

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Facultad de Administracion,
Universidad de los Andes

September 2026

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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 Alignment

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

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

The Universidad de los Andes School of Management (UASM) has embedded sustainable development, societal value creation, and educational excellence at the core of its 2026–2030 Strategic Plan. The new plan builds on the School's previous achievements while responding to current challenges in higher education, including technological transformation, changing labor-market needs, social inequality, and the interconnected climate, biodiversity, and pollution crises. UASM maintains its mission "to educate leaders who create value for organizations and society through the generation of knowledge for sustainable development," together with its purpose of "Leadership for Life." These principles continue to guide the School's commitment to developing leaders capable of transforming their organizations and communities while contributing to sustainable development and broader societal well-being.

The 2026–2030 Strategic Plan is structured around four strategic pillars that translate this commitment into concrete priorities. The first, Education and New Educational Models, seeks to strengthen adaptable, relevant, and transformative education centered on the learner. It promotes memorable learning experiences, student well-being, autonomous learning, flexible learning pathways, and stronger connections with the professional and social environment. The School also aims to expand access for high-performing students regardless of their socioeconomic background through scholarships and regional initiatives.

The second pillar, Research, Creation, and Entrepreneurship, reinforces UASM's commitment to rigorous and impactful knowledge creation. The School seeks not only to increase the academic quality and visibility of its research, but also to strengthen its connection with organizations, policymakers, entrepreneurs, and communities so that research can contribute more directly to decision-making and societal transformation. This pillar also promotes interdisciplinary research, knowledge transfer, entrepreneurship, and innovation across the University community.

The third pillar, Digital Transformation and Cultural Change, recognizes technology as an enabler of educational quality, institutional adaptability, and evidence-based decision-making. The plan promotes the responsible development of digital capabilities among faculty and staff, the digitalization and automation of administrative and learning-assurance processes, the use of emerging technologies in teaching and research, and the creation of environments that foster well-being, trust, collaboration, and innovation.

The fourth pillar, Financial Sustainability for Academic Excellence and the Expansion of University Impact, seeks to ensure that the School can sustain and expand its academic and societal contributions over the long term. Its priorities include diversifying revenue through Executive Education, consulting, research, and new credentials; improving operational efficiency; implementing multi-year financial planning; and strengthening endowment funds dedicated to scholarships, research, and strategic investments.

Sustainability remains a cross-cutting priority throughout the plan. UASM continues to develop knowledge and educational offerings addressing environmental and social challenges, including research on circular economy, sustainable business models, cleaner production, ecosystem conservation and restoration, peacebuilding, and social development. The School also maintains specialized graduate programs in sustainability and integrates ethics, sustainability, and purpose-driven leadership into other programs, including the MBA and undergraduate Management program.

Internationalization and interdisciplinary collaboration also support the implementation of the four pillars. The plan includes international learning experiences, partnerships with universities and organizations abroad, internationally oriented programs, collaborative courses, and interdisciplinary initiatives across Universidad de los Andes. These efforts broaden students' perspectives and strengthen the School's capacity to address complex challenges that extend beyond organizational and national boundaries.

In sum, UASM's 2026–2030 Strategic Plan connects quality education, impactful research, responsible technological transformation, and long-term financial sustainability with the School's mission of generating knowledge for sustainable development. Through these priorities, UASM seeks to prepare leaders who can respond to changing organizational and societal needs while contributing to more sustainable and inclusive development.

