

Bogotá, June 30th 2010

Ms. Lisle Ferreira
Manager
PRME Secretariat
New York

We are hereby submitting with this letter Universidad de los Andes School of Management - UASM- Sharing Information on Progress Report for the the January 2009 – June 2010 period.

The School wants to renew its commitment towards the achievement of all the six Principles for Responsible Management Education. This is clearly reflected in UASM's mission and strategic objectives which guide the School. As such, UASM reiterates its continuous improvement process aiming at working together with the different School's stakeholders in order to embed sustainability, social responsibility and ethical issues.

Specifically, UASM will continue adapting its curricula, programs, research and teaching activities to be able to respond to the new challenges of responsible management education and to offer our students and future business leaders capabilities and values that guide their career as members of a sustainable global economy.

Sincerely yours,



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Dean, School of Management
Universidad de los Andes

Universidad de los Andes School of Management -UASM-

PRME Sharing Information on Progress June 2010

I. Introduction

In December 2007, Universidad de los Andes School of Management (UASM) subscribed to adopt PRME principles and to undertake a continuous improvement process in order to advance in terms of achievements in the areas related to each of the six established principles that compose the PRME. The following *Sharing Information on Progress* report addresses the main advancements concerning each of the principles during the January 2009 – June 2010 period and establishes future plans in which the School aims to advance in the coming 18 months.

II. Overview

The preparation of UASM students to manage social and environmental issues is explicitly integrated in the School's mission:

UAMS's Mission

*To contribute towards the well-rounded education of **socially responsible people**, who embrace an international perspective, are **committed to their country**, and are capable of creating, understanding and developing organizations.*

To contribute, as an academic community interacting with organizations, to the construction, embodiment, teaching and dissemination of management knowledge for society's development.

This mission, which derives from Universidad de los Andes's Mission defined in 1997, emphasizes on the School's commitment towards academic excellence and ethical education. It highlights the expected characteristics of its student body: autonomous, socially responsible and committed to contributing with the development of Colombia. It introduces an educational project aimed at creating and nurturing a highly trained and committed faculty that teaches and generates knowledge valuable to society.

The first part of the mission pertains to UASM's duty of contributing towards a well-rounded education. It illustrates how the School's graduates should be: socially responsible citizens that embrace an international perspective while showing commitment to their country¹. It also states what they should be able to do: create, understand and develop organizations. These elements constitute the key trademark of UASM and guide the involvement of its stakeholders and the emphasis on such defining

¹ *Commitment to their country* is a necessary consequence of having a well-rounded education and being socially responsible. Due to the peculiar circumstances that Colombia is living, the success of future managers, executives, leaders and businesspeople depends not only on their competencies and knowledge usually taught in the field of management, but also on their capacity to face and engage in the improvement of the country's social, economical and political conditions.

matters as social responsibility and sustainability. They also provide foundations far beyond training and incorporate issues that are fundamental in today's management environment, based on a desire to work for the development of society. This involves such aspects as being ethical and learning how to positively relate with the community as an individual and as part of an organization.

III. UASM achievements related to PRME Principles

Principle 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.*

Principle 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.*

As mentioned at the beginning of this report, these two principles are clearly incorporated in UASM's mission as the commitment of the School towards the development of socially responsible citizens who are committed to their country. This statement places a key emphasis upon all of the School's programs and activities towards integrating the values of social responsibility, ethics and sustainability in the education process of students.

In order to ensure the development of capabilities in students to be able to foster sustainable value for business and society, the School has worked at both the curriculum and program level. As such it has developed general learning goals which stem from UniAndes' and UASM's mission statements. These general learning goals apply to all undergraduate and master students, and their assessment will vary according to the different program structures and target markets. The general learning goals are the following:

- Students will comprehend their social responsibility and the ethical implications of their behaviour.
- Students will proactively adapt and respond with integrity to organizational changes and to diverse business conditions.
- Students will demonstrate an overall understanding of organizations through a solid knowledge in the functional areas of management.
- Students will use their understanding of the local and global business environment to gain both international perspective and foresight, and support their decision-making process.

