



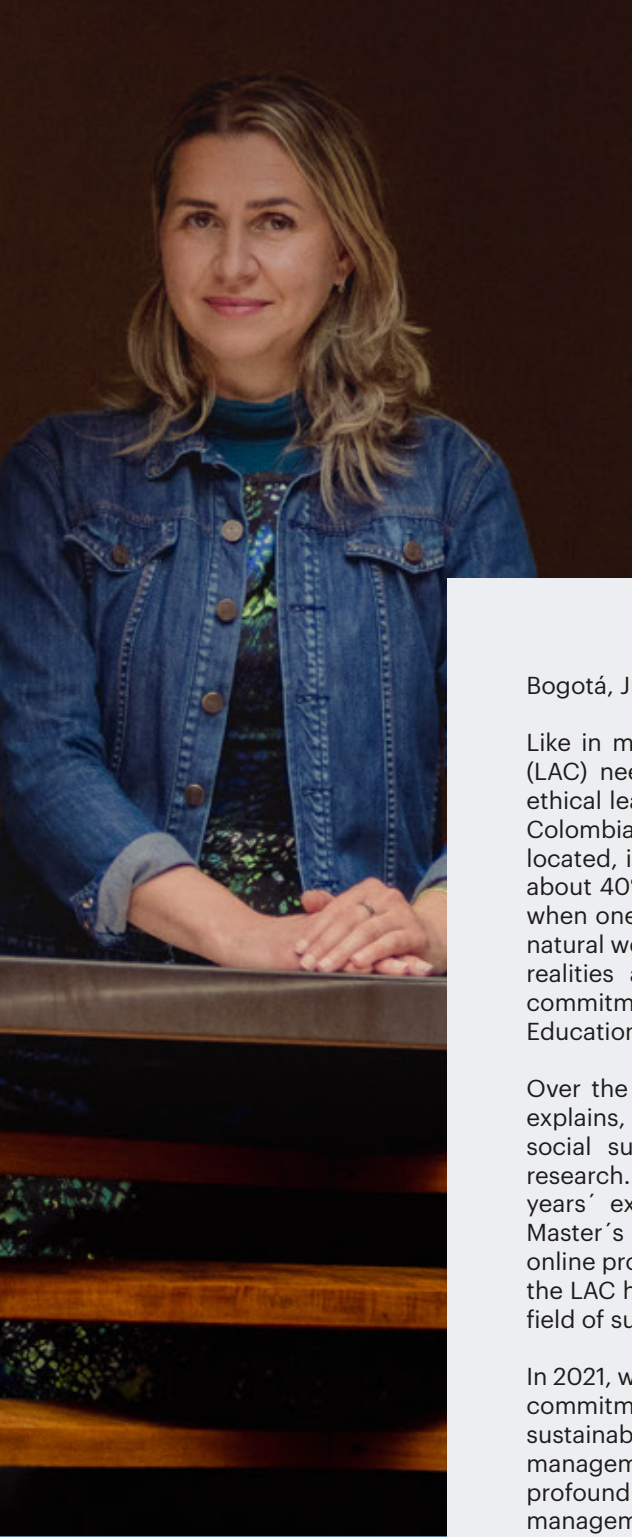
RESPONSIBLE MANAGEMENT EDUCATION 2022

PRME Principles for Responsible
Management Education
an initiative of the United Nations Global Compact

 Universidad de
los Andes | School of
Management
Colombia | Leadership for Life

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Letter from the Dean: **Veneta Andonova**

Bogotá, July 2, 2022

Like in many other regions around the world, Latin America and the Caribbean (LAC) needs disruptive public and private management, with a clear grasp of ethical leadership. LAC is the region with the greatest inequality in the world and, Colombia, where the Universidad de los Andes School of Management (UASM) is located, is no exception: it is often classified as a medium-income country where about 40% of its population live under the poverty line. This is especially puzzling when one considers that LAC in general, and Colombia in particular, possess vast natural wealth. It is thus with a sense of responsibility, understanding of the current realities and awareness of the challenges that we at the UASM renew our commitment to the United Nations Principles for Responsible Management Education (PRME).

Over the past two years, as this "Sharing Information on Progress (SIP) Report" explains, we have continued to work towards the integration of environmental and social sustainability principles into all areas of management education and research. For example, at the end of 2021, we harnessed the School's nearly fifteen years' experience of presenting sustainability-related programs to create the Master's in Regeneration and Sustainable Development (MRSD), our first 100% online program. In a very short time, the demand for this program in Colombia and the LAC has consolidated, a testimony to the reputation that our School has in the field of sustainable development.

In 2021, we released our new five-year Strategic Plan, which renewed our long-term commitment to the principles of sustainability. Our new mission statement makes sustainable development the guiding framework for the School. It redefines management as a means to satisfy the broader aspirations of society. This has profound implications for all of our programs as well as program and faculty management. For example, we have built strong synergies between the MRSD and our new Online MBA program. The curricula of the two programs now have a number of courses on regeneration and sustainability in common and we expect this to have a transformative impact on organizations and society as a whole. We also created the "Leaders of Change" Scholarship, by means of which 60 community leaders from the most disadvantaged regions of the country have benefited from our programs so far.

In the next two years we will implement a number of actions set forth in our Strategic Plan, including the design and implementation of a comprehensive faculty management and research system that emphasizes impact, innovation and sustainability. We will also design and implement an accessible and friendly internal information management system that will support our School's sustainability strategy.

Sincerely,

Veneta Andonova
Dean, School of Management
Universidad de los Andes

"Our new mission statement makes sustainable development the guiding framework for the School. It redefines management as a means to satisfy the broader aspirations of society".

ABOUT

Universidad de los Andes School of Management (UASM)

Founded in 1972

The Universidad de los Andes School of Management (UASM) is located in Bogota, Colombia. It is one of the twelve constitutive academic schools within the Universidad de los Andes (Uniandes), its parent institution. As of June 2022, the University has a total of 737 full-time faculty, 14,243 students at the undergraduate level, 3,921 at the graduate level and 387 at the doctoral level.

The School has a consolidated portfolio with a variety of programs at the Undergraduate (1,263 students), Graduate (988 students) and Executive Education level (9,143 participants in open and corporate programs in 2021).

Programs

The School's portfolio comprises the following programs:

- Undergraduate program in Management

- Doctoral program in Management (PhD)
- Master's of Science in Management (MSc)
- Master's of Business Administration (MBAs)
Part-time MBA, Executive MBA and Online MBA (launched November 2021)
- Specialized Master's Programs:
Master's in Finance, Master's in Marketing, Master's in Environmental Management, Master's in Development Practice, Master's in Supply Chain Management, and Master's in International Finance.
- Online Master's Programs:
Master's in Regeneration and Sustainability (launched in September 2021), Online MBA (launched in November 2021).
- Specialized programs:
Negotiation; Market Intelligence; and Financial Management.



Fig. 1. UASM Location

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.



International Accreditations and Rankings



In 2003 the School was granted its first international accreditation by the EQUIS (European Quality Improvement System) and it has been re-accredited on four occasions for a three-year period. In 2018 the School received a five-year accreditation by the EQUIS. It is the only school in Colombia with this accreditation. In 2005 the UASM received a five-year accreditation by the Association of MBAs (AMBA). The MBA programmes have been re-accredited in 2009, 2015 and 2020 for a five-year period. In 2010 the UASM was granted a five-year accreditation by the AACSB (Association to Advance Collegiate Schools of Business). In 2019 it underwent the Continuous Improvement review, and it was re-accredited for a period of five years.

UASM

Among **1st** of Business & Management Schools worldwide with the triple AACSB, AMBA and EQUIS accreditations.

3rd in Business & Management Studies in Latin America, according to the QS Top Universities Ranking 2022.

The **6th** best MBA Program in Latin America, according to the journal *América Economía* 2022.

Ranked **35th** in (Open) Executive Education worldwide, according to the *Financial Times* 2022.

Faculty and academic areas

The UASM has made an ambitious effort to increase the number, qualifications, and diversity of its faculty, which increased from 62 members in 2015 to 70 in 2022. It is now a more diverse School in terms of age, gender, nationality, and disciplinary background. The number of full-time female faculty members has increased, from 19 in 2015 to 22 in 2022. The number of foreign faculty members grew from 16% in 2015 to 27% in 2022, and they currently represent 14 different nationalities. Finally, 90% of its full-time faculty members have a PhD.

The School currently has seven academic areas, in accordance with the faculty's teaching and research interests. These are: finance, management, marketing, organizations, strategy and entrepreneurship, supply chain management (SCM), and sustainability. The Sustainability Area currently has a group of eight full-time faculty members who work jointly with other faculties of the School on a wide variety of topics, including industrial ecology, food and agricultural systems, social entrepreneurship, and environmental policy, among others. Figure 2 shows the proportion of faculty per academic area.

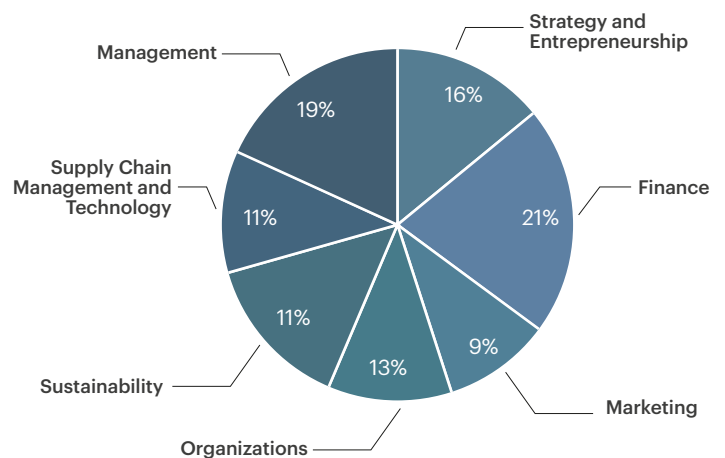


Fig. 2. Distribution of Faculty per Academic Areas, 2022



UASM's Commitment to Responsible Management Education

UASM's mission statement makes sustainable development the guiding framework for the School. Social entrepreneurship, environmental management, public management, and social entrepreneurship are the core areas of UASM's research and teaching agendas, and its emphasis on sustainability management distinguishes it from other schools.

In 2015, the Sustainability Area was founded to integrate responsible management into different programs, research projects, in-class activities, and course syllabi. Accordingly, the contents of all programs and projects have been subjected to a review of the importance they give to ethics, social responsibility, and sustainability.

This area administers three academic programs where responsible management is at the heart of the curriculum:

- Master's in Environmental Management (MEM).
- Master's in Development Management and Practice (MDP).
- Master's in Regeneration and Sustainable Development (MRSD)

Beyond these programs, which focus on sustainability, regeneration and environmental management, the School strives to embed sustainability into its academic programs and promote the development of skills which simultaneously address issues of financial success, social respect, and environmental commitment. Some examples are:

- The Undergraduate Management Program explicitly includes ethics, social responsibility, and sustainability as part of its core curriculum.
- The full-time and part-time MBAs foster a critical and analytical awareness of Latin America's business context and society, and they have tackled several field-based challenges.
- The Master's in Finance and Master's in Marketing offer modules in the courses which discuss the ethical dilemmas involved in decision-making.

The timeline below shows the most important milestones in the integration of sustainability into our School's DNA. These include milestones which are not only directly related to responsible management education but also to research in sustainability management, institutional development in related areas and impact on the broader society. The activities described in this Sharing in Progress (SIP) report are clearly seen in these milestones.

