

**PRiME**

*an initiative of the  
United Nations Global Compact*

# 2025 Sharing Information on Progress **(SIP) Report**

Facultad de Administracion,  
Universidad de los Andes

September 2025

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## About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### **Purpose**

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



### **Values**

We place organizational responsibility and accountability to society and the planet at the core of what we do.



### **Teach**

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



### **Research**

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



### **Partner**

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



### **Practice**

We adopt responsible and accountable management principles in our own governance and operations.



### **Share**

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

## The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





# Getting Started

This section provides foundational information about Facultad de Administracion, Universidad de los Andes, including key details and basic institutional data.

## Mission

The school's mission is to educate leaders who create value for organizations and society by generating knowledge for sustainable development.

## Vision

The vision is to be an innovative and global community that inspires "leadership for life".

## Strategy

2. Getting Started\_ Mission, Vision, Strategy

[View document](#)  [Download document](#) 

## Strategy Alignment

### Strategy alignment

#### **Alignment of Strategic Priorities with Sustainable Development, the Common Good, and Quality Education**

The Universidad de los Andes School of Management (UASM) has explicitly embedded sustainable development, societal value creation, and educational excellence at the core of its 2021–2025 Strategic Plan and the upcoming 2025–2030 Strategic Plan.

Our mission to educate leaders who create value for organizations and society through the generation of knowledge for sustainable development, clearly reflects the School's commitment to advancing the common good. This humanistic vision ensures that graduates enter the professional world not only with managerial expertise but also with values of freedom, solidarity, excellence, and integrity, essential for building inclusive and responsible societies.

The strategic pillars of the 2021–2025 plan demonstrate how UASM integrates sustainability and quality education into practice. The first pillar, *to be an innovative and sustainable, impact-oriented school*, has guided initiatives to measure research and sustainability outcomes. Equally, the second pillar, *to be a humane, ethical, joyful, and competitive school*, prioritizes transparency, governance, and the creation of meaningful learning experiences that nurture ethical leadership. The third and fourth pillars strengthen entrepreneurship, stakeholder engagement, and global connections, ensuring that students, alumni, and

faculty contribute to inclusive development locally and internationally.

The Dean's 2024–2025 agenda and the forthcoming 2025–2030 strategic planning process further reinforce these commitments. Three guiding principles, ensuring relevance, cultivating excellence, and improving efficiency, are closely tied to the goals of PRME. Relevance is advanced through deeper internationalization, partnerships with industry for innovation and sustainability projects, and inclusive access to education through new scholarships for underrepresented groups, including Afro-Colombian and Indigenous leaders. Excellence is pursued by investing in faculty development, gender equity in promotion, and cutting-edge research that informs decision-making for organizations and governments. Efficiency, in turn, guarantees that institutional resources are used responsibly to maximize educational impact and societal benefit.

Finally, internationalization serves as a cross-cutting foundation, ensuring that global knowledge, cultural diversity, and international partnerships enrich our teaching and research. This not only enhances educational quality but also enables our community to address global challenges collaboratively.

In sum, UASM's strategic priorities are intentionally designed to equip future leaders with the tools and values needed to foster sustainable development, advance the common good, and provide world-class, inclusive education in Colombia, Latin America, and beyond.

## **Institutional History**

### **Brief history of UASM**

#### **Getting Started: About Universidad de los Andes, the School of Management, and its Programs**

Universidad de los Andes is a private, non-profit university in Bogotá, Colombia, founded in 1948 as an autonomous and innovative institution that promotes pluralism, tolerance, respect for ideas, and academic excellence. The University is made up of 10 Schools, including the School of Management, and offers 44 undergraduate programs, 119 graduate programs, and 18 doctoral programs.

The Universidad de los Andes School of Management (UASM), which originated in 1943 and became an independent school in 1972, is recognized for preparing leaders in the private, public, and not-for-profit sectors and holds international accreditations from EQUIS, AMBA, and AACSB.

UASM currently has more than 1,600 undergraduate students and over 850 graduate students enrolled.

Its academic portfolio includes 1 undergraduate program, 15 master's programs, 2 doctoral programs, and 3 specialization programs, along with a wide range of executive education offerings.