As can be seen, two of the four general learning goals are closely related with social responsibility and ethical issues. This is very important because it leads programs to incorporate these issues in their curriculums, through new courses, topics within courses and new programs. Additionally it has reinforced among faculty the importance of incorporating environmental, ethical, social responsibility and sustainability issues in the content of the different core courses. Learning goals help to ensure that these topics are transversal within the curriculum of a particular program, and not only incorporated into one or two courses within this curriculum. All programs at UASM have their own specific learning goals and assurance of learning process and they all incorporate a learning objective closely related to social responsibility and ethical behavior.

Courses in the curriculum

At the Undergraduate program, the Social Responsibility course was created approximately 10 years ago. It is a compulsory course which works under the premises of serviced-based learning. Students in this program have also the chance to enroll in different electives such as Sustainable Development, Green Markets, etc.

Eight years ago, the first steps were taken to integrate social and environmental issues on different levels into the Full-time MBA program. In 2008 UASM consolidated its commitment towards the definite integration of sustainability and social responsibility issues in its full time MBA program and other related master programs (Executive MBA, Full-time and Part-time MBA) by introducing a core course on Sustainable Development for all students. A total of 305 students were enrolled in this course during the 2009-2010 period. This course aims at generating sensitivity and understanding of the role a manager plays within the field of sustainable development.

Between January 2009 and June 2010 a total of 19 different courses (See Table 1), accounting for 47 different sections, were taught at both the Undergraduate and Graduate programs (Full-time MBA, Part-time MBA, Executive MBA and Master in Environmental Management). A total of 939 students in 2009 and 767 students in the January-June 2010 period were enrolled. These courses can be divided into: (i) compulsory courses for Undergraduate and MBA students; (ii) elective courses; and (iii) core courses for the Master in Environmental Management (See Table 1). The following courses in the curriculum of the Undergraduate and Graduate (MBA) programs were taught between January 2009 and June 2010:

Table 1: Courses in the curriculum taught between January 2009 and June 2010

Required Core Courses		Elective Courses		Required core courses for the Environmental Management Program	
Sustainable Development (Full-time MBA and Part time MBA)	305 students	Environmental Management (Undergraduate Program)	113 students	Ecosystems 1	63 students
The Economic, Politic and Social Setting (Full-time MBA, Part time MBA and Executive MBA)	206 students	Industrial Ecology	18 students	Ecosystems 2: Socio-environmental and Management Dimensions	28 students
Environmental Management Workshop (Executive Education)	70 students	Management and Adaptation of Ecosystems to Change	10 students	Environmental and Natural Resource Economics	63 students
The Leader its Ethics and Responsibility (Full-time MBA, Part time MBA and Executive MBA)	316 students	Environmental Territory Planning	12 students	Socio-environmental Conflicts	27 students
Social Responsibility (Undergraduate Program)	301 students	Corporate Environmental Strategy	49 students	Environmental Finance	27 students
		Inclusive Business in Latin America (MBA)	44 Students	Environmental Science for Decision Makers	27 students
				Markets and Socio-environmental Entrepreneurship	27 students
				Policy and Environmental Management in Latin America	27 students

It's important to affirm that UASM has worked on incorporating an integral approach to create an awareness of the relationship between social responsibility and sustainability issues within each functional area; for example, the social impact of a marketing campaign, financial services that include underprivileged populations or logistics that generate social value. As such these components have

been incorporated in several courses at both the undergraduate and graduate level. Such is the case of management courses such as: organizational behavior, marketing management, logistics management, among others.

In addition, and aiming at maintaining a close relation with organizations, the School's Executive Education Unit has developed a series of courses and programs specially designed for managers who are interested in acquiring skills and understandings in the sustainability and social responsibility areas. In the fall of 2010 UASM is planning to offer two executive programs of 75 hours each to be taught jointly with the School of Management of the ESAN University in Lima, Peru. The two programs are focused towards introducing environmental management and strategy to leading executives in Peru. The programs content is based on UASM experience in the MEM program, which will be explained in the next section.