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 3 undergraduate programs, 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
- Bachelor's in International Accounting
- Bachelor's in Data Science

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

2025 Statistics	Number
Graduates	987
Faculty & Staff at the University	5417
Faculty & Staff at the Institution	383
Student Enrollment at the University	20,394
Student Enrollment at the Institution	3,031
Undergraduate Attendance	1,952
Masters-Level Postgraduate Attendance	891
Doctoral Student Attendance	28
Certificate, Professional Development, or Continuing Education Attendance	160

Degrees Offered

Bachelor Programs

 Bachelor of Business Administration (B.B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master in Global Markets Local Creativities

Undergraduate Degree Programmes

 Undergraduate degree in Business Administration



Purpose

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

Definition of Purpose

At UASM (Universidad de los Andes School of Management), following our mission and vision, Purpose means placing sustainability at the center of our academic activities and developing leaders who create value for organizations and society through knowledge, enabling positive transformation in harmony with environmental and social well-being.

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

At UASM, Values reflect Universidad de los Andes' commitment to excellence, integrity, freedom, solidarity, and the open exchange of ideas. These principles guide our teaching, research, and engagement, fostering ethical and responsible leadership and ensuring that our academic activities contribute to sustainable development and societal well-being.

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

Student Awareness

0% - 25% of students at Facultad de Administracion, Universidad de los Andes are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Facultad de Administracion, Universidad de los Andes actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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



How We Define Teach

At UASM, Teach means creating memorable, student-centered learning experiences under our “Leadership for Life” approach. We foster autonomous learning, ethical and responsible leadership, and meaningful connections with professional and societal contexts, preparing students of diverse profiles to create positive and sustainable impact throughout their lives.

Courses that support RME

Facultad de Administracion, Universidad de los Andes reports 3 courses in 2025 that support responsible management education and sustainable development goals.

Sustainability Management | ADMI 2106

The course examines the role of business in addressing contemporary social and environmental challenges, including climate change, biodiversity loss, poverty, and inequality. It critically analyzes the tensions and potential synergies between social, economic, and environmental value creation. Students develop the skills needed to analyze and evaluate the consequences of business decisions on society and the environment and to design strategies that can influence organizational behavior and social change. The course addresses individual and corporate ethics, Corporate Social Responsibility, Sustainability Management, stakeholder analysis, sustainable supply chains, and the role of business in climate action.

The course strengthens students’ ability to recognize ethical dilemmas, incorporate the general interest into individual and managerial decision-making, and critically evaluate the social and environmental consequences of business decisions. Through case discussions, collaborative activities, peer learning, and a group project, students apply sustainability concepts to real organizational challenges and develop their ability to formulate strategies that contribute to organizational and social change



Natural Ecosystem Services | ADMI 1190

Natural Ecosystem Services examines the interactions and dependencies between society, the economy, and nature through a socio-ecological and ecosystem-services perspective. In the context of climate change, biodiversity loss, and ecosystem degradation, the course provides theoretical and analytical tools to understand ecosystem services and their relevance to organizations, markets, and economic activity. Students explore natural capital, planetary boundaries, environmental justice, nature-related risks, and strategic approaches such as Nature-based Solutions, circular economy, biomimicry, TNFD, and sustainable business models. With particular attention to Colombia and Latin America, the course enables students to identify organizational dependencies and impacts on nature and formulate strategies that integrate ecosystem-services management into business decision-making and shared value creation.

The course develops students' ability to critically understand how organizations and economic activities depend on nature and ecosystem services. Students strengthen their analytical, problem-solving, teamwork, and decision-making skills by applying sustainability frameworks to real organizational contexts. Through workshops and a final group project, they identify nature-related dependencies, risks, and socio-environmental conflicts and develop strategic recommendations aligned with an organization's sustainability objectives and business model. The course ultimately prepares students to integrate nature conservation and ecosystem-services management into strategic planning and shared value creation.



Management for Circular Economy | ADMI 3133

Management for Circular Economy explores how organizations can transition from linear production and consumption models toward circular systems that decouple economic activity from the consumption of finite resources, design waste out of the system, and support the transition to renewable resources. The course examines the social-environmental intersections of circular economy and introduces strategies and practices at organizational, inter-organizational, regional, and national scales. Students analyze ecosystem services, resource flows, systems thinking, cleaner production, industrial ecology and symbiosis, sustainable supply chains, circular cities, sustainable consumption, and green businesses. With particular attention to the Colombian context, the course

develops students' ability to understand complex cause-effect relationships, stakeholder interests, and decision-making processes and to develop innovative approaches for implementing circular economy strategies.

