
UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Sharing Information on Progress (SIP) Report

2016 - 2018



Universidad de
los Andes
Colombia

School of
Management

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Bogotá, June 29th 2018

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

Dear Jonas,

With this letter we are hereby submitting Universidad de los Andes School of Management's (UASM's) Sharing Information on Progress (SIP) Report for the June 2016 – June 2018 period. This is the School's fifth SIP Report since it adopted the Principles for Responsible Management Education (PRME) in 2007.

As we nurture and help develop leadership skills that have a positive impact on society, our educational programmes are in constant evolution. Over the last two years, the School has strengthened its two master programmes where responsible management is at the heart of the curriculum. The School has also continued to work towards the integration of sustainability across different functional areas of management education and, more broadly, into the DNA of the School.

In the 2017 PRME Global Forum in New York, the PRME community celebrated its 10 years of existence. During this celebration, the UN Sustainable Development Goals (SDGs) were officially recognised as a key instrument in responsible management and business education. UASM is proud to announce to the PRME community that it is leading the establishment of the SDG Centre for Latin America and the Caribbean. This Centre is one of three such centres established globally. Over the next two years, the School will work towards the creation of a broad regional partnership around the SDGs and will develop methodologies that effectively integrate them into management education. This will result in educational programmes that are aimed to a much broader audience and better reflect our strong commitment to the six PRME principles.

Sincerely,



Eric Rodríguez
Dean, School of Management
Universidad de los Andes, Bogotá, Colombia

About Universidad de Los Andes School of Management (UASM)

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

As of June 2018, the University has a total of 731 core faculty, 14,668 students at the under-graduate level, 3,960 at the graduate level, and 411 at the doctoral level. In addition to the eleven schools, Uniandes has seven research centres. It is currently the only private university in Colombia that has been awarded a ten-year institutional ac-creditation for quality by the National Ministry of Education.

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 in-crease the number, qualifications and diversity of its core faculty. Thus, the number of core fa-culty members increased from 62 in 2015 to 78 in 2017. Of these, 87% hold a doctoral degree. UASM has a consolidated portfolio with a comple-te range of programmes at undergraduate (1,663 students), graduate (655 students) and Executive Education level (3,481 participants in 2017).

At undergraduate level, UASM has two program-mes:

- Undergraduate programme in Management

- Undergraduate programme in International Accounting (launched in August, 2015).

The programme portfolio at graduate level inclu-des the following programmes:

- Doctoral Programme in Management
- Master of Science in Management
- Full-time MBA, Part-time MBA, and Executive MBA
- Master in Finance, Master in Marketing, Mas-ter in Environmental Management (MEM), Master in Development Practice (MDP), and Master in Supply Chain Management.
- Specialisation programmes: (i) Negotiation, (ii) Market Intelligence, and (iii) Financial Ma-nagement

In Executive Education, the School has three main programmes (i) open programmes, (ii) customi-sed programmes, and (iii) Business Development Network.

Accreditations

UASM is recognised as one of the top manage-ment schools in Latin America. It is one of the nine Schools in the region and the only one in Colom-bia accredited with the Triple Crown, which is the name given to the three most important accredi-tations for business schools worldwide. These ac-creditations are AMBA (the Association of MBAs) for the MBA programmes, AACSB (Association to Advance Collegiate Schools of Business), EQUIS (the European Quality improvement System) awar-ded by the European Foundation for Management Development (EFMD) since 2003.

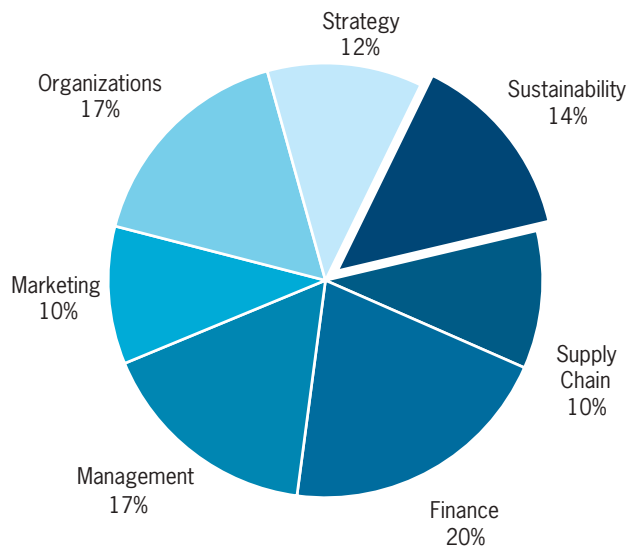
In June 2018, UASM renewed its EQUIS accre-ditation for the maximum granting period of five years.

UASM Commitment to Responsible Management Education

Social Entrepreneurship, Environmental Management, Public Management, and Business Ethics are core areas within UASM's research and teaching agendas, and the sustainable development of organisations constitutes a differentiating factor vis-à-vis other schools.