Other courses

In addition to courses in academic programs, faculty who are part of IESO (Social Entrepreneurship Initiative) taught courses for both profit² and non-profit³ organizations on topics related to both Inclusive Business and Social and Economic Value Generation.

Academic Programs

In addition to formal courses, the values of sustainability and social responsibility have been formally incorporated in the Master in Environmental Management (MEM), an academic program launched in October 2008. The School of Management identified environmental management as a differentiating factor of the UASM given Colombia's strategic environmental competitive advantages and location and the country's relatively strong environmental institutions and capacities. The MEM program was designed with the following main objective: to offer the knowledge base and skills that will allow participants to manage organizations specifically dedicated to environmental management, as well as to lead the incorporation of the environmental dimension in the strategy of any type of organization, whether it be private, public or nongovernmental. In addition the Program has defined the following objectives: Students of the Master in Environmental Management program are expected to:

- Understand the causes of different environmental problems in the Andean – Amazon region from the different perspectives offered by the social, economic and natural sciences and the ecosystem approach.
- Develop habits for the application of scientific and technical methods for their solution, with an interdisciplinary and integral perspective.
- Understand the management of any type of organization as a process of organizational development and transformation with social responsibility.
- Obtain an education which allows them to identify and provide solutions to the environmental and management challenges of private, non-governmental and public organizations, both locally and internationally.
- Understand that social and environmental conflicts are underlying to environmental problems, and participate actively in their solution.
- Acquire the skills and knowledge necessary to contribute to the construction of an environmentally and socially sustainable society.

² Quindío Electrical Company (Prof. Roberto Gutiérrez) and Boyacá Electrical Company (Profs. Roberto Gutiérrez and Ezequiel Reficco).

³ A course for NGO directors interested in developing inclusive business models. 48 participants from 30 different organizations. Funding from "Fundación La Caixa" (Spain). December 2009

- Specialize in the acquisition of skills and knowledge in a particular area of environmental management, Conservation Management or Corporate Environmental Strategy.

The School currently offers two different scholarships that aim at attracting international students to the MEM program they are: the Moore Foundation Scholarship and the World Wildlife Fund – Education for Nature Scholarship.

Moreover, in December 2009 UASM was accepted as one of the six new members (22 members in total) of the Global Network of Master in Development Programs. As a result UASM will build upon its Master's in Environmental Management program to offer a two-year master program, the Master in Development Practice –MDP program, that provides the skills and knowledge required to better identify and address the global challenges of sustainability development, such as poverty, population, health, conservation, climate change, and agricultural productivity. It will be financed by the MacArthur Foundation and is led by Columbia University's Earth Institute. UASM is the only University in Latin America selected in this program. Other partner universities are: Columbia, Emory, UC Berkeley, UC Davis, University of Dublin, etc. This Master Program will begin in 2011.

Double Degree Programs

In the fall 2010 UASM will offer a Double Degree program where students who are enrolled at the MEM program can finish their course work and study an additional year to obtain an MBA degree from UniAndes. They will obtain two degrees in less than three years.

In addition, in 2010 the School's MEM began working jointly with the School of Forestry and Environmental Studies at Yale University to develop a Joint Program between this School and UASM. The main idea is for Yale/ UASM students, who are admitted to both Schools, to start their Master program at Yale (Master in Environmental Science, Master in Forestry or Master in Environmental Management), and once they finish they would come to UASM and start their MBA program. At the end students would obtain two degrees in less than three years.