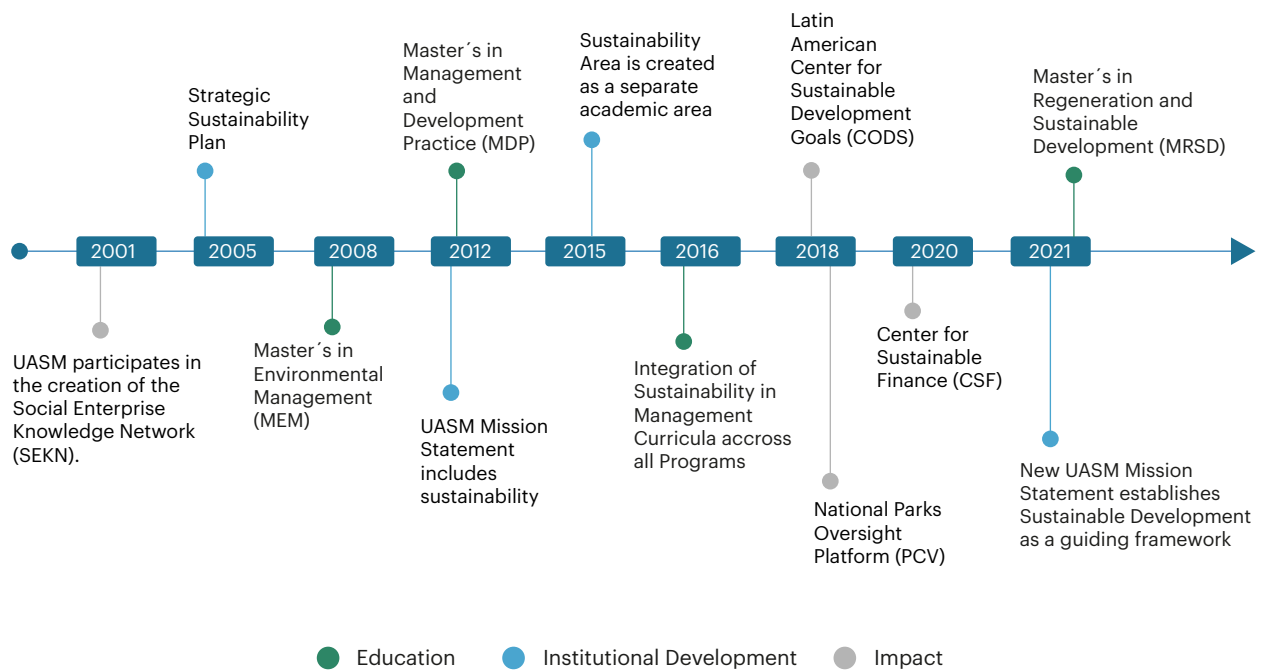


Fig. 3. Timeline: Integrating Sustainability into our School's DNA

During the past two years, the **Finance Area** has made a notable effort to integrate sustainability with teaching, research and project activities. The Finance Area offers a growing number of courses on sustainable finance, in some cases in a co-teaching format with members of the Sustainability Area, and it has written case-studies of the subject. The Finance Area's members are currently supervising three doctoral theses to do with sustainable finance, namely Environmental, Social, and Governance (ESG) disclosure; the interaction between the financial and carbon markets; and the impact of negative climate news on stock prices. The Finance Area actively participates in the activities of the Climate and Development Knowledge Network, the Natural Heritage Fund, the Colombian Climate Asset Disclosure Initiative and the Center for Sustainable Finance.

SIP Report 2020 – 2022

Over the last two years, the UASM has made progress in integrating environmental sustainability and social responsibility into its DNA.

Towards this end, the 2022 goals and outcomes set forth in our SIP report for the 2018 – 2020 period have been fundamental. In 2021, UASM released its new five-year Strategic Plan where our long-time commitment to the tenets of sustainability was renewed. This led the School to make sustainability a strategic pillar. With this pillar, we aim to have a significant and transformative impact on society through teaching, research, knowledge, and outreach. In 2021, the UASM launched a new degree program focusing on sustainability and responsible management, namely, the Master's in Regeneration and Sustainable Development (MRSD). In a bold attempt to address Colombia's extreme inequality more directly, the UASM structured a Scholarship Program in which 60 social and environmental leaders from the poorest region in the country are about to finish our School's Master's Program in Development Practice (MDP). A growing number of courses in our existing programs blend key disciplinary insights with the principles of sustainability. In terms of outreach, in 2021, UASM faculty was instrumental in the creation of the Center for Sustainable Finance (CSF). This Center has opened communication channels between our School and the private sector throughout LAC on ways to leverage finance to comply with the 2030 Agenda for Sustainable Development.

PRINCIPLE I

Purpose

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

The UASM regards itself as a school of management, rather than a business school. Hence, discussions of business have traditionally been complemented by debates on the management of public affairs and non-profit organizations, together with studies of the role played by businesses in generating social and environmental value. The open conversations that led to UASM's Strategic Plan for the 2021 - 2025 period have enabled its faculty and staff to reach a consensus on its mission and vision. This consensus is that organizations ought to strive to help meet sustainable development goals, which are usually set at the subnational, national, and regional levels. This, in turn, implies a triple bottom-line approach at the organizational level that focuses on the broader aspirations of society. Sustainable organizations are profitable, scalable, socially and environmentally responsible, and inclusive. They are not only committed to controlling externalities and mitigating or avoiding environmental degradation but, in

some cases, they also help to regenerate ecosystems.

UASM seeks to educate leaders who are prepared to make decisions that have a lasting impact on society. Responsible management education at UASM makes it possible for leaders to understand the context in which management decisions are made, to identify and comprehend the ethical dilemmas they may face and the implications of management decisions, especially in a society that has suffered from a long-lasting armed conflict and chronic inequalities. The UASM is committed to the development of skills that enhance organizations' resilience, foster sustainable development, and promote entrepreneurship, innovation, and strategies that are effective in emerging contexts. The UASM's Strategic Plan for the 2021 - 2025 period established the following pillars for its short-term and medium-term initiatives.

UASM mission

We educate leaders who create value for organizations and society through the creation of knowledge for sustainable development.

UASM vision

To be an innovative global community inspiring leadership for life.

Strategic Pillars

Pillar 1

An innovative and sustainable impact-oriented School. To have a significant and transformative impact on society through teaching, research, knowledge, and outreach. The SDGs provide us with a route map to guide us through uncertainties and thus propose solutions to major problems.

Pillar 2

A human, ethical, joyful, and competitive School. To consolidate an organizational culture that contributes to a pleasant and stimulating learning environment. To achieve an empathetic, agile, and highly productive work environment.

Key SDGs in UASM's Strategic Pillars



Pillar 3

An attractive School that creates value for our stakeholders. To develop co-creation spaces with students, alumni, entrepreneurs, and social and public sector leaders in Colombia and Latin America, in order to create value and satisfy their expectation.

Pillar 4

A globally connected School. To be the platform that connects and promotes networks, talent, and international knowledge at the service of students, faculty members, alumni and entrepreneurs.



HIGHLIGHT 1

The Leaders of Change Scholarship



The Colombian Pacific region is largely organized into collective territories of Afro-Colombian and Indigenous communities whose total area is 6 million hectares and is recognized as a global hotspot for biodiversity. The economy of these communities mainly revolves around fishing, hunting, gold mining and logging. Despite its lush forests, mighty rivers and vast natural wealth, this region's standard of living is well below the national average. More than 50% of the inhabitants of the Department (State) of Chocó live below the poverty line, making it the poorest in the country. The region suffers from high levels of violence, mainly caused by drugs-trafficking and illegal mining.

In 2021, and under the leadership of Diana Puerta, Head of the Master's in Development Practice (MDP), the UASM structured the Leaders of Change Scholarship program. The program is funded by the UASM and such donors as the Corporación Manos Visibles, the Ford Foundation and USAID. In 2021, under this program, 60 Afro-Colombian and indigenous leaders from the Colombian Pacific region, recognized by their communities, enrolled in the Uniandes' MDP. This program provides its students with the knowledge and practical skills required to analyze the multi-dimensional challenges of sustainable development and to manage and lead development and social programs.

Testimonies:

"The leadership of the Pacific is humble, sensitive, supportive, respectful and honest. This Master's allows me to expand my knowledge to continue to accompany the indigenous communities of Colombia in their struggle to defend their rights."

José Ramiro Fonnegra,

MDP student. Advisor to the Association of Traditional Indigenous Authorities of the Awá People (Unidad Indígena del Pueblo Awá).

"To advance with the eradication of discrimination against women in my territory, we must engage in participatory and empowerment processes that first allow us to understand the aspirations of Afro-Caucan women and then bring about the conditions which enable their dreams to come true."

Daniela Valencia Aragón,

MDP student. Social worker of the Association of Afro-descended Women of Northern Cauca -ASOM- (Asociación de Mujeres Afrodescendientes del Norte del Cauca).

"I have a dream of being able to trigger development and transform the Pacific Region into a center of bioeconomic growth, and this Master's degree has become a bridge for that."

César Alberto Carvajal,

MDP student. REDD+ Coordinator at Wildlife Works Colombia.

Leaders of Change Scholarships Granted in 2021:

60 (31 for women, 29 for men). The municipalities they cover: Nuquí, Popayán, Quibdó, Buenaventura, Tumaco, Barbacoas, Bagadó, Istmina, Guapi, Puerto Berrio, Santander de Quilichao, Riosucio, Caldono and Bahía Solano.



HIGHLIGHT 2

Global Markets, Local Creativities (GLOCAL): A Joint International Master's Program



In August 2021, the UASM joined the Erasmus Mundus Master's program: Global Markets, Local Creativities (GLOCAL). This interdisciplinary program delves into the history, institutions, and cultures of the globalized economy, while acknowledging its tensions and the complementary role of local actors and communities. GLOCAL encourages its participants to question the history, theory, institutions and cultures of global capitalism. This program is oriented toward those who wish to strengthen their professional and academic qualifications and participate in international organizations of public and urban policy, multinational companies, consulting and creative sectors or non-governmental organizations.

GLOCAL is a full-time 2-year international Master's degree which offers a choice of 7 Study Tracks at the 7 Universities who are partners in the Consortium. All students will spend their first semester in Glasgow, the second in either Barcelona or Uppsala, and then choose between the Universities of Rotterdam, Göttingen, Bogotá (Uniandes), or Kyoto for their 3rd semester. This is a truly international program: its cohort of 40-50 students usually represent 20 different nationalities. In October 2021, the UASM welcomed the first group of six students, who spent three months at Uniandes. In 2021 and 2022, the UASM presented one core course in sustainability, "Sustainability Issues in Latin America", and three electives in the same field, namely "Management for Circular Economy", "Sustainable Value Chains" and Consultandes - Sustainable Development Practicum.

HIGHLIGHT 3

The Sustainable Development Goals Center (CODS) for Latin America and the Caribbean (LAC)



The Sustainable Development Goals Center (CODS in its Spanish acronym) for Latin America and the Caribbean (LAC) at the Universidad de los Andes was founded in September 2018. The CODS is a member of one of the three main SDGs global institutions, along with the SDGs Center for Africa and the SDGs Center for Southeast Asia. The CODS aims to become a knowledge hub in LAC, working hand in hand with governmental institutions, the private sector, the civil society, and leading educational institutions, in order to accelerate the implementation of the 2030 Agenda. The Universidad de los Andes School of Management (UASM) has been a cornerstone in the creation of the CODS and currently provides intellectual guidance.

SDG Regional Index

In June 2020, CODS launched the Sustainable Development Goals Index for Latin America and the Caribbean. The SDG Index assesses where each country stands in terms of its progress towards the achievement of each

SDG. Calculating a regional index arises from the need to measure the sustainable development challenges shared by the countries of the LAC and correct the limitations in related data collection capabilities.

