

ESPAE GRADUATE SCHOOL OF MANAGEMENT AT

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL – ESPOL

PRME AT ESPAE

SHARING INFORMATION ON PROGRESS

DECEMBER 2016

GUAYAQUIL-ECUADOR

ANTECEDENTS AND COMMITMENT

In our fifth progress report since the signature of the Principles for Responsible Management Education in November 2007, we describe the activities conducted for the two years period 2015-2016, following the same format of our previous reports.

ESPAE, Graduate School of Management, founded in 1983 at ESPOL (Escuela Superior Politecnica del Litoral) in Guayaquil, Ecuador celebrated its 33rd anniversary in 2016. The involvement and adoption of the value of Social Responsibility at ESPAE was mostly an unplanned and spontaneous process. In 2006, during the review of the School strategy, several faculty and administrators discussed and advocated for it. We decided to include it in our mission and therefore not only to convey a message but also to commit ourselves and school resources to the “issues in SR”, that we believed were neglected, at least in the local Academia, and were very important for a developing country such as Ecuador.

In 2014, we obtained AACSB International accreditation and in 2016, as part of the review of the school’s strategy, we decided to include Sustainability as one of our cornerstones. Thus, for ESPAE, it is a great challenge to work with business people, young professionals and entrepreneurs, to develop awareness and discuss about our role and joint impact in the solution of society problems, particularly focused in UN’s 2030 agenda.

During the period reported, our work reflect consistency with our mission, and actions towards accomplishing our goals.



Virginia Lasio

Dean

OUR SCHOOL

ESPAE Graduate School of Management at ESPOL

- Founded in 1983
- Guayaquil-Ecuador- Latin America
- AACSB International accredited since August 2014
- Part time MBA (PMBA), Executive MBA (EMBA), Master in Project Management (MPM), Master in Hospital Management (MGH), Master in Sustainable Agribusiness (MAS) Aprox. 300 students (ESPOL aprox. 12,000 students)
- 2750+ Alumni
- 47 faculty members (PT & FT & Visiting)
- 37 staff

MISSION

“We are an Ecuadorian graduate school of management with global quality standards. We craft learning and knowledge-sharing communities, in collaboration with firms, entrepreneurs and society at large, to promote ethical and sustainable management and entrepreneurial ventures”

VALUES¹

We believe that our organization identifies with the following values:

Passion: We work with initiative, commitment and high energy to achieve proposed results.

Sustainability: We responsibly manage the relevant aspects of our stakeholders and the positive social, economic and environmental impact.

Entrepreneurship and Innovation: We value the initiative and proactivity to innovate within current businesses and the creation of new ventures.

Honesty: We are trustworthy for the integrity in our actions, becoming an example of what we teach.

Excellence: We educate, research, and manage with international quality and accreditation standards.

Global Perspective: We promote a holistic view in a framework of collaboration and cultural diversity.

¹ Values were reviewed with the school's strategy in 2016. We incorporated Passion and Honesty, the rest of values remained the same or were merged together.

THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

1. Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

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

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

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

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

6. Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

PRME: A Step by Step Business School Spiral Approach

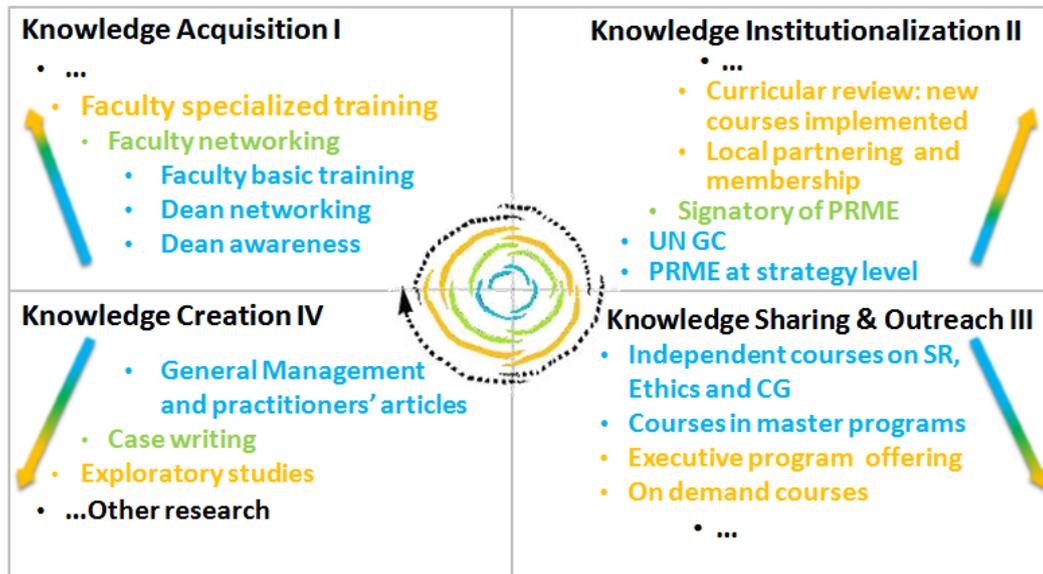


Figure 1. PRME step by step

Each group of activities triggered a knowledge cycle of a spiral characterized by the following stages: Acquisition – Institutionalization – Sharing – Creation. Nevertheless, our experience tells us that simultaneous stages may occur and that some of the activities may overlap. The PRME spiral metaphor tries to explain that every cycle increases our knowledge, reinforce institutionalization, involve more people and develops the knowledge creation capacity. Being signatory of the PRME has been a continuous learning experience for ESPAE.

I-“Knowledge Acquisition”

The first quadrant of the model includes instrumental activities, a kind of knowledge toolbox that feeds the process. We propose to organize these instrumental type of activities into three groups, the first one describes how the whole school got basic knowledge at the very beginning, continuous learning and update, the second one is related to expansion of our knowledge and network, and the last group has to do with specialized knowledge.

Some of the activities pertaining to Knowledge sharing & Outreach also allow for internal knowledge acquisition; when is the case we include the activity under both categories.

Following, we list the main activities conducted during the period of reporting of this stage:

- In May 2016, after Ecuador’s coastal region was hit by an Earthquake, ESPAE contributed organizing the conferences:
 - “Perspectives of Rescuers on Projects for Productive and Social Reconstruction of the Affected Zones”, by Mexican’s Tlatelolco-Azteca International Rescue Brigade.

o “How organizations can overcome the impact of the earthquake?” by Josep M. Blanch, PhD in Psychology and professor from Universitat Autònoma de Barcelona – UAB.

o “Psychological First Aid for Emergency Interveners” (Videoconference), by Ingerborg Porcar, associated teacher of the Faculty of Psychology at Universitat Autònoma de Barcelona – UAB, and Technical Director of the Crisis Unit of Barcelona.

- In June and October/November 2016, ESPAE conducted a workshop in Sustainability to align faculty and staff, respectively, with the school’s new mission, which -as expressed in this document- has sustainability as one of its main axis.

- In 2015 and 2016, two students with the guidance of a professor, analyzed ESPAE’s operations to assess its sustainability and environmental impact, and developed a baseline for the school to improve its processes. The students presented the study and their findings as a graduation project.

II-“Knowledge Institutionalization”

The second quadrant is where three of the PRME principles, Purpose, Values and Method concur. We believe that change starts at the individual level, and thus our efforts started with our faculty and students.

Purpose (1)

In February 2016 we began reviewing the school’s strategy, during this process that took several months and had direct and indirect participation of all of ESPAE’s stakeholders (students, alumni, staff and faculty, among others), Sustainability was set as a cornerstone in the school’s mission.

Afterwards, looking for alignment with our mission and core values, in 2016 we conducted a workshop on Sustainability for faculty and staff. As an outcome, professors that assisted the workshop are working on how to incorporate sustainability to their course curricula.

In May 2016, we received the first cohort of a Masters in Sustainable Agribusiness (MSA), with 30 students, a program designed and approved by Ecuadorian education authorities in 2015.

Learning goals for our Master programs reveals the importance of being responsible in business; every master program has a specific learning goal related to it.