On-campus speakers

Another mechanism widely used by UASM that helps to develop capabilities in students and to learn from others how to best incorporate the values of social responsibility and sustainability is through the experience of international faculty and lecturers that have been invited to the School in order to develop joint research with faculty and to participate in conferences and lectures for both students and alumni. Between October 2009 and June 2010 a total of 6 faculty came to School through different programs such as the Corona Chair for Distinguished Visitors, and delivered lectures on different topics such as: social entrepreneurship, leadership for environmental management, green business, among others. Other lecturers delivered a module within a course in the MEM program or did some co-teaching with UASM faculty. These international faculty have also helped towards the development of joint research programs between UASM and other international universities:

- Michael Cook, University of Missouri
- Pamela Hartigan, Said Business School, University of Oxford
- Sylvia Brandt, University of Massachusetts
- Garry Brewer, Yale University
- Walter Schoeps, EPA
- María Emilia Correa, Consultant

In April 2009, the School organized the *Green Business Forum* and invited more than 10 international speakers who made presentations on such topics as: sustainability and innovation; international policy and the legal system for a sustainable economy; investment and the development of the green sector; opportunities for Colombia; investment in emerging markets, among other topics⁴. This forum served as a key mechanism to promote dialogue between the Colombian government, NGO's, international organization regarding green investments.

Principle 3

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

As mentioned in the School's mission, in order for UASM to contribute to the "well rounded education of socially responsible people" it has developed several learning frameworks that allow both faculty and students to acquire a better understanding of sustainability and social responsibility issues. For instance, at the Graduate level, in the Master in Environmental Management Program, new teaching materials have been specifically designed and published; environmental management cases and exercises have been integrated in existing MBA courses, and new elective courses have been designed. Additionally, a wide range of extracurricular activities have been developed such as seminars, consultancy projects, visiting professors and inter-institutional alliances. UASM currently has 4 full time professors, 1 program director, 2 project coordinators, 1 program assistant, which support the activities in management and environment within UASM.

It's important to note that the contents of core MBA courses such as Financial Planning and Evaluation, Organizations, Marketing Management and Strategy have been adapted to include cases and teaching materials pertinent to both sustainability and social responsibility values.

As the integration of social and environmental issues deepens, students in UASM will develop their capabilities to incorporate social and environmental considerations in mainstream business and will have a greater awareness of the externalities and opportunities for business stemming from the environment. This approach is powerful and will give UASM students an edge in the competitive environments they will choose for their professional activities and will convert our School of Management as a reference institution within the Andean-Amazon region.

At the Undergraduate level, students participate in several activities which help them experience new learning methodologies that guide them towards a responsible leadership. For instance, as part of the social responsibility course, students are advising former combatants in the development and creation of their new small business. These are former combatants from illegal armed groups who are now part of the demobilization program of the Colombian Government (ACR), and are developing new business to reintegrate to society. Undergraduate students share their knowledge and support these new business ideas. The learning objectives go beyond the academic goals and focus on the participation of the student population in the peace process.

⁴ Some of the speakers where: John G. Woody: Director MMA Renewable Ventures; Randall Kempner, Director Aspen Network for Development Entrepreneurs; Miranda Schreurs, Director, Environmental Policy Research, Freie Universität Berliner- Germany; Eduardo Elejalde, Chairman, Latin American Venture Capital Association; among others.

In the same line, for the Public Management course the School is currently developing a new field work program where undergraduate students work with Afro Colombians in the Pacific Coast for a week in training and community activities. The idea is to connect students to the rural realities by supporting community activities.

Furthermore, through the IESO initiative, which will be fully explained later, UASM faculty developed specific teaching materials and methodologies as a key component of their Social Entrepreneurship and NGO Development Program (in partnership with local universities). In the newest version of this 18-month program (October 2009-April 2011), a total of 45 NGO directors from four different cities in Colombia joined. Eight Faculty from different Areas participated in the program's teaching modules.

Principle 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.*

During 2009 and the first quarter of 2010, and as a result of the importance of achieving the Schools strategic objectives and Mission, UASM's Research and Publication Committee, and several other stakeholders met to discuss and analyze upon the importance of focusing research activities on certain strategic projects. The strategic research project's main purpose is to have a long standing institutional commitment with the development of research fields with a strong alignment with the school mission. As part of the commitment of the School towards strengthening sustainability and social responsibility issues, and ensuring that they are incorporated in all the academic activities of the School, the Committee decided that two of the five key strategic projects⁵ relate to: (i) Social entrepreneurship (through IESO/ SEKN) and (ii) Environmental management.