The Index initially covered the period between 2015 and 2019. During this pre Covid-19 period, the region made some progress in a number of fields, although meeting the goals set of the 2030 Agenda then seemed distant. New calculations of the Index will be published by the CODS in the second semester of 2022. They show that despite the region's economic recovery in 2021, high levels of unemployment among young people (SDG 8) persist and, unfortunately, the people who suffer from poverty and food insecurity (SDG 1 and 2) have not returned to pre-pandemic levels. As food prices continue to rise across the globe, these issues may persist or even worsen in the near future.

PRINCIPLE II

Values

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

Uniandes promotes critical thinking, ethical reflection and environmental and social awareness. Hence, ethics, social responsibility, and environmental sustainability are long-standing values at Uniandes and the UASM. The capacity for ethical deliberation and a commitment to professionalism and ethical behavior are essential in equipping our alumni to be agents of change in society. The Uniandes Strategic Plan (2021-2025) sets forth measures to expand the ethics training component in our specialized courses, in addition to those already found in our general education courses. The ethics component also features in our teacher training programs, which include the pedagogy of ethics, and we have strengthened an attention to ethics in our research and pursuit of academic integrity.

Uniandes aims to ensure that all the areas it administers are free of mistreatment, harassment, threats or discrimination (known as “MAAD” behaviors in Spanish: Maltrato, Acoso, Abuso, Discriminación), as well as promote freedom of thought in line with the principles of pluralism, tolerance and respect. Uniandes has established the Office of the Ombudsperson to act as a source of guidance and counselling in the event of ethical conflicts among faculty, students or staff. The Ombudsperson provides channels which enable the members of our community to communicate such concerns and it facilitates the resolution of interpersonal conflicts through dialogue and mediation. Under the guidance of the Ombudsperson’s Office, Uniandes modified its regulations for the proper conduct of students and proper conduct in the workplace. These changes included measures to prevent and redress abuses and guide the members of our academic community in this respect. They have also allowed the institution to intervene in conducts that may occur outside the campus. This new scheme goes beyond punitive measures and establishes alternative

mechanisms for the resolution of conflicts. It also created the MAAD Protocol and the MAAD Committee, which acts to immediately protect the integrity and well-being of those affected by MAAD behaviors. The MAAD Protocol is a mechanism to enforce our institutional policy of zero tolerance of MAAD behaviors. The MAAD 101 course on handling and combating such conducts is now mandatory for all students.

Integration of Ethics, Responsibility and Sustainability in UASM Programs

Épsilon Program

Uniandes has made notable progress in strategies for the promotion of ethics and integrity. The Center for Applied Ethics (CAE), established in 2012, has been a key player in this progress. It deepens the teaching, practice and evaluation of ethics. The CAE developed the Épsilon Program, which guides teachers whose courses have an ethical component on the discussion and evaluation of ethical issues. Since its start in 2012, the CAE and UASM have forged a strong relationship and a total of 51 professors (faculty and adjunct) have been certified under the Épsilon program. This is highly valuable for UASM, since this School believes that a strong ethical component is a key factor in the professional life of any individual.

Ethics, Responsibility and Sustainability (ERS)

A recent analysis of the curricula of UASM programs reveals the extent to which ethics, social responsibility and sustainability (ERS) have permeated our School’s pedagogical environment. We analyzed the current contents of all the courses in the UASM programs and classified them according to their respective

emphases on the ERS component, as follows:

1. With a Fair ERS Component
2. With a Good ERS Component
3. With a Strong ERS Component

Of a total of 88 courses with an ERS component in all of the Schools' programs, 63.64% are found in the Master's programs, 19.32% in the Undergraduate programs, 10.23% in Specializations and 6.82% in the Doctoral program. It is important to note that, as mentioned above, the UASM has two Master's programs in which ERS is a core component,

namely, the Master's in Environmental Management (MEM) and the Master's in Development Practice (MDP). Figure 4 shows the number of courses that conform to the above ERS categories, per program type, namely: Undergraduate; Specializations; Master's; and the PhD. The distribution of the number of courses across all the programs is more or less even, especially when corrected for the number of programs and for program's length.

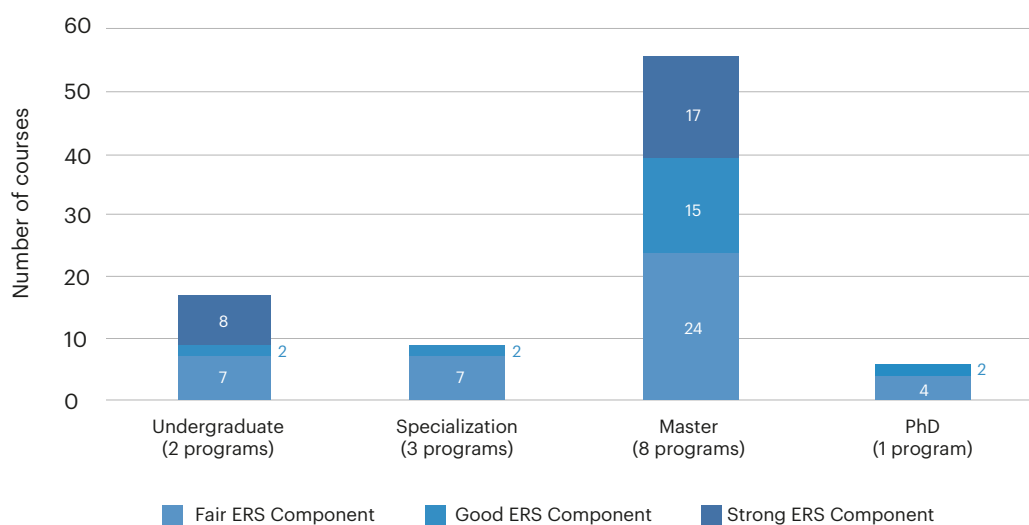


Fig. 4. Number of ERS Courses Offered by Program Type

Figure 5 shows the number of ERS course credits by program type, according to their respective emphases on the ERS component.

Both undergraduate and Master's programs have the largest proportion of courses with a strong ERS component.

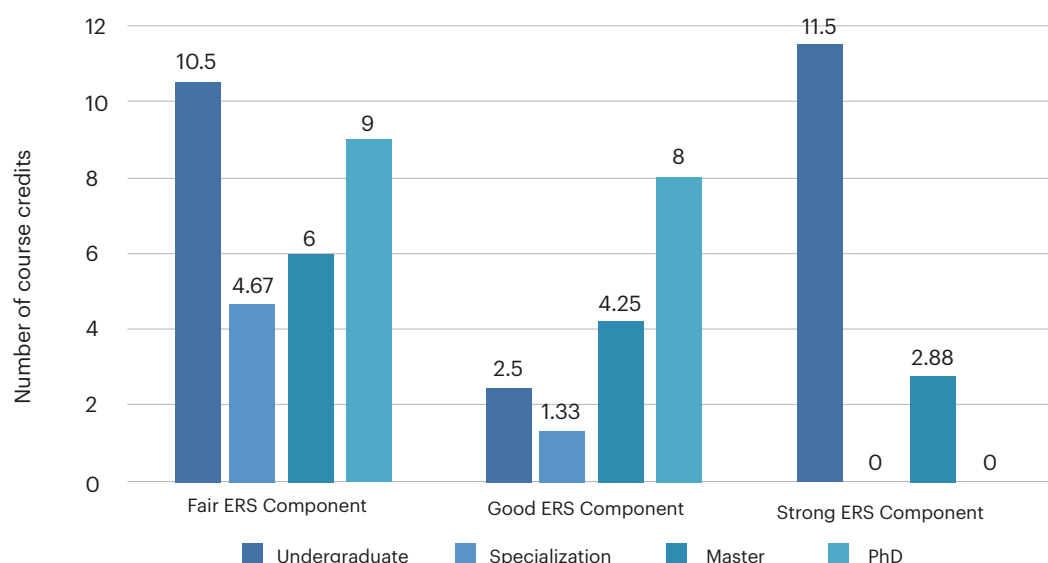


Fig. 5. Average Number of ERS Credits Offered by Program Type



HIGHLIGHT 4

MBA Challenge-based Learning



Challenge-based learning is at the core of the pedagogical design of our MBA programs. What this means is that students work on a real-life challenge at 3 points in the full-time MBA, the Executive MBA, and from August 2023, in the part-time MBA. A partnership of faculty and executives of industrial firms jointly design each challenge. Interdisciplinarity, relevance, and responsible leadership are all at the core of these learning experiences. Indeed, the challenges encourage the students to reflect on and explore the impact of their work and that of the industry in terms

of the student, the team, the organization, the industry, and the ecosystem. In accordance with the type of challenge, students travel to different regions, where they are immersed in a new environment. 7 challenges will be dealt with in the 2020 – 2022 period. More than 50% of these challenges are related to problems of sustainability. Two of these challenges are:

New Business Models for the Coal-rich Department (State) of the Guajira

La Guajira, in the northernmost part of Colombia, is the site of the Cerrejón coal mine, one of the largest open-sky coal mining operations in the world. Given the likelihood of a drastic reduction in the global demand for coal, there is an urgent need to change the local economy. Thus, the challenge was to develop a business model for an existing or new industry that would create wealth and social and environmental benefits for the communities of La Guajira. Discussions with international and Colombian experts on energy, members of the departmental government and representatives of the communities provided students with the input they needed to undertake the challenge. Each group of students had two mentors: an expert on the coal industry with experience in La Guajira and a representative of the Wayuu communities, who are indigenous to the region.

Decarbonization of the International Maritime Logistics Chain in Colombia

The constant growth of freight transport by sea has aggravated the negative environmental impact of the emission of greenhouse gases into the atmosphere. The students were faced with the challenge and opportunity of understanding how to manage a sustainable maritime business in a volatile industry at a time of transition towards clean technologies. This challenge took place in the Port of Cartagena, in the Colombian Caribbean, where the students met with key stakeholders, and got to know the problem at firsthand in the field to develop proposals in closed contact with the protagonists.

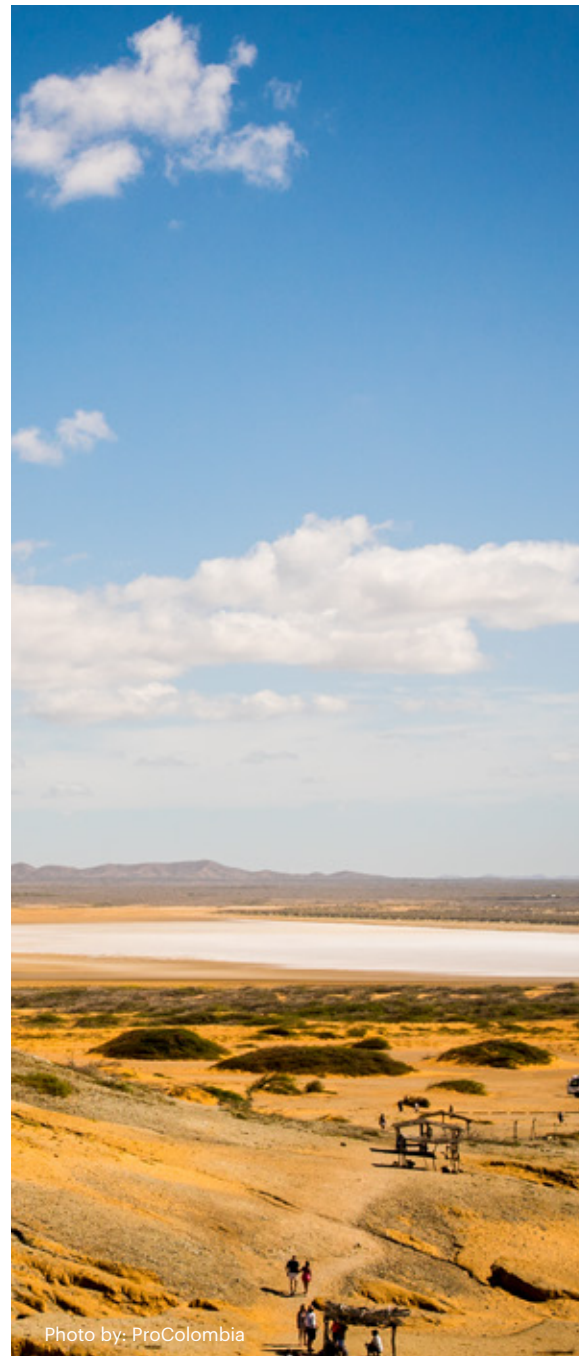


Photo by: ProColombia



HIGHLIGHT 5

Undergraduate Challenge-based Learning: Race to Imagine (R2I)



The R2I, which began in 2021, is a week-long, full-immersion, challenge-based learning experience for UASM undergraduates. A large number of representatives of different industries, faculty members and qualified alumni jointly devise challenges for freshmen or more senior students. The idea is to create a broad and cooperative learning community in order to come up with innovative ideas and

tackle and solve key questions. Interdisciplinarity, relevance, and responsible management are at the core of the program. In 2021, 52 external organizations participated, and 64 challenges were devised. In 2022, there were 60 organizations and 77 challenges.