Master in Business Administration

Our graduates for the PMBA and EMBA master programs will be:

1. Competent* professionals in business management
2. Effective communicators in the business context
3. Professionals able to develop entrepreneurial ventures

4. Sensitive to the global environment of businesses
5. Socially responsible in a business context
6. Professionals able to exploit their creative and innovative abilities as they deal with an environment of continuous changes

Project Management Program

Our graduates will be:

1. Competent professionals in project management life cycle (Initiation, planning, execution, control and closure)
2. Professionals able to develop new sustainable projects at the local, regional, national and international context
3. Professionals that ensure the integrity of individual and team development by adhering to legal and ethical standards
4. Professionals with an entrepreneurial mindset capable of creating new projects in the company's strategic framework

Hospitals Management Program

Our graduates will be:

1. Competent professionals in the management of health-care organizations
2. Effective communicators in the organizational context
3. Professionals able to exploit their creative and innovative abilities
4. Professionals able to develop new ventures
5. Socially and ethically responsible professionals in the context of health-care service organizations
6. Socially politically and economically sensitive to the health-care systems at the global context

Master in Sustainable Agribusiness.

Our graduates will be:

1. Capable of applying knowledge and strategic decision making in the different functional areas of Agribusiness

2. Competent professionals in the planning of efficient and sustainable productive systems
3. Able of identifying new agribusiness opportunities and evaluating them to start successful projects
4. Skillful in business management with mastery of regional and international scenarios
5. Professionals with sensitivity on the social and environmental environment where agribusinesses operate and able to comply with sustainability principles

Our master's programs curricula include courses on Ethics, Social Responsibility, Environmental Impact, Sustainable Development, and Corporate Governance; 938 students (478 in 2015 and 460 in 2016) have attended those courses as shown in table 1.

Values (2)

We believe that understanding diversity is a valuable skill in our students and faculty; one that makes them better citizens and prepares them for the business world. Accordingly, we promote diversity and tolerance by developing teamwork skills.

ESPAE developed its own code of conduct, and we include in every syllabus a paragraph on Academic Integrity and discuss the implications at the beginning of every course.

In 2016 as part of the review of the school's strategy, we decided to include Sustainability as one of our cornerstones.

As an example that our students share these values, in 2016 Zoila Ortiz an MPM student, with some of her classmates, organized an Innovation and Sustainability Symposium. Event that attracted some of the country's most renowned businesspeople committed with social and environmental issues, more information in <http://www.sostenibilidadecuador.com/>

Methods (3)

Starting in 2008, and maintained ever since, ESPAE organizes study teams composed by diverse and complementary members; for the conformation of study teams we take into account demographics, admission test, etc., conduct team building sessions at the beginning of each program, and assist students with their conflict resolution during their masters.

In 2014, we reoriented our entrepreneurship emphasis for business ideas generation to a problem solving approach, experimenting with the Part time MBA an Ideas boot camp. In 2015, all students of the school were invited to voluntarily participate in either one of two Ideas boot camp. In 2016, as a pilot, the Ideas boot camp was incorporate to the Entrepreneurship curriculum.

Table 1. Students who attended specific courses on ethics, social responsibility, environmental impact, sustainable development, and corporate governance.

PROGRAMS	MODULES	DATES	STUDENTS
EMAE18	Corporate Social Responsibility	May, 2015	74
MAE31	Corporate Social Responsibility	May, August, 2015	31
MAE32	Corporate Social Responsibility	May, August, 2015	41
MPM10-1	Sustainable Development	January, 2015	31
MPM10-1	Ethics and Social Responsibility	February, March, 2015	31
MPM10-1	Environmental Impact Analysis	September, 2015	29
MPM10-2	Sustainable Development	December, 2014 / January, 2015	40
MPM10-2	Ethics and Social Responsibility	May, 2015	40
MPM10-2	Environmental Impact Analysis	August, 2015	40
MPM11-1	Sustainable Development	August, September, 2015	32
MPM11-1	Ethics and Social Responsibility	October, 2015	28
MPM11-2	Sustainable Development	August, September, 2015	30
MPM11-2	Ethics and Social Responsibility	November, 2015	31
2015 Total			478
EMAE19	Corporate Social Responsibility	April, May, 2016	40
MAE31	Corporate Governance Seminar	January, April, 2016	31
MAE32	Corporate Governance Seminar	January, April, 2016	41
MGH9	Social Responsibility and Ethics	September, 2016	29
MPM10-1	Analysis and Evaluation of Social Projects	January, February, 2016	28
MPM10-2	Analysis and Evaluation of Social Projects	January, 2016	42
MPM11-1	Environmental Impact Analysis	May, 2016	31
MPM11-1	Analysis and Evaluation of Social Projects	August, September, 2016	32
MPM11-2	Environmental Impact Analysis	May, 2016	30
MPM11-2	Analysis and Evaluation of Social Projects	August, 2016	33
MPM12-1	Sustainable Development	August, 2016	28
MPM12-1	Ethics and Social Responsibility	September, 2016	28
MPM12-2	Sustainable Development	July, August, 2016	36
MPM12-2	Ethics and Social Responsibility	August, 2016	31
2016 Total			460

In 2016, ESPAE became part of the Social Enterprise Knowledge Network, where leading business schools from the region partner to push the frontier of knowledge and develop Case Studies. ESPAE benefits from this network by having access to regional cases and for developing Ecuadorian cases.