The most interesting aspect about these strategic research projects is that they all fulfill the following conditions:

- They have a longstanding and relevant research tradition at the School based on their high quality research and accelerated development.
- They are led by a group of UASM faculty. They are not one-person only endeavors.
- They have involved cooperation with faculty in universities abroad in various forms (joint research projects, joint publications, joint conferences, etc.).

During the January 2009 – June 2010 period a total of nine UASM faculty⁶ whose main research and teaching areas relate to social responsibility, sustainability, environmental and social entrepreneurship areas published a total of 15 different publications relating to the following topics: social entrepreneurship, corporate social responsibility, water, climate change, environmental sustainability, inclusive businesses in Latin America, low income consumers, among other topics. They all produced different types of intellectual contributions such as ISI papers, papers in other international indexes, cases, books and chapters in books (See Table 2).

⁵ The remaining three strategic projects are: Business History, Corporate Governance and Women in Leadership Positions.

⁶ Manuel Rodríguez; Roberto Gutiérrez; Ezequiel Reffico; Germán Andrade; Iván Darío Lobo; Bart Van Hoof; María Alejandra Vélez; Natalia Franco and Diana Trujillo.

UASM's participation and active work within the Social Enterprise Knowledge Network (SEKN) with Harvard has continued being an invaluable source of support to UASM's Social Responsibility and Social Entrepreneurship research, teaching and service initiatives. In the past year one international book⁷ and two new cases⁸ have been published by UASM faculty through this network.

Table 2. Publications by UASM faculty related to Social Responsibility, Sustainability and Environmental Issues January 2009 – June 2010

Type of Publications	Number
Isi Journals	2
Journals in other international Indexes	6
Chapters in Books	2
Books	3
Cases	2
Total	15

Principle 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.*

Principle 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.*

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

To strengthen relations with different types of organizations is one of the main strategic objectives of the School. Apart from the importance given in UASM's mission with respect to contributing the "well rounded education of socially responsible citizens", the Mission also emphasizes on the commitment of students towards "creating, understanding and developing organizations". To achieve this important goal the School works closely with different types of organizations in order to learn from their experiences and approaches towards achieving social and environmental challenges and also, in some cases, such as the work of (Social Entrepreneurship Initiative) with NGOs, it also helps them to transform themselves and enhance their management abilities.

⁷ Roberto Gutierrez, Diana Trujillo, Iván Darío Lobo, Natalia Franco, Verónica Durana and Ezequiel Reficco. *Socially Inclusive Business Engaging the Poor through Market Initiatives in Ibero-America*. Harvard University Press. Cambridge MA, 2010.

⁸ Roberto Gutiérrez Poveda, Diana Trujillo, "ALPINA". 2010. Roberto Gutierrez, Diana Trujillo, Marcus Thiehl, Luz Elena Orozco, "Cerámicas de Costa Rica". 2010.

This type of work is undergone mainly through the Center for Strategy and Competitiveness CEC-IESO. This Center is dedicated to applied research, training, consultancy, and opinion generation in the field of strategy and competitiveness, sustainability and social responsibility.

IESO's (Social Entrepreneurship Initiatives) is part of the CEC and its main purpose is to strengthen the transformation capacity of social initiatives coming from both profit and nonprofit organizations. To attain this objective, faculty members convened by IESO carry out teaching, research and service activities nationwide. As mentioned before, through the IESO/SEKN network, faculty members who have participated in IESOs research projects have published several pedagogical cases and books. These publications are the result of research projects on: (1) alliances between businesses and civil society organizations, (2) social enterprises that generate high economic and social value, (3) corporate social responsibility, and (4) private sector participation in the design of public policy.

IESO's service activities give it an active role, nationwide, in networks and projects spurred by business and social leaders. The projects developed may be grouped in two categories: those whose purpose is to increase the impact of business-led social initiatives, and those whose purpose is to build capacity for individual nonprofits and to strengthen their networks.