The course prepares students to understand and respond to the environmental and social challenges associated with traditional linear production and consumption models. Students develop critical thinking, decision-making, teamwork, communication, and stakeholder-management skills through practical exercises, presentations, individual assignments, peer evaluation, and role-playing simulations. By engaging with real cases and professionals working in circular economy across businesses, NGOs, public institutions, financial organizations, and academia, students learn how circular economy principles can be translated into organizational action and reflect on how these practices can be incorporated into their own professional careers.



Educator Recognition

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

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Facultad de Administracion, Universidad de los Andes identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Curriculum inertia

- ❖ Learning curve for faculty
- ❖ Measurement and benchmarking issues
- ❖ Overloaded faculty
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2025, 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



Research

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

How We Define Research

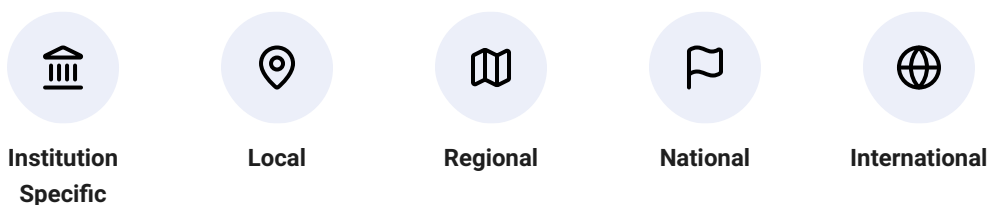
At UASM, Research means generating rigorous and impactful knowledge that combines scientific excellence with local and global relevance. We seek to translate research into innovation, responsible management, and positive societal impact, contributing to the transformation of organizations and their environments while addressing sustainable development challenges.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Facultad de Administracion, Universidad de los Andes was awarded funding for research that is:



Socializing Research

In 2025, Facultad de Administracion, Universidad de los Andes contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Research collaborations

Research Presentations Related to RME and/or Sustainability

In 2025, Facultad de Administracion, Universidad de los Andes gave 3 research presentations related to RME and/or sustainability.

Reconfiguring the Nightlife Service Ecosystem: Conditions for Safety, Inclusion, and Sustainability.

Authors: Oscar Naranjo Del Giudice | Juan Sebastián Gonzalés Muñoz | Camilo Andres Rojas Contreras

Date of publication: June, 2026

Presented at: National or international discipline-specific conference

Department: Marketing

This research examines how the post-pandemic nightlife service ecosystem can be reconfigured to create safer, more inclusive, and sustainable environments. Using a phenomenological perspective, the study draws on one year of interviews with promoters, collectives, DJs, producers, bouncers, bartenders, club owners, and consumers, complemented by non-participatory observation and netnography. Preliminary findings identify five key conditions for transformation: rethinking promotion and music discovery, reducing excessive visual and digital performance, implementing individual and collective care strategies, adopting diversity-, equity-, and inclusion-focused procurement and hiring practices, and developing cultural policies that recognize nightlife venues as contemporary cultural spaces. The research contributes to Marketing and Transformative Service Research by providing insights into how organizations and policymakers can address safety, discrimination, unequal participation, and sustainability within the nightlife service ecosystem.



Nature Action Dialogue: Business and Biodiversity Assessment Across Regions

Authors: Ximena Rueda Fajardo

Date of publication: May, 2026

Presented at: National or international issue or theme-specific conference

Department: Management

This workshop examines how the Business and Biodiversity Assessment can be translated from a global framework into regionally relevant action. It explores key challenges and opportunities for implementation across different regional and sectoral contexts and incorporates private-sector perspectives on how businesses can support uptake and action. Bringing together speakers from different regions, the session considers how global biodiversity objectives can be contextualized to reflect regional realities and business needs. The dialogue seeks to identify priority actions,

knowledge gaps, and opportunities for future regional engagement, contributing to stronger connections between global biodiversity assessment, business decision-making, and implementation at the regional level.