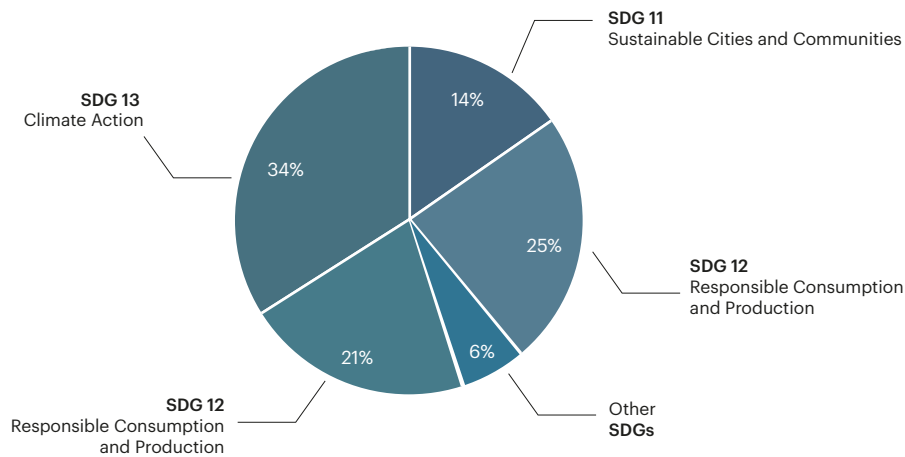


Fig. 6. Race to Imagine and the SDGs, 2022

Race to Imagine International (R2II)

The R2II provides UASM students with an opportunity to learn about initiatives by and exchange ideas with those in other countries. The R2II is an opportunity to discuss local experiences which may have a global impact. It fosters cross-border networking, the sharing of knowledge and cooperation with multiple stakeholders to produce innovative solutions. In the first version of R2II (October 2021), UASM joined forces with the Global Business School Network (GBSN) to develop a number of online discussion panels and forum with foreign universities in the Network: students, faculty members, business leaders and policy-makers shared their experiences and participated in a global com-

munity. Under the auspices of the GBSN, the UASM, the University of Miami's Herbert Business School, the Thunderbird School of Global Management and the University of Geneva's School of Economics jointly organized the following three discussion panels.

- Collaborations for Healthcare Leadership. October 15, 2021
- Forests and Climate Change Mitigation. October 22, 2021
- Implementing Human Rights in Complex Environments. October 29, 2021

The students of UASM discussed the forums in their classes and participated in an essay competition.

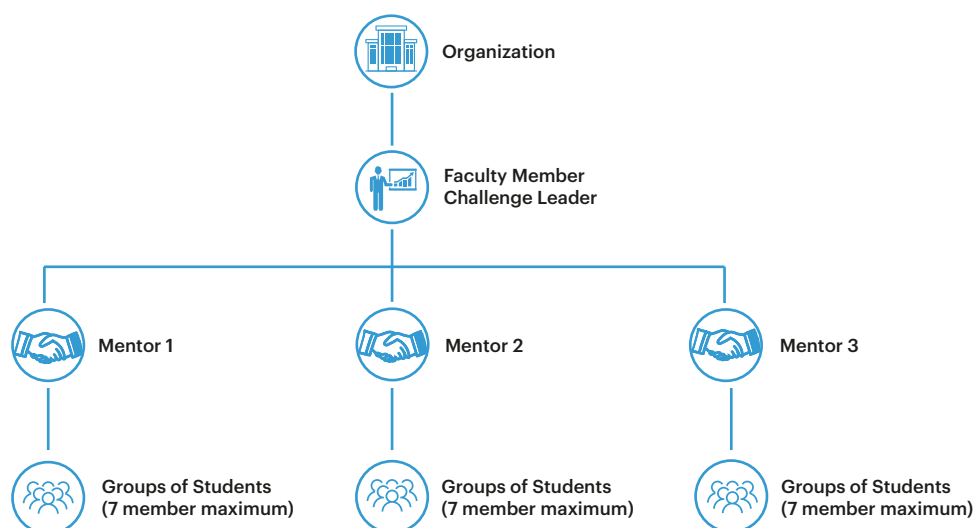
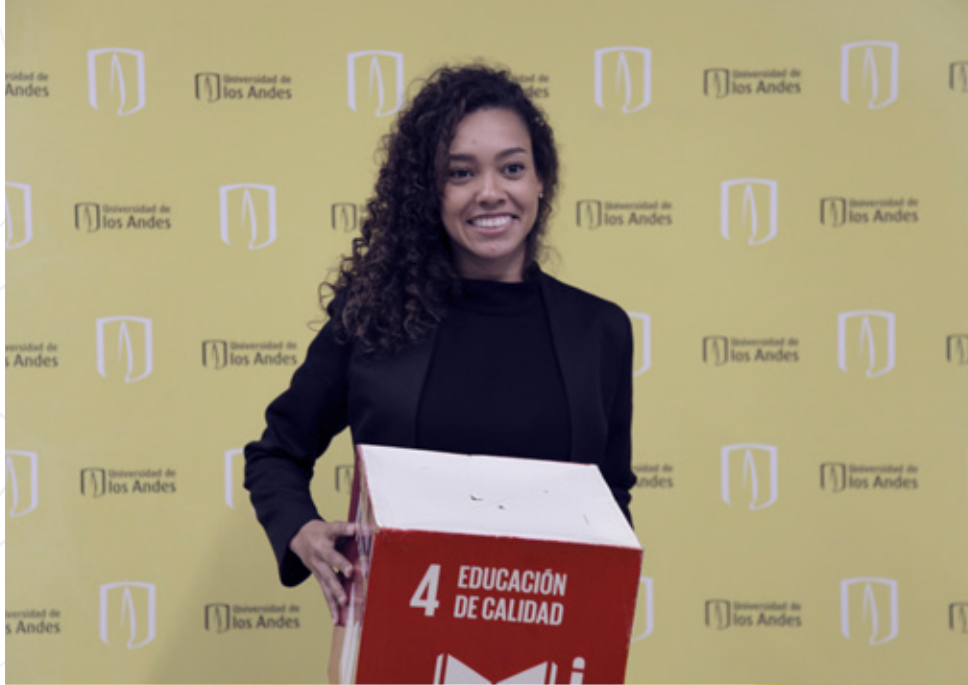


Fig. 7. Organizational Structure, Race to Image



HIGHLIGHT 6

Women in Business Committee (WBC): A Student-led Organization



This UASM student-led initiative involves more than 80 people from all of the academic programs of Uniandes. It is based on Harvard University's "Women in Business" model, which seeks to strengthen gender awareness and empower young women who have the potential to become future leaders. This initiative is divided into six (6) categories: Internal Relations, External Relations, Marketing, Entrepreneurship, Innovation and Social Responsibility and it is supervised by two new committees for "Communication and Journalism" and "Pedagogy and Discussion". The program responds to the need to create opportunities for the dissemination of news about gender equality all over the world. A further aim is to meet the need to explain, learn about and internalize the concepts which underlie gender parity and feminism.

August 2021: III Virtual Congress of Women who Inspire. This virtual event arose because of the restrictions of the Covid-19 pandemic.

In the course of three days, there were conferences and workshops with women who imparted their knowledge of the creation of sisterhood, community, and the challenges of being professionals. 80% of the revenue from the event was donated to women-led businesses which had previously benefited from the guidance of the WIB. The participants included Francia Márquez, Julieta Lemaitre and Mariana Sanz de Santamaría. The Congress also provided funding to foundations affiliated to the WIB.

April 22, 2022: Earth Day. A space for Sustainable ventures. This event promoted the networking of women entrepreneurs and included workshops and discussions on building sustainable businesses with a social component that are led by women. Its aim was help them to expand their ventures and provide them with a platform for outreach.

PRINCIPLE III

Method

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

At UASM, we strive to integrate theoretical education with hands-on learning and employ this strategy to teach ethics, social responsibility, and sustainability in all our academic programs. The transition from theory to practice starts in the classroom through the extensive use of the case-method. This section describes the features of three UASM flagship programs, the Undergraduate Management Program, the Master's Program in Environmental Management, and the Master's Program in Development Management and Practice. The Consultandes and MDP Practicum programs also give UASM students the opportunity to acquire practical experience through a hands-on approach. UASM leveraged the lessons learned from its existing graduate programs in sustainability, namely the MEM and the MDP, to create an Online Master's, which is discussed in one of the highlights this section.

Undergraduate Management Program

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

Fundamentals of Ecosystem Services. The purpose of this course is to teach students about planetary boundaries, ecosystem services, and the responsible management of natural resources.

Public Management. This course discusses the importance of understanding the public-private dynamics of collective issues. Sustainability Management is the last of the three courses. This course discusses business

sustainability and critically analyzes the tensions inherent in and potential synergies of the creation of social, economic and environmental value, in terms of corporate strategy. Professors from the sustainability area developed an "assurance of learning" system to determine whether students are clearly aware of ethical dilemmas in corporate practice.

Master's in Development Management and Practice (MDP)

The UASM MDP Program is part of the Global Association of Master's in Development Practice, founded by the Earth Institute at Columbia University. The MDP at UASM provides students with the knowledge and practical skills they require to analyze the multi-dimensional challenges of sustainable development and to manage and lead development and social programs (see Figure 8 for MDP and MEM Alumni Placement by Sector, 2022). UASM MDP Director Diana Puerta is head of Global MDP for Latin America.

Master's in Environmental Management (MEM)

The MEM aims to develop managers who are capable of leading environmental organizations, and designing and managing environmental strategies for private, public, or non-profit organizations (see Figure 8 for MDP and MEM Alumni Placement by Sector, 2022). This program deals with socio-environmental issues from a management perspective, employing an interdisciplinary approach which combines theory and practice. The MEM Program currently offers two special majors: one on Sustainable Consumption and Production and the other on Conservation Management and Governance. They give students the opportunity to specialize in two different topics in the field of environmental management.