UASM currently has seven academic areas in accordance with faculty teaching and research interests. The Sustainability Area focuses on ethics, social responsibility and sustainability, although other academic areas also include faculty with interests in these topics.

Fig 1. Distribution of Faculty by Academic Areas



The Sustainability Area strives to integrate responsible management across different programmes, research projects, in-class activities, and course syllabi. Thus, programme content and projects have all been subject to review in terms of ethics, social responsibility and sustainability.

The Sustainability Area manages two programmes 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 programmes, the School strives to promote the development of skills to address simultaneously issues of financial success, social respect, and environmental commitment. The Undergraduate programme in Management explicitly includes these aspects as part of its core curriculum. The full-time and part-time MBAs develop critical awareness of Latin America's business context. In 2017, the Executive MBA adopted a sustainability track that consists of three full courses. The Masters in Finance and Marketing offer modules to discuss ethical dilemmas in decision-making.

To advance in the development of a consistent strategy that holds sustainability as one of the School's hallmarks, the following work plan has been established: (i) advance the mission's implementation by integrating sustainability as a cross-sectional topic in all academic areas and programmes, (ii) promote a strategic project focused on the country's peace building efforts and the role of organisations in implementing the peace agreement, and (iii) offer graduate and undergraduate students practical experiences to analyse social and environmental challenges faced by organisations.

Principle I: Purpose

UASM revisited its mission and vision in 2011. The purpose of this process was to secure an explicit commitment to sustainability. As such, the School's mission identifies leadership, innovation and sustainable development of organisations as distinctive foci of management education and research.

The UASM mission and vision are grounded in values of independence, innovation, pluralism, diversity, excellence, critical thinking, ethical behaviour, 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 organisations.

UASM vision: To be a reference among Latin American management schools, based on the relevance of academic programmes, quality of research and impact on organisations and society.

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

Numerous debates have taken place within the School to build a shared understanding of the meaning of this mission and its implications. Today, faculty and staff have acquired a consensus on the matter, but challenges remain for actions to be fully coherent with the mission statement.

The established consensus is that sustainable development of organisations implies a triple bottom-line approach. Teaching sustainability in UASM brings issues related to financial success, social respect, and environmental commitment to management debates. Sustainable organisations are profitable, scalable, socially and environmentally responsible, and inclusive. They commit to the control of externalities and the search for alternatives to mitigate or avoid ecosystems degradation. In the School's courses, 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.

Leadership

Leadership is one of the competences UASM graduates are trained in. Their education is grounded in business ethics and social responsibility. Both at undergraduate and graduate levels, students develop a historical and critical understanding of the context in which organisations operate in Colombia and Latin America.

The School's goal is to educate the most promising minds of the country that are attracted to Uniandes because of its record of excellence. These students will become leaders in industry, public policy, and the third sector, and professionals who can generate organisational change. UASM is explicitly committed to providing them with the skills to cooperate and lead in a highly challenging social environment.

In 2016 – 2017, a leadership framework consistent with the UASM mission and vision was developed. Leadership objectives at all levels of responsibility (individual, team, organization, industry, society and environment) were drafted.

Innovation

UASM has developed unique strengths and capabilities in entrepreneurship and innovation. The School has a group of faculty working on entrepreneurship, which created, InnovAndes, an incubator for new enterprises that offers support to students and alumni in their entrepreneurial endeavours.

Over the past years, UASM has transformed its strengths in social enterprise, environmental management, and the sustainable development of organisations, into a differentiating factor of

its programmes. To do so, and thanks to the School's ambitious faculty development and recruitment programmes, it created a new Sustainability Area in 2015. Additionally, the School reformed the curricula of its Undergraduate Programme, the Master in Environmental Management, and the Master in the Development Practice.

Sustainability

The Sustainability Area, created in 2015, is currently made up by 11 faculty members: one emeritus professor, one full professor, five associate professors and four assistant professors. These faculty members 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. It is integrated in our flagship programmes; the Undergraduate Programme in Management, the MBA and the Executive MBA. Furthermore, faculty in the Sustainability Area works closely with professors in other areas such as: Strategy, through the Social Enterprise Knowledge Network (SEKN); Marketing, on issues of sustainable consumption and behaviour; and Management on issues of the interface between private and public governance.

Highlight

Centre for the Sustainable Development Goals (SDGs) for Latin America and the Caribbean

On March 2nd 2018, Pablo Navas, President of Uniandes, and Jeffrey Sachs, Director of the Sustainable Development Solutions Network (SDSN), signed a formal agreement to establish a Sustainable Development Goals (SDGs) Centre for Latin America and the Caribbean. This Centre is one of three such centres globally, including the SDG Centre for Africa, launched in 2016, and the SDG Centre for Southeast Asia, launched in 2017.