Reforming fossil fuel subsidies with citizens' approval: The case of Colombia

Authors: Charlotte Sophia Bez | Jorge A. Bonilla | Brigitte Castaneda Rodriguez | Jorge H. García | Leonard Missbach | Farah Mohammadzadeh Valencia | Jan Christoph Steckel

Date of publication: April, 2026

Presented at: National or international discipline-specific conference

Department: Economics

Subsidizing fossil fuel consumption is at odds with climate change mitigation and a heavy burden on public budgets. Yet, efforts to reform such subsidies often face strong public opposition. We examine whether informing citizens about the effects of fossil fuel subsidy reform (FFSR) and complementary policy measures can increase public acceptance. We study this question using a novel survey experiment in Colombia, a country currently aiming at reforming existing fossil fuel subsidies. Building on Hoy et al (2026), our experiment exposes respondents to different information treatments, including from an innovative calculation of personal costs, and options for complementary policy measures. Leveraging a representative sample with more than 3,600 respondents, we find that information provision alone has limited effects on public support, as citizens rarely update their - at times - incorrect beliefs. In contrast, policy design is crucial. Complementing FFSR with additional measures shifts public opinion from majority opposition to majority support. Informing about the environmental effects of FFSR is most effective and strongly increases support for environmentally oriented complementary policies. Opposition to FFSR without complementary measures remains primarily driven by concerns about impacts on poorer households.



Publications Related to RME and/or Sustainability

Policy principles for sustainable and just land systems | [DOI](#)

Authors: Rachael Garrett | Patrick Meyfroidt | Ariane de Bremond | Ariani Wartenberg | Lindsay Barbieri | Alvaro Fernandez-Llamazares | Emmanuel Acheampong | Thomas Addoah | Matthew Adeleye | Peter Alexander | Joyce Brandão | David Anthony Coomes | Erle C Ellis | J Fajardo | Johanna Jacobi | Melissa Leach | Sharachchandra Lele | Aymara Llanque Zonta | Joss Lyons-White | Adrian Martin | Peter Messerli | E J Milner-Gulland | Daniel Müller | Morena Mills | Pauline Nantongo Kalunda | Unai Pascual | Ximena Rueda | Casey Ryan | Siddappa Setty | Thu Thuy Pham | Cecilia Zagaria

Date of publication: October, 2025

Department: Management | Sustainability

This publication examines land systems as a critical nexus of global sustainability and justice challenges. It proposes eight guiding principles for improved land system policies: recognitional justice, political strategy, multiple policy goals, systemic approaches, integrative scope, co-development, clear and monitorable targets, and diagnostic and adaptive capacities. The principles are applied to two globally relevant cases: land-based climate mitigation and biodiversity-friendly agriculture. The analysis shows that weaknesses during agenda-setting often lead to further misalignment during policy formulation. When recognitional justice is incorporated from the outset, policies tend to integrate more diverse goals and participatory approaches, although challenges related to political strategy and system complexity remain. The study also identifies promising policy mixes that benefit multiple actors, integrate multiple objectives, adopt an integrative scope, and incorporate strong monitoring and adaptation mechanisms, offering potential pathways toward more sustainable and just land systems.