By 2020, the MDP had 132 students and the MEM 69 students, for a total of 201 students. In 2021, the MDP had 269 students and the MEM had 118 students, for a total of 387 students. Total alumni for the MDP up to 2022: 222. Total alumni for the MEM up to 2022: 345

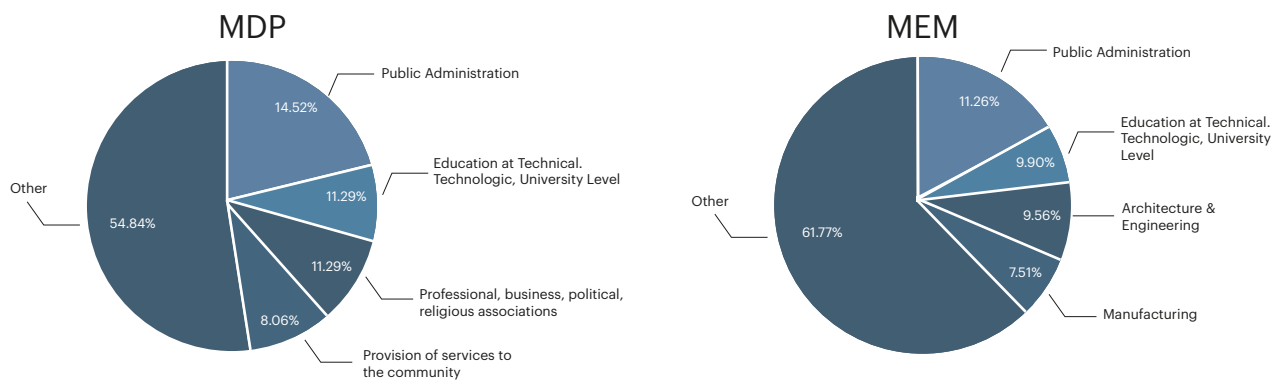


Fig. 8. MDP and MEM Alumni Placement by Sector, 2022

* The alumni employability rate is 99.1% for the MEM and 97.58% for the MDP program.

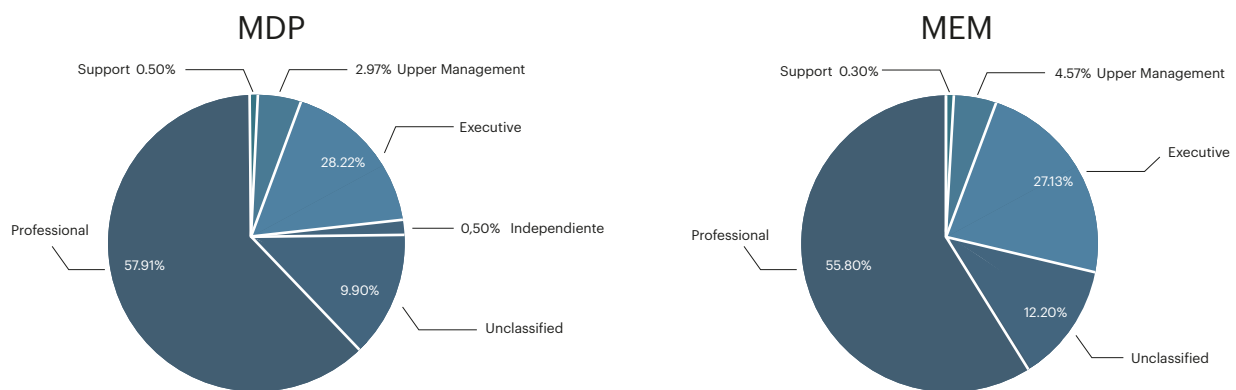


Fig. 9. MDP and MEM Alumni Roles in Organizations, 2022

The MDP Curriculum

Academic programs: Master's in Development Management and Practice (since 2016). The MDP focuses on the skills required for a hands-on implementation of projects in private, public, and non-profit organizations. Its 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 and their own experiences during two fieldwork sessions of approximately 20 calendar days each. The projects range from helping municipalities to implement strategic plans to the design of their communication strategies. The MDP's fieldwork is done in conjunction with B-Corps, Community Organizations, the academic community, International Cooperation Organizations, Private and Public Organizations, Universities, and NGOs.

Sustainability Meetings

To maintain an active dialogue with the communities participating in the MEM and MDP programs, seminars are held to discuss crucial issues in the context of leadership for sustainability and sustainable development. Some of the seminars held in the 2020 – 2022 period include "Women Who Lead Sustainability," "Environmental Managers Sharing Experiences of the Circular Economy," and "Entrepreneurships for Sustainable Development."

Leading Mentors for Life

The UASM has an active alumni network of 505 graduates of the Master's Programs in Environmental Management (MEM) and Management in Development Practice (MDP). The "MEM-MDP community" is a network which fosters an interaction among sustainability leaders in diverse organizations and

enables them to share experiences, information, business development, job-offers, and social activities. This is how “Leading Mentors for Life” was born. In this initiative, a mentor assumes a commitment to guide and assist the students and alumni of the Unian-des community in the planning of different strategies for their areas of interest and expertise and enable them to implement the assigned projects. In addition, the mentors share what they learn with the students and strengthen the bonds between the members of the UASM community as a whole. As leaders, they have outstanding skills in innovation, ethics, interculturality and the ability

to design and communicate management strategies. This initiative currently has 10 mentors, 6 men and 4 women.

Participant-based Learning: The Use of Case Studies in the Classroom

The School makes an intensive use of the Harvard University cases in its courses (see Table 1), especially for the Undergraduate Management Program, the MME and the MDP. During the 2020 – 2022 period, 8912 licensed cases to do with social responsibility and sustainability were included in the UASM’s curriculum.

Academic Program	Course	# of Licensed Cases per Year			Total Cases
		2020	2021	2022	
Undergraduate Program in Management	Environmental Management		2		2
	Sustainability Management	1172			1172
	Public Management	235	216		451
Master in Environmental Management and Master in Development Practice Management	All	2814	3020	516	6350
Executive MBA Program	The Leader, His Ethics, and Accountability	320	101		421
	Challenge 1: Leadership and Sustainability		391		391
MBA Part-time	Sustainable Development		4		4

Table. 1. Selected Study Cases Used in UASM

Consultandes

Academic programs:

- Undergraduate Program in Management (since 2006)
- Full-time MBA (since 2016)
- Master's in Environmental Management (since 2008)

Consultandes is an UASM's advisory body. It brings companies together with groups of UASM students and faculty, who provide consulting services free of charge. Drawing on the skills of senior students, the experience of consultants and the specialized knowledge of the School of Management and other Schools at the University, Consultandes acts as an advisor to different types of organizations. Between its founding and 2022, Consultandes devised and developed 1094 different projects for over 1094 organizations.

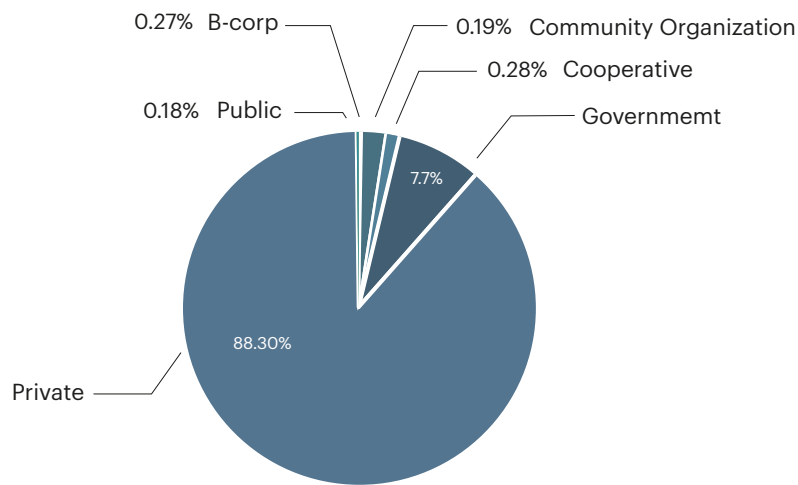


Fig. 10. Consultandes' Projects by Type of Organization, 2006 - 2022

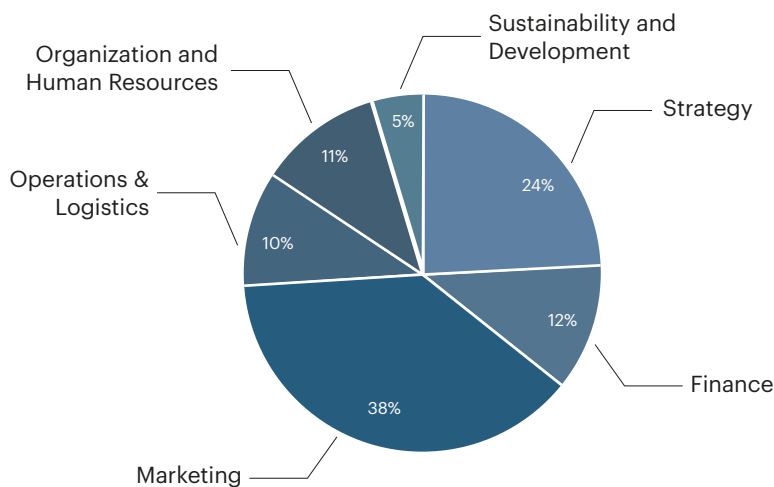


Fig. 11. Consultandes Projects Share by Knowledge Area, 2006 - 2022



HIGHLIGHT 7

Master's in Regeneration and Sustainable Development (MRSD)



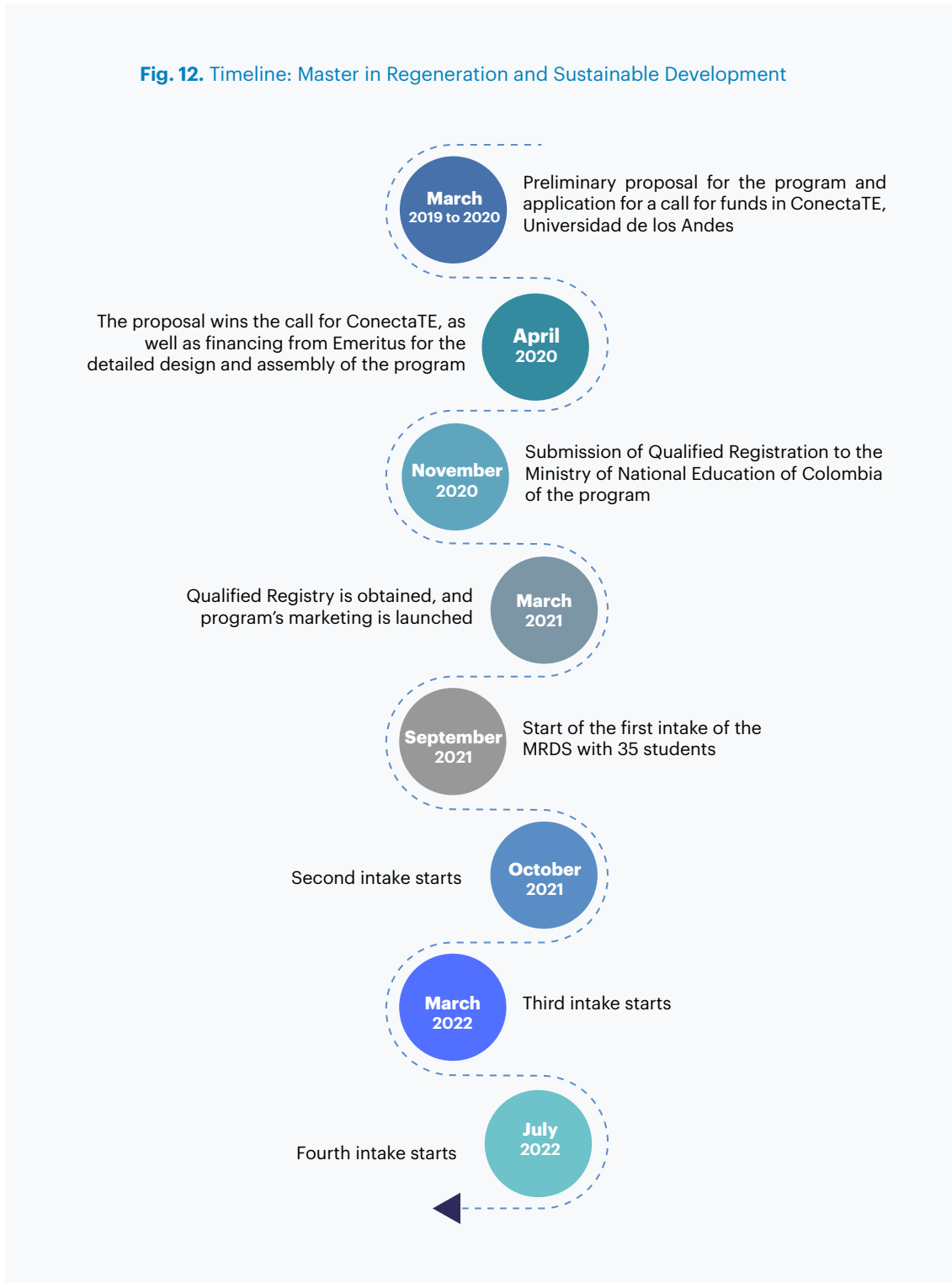
In 2020, and under the leadership of Associate Professor Diana Trujillo, UASM created the Master's in Regeneration and Sustainable Development as its first 100% online program. This Master's Program is based on an inclusive, multidisciplinary curriculum, meant to train a new generation of managers who will transform organizations, deal with social issues and help to solve the most pressing problems of Sustainable Development in Latin America. The MRSD offers a range of possibilities for meaningful actions. Its students first acknowledge the complexity of the problems our world faces, then rapidly study them and finally find and implement new solutions.