MBA Students Business Plans

Ecuadorian higher education law requires that a student present a final graduation project before obtaining their master degree. Consistent with the entrepreneurship axis derived from ESPAE's mission, MBA students have the requirement to complete a Business Plan as final

project, and specialized master students (MPM, MHM) can choose this option. Among these final graduation projects, about 18% are social – environmental oriented:

Table 2. MBA: 7 of 51 projects focus in sustainability

Hydroponics: Urban Hydroponic	This project aims to create a service to sell hydroponic systems as a means of entertainment that promote learning, family integration and self-realization, through Urban Agriculture as a family practice with an integrative orientation.
Energy Diagnostic System	Electricity is the main source of energy in Ecuador, though important it has high environmental impact. This project aims to create a service to analyze and optimize electric energy consumption.
Manufacturing of Biodigesters of easy transportation	This project aims to develop a business plan for the manufacturing and sales of Biodigesters of easy transportation
Biodigesters Rental Service	This project consists of determining the market feasibility of renting specialized Biodigesters equipment, for the transformation of organic waste into natural gas, as a source of energy.
Sustainability Project for the Operations of ESPAE and its Environmental and Social Impact	This project will draw a baseline and analyze measures to achieve more responsible operations at ESPAE.
Community-based tourist operator	Development of the business plan for a community-based tourist operator
Buttermilk protein based food for children's nutrition programs	This project proposes the initiative to develop a child food supplement of national origin, with the aim of making it accessible to the majority of the population vulnerable to malnutrition from medium to low socioeconomic levels

Table 3. EMBA: 1 of 8 projects focus in sustainability

Ecological and Gastronomic Tourism Project	This project aims to increase the share of the province of Loja in the tourist demand of Ecuador.
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Table 4. MPM: 7 of 17 projects focus in sustainability

Integral management of hazardous hospital waste	Business plan for an integral management (collection, transportation, treatment and disposal) of hazardous waste in hospitals
Collection of empty glass containers , sorting, processing and sale of cullet	This project analyses the economic feasibility of implementing a glass packaging processing plant in order to meet the demand for <i>cullet</i> and also contribute to the reduction of CO2 emissions.
Animal Feed Factory from slaughterhouse by-products	The project aims to implement an animal feed factory from slaughterhouse by-products.
Design and Implementation of an Agricultural Consulting Service with focus on Sustainable Development	This project seeks to implement a consulting company that promotes the responsible use of biodiversity and renewable resources, "green" businesses, improving the quality and productivity of crops in a framework that favors sustainable development.
Implementation of soybean Yogurt for elementary school nutrition programs	Soy is a healthy food that contains multiple properties for the body and offers a range of nutrients and benefits that contribute to improve eating habits. This project develops an analysis of the production of soy-based yogurt focusing on the food culture of future generations.
Conflict of Interest between Auditing and Consulting services, an approach to Enron Case	This project aims to analyze the conflict of interest between the external auditors and the consulting work in Ecuador, taking as example the bankruptcy of Enron.
Agro-tourism development based on small farmers association	This project aims to promote the development of agro-tourism activities to

	generate job sources among small farmers at Vinces county.
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Table 5. MHM: 5 of 20 projects focus in sustainability