In the areas of environmental management, sustainability and social responsibility the following consultancy projects were/are developed during January 2009 and June 2010:

- Design of a land trust for private conservation areas in Colombia. Client: The Nature Conservancy Colombia and the Nature Foundation Colombia (Sep. 2008 – Feb 2009).
- Design of a financial strategy of Sea Flower Reserve in the Caribbean Sea. Client: Inter-American Development Bank IADB and Coralina (Regional Environmental Authority of the San Andrés Island (Dec 2008 – April 2009).
- To promote environmental sustainability schemes for the Colombian Orinoquia region. Client: Corporinoquia (May 2009-ongoing).
- Development of Strategic Planning Process for the NGO "*Pastoral de la Primera Infancia*". Client: Saldarriaga Concha Foundation (August 2009).
- Development of innovative productive alternatives (clothes production) for displaced population in the city of Bogota. Client: The Institute for Social Economy IPES (September 2009).
- Strengthening program for non-profit organizations. Client: Saldarriaga Concha Foundation (October 2010).
- Implementation of an entrepreneurship ecosystem in the city of Bogota. Client: Bogota's Economic Development Secretariat. (November 2009).
- Regional Project on research and development policies and capabilities for the development of bio-fuels in Latin America and the Caribbean. Client: Food and Agriculture Organization of the United Nations. (December 2009).
- Reflections for a Colombian agenda 2010 -2014, Orinoquia Chapter. Client: Corporación Andina de Fomento.

In addition to the joint consultancy work developed with business corporations, UASM has developed different international strategic alliances and is strongly committed towards their advancement. These alliances have been helpful for UASM in order to identify strategic topics of interest among different groups of faculty; they are:

Social Enterprise Knowledge Network (SEKN) with Harvard: This network continues being an invaluable source of support to UASM's Social Responsibility and Social Entrepreneurship research,

teaching and service initiatives. In the past year one international book⁹ and two new cases¹⁰ have been published by UASM faculty through this network.

World Resources Institute (WRI): UASM and WRI signed an agreement to develop the New Ventures Program in Colombia. Its purpose is to improve the quality and quantity of small and medium size businesses which respond in an innovative and sustainable manner to environmental and social challenges and generate economic value. A total of 22 SMEs (out of 85) have been selected and coached to present their investment proposal (based on the business plan) to some potential investors.

New Ventures: Through this program, UASM trained and accompanied 22 “green” companies in the funding process with angel investors, seed funds and NGOs.

Business in Development (BiD): This is a foundation from The Netherlands that contributes to sustainable economic development by stimulating entrepreneurship in developing countries. During 2009 the BID alliance coached and trained seven different companies to present their investment proposal (based on the business plan) to some potential investors.

Moore Foundation: In 2006 UASM received a US\$600.000 grant for training environmental managers and policy makers. As of today, eight international MEM students have benefitted from scholarships and the School has developed new national and regional mini cases and teaching materials that have been very useful for the development of the MEM program.

In addition to the participation of the School in the different strategic alliances in order to expand and build upon the relationship with the business world, the School has also worked on promoting dialogue among the business and education community with respect to issues related to global social responsibility and sustainability. One good example of this is the *National Environmental Forum (Foro Nacional Ambiental, - FNA)*. This is an alliance between eight organizations, seven environmental NGOs and UASM. It is a leading civil platform focused on the evaluation and discussion of the environmental policy in Colombia. The FNA is presided by Manuel Rodriguez, full professor of Los Andes´ School of Management. Its main instrument of operation is the organization of seminars and the publication of policy papers and other references (www.foronacionalambiental.org.co). Most of its events are organized within the building of the School of Management and a different amount of MBA students participates as assistance.

IV. Future perspectives

As part of its continuous improvement process UASM will continue adapting its curricula, programs, research and teaching activities to be able to respond to the new challenges of responsible management education. Specifically, the School has several strategic projects that must be launched and further developed during the next 18 months, they are:

⁹ Roberto Gutierrez, Diana Trujillo, Iván Darío Lobo, Natalia Franco, Verónica Durana and Ezequiel Reficco. *Socially Inclusive Business Engaging the Poor through Market Initiatives in Ibero-america*. Harvard University Press. Cambridge MA.,2010.