The MRSD is highly interdisciplinary, and includes analyses of the role of systems

thinking, interdependencies, and multi-scalar techniques in regeneration and sustainable development. The contents are supported by state-of-the-art research. UASM created this program in order to learn from Nature and employ technology to mobilize human and organizational resources which improve the conditions of life. Students can choose one of three majors: transitions towards a more equitable and prosperous society, transitions towards energies and technologies which secure sustainability and regeneration, and transitions towards land use which promote sustainability and regeneration.

The pedagogy of the program is centered on the participant, encourages an autonomous learning and fosters a collaborative work with peers. The MRSD offers a flexible, 100% online format which is highly attractive to those who work full-time. It has operated in conjunction with Emeritus, a platform which, through alliances with top management schools, has helped to develop and market this Master's program.

Fig. 12. Timeline: Master in Regeneration and Sustainable Development



MRSD

Up to July 2022: 4 intakes, 112 applicants, 89 admitted, 67 enrolled students (only 9 months since the opening of the program).

HIGHLIGHT 8

Community Entrepreneurship Program



This program aims to provide its participants with the foundations required for the development of a cooperative model of agricultural entrepreneurship in their regions. This virtual program was the School's response to the pandemic and continue its training in entrepreneurship for farmers in remote regions of the country. The program has 5 modules: Empowerment, cooperative action, innovation, management, and biosecurity. Its methodology includes the asynchronous presentation of the modules combined with synchronic activities via WhatsApp. The program started in 2019 with the in-person training of women coffee growers in Popayán, Cauca. When the pandemic led to restrictions on this methodology, we developed a virtual one in order to continue training the benefi-

ciaries and include more women in the program. 50 women enrolled in the program and 38 finished it.

Key activities: Virtual program content design, March 2020; development, March-December 2020; implementation, February April 2021.

Key stakeholders: Fundación WWB (Funders of the project), Federación Campesina del Cauca (beneficiaries), Creatura Studio (IT developers), Dario Fuentes and Mariano Lopez (School support), Andrés Barrios (Faculty professor), Samuel García and Alan Wagenberg (Lecturers), Stefania Modesto (UASM Entrepreneurship Center), David Kats and Daniela Pradilla (Alumni).

PRINCIPLE IV

Research

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

The School's Ethics Committee oversees UASM's research projects. The committee's supervisory role extends to undergraduate and graduate research as well as faculty-led research projects that seek internal financing or are otherwise supported by the university. All faculty members who apply for internal research funds must obtain a certificate from the CITI Ethics Program. Over the past two years, the School has been working to ensure a stable and robust flow of intellectual achievements and, through a search of the job market and continuous hiring, broaden the base of faculty members actively devoted to research

Academic research and publications

In 2020-2021 UASM published a total of 83 peer-reviewed articles in academic journals. Over 77% of the articles appeared in journals ranked in quartile 1 or quartile 2 by such platforms as the WoS (formerly ISI) and Scopus. This intellectual effort has been made by the majority of faculty members, with 43 out of 70 full-time faculty responsible for the three main types of scholarship recognized by the UASM (cases, chapters in books, and papers in indexed journals).

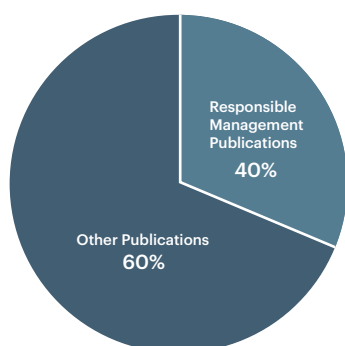


Fig. 13. Distribution of UASM journal publications by topic, 2020 - 2021








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

In 2021, the following UASM research groups were given a ranking of C by the Colombian government's Department for Science and Technology (Colciencias): Decisions and Markets, Business History and Entrepreneurship, Public Management, and Supply Chain Management and Technology. The Studies and Finance Organization and Financial Economics research groups were ranked in the top category (A1). Colciencias formally accredits research groups on a biannual basis.

Teaching-oriented research and publications

The CLADEA-BALAS Case Consortium (CBCC) was founded by a group of Ibero-American business schools which pioneered the creation and use of case-study teaching in the region. The UASM, a founding member of the group in 2013, was entrusted with leading the initiative. CBCC is the only general collection of such case-studies in Latin America which is published and disseminated globally through Harvard Business Publishing. Highlight 10 shows how the UASM's faculty continue to make notable contributions to case-studies which lie in the interface between business and sustainability in Latin America. In 2021, Maximiliano González, of the UASM's faculty, was the Academic Chair of the Business Association of Latin American Studies conference. The focus of the conference was the post-Covid 19 recovery of business and the economy. The main objective was to integrate innovative solutions, entrepreneurship and technology to help the region's economies become more resilient.

A Sample of Journal Publications on Responsible Management (2020 - 2022)

Article	SDG
<p>Turner S. (2022) – “We are all vulnerable, we are all fragile”: COVID-19 as opportunity for, or constraint on, health service resilience in Colombia? – <i>Public Management Review</i> (ISSN 1471-9037).</p> <p>Velasco N, Castaño F. (2021) – A network flow-based model for operations planning in home health care delivery – <i>International Journal of Logistics Management</i> (ISSN 0957-4093).</p>	
<p>Camacho S, Barrios A. (2021) – Social commerce affordances for female entrepreneurship: the case of Facebook – <i>Electronic Markets</i> (ISSN 1019-6781).</p> <p>Lluch A, Salvaj E. (2022) – Women may be climbing on board, but not in first class: A long-term study of the factors affecting women’s board participation in Argentina and Chile (1923–2010) – <i>Business History</i> (ISSN 0007-6791).</p> <p>Gonzalez M, Guzman A, Trujillo M, Pablo E. (2020) – Does gender really matter in the boardroom? Evidence from closely held family firms – <i>Review of Managerial Science</i> (ISSN 18636683).</p>	
<p>Mora A, Perote J, Velásquez D. (2020) – A comparison of the risk quantification in traditional and renewable energy markets. <i>Energies</i>.</p> <p>Rodriguez Y, Gómez J.M. (2022) – Multiperiod Portfolio of Energy Purchasing Strategies including Climate Scenarios – <i>Energies</i> (ISSN 1996-1073).</p>	
<p>Garret R, Rueda X. (2021) – Have food supply chain policies improved forest conservation and rural livelihoods? A systematic review – <i>Environmental Research Letters</i> (ISSN 1748-9326).</p> <p>Martinez M, Amodio F. (2023) – Workplace Incentives and Organizational Learning – <i>Journal of Labor Economics</i> (ISSN 0734-306X).</p>	
<p>Barrios A. (2021) – Across Time, Across Space, and Intersecting in Complex Ways: A Framework for Assessing Impacts of Environmental Disruptions on Nature-Dependent Prosumers – <i>Journal of Public Policy and Marketing</i> (ISSN 0743-9156).</p> <p>Trujillo C, Estrada C, Rosa J. (2021) – Norm-focused nudges influence pro-environmental choices and moderate post-choice emotional responses – <i>PLoS ONE</i> (ISSN 1932-6203).</p>	
<p>Garcia J, Wei J. (2021) – On Social Norms and Beliefs: A Model of Manager Environmental Behavior – <i>Resource and Energy Economics</i> (ISSN 09287655)</p> <p>Moros L, Corbera E, Velez M, Flechas D. (2020) – Pragmatic conservation: discourses of payments for ecosystem services in Colombia – <i>Geoforum</i> (ISSN 0016-7185).</p>	
<p>Garcia Duque J, Casadiego J. (2021) – International cooperation in peacebuilding: stakeholder interaction in Colombia – <i>Third World Quarterly</i> (ISSN 0143-6597).</p> <p>Orozco L, Baldrich V. (2020) – Gender, violence and social resources in rural producers’ economic decisions – <i>Journal of Rural Studies</i> (ISSN 0743-0167).</p>	



From the original book cover.

HIGHLIGHT 9

Colombia: A Country of Forests Book



Since about 56% of its land territory is covered by forests, it is perhaps no surprise that Colombia has some of the world's most bio-diverse regional forests. Most of these forests are tropical and are found in the regions of the Chocó and the Amazon, where Afro-Colombian and ancestral indigenous communities live. Unfortunately, the country's forests are gravely threatened and rapidly receding. Deforestation levels rose after the State and the main guerilla group signed a Peace Agreement in 2016 and the country is currently struggling to return to pre-Agreement deforestation levels.

Colombia: a country of forests, a book published in 2021 and edited by UASM Professor Emeritus Manuel Rodriguez, a former Minister of the Environment, and María Fernanda Valdés, is arguably the most exhaustive book on this subject. In its 31 chapters, 51 experts discuss the current state of the country's forests, the trends in deforestation, its many complex causes and the potential contribution of Colombian forests to easing the global climate crisis. The book is the result of nine (9) forums on Colombia's forests that were sponsored by the National Environmental Forum.

"Colombia: country of forests is an obligatory referent for public policy debates on forests in Colombia, regardless of the governments in power. It sets a baseline which updates the reality of these forests". Rodrigo Botero, Foundation for Conservation and Sustainable Development.

HIGHLIGHT 10

Award Winning Cases Written by UASM Faculty



UASM faculty members Roberto Gutiérrez and María Helena Jaén were among the winners of the 2021 Global EFMD Case Writing Competition. The EFMD is a global, non-profit organization devoted to managerial development. It is globally recognized as an accreditation body for business schools, business school programs, and corporate universities. As follows, we publish some comments on the case, "Ecoflora: Sustainable Innovation in an Emerging Economy", by Ezequiel Reficco (ESCP Business School, Madrid, Spain – formerly of the UASM faculty) and Roberto Gutiérrez (UASM). 'An initial privilege for us as authors is to learn from the amazing initiatives which arose amidst difficult circumstances in Colombia. Ecoflora is an excellent example of what happens when business leaders are committed to social change and honor the resilience of the social and environmental systems which we all depend on. Another benefit is that we now have the opportunity to make the contribution of Ecoflora available to a large global audience. Being able to trace

the success of this company and understand its work is a piece of good fortune we are delighted to share.'