Doctor's Psychosocial well-being and working conditions in Public Hospitals	This project studies the psychosocial impact in medical staff of Ecuadorian Hospitals, of a new labor law called LOSEP, that changed working hours and conditions for public employees.
Burnout syndrome in doctors in Guayaquil's specialties hospital: Dr. Abel Gilbert Pontón	This research hopes to contribute with the determination of the level of the dimensions of Burnout Syndrome in a group of doctors from the Hospital of Specialties Guayaquil "Dr. Abel Gilbert Pontón", and the relationship of sociodemographic factors as a tool for change for hospital management and suggest to the authorities solutions to these occupational hazards.
Medical professionals work engagement at Maternity Hospitals: Mariana de Jesus and Matilde Hidalgo de Prócel.	At present, the work of health professionals has undergone important technological, legal, economic, political and social changes that have had a direct impact on the life and health of doctors. The present study focuses on the positive attitudes of medical professionals in their Work Engagement in two maternity hospitals in Guayaquil, as a sign of their efforts to overcome the difficulties and problems they face constantly.
Accommodation in the city Guayaquil for children who are receiving medical treatment and their families	This project constitutes the Business Plan for a housing facility for children who are receiving medical treatment and their families, that don't live in Guayaquil.
Feasibility study for ocean wave power generation at Jambelí's county	This project aims to determine the feasibility of capturing ocean wave energy to power Jambelí's county

Engagement with the Community

As a school, we realize there is a need for qualified support in the communities and interest/demand for collaborative work, and some of the course work or extracurricular work can be aligned with this interest. The school is the perfect setting for the matching of needs and capacities.

In the “Analysis and Evaluation of Social Projects” Class- Master in Project Management- students were taken to a small fishermen community to meet their real-life problems, use design-thinking tools for the identification of project ideas, and then work in possible solutions.

III-“Knowledge Sharing & Outreach”

The third quadrant includes all the activities aimed at communication and development of relationships with stakeholders, alliances, and outreach activities. We consider that the Principles of Partnerships and Dialogue fit in here, thus we inform the following activities:

Partnerships (5) & Dialogue (6)

CEMDES Partnership

We signed a Cooperation Agreement with Ecuador Chapter of the Business Council for Sustainable Development (CEMDES in Spanish). The partnership allowed ESPAE to run a successful Breakfast Series on Sustainable Business Development organized annually from August to October since 2010. These conferences are held at ESPAE and will start its 8th consecutive year in 2017. The conferences mostly deal with environmental and more broadly sustainability practices. Because of its alliance, ESPAE was accepted as a member of the local chapter of the WBCSD.

Organized conferences

In 2015 and 2016, ESPAE and the Ecuadorian Chapter of the Business Council for sustainable Development (CEMDES) organized the conferences to present the Status of Millenium Development Goals for Ecuador, introduce the Sustainable Development Goals and present some SDG Cases. The complete list of conferences follows:

Table 6. ESPAE CEMDES Breakfast Series on Sustainable Business Development

Date	Topic of the Conference	Speakers
August 26th, 2015	Status of the Millennium Development Goals in Ecuador	María Belén Proaño, PND Director at SENPLADES
September 23rd, 2015	The challenge of Sustainable Development Goals: Ecuador's Perspective	Adriana Lucio Paredes, Democratic Governance and Social Development Specialist, UNDP - Ecuador
October 28th, 2015	The Contribution of Companies to the SDG Agenda	Inés Manzano, Presidente at CEMDES
August 24th, 2016	Business Management and SDG	Juan Fernando Gutiérrez, Organizational Development Manager at Nobis; Andrea Mite, Human Resource Director at Nobis
September 21st, 2016	Corporate Strategy and SDG	Yiria Jaramillo, Head of Sustainability and Environmental Management at Telefónica-Movistar Ecuador
October 25th, 2016	DIFARE and its Sustainability Pillars	Sylvia Banda Jaramillo, Corporate Affairs Manager at Difare; Juan Hidalgo Lucero, Human Resource Manager at Difare

In 2016, ESPAE also organized other two conferences to discuss social problems, which were:

- “Business Strategies to reduce The Rural Poverty”, in August, based on findings from ESPAE’s researchers Jorge Andrés Rodríguez, María José Castillo and Juan Manuel Domínguez.
- “Fraud Prevention and Anti-Corruption”, in October. Event coordinated with Jorge Serrano, ESPAE alumni. Speakers were Nicolás Letts, Associate Director of Global Client Services, Bogotá-Colombia; Juan Carlos Campuzano, Internal Revenue Services Supervisor; and Xavier Ordeñana, ESPAE’s Academic and Research Director.

