmental improvement investments in the chemical industry *Journal of Cleaner Production* <https://doi.org/10.1016/j.jclepro.2020.120550>

Różycka-Tran, J., Piotrowski, J.P., Žemojtel-Piotrowska, M. et al. (Wills E.) (2019) Belief in a zero-sum game and subjective well-being across 35 countries *Current Psychology* <https://doi.org/10.1007/s12144-019-00291-0>

Rueda X, Velez M, Moros L, Rodriguez L. (2019) Beyond proximate and distal causes of land-use change: Linking Individual motivations to deforestation in rural contexts. *Ecology and Society* 24 (1), pp. 1-14.

Servantie V. (2018) Bricolage, effectuation and causation shifts over time in the context of social entrepreneurship. *Entrepreneurship and Regional Development* 30: 310-335.

Trujillo D. (2018) Multiparty Alliances and Systemic Change: The Role of Beneficiaries and Their Capacity for Collective Action. *Journal of Business Ethics* 150: 425-449

Van B. (2018) Embracing the variety of sustainable business models: A prolific field of research and a future research agenda. *Journal of Cleaner Production* 194: 695-703.

HIGHLIGHT 1

Sustainable Life Styles and Consumption in Latin America



SDG 12.
RESPONSIBLE CONSUMPTION

This research agenda seeks to advance knowledge in understanding the patterns and antecedents of the adoption of sustainable living and sustainable consumption using evidence from Latin America and Colombia. The foci of the agenda range from theoretical advancements to implementation activities. Projects have received funding and support from the European commission, the United Nations Environmental Program (UNEP), the Center of Sustainable Development Goals at Uniandes and the Colombian Ministry of Science. Two surveys, one covering Colombia only and the other covering seven countries were

applied in 2019. The topics covered include recycling, consumer segmentation, consumer decision making about eco-labelling, food, transportation, housing and resource use. Other factors such as beliefs, values, consumer wisdom, pro-social behavior, materialism and willingness to pay are also explored. The research activities are published through different types of intellectual products such as reports, public policy oriented papers, PhD theses, and scientific papers. A special effort is made to ensure visibility and engagement.



Photo by: Eduardo Carriazo

HIGHLIGHT 2

UASM Research Response to COVID-19



SDG 3. GOOD HEALTH
SDG 8. ECONOMIC GROWTH

Three recent research initiatives address the challenges posed by the Covid-19 pandemic:

- “Constructing companies after Covid-19.”
- “Understanding students’ well-being during Covid-19.”
- “Coordination of major system change within the Colombian health system in response to Covid-19.”

The first two initiatives were implemented by our marketing professors (along with other colleagues at the School). The objective of the first initiative was to assess business managers’ perceptions of the severity of the Covid crisis and their ideas on how to tackle the present and future consequences. The results of this survey suggest that, due to the pandemic, different types of businesses seem to have developed different priorities, but that most managers were primarily concerned with sales, financial administration, and the uncertainty regarding the future. Another important challenge that was detected concerns human resources management, given the difficulty of maintaining sales volume, and how this may affect the company’s talent. Managers also commented on the actions that they were considering while coping with the existing uncertainty. During such discussion, financial performance and employee well-being were framed as top priorities. Interestingly, managers highlighted the important role played by academia as a source of trust and inspiration during these difficult times. This survey helped the professors involved to understand how to better support business during such difficult times.

The second initiative, also led by some of these marketing professors, focused on better understanding students’ well-being during the Covid-19 lockdown. The main goal here was to assess how students were

responding to the virtual learning experience, and the role of emotions in this experiential context. Importantly, this virtual learning process was implemented very quickly at UASM, with most professors and students having almost zero previous experience with virtual environments in a learning context. The main result of this study was that students experienced significant stress and discomfort during the lockdown, and their perceptions of the online learning experience fluctuated significantly during the timeframe that was analyzed. The results of this study will provide us with strategic insights for future managerial decisions concerning the implementation of virtual and blended-learning experiences once the pandemic is over.