As follows, we publish some comments on the case 'NIA Impact Capital: Active Ownership for Social Justice' by Vanina Farber (IMD Business School, Lausanne Switzerland) and María Helena Jaén (UASM). 'We (the authors) are grateful, because this award recognizes the leadership of an outstanding woman, Kristin Hull, in the traditionally male-dominated financial industry. We strongly believe in the role of responsible leadership to advance on the path towards social justice and equality in the workplace. We want students to master the tools of active ownership which are applied to sustainable financial strategies, but also to critically reflect on the value of responsible investors and intentionality. We hope this case study will encourage teachers in different disciplines - like strategy, finance, sustainability, and leadership - to include the subject of social justice in their classes.'

HIGHLIGHT 11

Health System Responses to COVID-19 in Colombia



Simon Turner, Associate Professor and Director of the Organizations Area of the UASM, received funding from Colombia's Ministry of Science, Technology and Innovation (Min-ciencias), in an open competition, to study the coordination of the responses of the Colombian health system to the first wave of COVID-19. This project lasted from May 2020 to March 2021. The investigation was based on 118 interviews of a variety of health system stakeholders in Colombia, including insurers, health service providers, professional associations, universities, private sector organizations, and local and national governmental agencies.

The main results of the study are a series of recommendations for guiding coordinated changes in the health system's ongoing response to COVID-19 and applying them to future pandemics. The six recommendations are: (1) find time to evaluate accelerated innovations, (2) acknowledge the need for trial-and-error learning, (3) safeguard the workforce, (4) strengthen networks of expertise and information, (5) combine soft and hard coordination mechanisms, and (6) invest in intersectoral relationships. The project has published interactive guides aimed at policymakers and health service professionals and six articles in international journals, among other achievements.



PRINCIPLE V

Partnership

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

As a leading school of management in today's complex and often sensitive environment, UASM assumes an important social role as a bridging-organization which provides legitimacy, learning and knowledge through partnerships with diverse stakeholders, like regional, national, and local public institutions, businessmen and entrepreneurs, NGO's and academic peers. In the UASM's institutional structure, partnerships are led by the Vice-Dean of Corporate Relations and draw on the expertise of specialized offices for applied research, consultancy and executive education, our Entrepreneurship Center, and an alumni office. In addition, the initiatives of our faculty complement these partnerships with a variety of stakeholders and are responsible for different complementary strategies.

UASM Partnerships with Public Institutions follow complementary strategies, including; (i) partnerships in applied research which have an impact on social and environmental

needs, as part of a public policy commitment, (ii) The UASM faculty's leading role in public policy development and advice, (iii) The education of managers of public institutions in Master's and executive education programs. Examples of policy partnerships with public institutions during 2020 - 2022 period:

- Alliance between the UASM and the Colombian Ministry of Environment (Minambiente), with the support of the United Nations Environment Program and the European Union, for the sponsorship of "The Innovation for Sustainable Lifestyles" competition, an initiative that looked for the business ideas which best promote a sustainable lifestyle, in order to accelerate their development.
- Alliance between the UASM and the Secretary of Environment of the Municipality of Bogotá to enhance management capacity related to the circular economy of its

tannery industry. Over 16 tannery companies designed initiatives for a circular economy and reduced their water consumption and discharges of sewage. Moreover, the cooperation between these firms and the environmental authority was strengthened.

- Associate Professor Ximena Rueda was granted a leave from his academic work in order to act as the deputy chief of Nuestra Tierra Próspera, a USAID-funded project which aims to secure formal titles to their lands of thousands of farmers in Colombia's most conflict-ridden regions. It is also meant to turn the granting of these titles into a positive incentive for farmers who grow coca to abandon such crops and shift to legal alternatives.
- Associate Professor Bart van Hoof Members acts as senior advisor to the Colombian Ministry of Environment and play leading roles in the development of national policies, like the "National strategy on the Circular Economy".

UASM's Partnerships with Business include executive education, applied research, consultancy projects, the Entrepreneurship Center, the Consultantes center and the "Race to Imagine" initiative for innovation. Examples of partnerships with businesses during 2020 – 2022 period:

- The mission of the UASM Entrepreneurship Center is to support projects, ideas and teams that want to take their entrepreneurship to the next level. It guides and connects projects (both internal and external to Uniandes) with potential stakeholders and highlights opportunities for growth, among other key concerns for the scaling of businesses.
- Executive education offers a tailor-made training in sustainability strategies for businesses and corporations.
- UASM fosters rural development in agricultural/stock-raising enterprises and cooperatives, based on sustainable models. An ongoing program offers management training and technical assistance to improve the incomes of agro-businesses. It operates in the Colombian Departments of

Meta, Vichada, Valle del Cauca and Nariño, among others, and benefits over 150 framers and agricultural enterprises.

- The UASM faculty played a leading role in the corporate sustainability strategy of Colombia's State oil company, Ecopetrol. Its consultancy included the drafting of policy documents, the organization of strategic planning workshops, and input for action plans.
- UASM Entrepreneurship Center does not only support students at Uniandes in their business development but also many external entrepreneurs.
- The Consultantes consultancy practicum manages over 100 projects each year, offering practical solutions to managerial concerns. It is part of the curriculum of the UASM at the undergraduate and graduate levels.
- The "Race to Imagine" challenge, held every semester, is a one-week event where undergraduates from different faculties, working in groups, devise innovation solutions for companies, under the guidance of faculty members.

UASM's Partnerships with NGO's include advocacy activities to enhance sustainability, with an emphasis on public policies, specialized education programs and applied research projects which have a positive impact on communities. Examples of partnerships with NGOs during 2020 – 2022 period:

- The National Environmental Forum is an alliance of 8 organizations, led by the UASM. For the past 20 years, the Forum has had an importance influence on environmental policy in Colombia. The Forum produces policy statements and organizes national and regional seminars for stakeholders.
- The "Company + Community Program", founded by RedEAmérica—a network of corporate foundations—bring its members closer to their parent companies for the benefit of both themselves and their communities. As several professors helped the network in the past, two were recently

invited to write an initial white paper on the possible intervention of companies in help for vulnerable populations.

- Our professors have participated in RedEAmérica's local and regional meetings. One is a member of its Advisory Council, for which he developed a MOOC, and another created a scorecard to measure its progress.
- In partnership with Manos Visibles (Visible Hands), a Colombian NGO which empowers the leadership and enhances the visibility of Afro-Colombian communities, the UASM developed a special version of the Master's in Management and Development Practice (MDP) for 60 students, some of whom have benefited from scholarships in line with the program's social commitment.
- This MDP yearly devises about 15 community development projects in alliance with local NGO's whose aim is to solve social, territorial and environmental problems.

UASM's Partnerships with Academic Peers include collaborative research, double degree programs, executive education, an international summer school and brown bag meeting for the exchange of knowledge and cooperative activities. Uniandes works in conjunction the ITESM of Mexico and the University of Chile.

Examples of partnerships with academic peers during 2020 – 2022 period:

- Alliance between the Tecnológico de Monterrey, Universidad Católica de Chile, and Uniandes. "Ciudades Geniales Bootcamp": Between 19 and 20 students from the three universities (half men and half women) participated in the event. The objective of each team was to tackle the enormous challenges which their cities face, which have been aggravated by the recent pandemic.
- INCday Latam: a day-long event devoted to entrepreneurship which included conferences and networking. The Catholic University of Chile and Uniandes participated. Its theme was "Synergies in Latin America".
- The Cornell EMI - Uniandes Pitch Competition: this event sought to expand opportunities for the Uniandes community (undergraduate, MBA and/or PhD students and graduates) to reach new markets and boost their development and growth.
- During 2020 – 2022, there were over 25 brown bag meetings about sustainability.
- The UASM plays an active role in the Sustainable Enterprise Network (SEKN), a network of the leading schools in Ibero-America whose purpose is to produce and spread knowledge about inclusive and sustainable corporate and social initiatives in Ibero-America. SEKN's latest research focuses on regenerative companies, and it is a leader in discussion of what we need to do to deal with our social and environmental crises.

HIGHLIGHT 12

Center for Sustainable Finance



CFS | Centro Regional de Finanzas Sostenibles

The Center for Sustainable Finance (CFS) aims to increase the opportunities for sustainable finance in the Latin American and Caribbean markets, in order to advance the attainment of the Sustainable Development Goals in the region. This would include boosting investments in the technological transformation of value chains, energy transition for the mitigation of climate change and investments in infrastructure and public services. The main stakeholders of the CFS include private sector founding partners, like the leading banks in Colombia, and corporate investment groups in the waste processing and plastics industry; the National Bank Association of Colombia, international banking organizations like the IFC and international think tanks on climate change and Sustainable Development.

The CFS was created in January 2020 by the Uniandes General Office for Research and the UASM, to implement three complementary strategies: (i) applied research into sustainable finance mechanisms, (ii) capacity building of stakeholders of the financial system, and (iii)

influencing public policies for strengthening the sustainable finance markets. During its first two years, the CFS has developed 4 applied research projects on market opportunities for sustainable investments, financing adaptation to climate change and the design of funding strategies for the technological transformation of two of its industrial partners. Other capacity building programs have been established with national and international partners, like the IFC and the Colombian National Banking Association. The CFS office counts on a director, five research assistants and affiliated researchers of the School of Management (3 professors), School of Engineering (2 professors) and School of Economics (1 professor).

Training of 250 professionals from 11 different financial institutions in Colombia 4 courses of 12 - 24 hours each 4 applied research projects USD 1.2 million budget (operation and research 2020 - 2022)



HIGHLIGHT 13

GIRO-ZERO



GIRO-ZERO (2018 - 2022) is a joint research and policy initiative of the Uniandes (UASM and its Engineering School) and Cardiff University. Its aim is to help reduce Greenhouse Gas (GHG) emissions from road freight transport in Colombia and work for the adoption of low-emission technologies and better environmental practices in that sector. In 2020, Colombia officially updated its Nationally Determined Contribution (NDC) with a commitment to emit a maximum of 169.44 million tCO₂eq in 2030, which corresponds to a 51% reduction from the “business as usual” standard (BAU). In 2018, the road transport sector was responsible for 12.5% of Colombia's GHG emissions, with trucks and heavy buses accounting for at least 50% of these emissions.

In a partnership with the private and public sectors, the work of GIRO-ZERO rests on five pillars: Fleet Configuration, Fleet Management, Efficient and Safe Driving, Logistics Optimization and Sectorial Organization, all guided by its principles of Public Policy and Regulation. Key local stakeholders include COLFECAR (The Colombian Federation of Road Haulage), the ANDI (the Colombian National Association of Industrialists), the Ministry of Transport, the Ministry of Environment and the National Planning Department (DNP). This flagship initiative is funded by the Department of Business, Energy and Industrial Strategy (BEIS) of the UK PACT (Partnering for Accelerated Climate Transitions, or Alliance for Accelerated Climate Transitions).

HIGHLIGHT 14

CoVIDA



The CoVIDA project "The Vaccine Belongs to Everyone" was initially proposed in July 2021. It was led by the Uniandes' Vice-Rector for Research and Creation, Faculty of Medicine and UASM, in alliance with public, private and philanthropic organizations. The objective of the project was to help meet the Covid-19 vaccination goals fixed in December 2021 in Bogotá and to mitigate the incidence of serious cases and mortality. Towards this end, an intensive urban extramural vaccination program was implemented with the establishment of fixed Covid-19 vaccination posts between September and December 2021. These posts were located in districts of Bogotá with a limited access to vaccinations: The program alerted adults to the risks of Covid-19 through the communications media and campaigns of health education. 75,000 doses were applied.