Undergraduate programs

- Bachelor's in Administration

### Master programs

- Master's in Management Research
- International Master's in Finance
- Master's in Management and Practice of Development
- Master's in Finance
- Master's in Supply Chain Management
- Master's in Environmental Management
- Master's in Analytics and Financial Management
- Master's in Marketing
- Master's in Strategic Management
- Master's in Technological Innovation Management
- Master's in Regeneration and Sustainable Development
- Master's in International Management
- MBA
- Executive MBA
- Online MBA

### Doctoral programs

- PhD in Management
- PhD in Technological Innovation Management

### Specialization programs

- Specialization in Negotiation
- Specialization in Financial Management
- Specialization in Market Intelligence

Sources:

<https://administracion.uniandes.edu.co/estudiantes/>

<https://administracion.uniandes.edu.co/programas/pregrados/>


<https://administracion.uniandes.edu.co/programas/posgrados/>

## Graduates & Enrollment

2024 Statistics	Number
Graduates	830


## Degrees Offered

### Bachelor Programs


 Bachelor of Arts (B.A.)

### Masters Programs


 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

 Master of Arts (M.A.)


### Doctoral Programs

 Doctor of Philosophy (Ph.D.)

### Additional

 Specialization certificates

## Undergraduate Degree Programmes

 Undergraduate degree in Business Administration



# Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



## Letter of Commitment

### Letter from the Dean

August 12th, 2025

At the School of Management, we are deeply aware that Colombia's extraordinary cultural richness and ecological wealth give us both a privilege and a duty. Here, where the Andes, the Amazon, and two oceans converge, every decision we make reminds us that management is never detached from its context. It is inseparable from the well-being of people, the resilience of ecosystems, and the aspirations of societies.

We embrace management as a discipline that shapes futures. Efficiency and competitiveness matter, but leadership is ultimately about choices that define the kind of world we leave behind. This conviction guides our commitment to weaving responsibility, sustainability, and ethics into every program we offer. In our undergraduate, graduate, and executive programs, students are challenged to think beyond profit, to recognize the interdependence between business and nature, and to lead with empathy, imagination, and courage.

Our research agenda is driven by the urgency of our time. Faculty and students engage with the most pressing questions of our century: how firms can contribute to regeneration, how markets can reduce inequality, and how organizations can thrive without eroding the natural systems on which they depend. Through collaborations with organizations and communities, we translate knowledge into impact, ensuring that what begins in the classroom inspires real change in boardrooms, supply chains, and territories across Latin America and beyond.

We are shaping a generation of leaders who measure success not only by economic gain, but by the positive footprint they leave on society and the planet; leaders who understand that in every financial transaction, every managerial practice, and every entrepreneurial venture lies the possibility to restore, to include, and to transform. Guided by this vision, we reaffirm our commitment to the Principles of Responsible Management Education and to positioning Colombia and Latin America as a beacon of sustainability for the next half-century. Our region has the talent, the creativity, and the natural capital to redefine what business leadership means in the 21st century—and our School stands ready to be at the forefront of that transformation.

**Sincerely,**

**Ximena Rueda**

## Definition of Purpose

At UASM (Universidad de los Andes – School of Management) following our mission and vision, we place sustainability at the center of our academic activities, such that our impact on organizations of all type is directed at enable them to thrive in harmony with environmental and social solutions.

## Institutional Engagement

**26% - 50%**

of faculty at Facultad de Administracion, Universidad de los Andes actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



## How We Define Values

UASM conduct its activities within Universidad de Los Andes core values of excellence, non-politic, non-religious, free and open discussion of ideas and academic exchange. We promote a strong view of business ethics aligned with sustainable development.

## Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Student contributor

## Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

### Celebrating values

At UASM, values are guiding principles embedded in governance, pedagogy, and community life. The School promotes a humanistic education where freedom, solidarity, excellence, and integrity shape decision-making and professional conduct.

Governance practices reflect these commitments through systems based on transparency, participation, solidarity, and limited tenure, ensuring inclusive representation and responsible leadership across faculty, students, and external advisors.

In the classroom, values are integrated through cross-program competency goals that include ethical discernment and responsible decision-making, supported by initiatives such as the Centre for Applied Ethics. Learning methods, ranging from consultancy projects to experiential challenges like *Race2Imagine*, place students in diverse organizational and community contexts where ethical leadership and social responsibility are essential.

Research and engagement activities further reinforce these principles. Faculty and students collaborate with stakeholders including indigenous communities, civil society organizations, and international NGOs, ensuring that academic contributions promote inclusion, diversity, and sustainable development.

Through these practices, UASM ensures that values are translated into action, cultivating a community where academic excellence goes hand in hand with ethical responsibility and societal impact.