Retrieved from: <https://www.un.org/sustainabledevelopment/news/communications-material/>

The Sustainability Area at UASM spearheaded the preparations and establishment of the SDG Centre for Latin America and the Caribbean. The Centre, which will start operations in September 2018, will be housed at Universidad de Los Andes' campus in Bogotá. Led by UASM The Schools of Economics, Engineering, Social Sciences, Natural Sciences and Law within Uniandes, as well as other research and education institutions across the region, will partake in the Centre's activities.

The Centre will host activities related to policy analysis and research programmes for integrated sustainable development. A key objective of the newly created centre is to train the next generation of leaders from Latin America and the Caribbean by offering high-quality courses and executive training programmes to reach students, professionals, government officials and policy leaders.

About the SDGs and PRME

The SDGs were agreed globally in 2015 as a framework for action and accountability to guide progress on sustainable development through 2030. The SDGs aim at ending poverty, protecting the environment and ensuring prosperity for all. The newly created Centre will focus on strategies to achieve SDGs that present particularly urgent challenges in Latin America and the Caribbean.

As a signatory of the Principles for Management Education (PRME) since 2007, UAMS is proud to lead a regional SDG Centre. In the Outcomes Declaration of the 2017 PRME Global Forum, the SDGs were officially recognised by the PRME community as a key instrument in responsible management and business education.

Principle II: Values

Ethics, social responsibility and environmental sustainability are long-standing values of the Uniandes and the School. Since 2015, the following initiatives have been undertaken:

- The first chapter of the new 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 formalises 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 Centre for Applied Ethics (CAE), established in 2012, and the School's 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 programme, whereby faculty whose courses feature an ethical component can seek guidance on teaching and evaluating ethical issues and dilemmas. Once a month, CAE holds a discussion session on teaching ethics; from 2014 to 2017, the number of UASM faculty in the programme increased from 4 to 11.

- 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 CITI programme.¹ All funded research projects must obtain prior approval from the School's Ethics Committee and the University's 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 programme curricula 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 academic bylaws of the University, 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, aimed 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, programme directors or other members of the University community.

¹<https://about.citiprogram.org/en/homepage/>

Highlights

Student-Led Organisations

The Student Council of 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. Students undertake social advocacy and volunteer in environmental stewardship activities and educational support in public schools. 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.

Women In Business Committee (WIB): This committee is made up of 11 executives, was created in 2016, and is based on Harvard University's Women in Business model. This group has 70 members, including men and women, and it carries out activities such as conferences and forums that raise awareness and expose the challenges faced by women in modern society. Currently, the committee seeks to join forces with a foundation to reach vulnerable women, empowering them to develop social and economic projects that impact their communities.

Finance and Investment Club (FIC): This club is currently made up of 19 students from different disciplines especially Management and Economics. It initially seeks to expand and strengthen the knowledge about finance in students and everyone in the community concerned. This is achieved through events organised among the member students, in

which they present lecturers; corporate guests; forums; and, more recently, a case study contest in which they invite other universities. Recently, the area of social responsibility has created an education plan aimed at educating people in the student community who do not have much financial education, such as the campus security personnel.

Uniandes Environmental Roundtable: This Committee is part of the Uniandes' Student Council. The roundtable comprises students from different programmes who develop and lead projects that contribute to the sustainability of the university campus using an interdisciplinary approach. They promote the responsible use of resources and facilitate good environmental practices inside and outside the university through events and awareness campaigns. At international level, the committee is recognised by YOUNGO, the United Nations association of non-governmental youth organisations against climate change.

TEDxLasAguas: Since 2014, students have organised four TEDx events in the neighbouring Las Aguas community by using the "Ideas worth spreading" slogan, with a growing number of participants.

Fenicia Summer Camp: Undergraduate students annually organise and raise funds to invite 30 children from poor communities surrounding the campus, to participate in a summer camp experience outside Bogota. Students also serve as volunteer counsellors.

Principle III: Method

At UASM, we strive to integrate theoretical education and hands-on learning in our academic programmes. This approach is used in several academic areas, including ethics, social responsibility and sustainability. Below we describe key features and recent changes in three of our flagship programmes (namely the undergraduate in management, MEM and MDP) as well as in two programmes that give students the opportunity to acquire practical experience (ConsultAndes and the MDP Practicum). The transition from theory to practice starts in the classroom through extensive use of the case-method.

Undergraduate Programme in Management

The programme in Management offers students a full track on Sustainability in Management: These mandatory, sequential courses that allow further the development of critical thinking and the integration of what has been learned in classes from the core management areas such as finance, marketing and logistics to sustainability. The track consists of the following courses:

- **Fundamentals of Ecosystem Services.** This course was incorporated in 2016 and it aims to teach students about the planetary 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 analyse and inquire about socio-environmental dilemmas that managers and corporations face, in terms of corporate strategy.