The main participants in this project were UASM doctoral students volunteers who manned



the vaccination posts and its administrative staff, who processed some of the donations to this program for encouraging vaccination.

CoVIDA, with 3 daily vaccination posts, applied 110,388 anti-COVID-19 vaccines in 75 days. A total of 28,000 people were vaccinated, which amounted to 2% of the target population in Bogotá.

12.3% of those vaccinated were not affiliated to the Colombian Health System (SGSSS) 1.8% were legal migrants and 10.1% irregular migrants, who did not have to present documentation.

0.2% of the vaccinated people had been victims of the armed conflict.

0.1% were pregnant women, 0.04% disabled people and 0.1% displaced persons.

HIGHLIGHT 15

Biogas: Alumni Leadership in Circular Economy



The rearing of livestock has played a part in environmental degradation and been responsible for climate change, changes in land use and eutrophication. The interaction of livestock and ecosystems is complex and largely influenced by the location of livestock and the way they are managed. In the past decade, the “Grupo Aliar” a Colombian company devoted to pork products has implemented a sustainable business model, which uses genetic improvement, follows the principles of the circular bioeconomy and recycles organic wastes in the value chain to reduce costs, mitigate its environmental impact, aid food security and reduce poverty.

In 2021, the “Grupo Aliar”, under the leadership of the UASM MDP graduate Jhoan Manuel Hernandez, inaugurated a project to generate 800 kWh of energy with biogas, used for its production process, while the surplus is sold to the national grid. This project has not only

had a positive impact on the environment, but it has also been hailed as an outstanding example of the circular economy in the pork industry, both in Colombia and abroad. It has been estimated that by shortening the cycle of its materials, the company reduces its production costs by about 5-8%. The project was inaugurated by the President of Colombia Iván Duque, due to its importance on a national level: it is also expected that it will encourage businesses in other sectors to follow a similar path.

Biogas

- Generation of 800 kWh of biogas energy
 - Production costs reduced by about 5-8%
 - Inaugurated by the President of Colombia
-

PRINCIPLE VI

Dialogue

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

UASM's programs have promoted dialogues with three different audiences. First, the School has facilitated conversations with opinion leaders and decision-makers from official institutions and multiple sectors of the Colombian economy. Second, faculty members who have attended internal and external conferences, seminars, and events have strengthened dialogues and networking with members of their own or other academic institutions. Third, the School helps faculty members to act as opinion makers by creating channels for discussions with the general public. Several senior faculty members are widely-recognized opinion leaders and regularly publish columns on public policy issues in leading daily newspapers. The School invites experienced entrepreneurs to support the academic projects of our students, act as consultants or collaborate with the Faculty in teaching and research.

Environmental Issues

To participate in present environmental discussions with the public, the School has played a leading role in the National Environmental Forum (FNA for its acronym in Spanish), the most important environmental forum in Colombia, currently led by UASM faculty member Manuel Rodríguez. The FNA regularly hosts forums for experts on some of the most pressing environmental problems in Colombia, and Latin America and the Caribbean (LAC), among them, a 2021 online forum on "Rethinking the Future of Latin America and the Caribbean: Alternatives for Socio-ecological Transformation", which included 13 sessions with leaders and key stakeholders from a broad range of sectors.

Over the past two years, UASM faculty members have published in a wide variety of newspapers and specialized magazines. In order to share its expertise, the UASM has established

strong links with the *Semana Sostenible* magazine, which focuses on the environmental and social responsibility of Colombian institutions. Members of its faculty have published articles, columns, reports and investigations in the magazine. In 2022, under the leadership of UASM faculty member Lina Moros, 230 academics wrote a call-for-action letter to the President of Colombia, urging him to halt deforestation in the Amazon Region.

Socio-economic Issues

The provision of a suitable infrastructure can offer rare opportunities for people of different income groups and races to share the same venue and engage in a dialogue. The Uniandes campus is creating such an infrastructure, which is sustainable and fully integrated with its surroundings and neighbors: Uniandes' new "Civic Center" is a 10,000 square meter building, with more than 1,000 square meters of terraces and small plazas designed to meet the University's needs and harmonize the campus with Bogota's city center. In 2022, the Civic Center building received the Construverde Public award for a sustainable project from the Colombian Sustainable Construction Council (CCCS Colombia).

The UASM and Uniandes have been strong supporters of the 2016 Peace Agreement between the Colombian government and the country's main guerrilla group. The UASM has created a number of venues for discussions, lectures and workshops on aiding the victims of forced displacement and former guerrilla fighters.

For example, the "Entrepreneurship for Peace" program designed tools to strengthen the entrepreneurial skills of its participants and encouraged entrepreneurs and businessmen to help regions directly affected by the armed conflict.

On September 21, 2021, Uniandes held the Día Paíz—or Peace Day—a virtual event, held on its campus, in which its teachers, students and employees discussed initiatives for saving the environment in the name of peace and addressed such subjects as the aerial spraying of coca plantations with glyphosate, the causes and consequences of deforestation, productive projects led by ex-combatants, community projects to improve urban environments and the relationship of humans and rivers.

Progresía Fenicia, is a Uniandes program which supports the Triángulo de Fenicia urban renewal project by offering innovative and sustainable proposals. This project seeks

to improve the quality of urban life and strengthen the sense of belonging of the people who live in the surroundings of the campus. In May 2021, Progresía Fenicia presented the “Programa Emprénde” project to businessmen and entrepreneurs of this neighborhood. In virtual sessions, 15 businesses managed by 23 entrepreneurs learnt about innovation, financial plans, digital marketing, and other crucial aspects of a successful business. This program was undertaken in partnership with UASM's Entrepreneurship Center.

2021 Día Paíz - Testimony:

"Although people have been on different sides of this conflict, the only thing they needed was a decent job that would allow them to have an adequate standard of living. In this way, they are moving away from war, crime and all those problems which the country has suffered from in recent years."

Mateo Perea

*a participant in the seventh
"Mercadillo por la Paz" and guest at the 2021 Día Paíz,
an event devoted to peace-building.*

HIGHLIGHT 16

National Parks Oversight Platform (PNCV)



The “Parques Nacionales Cómo Vamos” project (PNCV) was created in 2018, as a joint effort by eleven institutions, including universities and environmental and social organizations, to monitor the Colombian National Parks System, made up of 60 protected areas which cover about 170,000 sq km, 15% of the country’s territory. These National Parks harbor some of the most biodiverse areas in the world but they also face grave threats.

The Sustainability Area of the UASM played an active role in the creation of the PNCV and, one of its members, Sandra Vilardy, is currently the Director of this inter-institutional initiative. Its achievements include:

2021 PNCV Report: It proposes a set of socio-ecological indicators to measure the state of the National Natural Parks System

and provide detailed data on the situation in each National Park, with the help of reader-friendly infographics to explain complex interactions. This initial report establishes a baseline for future assessments of conservation policies by the general public and other stakeholders.

The **National Park Observatory** is a web interphase where the general public can find the main indicators in the **PNCV Reports**.

In 2021 and 2022 a summary of the main findings of the **2021 PNCV Report** was sent to all of the candidates in the presidential elections held in June 2022. It included recommendations for their environmental policies.

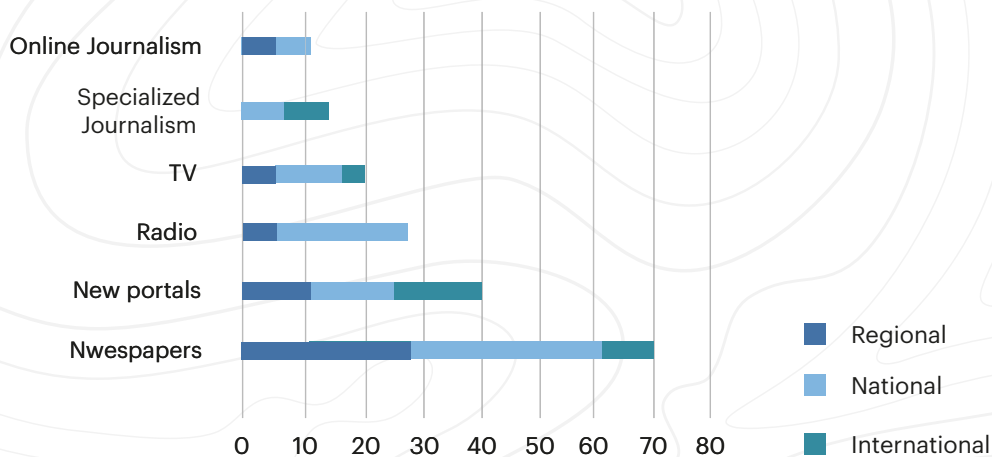


Fig. 14. Media Coverage Measured as Number of News Stories in Local, Regional, National, and International Media on PNCV in the Period 2020 - 2021



HIGHLIGHT 17

National Environmental Forum (FNA)



The National Environmental Forum (FNA) is the most important forum on environmental issues in Colombia, and Manuel Rodríguez Becerra, an Emeritus Professor at the UASM, has played a leading role in it since its creation in 1997: he is the current president of the FNA. In 2021, FNA hosted “Rethinking the Future of Latin America and the Caribbean (LAC): Alternatives for Socio-ecological Transformation”, an online forum which included 13 discussion sessions with academic experts, policy-makers and key stakeholders from a broad range of sectors. Some of the topics discussed were:

- The effectiveness of policies to safeguard biodiversity in LAC;
- Can Colombia meet its pledge to reduce GHG by 51% by 2030?

- What are the economic policies needed for a socio-ecological transformation of LAC?
- A different city is possible: the challenges of urban development in LAC.

The speakers included Roberto Kreimerman, former Minister of Industry of Uruguay, Manuel Pulgar, former Minister of the Environment of Peru, Jose Antonio Ocampo, Professor at Columbia University, Ximena Rueda, Professor at the UASM, Brigitte Baptiste, Rector of the EAN University, and Alejandro Chanona, Professor at the National Autonomous University of Mexico. Attended by more than 4.000 people, the 13 discussion sessions had a strong public impact.

Goals and Expected Outcomes 2022 - 2024

Goal 1

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

Outcomes:

To design and implement a comprehensive faculty management and research system that emphasizes on impact, innovation, and sustainability.

To design and implement a comprehensive, friendly, and accessible internal information management system that supports the School's sustainability strategy.

Goal 2

To further strengthen and further embed Ethics, Responsibility and Sustainability (ERS) in management programs at UASM.

Outcomes:

To substantially improve and strengthen the assessment system of the ERS component in all our programs through the Assurance of Learning system.

To undertake a School-wide revision of the curriculum for our Master's in Environmental Management (MEM) using state-of-the art research on climate, global environmental change, and management.

To position our Online Master's Program in Regeneration and Sustainable Development among the leading online programs in sustainability management in LAC.

Goal 3

To join forces with key strategic partners to share UASM's knowledge and experience in responsible management education across LAC.

Outcomes:

To develop outreach initiatives at the School and University level that engage all types of organizations in LAC with the achievement of the SDGs.

To revise existing programs and create new courses and research initiatives to advocate for the achievement of the SDGs in LAC.

Goal 4

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

Outcome:

To develop new initiatives that impact companies, communities, and public policy for the achievement of the SDGs in LAC.



Universidad de los Andes | Vigilada Mineducación.
Reconocimiento como Universidad, Decreto 1297 del 30 de mayo de 1964
Reconocimiento personería jurídica Resolución 28 del 23 de febrero de 1949 Minjusticia.