Additionally, students at Universidad de los Andes live the values of Responsible Management Education in multiple ways, particularly through their active participation in initiatives such as the Mesa Ambiental Uniandina (MAUA). MAUA is a multidisciplinary student group dedicated to forming environmental leaders who raise awareness about sustainability challenges and propose solutions from diverse fields of action. Their mission reflects a deep alignment with responsible management, as they encourage the responsible and intelligent use of resources and foster good environmental practices both inside and outside the university community.

Through their commissions and committees, students address sustainability from different perspectives that go beyond environmental issues. For instance, the Commission on Academic Affairs integrates sustainability into the educational experience, while the Commission on Well-being and Mental Health highlights the connection between individual well-being and responsible leadership. Similarly, the FEMGENsx Commission addresses feminism, gender, and diversity, ensuring that equity and inclusivity are embedded in the institution's sustainability agenda. These efforts show how students promote sustainable development holistically, combining environmental, social, and governance dimensions.

Concrete student-led actions include awareness campaigns, the design of environmentally responsible practices for campus life, and collaboration with university authorities to strengthen sustainability policies. Additionally, MAUA works to influence cultural change within the institution by organizing events, dialogues, and initiatives that encourage both peers and faculty to adopt responsible practices. Their vision to be recognized by the university's leadership as an innovative and committed group by 2025 demonstrates students' aspiration to institutionalize their impact and extend it beyond their own generation.

In this way, students at Universidad de los Andes do not only adopt the values of Responsible Management Education but also act as drivers of sustainable development, creating spaces of dialogue, social responsibility, and environmental consciousness that complement the academic mission of the School.



# Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



## How We Define Teach

We promote a “leadership for life” view of teaching, in which we create memorable learning experiences that allow students of all ages and profiles to develop a responsible sense of leadership that they take to both their organizational roles and their personal life.

## Courses that support RME

Facultad de Administracion, Universidad de los Andes reports 1 course in 2024 that support responsible management education and sustainable development goals.

### Sustainability Management

| ADMI 2206

The world we live in today faces unprecedented challenges, from adapting to climate change to halting biodiversity loss, extreme poverty, and inequality. Many of the social, economic, political, and environmental problems we face today are not new. Society has struggled with them for centuries, and many have been solved through the actions of companies that understand their role within the complexity of the socioeconomic system. However, we have reached and exceeded planetary boundaries, which means that companies must manage not only from a social responsibility perspective but also from a deep understanding of sustainable development. Thus, this course discusses corporate social responsibility and critically analyzes the inherent tensions between generating social, economic, and environmental value against the challenge of sustainable development. Companies and organizations of all sizes and types are incrementally adopting strategies that bring them closer to sustainable development, which connects with all their stakeholders and transforms their value proposition. There is already evidence of significant positive impacts on the performance of companies that do this. In other words, sustainable development and business success are fully compatible. Target Audience: This is a mandatory course for undergraduate students in administration at the Faculty of Administration of the University of Los Andes.



## Educator Recognition

At Facultad de Administracion, Universidad de los Andes, we recognize educators for quality of teaching in the following ways:

- ❖ Student-nominated teaching awards

- ❖ Faculty promotion and tenure consideration
- ❖ Course evaluation scores
- ❖ Institutional recognition events

## **Fostering Innovation**



### **A lot**

Our institution supports innovation significantly through teaching and learning.

## **Experiential Learning**



### **To a great extent**

Teaching and learning at our institution strongly encourage experiential learning.

## **Learning Mindset**



### **To a great extent**

Teaching and learning at our institution strongly promote a lifelong learning mindset.

## **Method of Teaching and Learning**



### **Hybrid**

Combination of in-person and virtual learning methods.

## **Barriers to Innovative Curriculum**

In 2024, Facultad de Administracion, Universidad de los Andes identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Curriculum inertia
- ❖ Learning curve for faculty
- ❖ Measurement and benchmarking issues

- ❖ Overloaded faculty
- ❖ Uncertain return on investment

## Barriers to Innovative Pedagogy

In 2024, Facultad de Administracion, Universidad de los Andes identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Collaboration barriers
- ❖ Overloaded faculty
- ❖ Risk aversion

## Additional Evidence

### Examples of courses

At UASM, we aim to connect academic knowledge with experiential learning, ensuring that ethics, sustainability, and social responsibility are embedded across our programs. Moving from concepts to practice is a core part of our teaching approach, which begins directly in the classroom and is reinforced through applied methodologies such as case-based learning and simulations. This section highlights four of UASM's key programs: the Undergraduate Management Program, the Master's in Development Practice, the Master's in Environmental Management, and the Master's in Regeneration and Sustainable Development. These programs allow students not only to acquire theoretical expertise but also to apply it in real-world contexts, preparing them to become leaders capable of addressing today's global challenges.