Finally, a recent research initiative led by Simon Turner of the Organizations Area, who is leading a group of five full time researchers, that is analyzing the response of the Colombian health system to the pandemic. This national, high-profile study is funded by Colombia’s Ministry of Science, Technology and Innovation and is one of a program of 32 projects in Colombia that are supporting the response to Covid-19. It draws on qualitative case studies of three local health systems within the country (Bogotá, Cali, and Cartagena). The approach is informed by the concept of “major system change” - or coordinated change among a variety of healthcare organizations and other relevant stakeholders - in order to identify processes that both enable and inhibit adaptation of health services to the challenges presented by Covid-19. The study will collect information on capacity “bottlenecks” as well as successful practices and forms of innovation that have emerged locally, which have the potential for being scaled up across Colombia’s health services.

PRINCIPLE V

Partnership

We will interact with managers of business corporations and public institutions to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Environmental and social vulnerability in Colombia is significant. The country ranks among the top three in the global biodiversity index, and is characterized by high inequality. Both the country and the region face critical societal issues such as poverty, the implementation of the peace agreement, and environmental degradation such as high deforestation rates and industrial pollution. UASM engages with all societal actors (companies, civil society organizations, government agencies and international multilateral agencies) capable of generating change by offering expertise and capacity in training, research, and consulting.

Strong relationships are based on long-term alliances and trust. The schools' potential to have direct social and environmental impact on a wide range of organizations is relatively large when compared to other management schools. Notably, a fair proportion of MDP and MEM alumni work for NGOs, multilateral organizations and the public sector (see Figure 2).

To the extent that UASM defines itself as a school of management rather than a business school it is uniquely positioned to create partnerships that broaden local business leaders' perspectives. Since its foundation, the school has sought to expand and intensify relationships with organizations. The role of faculty in these initiatives is broad-ranging, and central for their development. Links of special relevance include the following:

- UASM faculty lead the Latin American Center for Sustainable Development Goals, created in September 2018 as a mayor multi-stakeholders' platform to

track advances in SDG in public and private institutions in Latin America.

- Faculty members spearheaded the implementation and expansion of a broad ongoing enterprise network (RedES-Car) including over 500 firms, 5 academic institutions and an environmental authority that has led to the generation of tangible and considerable economic, social and environmental benefits (see highlighted sections on the next page).
- UASM contributes to rural development in agro-food related enterprises and cooperatives, introducing sustainable agro-business models. An ongoing program uses management training and technical assistance as methods to improve the income of rural agro-food business. The program operates in several of Colombia's departments such as Meta, Vichada, Valle del Cauca, Nariño, and with participation over 60 participating framers' and agro-business associations.

- UASM faculty participate as senior advisors to the ministry of Environmental Affairs and play leading roles in the development of national policies such as the National strategy on Circular Economy in 2019.
- UASM faculty leads the observatory of the National Natural Park System (“Parques como Vamos”) as a research and advocacy platform. The observatory coordinates other Colombian universities and environmental NGOs conducting research and capacity building in nature conservation initiatives implemented throughout the national network of over 56 natural parks.
- UASM core faculty actively participate in executive education programs for organizations interested in moving towards sustainability goals. Executive education programs offered include multinational food companies in Latin America. Special efforts are also made to reach out to entrepreneurs and SMEs, which, in the region, are noted as an important source of employment generation.
- In the 2019 – 2020 period, UASM core faculty in alliance with the United Nations Industrial Development Organization has led developed complementary programs in Sustainable Consumption and Industrial Eco-park developments. Both programs include components for policy development and technical assistance with companies advancing sustainable consumption programs and Eco-park developments. Participants include large Colombian companies and the Latin American Association of Industrial Parks (AZFA).
- The Center of Sustainable Finance, created in 2019, relies on UASM faculty to advance training and research activities aiming at resource allocation for technological innovation and sustainable infrastructure projects in Colombia. The Center enjoys the participation of 5 major Colombian firms and connects to international agencies in the field such as the world Economic Forum and the International Finance Corporation (IFC).
- Consultancy provides opportunities for fostering faculty links with the corporate world and better understanding the hurdles to improving business practice, by approaching the country’s and the region’s problems and needs.
- The SCALA Program examines and monitors successful inclusive distribution business networks, and is supported by the Inter-American Development Bank. A number of business network experiences have been documented covering countries such as Colombia, Brazil, Nicaragua, Mexico, Peru, Paraguay, and the Dominican Republic.
- UASM Ximena Rueda is on leave from Los Andes working as the deputy chief of party at Nuestra Tierra Próspera, a USAID-funded project that seeks to offer formal land titling to thousands of farmers in Colombia’s most conflict-ridden zones. The program also aims to test land titling as a positive incentive for farmers who grow coca to abandon such crop and move to licit economic alternatives.