Given the importance of the ethical dimensions on the Social Responsibility course, an assurance of learning system has been developed to test whether students clearly identify ethical dilemmas in corporate practice. Through the use of case studies, students are evaluated on the ethical dimensions of decision-making, at the beginning and at the end of the course. Results from the 2016 – 2017 period show that, on average, only 33% of students pass the test at the beginning of the course -among these, only one third received a distinction grade. In contrast, at the end of the course, over 90% of students pass the test with the majority obtaining a distinction grade.

Master in Development Practice (MDP)

UASM's MDP programme is part of the Global Association of Masters in Development Practice, initiated by the Earth Institute at Columbia University. The MDP at UASM provides students with knowledge and practical skills required to analyse the multi-dimensional challenges of sustainable development and to manage and lead development and social programmes.

Currently, the MDP programme has 55 students enrolled -see figure 2 for student placement by sector. In 2016, the School implemented several changes and improvements to the MDP study plan. These changes aimed to 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 particular sustainable development challenges. In an effort to connect the undergraduate programme in Management and the MDP, the pre-entry experience requirement was abolished in May 2018.

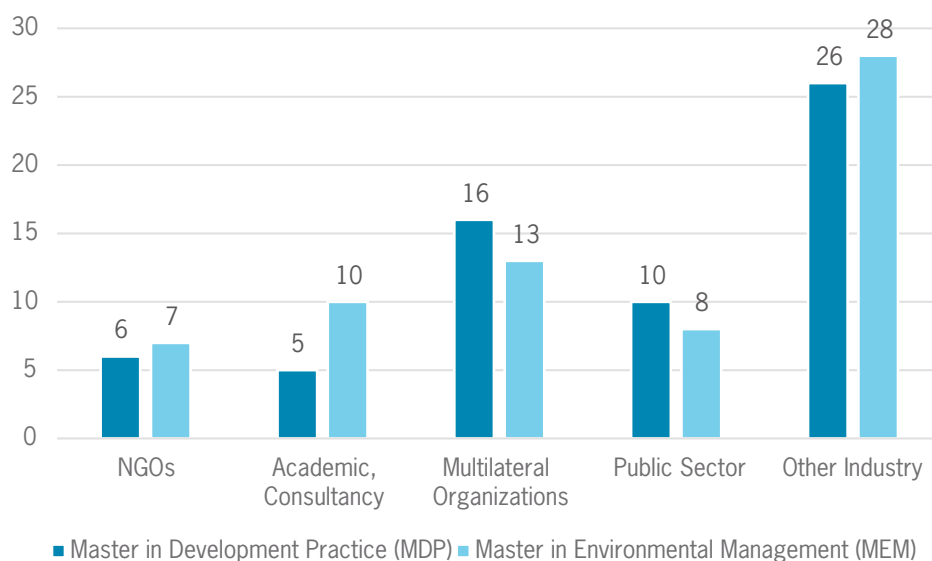
Master in Environmental Management (MEM)

The MEM aims to develop managers capable of leading environmental organisations, as well as

designing and managing environmental strategy for private, public, or non-profit organisations -see figure 2 for student placement by sector. This programme addresses socio-environmental issues from a management perspective, offering an interdisciplinary approach drawing on theory and practice. Over the last two years, a number of changes to the MEM curriculum have been made. These include the incorporation of a compulsory Leadership course, and two elective environmental courses.

In 2016, the MDP and the MEM programmes offered an International Week at Columbia University that focused on the emerging challenges linked to the peace process in Colombia.

Fig 2. MDP and MEM placement by sector: 2016 - 2017



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

The use of Harvard University cases in the School is intensive (see Table 1), especially in the undergraduate programme in Management. In the 2016 - 2018 period, about 50 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 audiences, especially students from other countries, and academic backgrounds.

Table 1. Case study use in UASM's Sustainability Area

Academic Program	Courses	# of cases per year (# of licenses per year)			Themes
		2016	2017	2018 (until June)	
Undergraduate	Social Responsibility	10 (1533)	20 (2658)	11 (1754)	Organisational ethics, organisational strategy, labour management, and non-profit organisations.
	Management of Public Issues	4 (64)	0 (0)	0 (0)	
Master in Environmental Management (MEM)	<i>All courses in the program</i>	5 (206)	23 (988)	9 (338)	Supply chain management, and organisational strategy.
Master in Development Practice (MDP)	<i>All courses in the program</i>	0 (0)	20 (638)	6 (125)	Start up and social entrepreneurship.
International Summer School	Sustainable Business Models	0 (0)	-	-	Corporate Sustainability
	CSR and Sustainable Performance	1 (30)	-	-	
	Corporate Sustainability and Climate Change	-	0 (0)	-	
	Sustainable Finance	-	-	0 (0)	