¹⁰ Roberto Gutiérrez Poveda, Diana Trujillo, “ALPINA”. 2010. Roberto Gutierrez, Diana Trujillo, Marcus Thiell, Luz Elena Orozco, “Cerámicas de Costa Rica”. 2010.

- **Progress on the School's Assurance of Learning process**

As part of the continuous improvement process at UASM, each of the different School's programs at the Undergraduate and Graduate level will continue reporting on their students achievements in terms of the accomplishment of the learning goals related to social responsibility.

- **Advance in the Double Degree program with Yale University:**

UASM has been working with Yale's University's School of Management to offer a double degree program, whereby students can pursue one degree at Yale and one at Universidad de los Andes. In this modality students with a commitment to conservation and sustainable use of the Andean Amazon would first complete a Master's degree in Environmental Management at the Yale School of Forestry and Environmental Studies, and would then pursue either and MBA or the MEM degree at UniAndes. Students would receive scholarship support from the Gordon and Betty Moore Foundation to study both degrees. This project will come to full fruition in the next eighteen months.

- **Advance in the MBA-MEM program**

The School is also in the process of approving a double degree program between the MBA and the MEM programs. This double degree program will allow students to take advantage of both degrees in approximately three years.

- **Launch the Master in Development Practice –MDP program:**

In the coming year, the University will officially launch the Master's in Development Practice. This is a two year Master's Program which provides graduate-level students with the skills and knowledge required to better identify and address the global challenges of sustainable development, such as poverty, population, health, conservation, climate change and human rights. This Master's program builds on four disciplines: management, health sciences, social sciences and natural sciences. This program has a practical component as students are expected to work in a development project during their summer months.

The MDP program is part of a global network led by Columbia University, where over 22 universities all over the globe, will develop similar programs. UniAndes received a grant from MacArthur Foundation to develop the program, conduct student and teacher exchanges, develop field work sites and develop case studies. During the next eighteen months the program will be officially approved by the Ministry of Education and courses will be designed in detail. Likewise the admissions process for new students will begin.

- **Master's in Environmental Management**

The Master's in Environmental Management will be graduating its first cohort in 2010. The third cohort of the Master's Program will be admitted. During the next eighteen months, the program will continue to develop case studies on conservation management and corporate environmental strategy management issues. The program will undergo a general evaluation.

- **Executive education**

In management education UASM is planning to offer two executive programs of 75 hours each to be taught in fall 2010, together with the School of Management of the ESAN University in Lima Peru. The two programs are focused to introduce environmental management and strategy to leading executives in Peru. The programs content is based on UASM experience in the MGA master program.

- **IESO's Perspectives**

The work of IESO for the next 18 months will be guided by the integration as one of the Center for Strategy and Competitiveness CEC's strategic initiatives, and the recently defined operating structure of the Social Enterprise Knowledge Network SEKN.¹¹ The former will guide IESO's consulting and outreach activities (i.e. connection with organizations); the latter will define its research agenda.

IESO's goal is to develop research and consulting projects from which relevant knowledge can be generated. Taking that knowledge to the classroom and to relevant practitioners will remain one of the main pedagogical goals. IESO will be mainly focused in Socially Inclusive Business as the guiding research topic. IESO is currently defining the basic agreements to develop an action-research project for the next 18 months, partnered with the International Center for Tropical Agriculture (CIAT for its acronym in Spanish), a Region-wide organization whose mission is "to reduce hunger and poverty, and improve human health in the tropics through research aimed at increasing the eco-efficiency of agriculture". CIAT's technical expertise and SEKN's research capabilities will join to generate relevant knowledge about agricultural business models that improve the living conditions of rural communities in Latin America and the Caribbean.

¹¹ As agreed since SEKN's foundation, funding from AVINA ended in 2008. Collectively, SEKN redefined its operating structure: instead of grouping all member schools around one common research project, specific projects would gather those member schools interested and able to look for supporting financial resources.