Unveiling policy gaps to better address the causes and drivers of tropical deforestation: A case study from the Colombian Amazon | [DOI](#)

Authors: Diego Valbuena | Jairo Santander | Javier García-Estévez | Nathalia Franco

Date of publication: July, 2025

Department: Management

This study examines policy gaps affecting efforts to control tropical deforestation in the Colombian Amazon during the post-conflict period. It analyzes gaps in the formulation, operationalization, and implementation of a major national policy framework by combining evidence on deforestation drivers, institutional capacity, existing databases, and national statistics. The study identifies land speculation, power vacuums, pasture expansion, cattle ranching, and infrastructure development as key drivers of

deforestation. It also highlights structural and institutional challenges, including the exclusion of major deforestation drivers from policy formulation, limited local capacity and resources, diverging regional development priorities, centralization, and policy obsolescence. Based on these findings, the authors discuss potential policy interventions to strengthen efforts to address deforestation in the Colombian Amazon and other tropical regions.



Impact investment readiness in early-stage social agribusiness: a process case in the Colombian Amazon

| [DOI](#)

Authors: Andres Guerrero-Alvarado | Christoph Birkholz

Date of publication: August, 2026

Department: Entrepreneurship

This study examines how early-stage social agribusiness ventures operating in fragile rural contexts become investment-ready and engage with impact investors to secure funding. Using a process-oriented case study of a social agribusiness in the Colombian Amazon and an international impact investor, the research identifies five factors shaping investment readiness and funding outcomes: embedded entrepreneurial experience, mutual learning and adaptation, alignment between venture needs and fund structure, relational trust, and internal fund dynamics. The findings show how these factors interact in contexts characterized by social, geographic, and institutional constraints. The study contributes to research on social entrepreneurship, impact investing, and agribusiness finance by providing insights into how early-stage social ventures mobilize capital while pursuing both financial and social objectives, particularly in emerging economies and developing-country contexts.



Payments for Ecosystem Services and crowding: exploring the driving conditions for success or failure: Introduction to the special issue

| [DOI](#)

Authors: Lina M. Moros | Santiago Izquierdo-Tort | Adriana Molina-Garzón | Esteve Corbera

Date of publication: August, 2026

Department: Management

This editorial introduces a special issue examining how Payments for Ecosystem Services (PES) influence conservation motivations and behaviors. It focuses on motivational crowding, exploring when financial incentives may reinforce or undermine intrinsic motivations for environmental conservation. Drawing on six contributions from diverse geographical and institutional contexts, the publication examines behavioral crowding, policy design, payment framing, social norms, local context, and motivational dynamics during active PES programs. The synthesis finds that crowding-out is not an inevitable outcome of PES and highlights the importance of program design, communication, payment salience, prevailing social norms, and local cultural and institutional conditions. It also identifies methodological and geographical gaps in existing research and calls for stronger longitudinal evidence and closer connections between research and policy. Overall, the special issue provides insights for designing more effective and context-sensitive PES programs that support conservation while accounting for both intrinsic and extrinsic motivations.



Research Barriers

In 2025, Facultad de Administracion, Universidad de los Andes identified the following barriers to conducting research related to sustainability and/or responsibility:

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

Continue telling your story

PRME_Publications_2025_English

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Partner

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

How We Define Partner

At UASM, Partner means building meaningful collaborations across business, government, academia, and civil society to co-create knowledge and solutions that advance responsible management, sustainable development, and societal impact. Through these partnerships, we connect academic expertise with real-world challenges and strengthen our contribution to the common good.

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)
- ❖ 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
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ Women in Finance



Practice

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

How We Define Practice

At UASM, Practice means embedding sustainability, responsibility, and ethics into our institutional policies, operations, and everyday activities. In alignment with Universidad de los Andes, we translate our commitments into responsible practices that promote environmental stewardship, social inclusion, ethical governance, and the responsible use of resources across our community.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ 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

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Share

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



How We Define Share

At UASM, Share means openly communicating knowledge, practices, and progress in responsible management and sustainable development with our academic community and broader stakeholders. Through research, reports, events, and collaborative networks, we foster dialogue, transparency, and knowledge exchange that contribute to learning and positive societal impact.

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
- ❖ Publicly accessible sustainability data and dashboards

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

SIGNATORY

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Website

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