New partnerships: SEKN and SCALA

ESPAE became part of the Social Enterprise Knowledge Network – SEKN, formed by the most important business schools in Iberoamerica: EGADE, ESADE, Harvard, IESA, INCAE, UniAndes, among others. SEKN mission is “To expand the frontiers of knowledge and the practice of social entrepreneurship, through rigorous joint research, shared learning, excellence in participant-centered teaching, and capacity-building of business schools, for the service of their communities”.

After joining SEKN, ESPAE became part of the SCALA project, lead by the Inter American Development Bank, which goal is to study Base of the Pyramid –BoP- Supply Chain initiatives impact.

PRME Meetings assistance

Virginia Lasio, Dean of ESPAE, was a panelist in PRME’s 4th Regional Meeting, held by Universidad Externado in Bogotá, Colombia, in October 2015. The conference’s name was “Academia's Role in SDG fulfillment”.

ESPAE’s sustainability professor, Jorge Rodríguez, attended the PRME’s 5th Regional Meeting, held by San Martin National University in Buenos Aires, Argentina, in September 2016.

Conference Presentation

Xavier Ordeñana, Research and Academic Director of ESPAE, was invited as speaker on “Entrepreneurship and Sustainable Development Goals” at the XII International Forum for Entrepreneurship and MSME, hosted by Universidad Andina Simón Bolívar, in Quito on October 2016.

Industry Reports

At the end of 2015, ESPAE started a project called Industrial Studies, which aims to provide the business community- particularly SMEs- with systematized information and analysis of the country's main industries. An alumni’s company sponsors this report and it is of free distribution. By mid-2016, we incorporated a chapter dedicated to analyzing sustainability in the industry under studied.

IV- “Knowledge Creation”

The fourth quadrant of our PRME Step by Step model includes research activities. We view research not as an end but as a mean to develop academic materials to feed into the classroom, and to lead to a better understanding of local practices. Thus, we plan to include cases, technical notes, books, and scholarly research.

Figure 2 shows thematic distribution of ESPAE scholarly publications; about 62% is distributed across the main axes derived from the institutional mission: entrepreneurship, global perspective of business and sustainability.

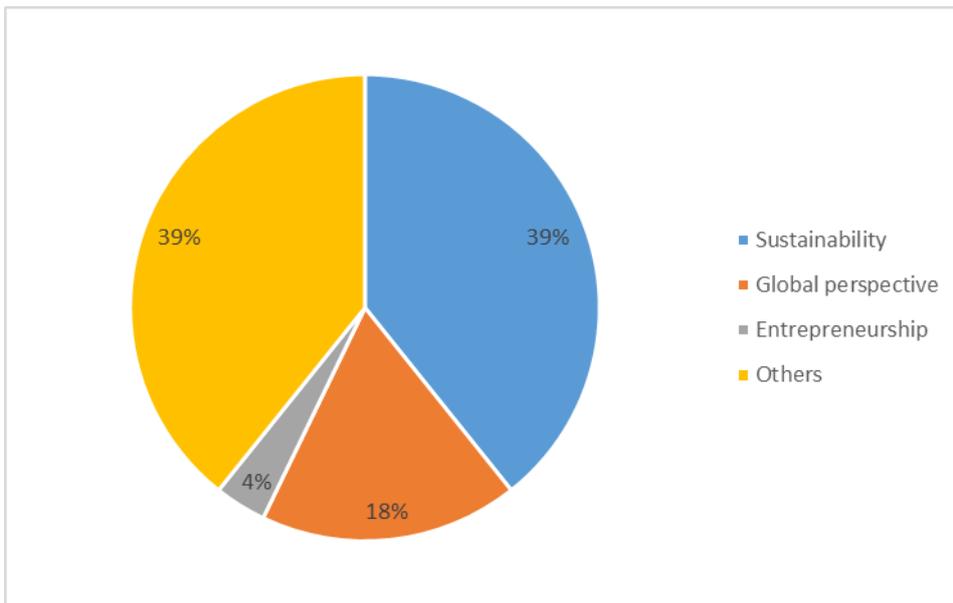


Figure 2. Thematic distribution of ESPAE scholarly publications

Scholarly Publications

ESPAEs publications, allow us to share our faculty research with other universities, business community, scholars, alumni and students.