- UASM plays an active role in the Sustainable Enterprise Network (SEKN). SEKN is an academic network integrated by the main business schools in Ibero-America whose purpose is to generate and disseminate knowledge about inclusive and sustainable corporate and social initiatives in Ibero-America. SEKN's latest research focuses on regenerative companies, and is at the forefront of what we need to do to face our social and environmental crisis.
- The Company + Community Program was created as an effort implemented by RedEAmérica—a network of corporate foundations—to bring its members closer to their parent companies for the benefit of both and their communities. As several professors have helped the network in the past, two were invited to write an initial white paper to define possible company interventions to include vulnerable populations. This inclusion in a company's value network would have a positive impact on its supply chain, production,

or distribution, and it could also include underprivileged populations as consumers. Throughout the program, our professors have participated in RedEAmérica's local and regional meetings, one is a member of its Advisory Council for which he developed a MOOC, and another created a scorecard to track its evolution.

Efforts are under way to further strengthen the school's links with the corporate world by broadening the executive education offer, expanding programs that feature teaching, consultancy, and research, and enlisting business support for research projects. These efforts entail fostering closer links between a larger number of faculty members and the business community. The school is cognizant that it must make an even greater effort to ensure that more of its faculty members are positioned as leaders within the business community.

HIGHLIGHT 1

Supply Chain Management for the Circular Economy in Colombia and Latin America: RedES-CAR



SDG 17.
PARTNERSHIPS

The RedES-CAR sustainable enterprise network was launched in 2013 to promote productive transformation of firms and value chains led by anchor organizations. The program responded to the needs of the Colombian Regional Environmental Authority (CAR) to improve the environmental performance of SMEs. As elsewhere in the world, the improvement of the environmental performance of SMEs has been a challenge for CAR, as many SMEs have shared an antagonistic view of the environmental authority and considered environmental improvements as a burden instead of a source of innovation and competitiveness. Moreover, large numbers of disperse SMEs discouraged environmental authorities from reaching out to them.

The RedES model is supported by public-private partnerships between firms, academic institutions and financial agencies. These objectives are achieved by strengthening SME capacities regarding key factors for productive transformation, such as network collaboration and learning-by-doing. Factors to intervene, depending on the firm and type of project to be developed, include productivity, added value, use of new technologies, training, participation in value chains and capacity for collaboration with other firms and external stakeholders. RedES' methodology emerges as a voluntary mechanism to transform and optimize SME processes and products in order to achieve greater productivity and competitiveness. The change model follows the following principles: voluntary participation and adoption, public-private collaboration, integration of organizational, economic and environmental benefits, measurable impact, and empowerment.

Based on a 3-tier systemic change model, RedES generates transformation towards sustainability in individuals, organizations, and systems through learning-by-doing, change strategies, and network collaboration. By aligning these three levels of change, the systemic change model achieves significant results in firm sustainability and productivity.