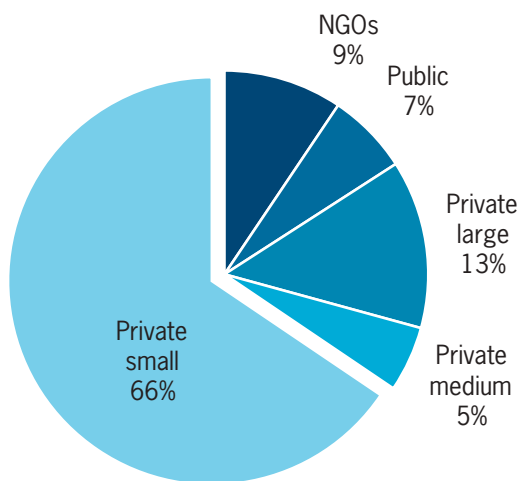
ConsultAndes

Academic programmes involved:

- Undergraduate programmes in Management (since 2006) and Int. Accounting (since 2018).
- Full-time MBA (since 2016).
- Master in Environmental Management (since 2016)

ConsultAndes works as a consulting centre at UASM. It brings together companies with groups of students and UASM faculty, who provide consulting services at no cost. Using the capacities of senior students, the experience of consultants, and the specialised knowledge of the School of Management and other schools at the University, ConsultAndes provides consulting services to different types of organisations. Since its inception, ConsultAndes has developed 724 different projects (an average of 60 annually) for 364 organisations.

Fig 3. ConsultAndes projects by organisation type: 2006 – 2017.



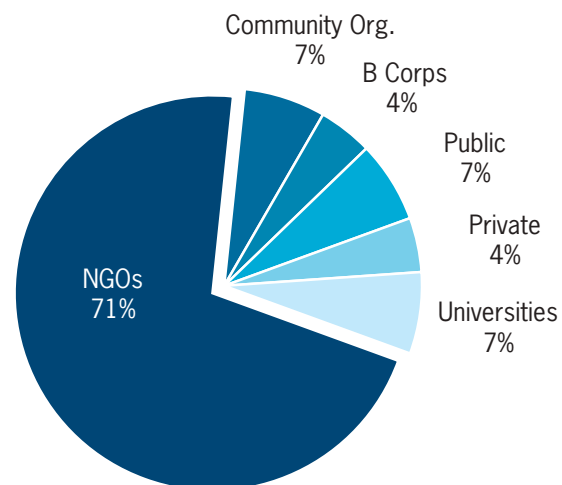
MDP Practicum

Academic programmes involved:

- Master in Development Practice (since 2013)

The MDP focuses on the skills required for hands-on implementation of projects in private, public, and non-profit organisations. 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 from helping municipalities to conduct strategic plans and design communication strategies, to working with non-for-profit organisations and donors in developing business models and plans for vulnerable populations.

Fig 4. MDP fieldwork projects by organisation type: 2012 - 2018.



Highlights

Annual Global Summit of MDP Programmes

The annual MDP Summit for members and other stakeholders is a platform for sharing ideas, experiences, and expertise. The Summit serve to help synchronise the 33 MDP programmes from around the world

UASM hosted the 2017 Global Summit of MDP programmes at its Bogotá campus from June 10th to 13th 2017. A panel discussion entitled “Perspectives on Sustainable Development in Colombia” brought together leaders from different sectors, including Grupo Argos (Cement), Cerrejón (coal mining), UNICEF and the National Planning Department.

New members of the Global Association introduced their MDP programmes. These included the Hebrew University of Jerusalem (Israel), Universidad Diego Portales (Chile), Instituto Superior de Engenharia do Porto ISEP (Portugal), the University of Arizona and Regis University (USA). Different sessions were organised dealing with issues such as MDP curricula and the field practicum. Participants visited the sites of two on-going MDP practicum projects.

Selected MDP Practicum Projects. 2016 – 2017

UASM’s MDP addresses the challenges of sustainable development using tools from the management sciences. Bellow, we briefly introduce three MDP practicum projects that showcase our program’s hands-on learning approach.

Organisation 1: ASOCOLEMAD. Project location: Arroyo Hondo, Barranquilla

ASCOLEMAD is an organisation that advances gender equality in Colombia. The project assisted the disadvantaged community of Arroyo Hondo in the development of a Community Action Plan aimed at reducing poverty and gender inequality.

Organisation 2: UNICEF. Project location: Cartagena, Bolivar.

The project assisted UNIFEC and local public and community organisations in the development of a strategy to prevent child sexual exploitation in one of Colombia’s most important tourist destinations, namely Cartagena. The project was developed within the “la muralla ¡SOY YO!” programme.

Organisation 3: ASOMUVILLA. Project location: Villa Pinzon, Bolivar.

This project assisted this women’s organisation, in the development and implementation of an Orellana-production project. Women’s empowerment and the reduction of their economic vulnerability were among the main outcomes of the initiative.

Principle IV: Research

Academic research and publications

Over the past five years, the School has been working towards the achievement of a stable and robust flow of intellectual production and, through job market search and continuous hiring, broadening the base of research-active faculty members. The average five-year impact factor (ISI journals) has increased from 1.95 in 2013 to 2.40 in 2017, demonstrating a significant improvement in research quality.