Undergraduate Management Program

The [Undergraduate Management Program](#) provides students with a strong grounding in sustainability within the context of management. The program is structured around mandatory, sequential courses that foster critical thinking and help students integrate sustainability into the core areas of management, including finance, logistics, and marketing. The track consists of the following courses:

- - **Ecosystem Services:** This course introduces students to the concept of planetary boundaries, the value of ecosystem services, and the sustainable use of natural resources.
  - 
  -
- **Public Management:** Focused on the dynamics between public and private sectors, this course emphasizes the governance of collective challenges and shared responsibilities.
-

- **Sustainability Management:** As the final course in the sequence, it explores business sustainability strategies, analyzing the tensions and opportunities involved in creating social, environmental, and economic value simultaneously.

#### Master's in Development Practice

The [Master's in Development Practice](#) [LC1] prepares professionals to address sustainability challenges through an interdisciplinary approach that combines management, natural, and social sciences. With fieldwork at its core, students collaborate with organizations and communities—locally and internationally—gaining hands-on experience in sustainable development.

Graduates become ethical leaders who critically analyze development challenges, mobilize collective action, and integrate cultural diversity in decision-making. The program directly supports PRME's principles by fostering responsible leadership and advancing inclusive approaches to sustainable territorial development.

#### Master's in Environmental Management

The [Master's in Environmental Management \(MGA\)](#) develops leaders who embed environmental responsibility into organizational strategies and projects. By combining management training with innovative methodologies, the program equips students to design solutions that enhance competitiveness while creating socio-environmental value.

Graduates are ethical professionals capable of integrating environmental considerations into decision-making, designing disruptive solutions to sustainability challenges, and communicating strategies effectively. The MGA reflects PRME's principles by preparing decision-makers who advance sustainability within both public and private organizations.

#### Master's Regeneration and Sustainable Development (MDRS)- online programme

The MRDS integrates sustainability, regeneration, and social equity into the core curriculum. Students are trained to analyze complex systems—environmental, economic, and social—through interdisciplinary courses that emphasize ethical decision-making, stakeholder engagement, and long-term impact. The program typically combines foundational knowledge in regenerative design and sustainable development with practical methods such as impact assessment, policy analysis, and hands-on project work. This blend helps students understand how managerial choices affect ecological health, community well-being, and resource resilience, aligning business objectives with broader societal goals.

Additionally, the program reinforces responsible management through experiential learning and real-world applications. Capstone projects, fieldwork, and collaborations with local governments, NGOs, and industry partners provide opportunities to apply responsible-management principles to concrete problems. By emphasizing case studies, governance, and accountability, graduates develop competencies in leadership, transparency, and ethical governance. The overall design aims to produce managers who can balance profitability with environmental stewardship and social responsibility, preparing them to drive sustainable outcomes within organizations and communities alike.

Among the master-level offerings, two courses stand out for their alignment with the PRME principles, emphasizing experiential learning, ethical decision-making, and the advancement of sustainable development:

#### Culture and Sustainability

This course explores how culture influences sustainability and how creative industries can serve as catalysts for social and environmental change. Students analyze the role of cultural practices, engaged arts, and sustainable marketing in advancing the UN Sustainable Development Goals (SDGs). By examining how cultural values shape behaviors and consumption patterns, the course highlights how art and creativity can disseminate sustainability principles and foster responsible citizenship. Through applied cases, site visits, and collaborative projects, students gain tools to design initiatives that align cultural expression with social value creation, reflecting PRME's commitment to ethics, purpose, and societal impact.

#### Marketing Simulation

The Marketing Simulation course provides a hands-on learning experience where students apply knowledge from the Master's program to solve real-world marketing challenges. By integrating data on markets, consumers, competition, and organizational dynamics, students design ethical and sustainable marketing strategies in a simulated competitive environment. The course emphasizes decision-making that balances business needs with societal and environmental responsibilities, in direct alignment with PRME's principles of responsible leadership, sustainable value creation, and experiential learning.



# Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

## How We Define Research

Our research is aimed at balancing scientific advancement with local relevance, such that our generation of knowledge is seamlessly translated into societal impact and responsible management, upholding the highest scientific standards.

## Research vs Research for RME/Sustainable Development

**48** Peer-reviewed articles were published by Facultad de Administracion, Universidad de los Andes from this past calendar year.

**vs**

**9** Peer-reviewed articles were published by Facultad de Administracion, Universidad de los Andes from this past calendar year in support of RME.

## Research Funding

In 2024, Facultad de Administracion, Universidad de los Andes was awarded funding for research that is:



Local



National



International

## Socializing Research

In 2024, Facultad de Administracion, Universidad de los Andes contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

## Publications Related to RME and/or Sustainability

### Behavioral spillover between the use of reusable shopping bags and recycling at home: A field experiment

| [DOI](#)

**Authors:** Carlos Trujillo (UASM), Claudia Arias (CESA)

**Date of publication:** August, 2025

**Department:** Sustainable consumption

This study examines positive behavioral spillover between waste-related behaviors that vary in complexity. Specifically, we test whether encouraging a relatively simple behavior—using reusable shopping bags—can lead to increased adoption of a more complex behavior, such as recycling. To investigate this, we conducted a longitudinal field experiment. Additionally, we explored the moderating roles of three individual-level constructs: Perceived Difficulty, Self-efficacy, and Perceived Consumer Effectiveness. Our findings show that positive spillover occurs for recycling at home, but not for recycling elsewhere. Moreover, Perceived Difficulty strengthens this effect, while Perceived Consumer Effectiveness diminishes it. We conclude by discussing how these insights can inform public and private interventions aimed at promoting recycling.



### Research Barriers

In 2024, Facultad de Administracion, Universidad de los Andes identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Collaboration challenges
- ❖ Publishing barriers
- ❖ Time constraints
- ❖ Technology and resource access

## Additional Evidence

### Statement of research

Research is a strategic pillar for advancing academic quality and strengthening the role of UASM as a key contributor to the production and dissemination of knowledge in the field of management. The School's research activity is structured around specialized groups that focus on diverse areas such as Markets and Decisions, Finance and Financial Economics, Organizational Studies, Business History and Entrepreneurship, Public Management, and Supply Chain and Technology Management. To further enrich this ecosystem, the School hosts academic spaces like **Ágora**, an open seminar where faculty researchers and visiting colleagues present their work, receive feedback, and build synergies with external actors such as academics, business leaders, associations, and policymakers. **Ágora** has become a cornerstone for fostering collaboration and advancing the mission of knowledge creation. Complementing this, the **Brown Bag Series** provides an internal platform to stimulate dialogue and the exchange of ideas within the academic community.

The School's research is guided by a Research Committee composed of 16 members and is supported by more than 60 faculty members with PhDs. On average, over 80 academic publications are produced annually, reflecting the School's commitment to knowledge creation of international relevance. This year 91 articles were published, of which nine specifically addressed themes related to sustainable development and responsible management education. Research excellence has also been recognized through awards such as *Most Cited Papers 2021–2022* granted by the **Journal of Public Policy and Marketing** to the article *Enabling and cultivating wiser consumption: The roles of marketing and public policy* (July 2024), and the *Award for Publication in a Journal Indexed in WoS as Research Fellow* granted by the **Centro de Gobierno Corporativo – Universidad Católica de Chile** to the article *Blockholder voting power and investment decisions: Evidence from cross-border deals in Latin America* (September 2024).

#### Publications related to Responsible Management (2024 - 2025):

- Arias, C., & Trujillo, C. A. (2025). Behavioral spillover between the use of reusable shopping bags and recycling at home: A field experiment. *PLOS ONE*, 20(8), e0328259. <https://doi.org/10.1371/journal.pone.0328259>
- Arias Puentes, C. P., & Trujillo, C. A. (2025). The role of online experiments in the understanding of sustainable consumption behaviors: A systematic methodological literature review. *International Journal of Consumer Studies*, 49, e70033. <https://doi.org/10.1111/ijcs.70033>
- Castro-Santa, J., Moros, L., Exadaktylos, F., & Mantilla, C. (2024). Early climate mitigation as a social dilemma. *Journal of Economic Behavior & Organization*, 224, 810–824. <https://doi.org/10.1016/j.jebo.2024.06.030>
- García, J., & Moros, L. (forthcoming). Key issues in carbon markets and lessons for biodiversity conservation and financing. *Current Opinion in Environmental Sustainability* [Special issue: Biodiversity Finance]