Between 2013 and 2019, 550 firms participated in the RedES-CAR Program; 70% were SMEs based in Colombia's central region. The total benefits of the companies' projects accumulate total savings of COP\$55,534 million, they help to avoid the generation of 47,857 tons of residues per year, and the emission of 81,907 tons of CO₂ with annual savings of 2,018,765 m³ of water, and 30,396,820 KWh per year of electrical energy.

RedES-CAR follow-up results as of December 2019 evidence a relatively high level of implementation of CP projects: almost 60% of participating firms implemented the CP project they designed, reaching level 2 in organizational learning. Moreover, 40% of participating firms used the methodology learned to design and implement new cleaner production projects with tangible economic and environmental benefits, reaching level 3 of organizational learning.

PRINCIPLE VI

Dialogue

We will encourage and support dialog and debate among educators, students, businesses, the government, consumers, media, civil society organizations, and other stakeholders on critical issues related to global social responsibility and sustainability.

UASM programs have promoted dialogue with three different audiences. First, the school has embraced communication with opinion leaders and decision-makers from official institutions and multiple sectors of the 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 creating discussion channels with the public and broader audiences. The school 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.

Several senior faculty members are widely recognized opinion leaders and regularly publish columns on public policy issues in leading daily newspapers.

Environmental issues

In order to address the current environmental debates with the public, the school has played a leading role at the National Environmental Forum (FNA), the most important debate forum on environmental issues in Colombia, currently, presided by UASM faculty member Manuel Rodriguez Becerra. In the 2018 – 2020 period, FNA organized over 20 fora where some of most pressing environmental issues for Colombia, ranging from climate change impacts, deforestation, and air quality were discussed. Participants included leaders and key stakeholders from a broad range of sectors.

FNA has enabled UASM students to take part in discussions that are of utmost importance for the country's future. A series of six

debates entitled “Forests for Development” was recently launched. These debates pursue broad-ranging agreement on the role of sustainable management for the country's forests, which include large areas in the Amazon and Choco regions, and could contribute to the country's economic recovery post-COVID-19.

Over the past two years, UASM faculty members have published in a wide variety of newspapers and specialized magazines, such as Revista Semana and Revista Gerente. By sharing the expertise and knowledge produced in the school, UASM has established 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 encourage dialogue with those interested in sustainability issues.

One of our professors is an expert member of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), which aims to strengthen the science-policy interface for biodiversity and ecosystem services for the conservation and sustainable use of biodiversity, long-term human well-being, and sustainable development.

Research results offer a unique platform where different visions on a given issue can be brought together to the same discussion table. A recent UASM study demonstrates how this dialogue can be established. In November 2019, the main results of a study on public preferences for the conservation and restoration of Bogotá's Forest Reserve located in its Eastern Hills were presented at an open event at Uniandes. The presentation was followed by a panel discussion with stakeholders, including Bogotá's elected Environmental Secretary, a representative of the regional environmental authority (CAR), a representative of the country's main Control Authority (Contraloría General de la Nación), and two representatives of the Nacional Association of Homebuilders (CAMACOL). The results of the study spurred a lively and constructive discussion among the different stakeholders. While a general agreement emerged on the need to strengthen regulatory actions against illegal construction, there remained some disagreement on the appropriate land use of the so-called transition area between the city and the forest reserves.

Socio-economic issues

The school's commitment for responsible education was strengthened by Uniandes' firm dedication to the country's recent peace

process with guerrilla forces (FARC). UASM has been at the forefront of this effort, and a number of publications and teaching cases are being prepared, reviewing peace process issues and the experiences had by companies hiring former guerrillas and displaced persons, or launching operations in regions formerly under guerrilla control.

On November 6, 2018 and September 19, 2019, Uniandes held the DíaPaíz—or Peace Day—event, on which a number of peace-related activities were held at the university campus. Professors, students and employees reflected on the impact of violence on Colombian society and joined a national dialogue on the importance of promoting sustainable peace.