All five research groups at UASM achieved the highest ranking granted by the Colombian National Science Agency -Colciencias- granting the School an exceptional position among the university's departments, schools, and research centres. The School's 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. From September 2016, all faculty members who apply for internal research funds must obtain a certificate from the CITI Ethics programme.

In 2016 - 2017 period, a total of 69 peer-reviewed articles in international journals were published. At least a third of these articles belong to the area of responsible management publications.

Fig 5. Distribution of UASM journal publications by topic: 2016 and 2017.



The School's responsible management articles have been published in leading journals such as Environmental Research Letters, the Journal of Business Ethics, Journal of Cleaner Production, the Leadership Quarterly and World Development.

A collective book on sustainable development management that features articles by UASM faculty and other researchers is to be 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

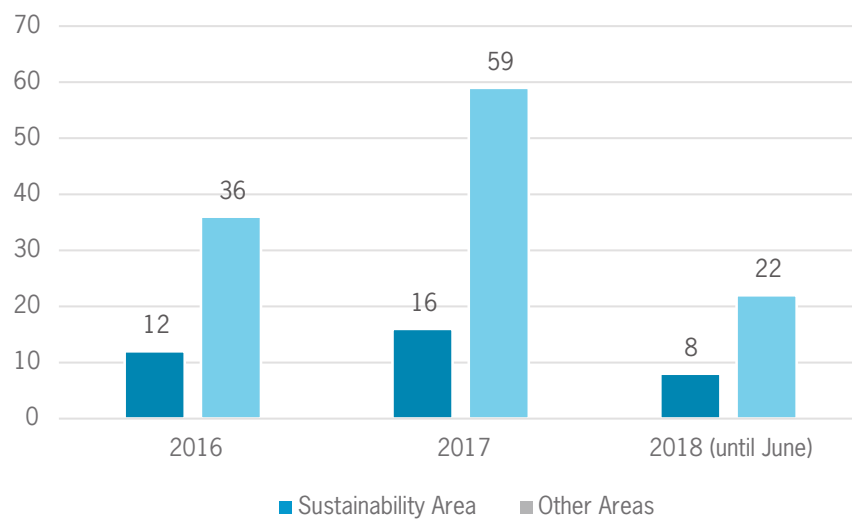
group in 2013, was entrusted with leading the initiative. CBCC is the only general collection of teaching cases in Latin America published and distributed globally through Harvard Business Publishing. UASM is an important contributor of cases to CBCC. In the years 2016 and 2017, 11 UASM cases were produced for distribution by HBP, three of which were prepared by UASM's Sustainability Area.

Student involvement in research

In the undergraduate management programme curriculum, students may fulfil a research-oriented requirement by (1) taking two master's 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 fieldwork and data collection, data analysis and drafting of academic texts. Figure 6 shows the recent evolution of the number of assistantships related to sustainability and corporate social responsibility. Research topics include environmental protection and conservation, value chains and stakeholder inclusion, social responsibility, peace building, and business and development studies. Having an interdisciplinary focus, the Sustainability Area at UASM often recruits master students from programs across the university to work on responsible management research.

Fig 6. Undergraduate Research Assistantships by Area: 2016 – June 2018



Highlights

23rd Conference of the International Sustainable Development Research Society (IDRS)

UASM hosted the 23rd ISDRS conference at its Bogotá campus from June 14th to 16th 2017. UASM professors Eduardo Wills Herrera and Nathalia Franco chaired and co-chaired this important event. ISDRS is an international research network that includes sustainable development academicians and practitioners from all over the world.

The main theme of the conference was inclusive sustainable development. 466 research papers, including 106 posters, presented by professors and PhD students from 54 countries in 33 different research tracks. Special tracks included topics such as sustainable development in post-conflict countries and ethnic groups' involvements in sustainability. A special workshop with 30 PhD students from all over the world was organised.

Colombia's President, and 2017 Nobel Peace Prize laureate, Juan Manuel Santos, inaugurated the Congress. Mr. Santos' speech focused on the 16th Sustainable Development Goal, namely "Peace, Justice and Strong Institutions."

Related conferences and events: In May 25th -27th 2016, UASM hosted the regional meeting of the International Society of Industrial Ecology (ISIE). In May 30th - June 1st 2018 the CERALE - Uniandes Colloquium entitled "Innovation, Entrepreneurship and Sustainable Development" was held at Uniandes' recently inaugurated campus in Cartagena.

Featured Journal Publications

Reficco, E., Jaén, M.H. & Trujillo, C. (2017) Beyond Knowledge: A Study of Latin American Business Schools' Efforts to Deliver a Value-Based Education. *Journal of Business Ethics*.

This research shows that the teaching of value based contents has gained ground in the region in the last decade, and that the emphasis on value-based contents goes hand-in-hand with a more intensive use of active learning methodologies.