- Garmestani, A., Ruhl, J. B., García, J. H., Gilissen, H. K., Allen, C. R., Eason, T., Gunderson, L., van Rijswijk, H. F. M. W., & Angeler, D. G. (2025). Opportunities and challenges for transformation of urban social-ecological systems. In A. J. Dumbrell (Ed.), *Advances in ecological research* (Vol. 72, pp. 1–21). Academic Press. <https://doi.org/10.1016/bs.aecr.2025.02.003>
- González, C., Rodewald, A. D., Arcese, P., Bennett, R. E., Hernandez-Aguilera, J. N., Rueda, X., Gómez, M. I., & Wilson, S. (2024). Effect of local habitat and landscape attributes on bird communities in shade coffee plantations in the Colombian Andes. *Global Ecology and Conservation*, 55, e03207. <https://doi.org/10.1016/j.gecco.2024.e03207>
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- Valbuena, D., Santander, J., García-Estévez, J., & Franco, N. (2025). Unveiling policy gaps to better address the causes and drivers of tropical deforestation: A case study from the Colombian Amazon. *Land Use Policy*, 158, 107697. <https://doi.org/10.1016/j.landusepol.2025.107697>
- Vélez, M. A., Rueda, X., Henao, J. P., Monroy, D., Tobin, D., Maldonado, J., & Pfaff, A. (2025). Small-scale gold miners' preferences on formalization: First steps toward sustainable supply chains in Colombia. *World Development*, 188, 106899. <https://doi.org/10.1016/j.worlddev.2024.106899>



# Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

## How We Define Partner

We thrive to make UASM an articulator of businesses, government, academia and civil society to advance the social agreement around responsible management and the promotion of sustainable development.

### Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ Aspen Institute
- ❖ CEMS (The Global Alliance in Management Education)
- ❖ CLADEA (Consejo Latinoamericano de Escuelas de Administración)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ University Councils

### Student Organization Partnerships

- ❖ None



# Practice

We adopt responsible and accountable management principles in our own governance and operations.



## How We Define Practice

UASM, in close collaboration with Universidad de Los Andes overall practice, promote and adopt responsible practices in all its internal policies and activities.

### Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

### Policy Documents Related to RME and/or Sustainability

Institutional Commitment of Universidad de los Andes to Sustainability

View document  Download document 



# Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



## Engagement Opportunities

Facultad de Administracion, Universidad de los Andes offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

## Communication Audiences

Facultad de Administracion, Universidad de los Andes communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

## Additional Evidence

### Various sharing initiatives

Our institution maintains continuous communication with its diverse stakeholders to share progress, lessons, and policies on sustainable development and responsibility. By doing so, we enable collective learning and disseminate information that supports responsible management education. The communication strategy is tailored to each audience, ensuring that exchanges are effective, transparent, and aligned with our common values and purpose.

#### Students (Prospective and Current)

Prospective and current students—across undergraduate, postgraduate, and executive education programs—are engaged through the institutional website, social media, WhatsApp, email, phone, and in-campus screens. These channels are complemented by program-level communication and student groups, which ensure that sustainability initiatives are embedded in the student experience.

#### Alumni and Donors

Alumni [LC1] remain connected to the institution through the website, social media, WhatsApp, email, and phone. Dedicated alumni communities are being developed to strengthen ongoing engagement and create spaces where sustainability and responsible leadership are actively discussed.

#### Faculty and Staff (Professors and Administrative Personnel)

Professors and administrative staff are informed through the website, social media, email, WhatsApp (including closed groups), campus screens, and mass media. This communication supports their dual role as educators and practitioners, enabling them to share and integrate sustainability insights into teaching, research, and operations.

#### Business and Industry Partners, Entrepreneurs, and Organizations

Private companies, governmental entities, NGOs, business associations, startups, and growing ventures are reached through the website, social media, email, WhatsApp, phone, and mass media. These exchanges foster partnerships that integrate sustainable practices into research, applied projects, and talent development.

#### Media and Public Relations Channels

Through mainstream media and public communication platforms, the institution shares its sustainable development initiatives with society at large, reinforcing transparency and accountability. [LC1]incluir cifras tipo cuántos alumni hay, cuántos donan etc si es posible

SIGNATORY

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