The university's infrastructure plan builds on a vision called Urban Campus 2048, that draws on nine imaginaries that largely reflect ethics, responsibility, and sustainability. In this context, the university has launched an ambitious urban renewal project to improve conditions for neighboring residents and small businesses by enlisting their active participation and support (Progresia Fenicia Program). More recently and as a response to the COVID-19 economic crises, Uniandes has promoted a set of actions that provide support to communities living near the university campus.

Notably, the Progresia Fenicia Program won the 2020 International Planning Excellence Award — Latin America (Community and Regional Planning category) granted by the American Planning Association (APA). APA showcased Progresia Fenicia as an effective participatory planning case.



Photo by: Eduardo Carriazo

HIGHLIGHT 1

National Parks Oversight Platform



SDG 15.
LIFE ON LAND

The platform known as “Parques Nacionales Cómo Vamos” (PNCV) was created in 2018, as a joint effort by eleven institutions, including universities, and environmental and social organizations, to oversee the Colombian National Parks System. Colombia has 60 nationally protected areas which cover about 170,000 km², and 15% of the country’s area. The country’s National Parks host some of the most biodiverse areas in the world but they also face considerable threats and degradation.

The Sustainability Area at UASM was an active actor in the conception and creation of the PNCV and, one of its members, Assistant Professor Sandra Vildary, is currently the Director of this inter-institutional initiative. In 2019, the platform established its organizational structure which included the creation of steering, technical, and communications committees. PNCV has participated in regional fora against deforestation in areas with high deforestation rates such as Segovia (Antioquia) and Florencia (Caquetá).

The PNCV Technical and Steering Committees have defined and approved 40 indicators that are to guide the Platform’s oversight work. The indicators fall into four categories: Conservation status, complementary strategies, administrative capacity, governance, and well-being of local communities. The indicators were presented at the Third Conference of Protected Areas of Latin America and the Caribbean (CAPLAC), October 14 – 17, 2019, Lima, Peru.

NCVV’s technical work focusing on the proposed follow-up indicators is continuing in 2020. By the end of the year, the platform expects to have produced a first draft of “El Libro Blanco de los Parques Nacionales en Colombia,” which recognizes the importance of the existence and creation of the country’s National Park System and proposes a number of conservation strategies based on a renewed vision of human/nature interactions.

Goals and Expected Outcomes 2020 - 2022

Goal 1:

To further integrate environmental sustainability and social responsibility into UASM's DNA.

Outcomes:

- To re-assert our mission's principle of sustainability as a tenet of the School's Strategic Plan for the 2021 – 2025 period.
- To elaborate an integrated plan for an inclusive experience of sustainability for the members of our community: faculty, staff and students.
- To develop a system of KPIs to measure the continuous integration of sustainability principles in the School's programs.

Goal 2:

To further embed sustainability and social responsibility in management programs at UASM.

Outcomes:

- To design and implement at least one new degree program focusing on sustainability and responsible management.
- To provide richer and more pertinent support to educators in management disciplines to effectively integrate sustainability in their core teaching materials.
- To propose and successfully launch at least two multidisciplinary courses that successfully blend key disciplinary insights with the principles of sustainability into a co-teaching format.

Goal 3:

To join forces with the SDG Center for LAC to share UASM's knowledge and experience in responsible management education across the region.

Outcomes:

- To develop new programs, courses and research outcomes to advocate for the achievement of the SDGs in LAC.
- To develop outreach initiatives that engage all types of organizations in LAC with the achievement of the SDGs.

Goal 4:

To enhance UASM's contribution to society through transdisciplinary programs that support the implementation of the SDGs in LAC.

Outcomes:

- To develop new programs, impacting companies, communities and public policy for the achievement of the SDGs in LAC.
- To develop an impact evaluation system for dissemination of UASM contributions to the SDGs in LAC.