Rueda X., Garrett, R.D. & Lambin, E.F. (2017) Corporate investments in supply chain sustainability: Selecting instruments in the agri-food industry. *Journal of Cleaner Production*

An analytical framework to elucidate corporate decisions for greening their supply chains is offered. Branded companies with clean technologies, strong enforcement and control over suppliers benefit from strict standards.

Vélez MA, Trujillo CA, Moros L, Forero C (2016) Prosocial Behavior and Subjective Insecurity in Violent Contexts: Field Experiments. *PLoS ONE*

Subjective insecurity is a key determinant of different forms of prosocial behaviour. It was found that subjective insecurity has a negative effect on cooperation but influences trust and altruism positively.

Principle V: Partnership

UASM faculty members are currently involved in social and environmentally oriented initiatives with outstanding impact. For example, several professors developed a novel approach to integrate payments for ecosystem services into chain value systems in one of Colombia's deforestation hotspots in Amazonia. This proposal aimed to provide opportunities to local coffee growers to increase their well-being while maintaining the ecosystem services of this region in Colombia. Also, one professor has joined the multi-disciplinary group of experts at the International Panel of Biodiversity and Ecosystem Services (IPBES).

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 organisations is relatively large when compared to other management schools. Notably, a fair proportion of MDP and MEM alumni work for NGOs, multilateral organisations and the public sector -see Figure 2.

The School maintains strong relationships with corporate and other organisations. The country and the region face critical societal issues such as poverty, inequity, environmental degradation, and social and environmental justice. UASM engages with all societal actors (companies, civil society organisations, government agencies and international multilateral agencies) capable of generating change by offering expertise and capacity in training, research and consulting.

Since 2015, the School has sought to expand and intensify relationships with organisations. The role of faculty in these initiatives is wide-ranging, and central for their development. Links of special relevance include:

- UASM core faculty actively participated in Executive Education programmes for organisations interested in moving towards sustainability goals. For, example, UASM gave a 2-day course to one of the most important companies in the energy sector in northern Colombia, and is currently teaching a course on sustainability at one of the most important multinational food companies in Latin America. Special efforts are also made to reach out to SMEs, which, in the region, are noted for low productivity and poor environmental performance.
- Consultancy provides opportunities for fostering faculty links with the corporate world and better understanding hurdles to improve business practice, by approaching the country's and the regions' problems and needs. In addition to the ConsultAndes service described earlier, from 2015 to 2017, the School engaged in 39 consultancy projects with companies and public agencies in which 22 core faculty members participated.
- Since 2016, the School has actively participated in the AmericaEconomia Forum on multiLatin companies. Three core faculty

members have joined leading business executives from the region to discuss issues related to green entrepreneurship and challenges faced by these firms.

Two UASM research-consulting-teaching programmes dealing with sustainability and business practice are of special interest: RedES and SCALA.

- The Sustainable Enterprise Network (SEKN) was launched in 2013 to improve the environmental and competitive performance of small-and medium-sized companies (see highlighted sections on the next page).
- The SCALA programme aims to examine and monitor successful inclusive distribution business networks, and is supported by the Inter-American Development Bank. Seven business network experiences have been documented in Colombia, Brazil, Nicaragua, Mexico, Peru, Paraguay, and the Dominican Republic.
- One faculty member took a year's leave to serve as Sustainability Manager for

Ecopetrol, the country's largest oil and gas company.

- The School's Council has invited the CEO of CODENSA, a leading energy company, to assist with programme reform and strategic planning.
- Ten faculty members serve on the governing boards of three companies, five not-for-profit organisations and one university, and several other faculty members are retained as consultants to other firms.

Efforts are under way to further strengthen the School's links with the corporate world by broadening Executive Education offerings, expanding programmes that feature teaching, consultancy and research and enlist 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 even greater effort to ensure that ore members of its faculty are positioned as opinion leaders within the business community.

Highlight

RedES-CAR

RedES - CAR empowers companies to employ cleaner production, identify critical points in their operations, and devise alternative solutions, achieving economic and environmental benefits. It is a project that works as a public-private partnership through which companies improve their competitiveness and, at the same time, their environmental performance, with the support of the local environmental authority -Autonomous Regional Corporation-CAR, the School of Management at Uniandes and other partner institutions.

The projects are developed by:

(a) Promoting the productive linkage between large companies and their small and medium enterprise (SME) suppliers (b) Transferring capabilities in the implementation of Cleaner Production tools (c) Supporting the formulation and development of Cleaner Production projects (d) Generating tangible economic and environmental benefits for the participating actors (e) Recognising the progress of companies in environmental management, competitive development and network collaboration.

The scope of the programme is quite broad, linking small, medium and large companies. Also applying the methodology in any functional part of the organisation and in different parts of the production chain. It works in all of the country's regions.

RedES - CAR is promoted and managed by professors of the UAMS. The director of the programme is associate professor Bart Van Hoof. Undergraduate students can participate as assistants and managers in the development of the different RedES-CAR projects and activities. This allows professors and students to approach research studies around sustainable models by promoting theoretical and practical interaction.