Among the publications, those derived from the sustainability axis during 2015 and 2016 were:

2015

Giménez, C., Sierra, V., Rondón, J., & **Rodriguez, J. A.** (2015). The role of information technology in the environmental performance of the firm: The interaction effect between information technology and environmental practices on environmental performance. *Academia Revista Latinoamericana de Administración*, 28(2), 273-291. doi:http://dx.doi.org/10.1108/ARLA-08-2014-0113

Ochoa, P. (2015). Exploring the links between the work engagement and the performance in Ecuadorian doctors. Trabajo presentado en Conferencia Global Conference on International Human Resource Management, University Park, PA.

Rodríguez, J. (2015). Knowledge Complementarities in Environmental Innovation. 26th Annual POMS Conference. Production and Operations Management Society, 08-11 Mayo, Washington DC, Estados Unidos.

Ochoa, P. (2015). Síndrome de burnout y perfiles de riesgo en hospitales. 9th Iberoamerican Academy of Management Conference: The Future of Entrepreneurship and Innovation in Iberoamerica. Universidad del Desarrollo, 3-5 Diciembre, Santiago, Chile

2016

Ochoa, P. (2016). Malaise in physicians: A characterization by workplace. Values: An organizational resource. Belo Horizonte, Brasil: International Society for The Study of Work & Organizational Values Conference Proceedings.

Ochoa, P., & Blanch, J. M. (2016). Work, malaise, and well-being in Spanish and Latin-American doctors. *Revista de Saúde Pública*, 50.

Rodríguez, J. (2016). Assessing the effect of Supply base continuity on poverty alleviation: An empirical study with corn farmers. Trabajo presentado en 5th World P&OM Conference, La Habana, Cuba.

Rodríguez, J. A., Giménez, C., & Arenas, D. (2016). Cooperative initiatives with NGOs in socially sustainable supply chains: How is inter-organizational fit achieved? *Journal of Cleaner Production*, 137, 516-526.

Rodríguez, J. A., Giménez Thomsen, C., Arenas, D., & Pagell, M. (2016). NGOs' Initiatives to Enhance Social Sustainability in the Supply Chain: Poverty Alleviation through Supplier Development Programs. *Journal of Supply Chain Management*.

Rodriguez, J.A., & Wiengarten, F. (2016). The role of process innovativeness in the development of environmental innovativeness capability, *Journal of Cleaner Production*, Available online 8 November 2016, ISSN 0959-6526.

Wong, S. (2016). Labor Market Effects of Social Security Enrollment for Maids in Ecuador. Trabajo presentado en Canadian Economics Association Annual Conference, Ottawa, Canadá.

Special Research Project

In 2016, ESPAE joined EGADE's Business School -TEC Monterrey research project on "The state of sustainability of SMEs in Latin America". The leading researchers are Consuelo García, from EGADE (Mexico) and Gustavo Yepes, from Externado (Colombia). Other schools participants are Externado (Colombia), Lima's University and ESAN (Perú), IAE (Argentina), Universidad Andrés Bello (Chile), Lok Jack GSB (Trinidad & Tobago), Rio Piedras-Puerto Rico University (Puerto Rico), INCAE (Costa Rica) and UDEM (Mexico).

MONITORING

From the Exit Survey we apply to PMBA and EMBA students we can assess their perceptions on the improvement in Ethical Awareness (See table 7).

Table 7. Exit Survey Results: Ethical Awareness

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
EMBA	8.1	8.4	7.7	8.4	8.6	8.6	8.2
PMBA	9.0	9.1	8.4	8.0	8.7	8.6	8.2

On a 10-point Likert type scale

NEXT STEPS

- After the graduation project that set the baseline of ESPAÉ’s operations regarding its economic and environmental sustainability, the school’s directive will review this report and share it with staff and faculty to establish future actions.
- As a takeaway from the sustainability workshop that ESPAÉ professors received in 2016, every faculty member should adapt their course syllabus in order to incorporate sustainability. A second workshop is planned for the second semester 2017 to work on curricula.
- Because of the staff sustainability workshop, some projects have arisen that the school will explore/evaluate for implementation: 1) Social entrepreneurship boot camp in the surrounding neighborhood Cerro Santa Ana; and 2) The creation of storage center for the recycling of electronic products.
- According to ESPAÉ’s new strategy, the school will have to review each program learning goals to incorporate Sustainability in their curricula.
- A team of faculty from sustainability and entrepreneurship areas will work in the development of guidelines to incorporate a sustainability section in Business Plans.