In RedES-CAR, a "chain" corresponds to the link formed between a company recognised in the region and a subgroup of its suppliers or associated SMEs, which initiate collaborative work in favour of continuous improvement in business competitiveness and environmental performance. The programme has linked 9 chains that cover 92 companies from different sectors and sizes.

Principle VI: Dialogue

UASM programmes 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 Colombian economy. Second, faculty attending conferences, seminars, and events organised 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.

Several senior faculty members are widely recognised 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 Foro Nacional Ambiental, the leading debate forum on environmental issues in Colombia. The forum has enabled students and faculty take part in discussions related to the Country's most pressing development issues. For instance, in a recent debate, our faculty suggested key adjustments to the national policy on the government's Payment for Ecosystem Services (PES) policy. In January 2018, the Foro Nacional Ambiental hosted the first presidential debate

of the 2018 presidential election. The debate focused on Colombia's natural environment.

Over the past two years, UASM faculty members have published in a wide variety of newspapers and specialised magazine articles, such as 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 organisations 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.

Socio-economic issues

The School's commitment for responsible education was strengthened by the strong commitment Uniandes has made 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 emerging experience of companies hiring former guerrillas and displaced persons, or launching operations in regions formerly under guerrilla control.

The University has launched an ambitious urban renewal project to improve conditions for neighbouring residents and small businesses by enlisting their active participation and support (Progresia Fenicia Programme).

Highlight

DíaPaíz - Country Peace Day

This initiative called #DíaPaíz was conceived by Juana Garcia, an assistant professor in UASM in collaboration with the director of Uniandes Master's in Peace Angelika Rettberg. The objective was to discuss and create innovative solutions on issues related to the peace building process that Colombian society is facing after ending a 50-year-old armed conflict.

In 2016, Colombia's government and the largest illegal armed group in the country: the FARC signed a peace agreement after 4 years of intense negotiations. The results of the negotiations stipulated in the peace agreement were submitted to civil approval through a national referendum, whose results showed disagreement among the Colombian population.

This situation implied another negotiation of the most critical points of the agreement. It also showed a clear ideological fragmentation in the country, between those who believed in the agreement and those who did not. The political social tensions by that time were a concern for academics and students.

Thus, in 2016, the Academic Council decided to promote the idea and postpone all classes on the 9th of November in order to hold the

DíaPaíz (Peace Day) event for the university's professors, students and employees, and so contributing to the national dialogue and the construction of collective proposals to promote the achievement of sustainable peace.

During the event, different sessions, workshops, roundtables, panels and conferences included efforts from different disciplines such as business, social and natural sciences, engineering and arts. Also important was the participation of both private and public sectors. They brought experiences and information that enforced the dialogue. The day ended with a closing ceremony and with a summary of each session.

On August 24, 2017, in order to continue fostering dialogue about the importance of peace as a pillar of sustainable development in the university, another #DíaPaíz event was implemented. Student participation in the event was significant, as they led a large number of discussion fora and activities.

Given the positive impact and results of both #DíaPaíz events, we believe that such initiatives are valuable and should to be replicated.

Goals and Expected Outcomes

2018 - 2020

Goal 1: To harness the newly created SDG Centre for Latin America and the Caribbean as a tool to further scale the implementation of the six PRME principles at USAM.

Outcomes:

- To develop teaching contents and methodologies to include SDGs in the advancement of sustainable management education at UASM.
- To develop a Master's level course on SDGs.

Goal 2: To harness the newly created SDG Centre for Latin America and the Caribbean as a vehicle for sharing UASM's knowledge and experience in responsible management education across Latin America and the Caribbean:

- To design an online or blended learning course on SDGs for Latin America and the Caribbean.
- To develop new research and teaching partnerships with academic institutions across the region.

Goal 3: To further embed sustainability and social responsibility in traditional management programmes at UASM.

Outcomes:

- To transform the MBA course Foundations of Management into a course that has an emphasis on responsible management.

The course will be compulsory for both MBA students and Master in Environmental Management (MEM) students.

- During 2017, the Executive MBA adopted a full sustainability track composed that consists of three full courses. UAMS will evaluate the results of this reform and will adjust course programmes.
- Building on the lessons learnt from the above mentioned curriculum reform in the Executive MBA, the School will implement sustainability tracks in other MBA programs.
- To integrate sustainability more directly into traditional management disciplines such as organizations, supply chain, marketing by co-teaching at least one class between faculty of both, sustainability and management areas.
- To develop a teaching case for the CLADEA collection integrating traditional management disciplines and sustainability.

Goal 4: To use this SIP report as a tool to advance responsible management education within UASM.

Outcomes:

- To more broadly disseminate this SIP report within the School in order to obtain specific feedback from all academic areas and staff in the School.
- To evaluate the School's approach to sustainable management education in light of this feedback.

