

CLADEA
Guide to
Responsible
Business
Education in
Latin America

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CLADEA Guide on Responsibility in Business Education in Latin America

Case: Esan University

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Peru has a huge problem concerning solid waste, to the extent that the integrated management of this kind of waste is still a pending issue on the municipal authorities' agenda. ESAN University has seen exponential growth at an administrative, infrastructure and student population level. Therefore, there has been a higher number of people on the campus. In consequence, ESAN's environmental impact has greatly increased. Due to the growth in student and employee populations at ESAN University, the current research took on the challenge of integrating the university's community. This integration would be developed through initiatives and programs that would create environmental awareness across the entire university and later on, the country.

Keywords: ESAN University, waste disposal, environmental awareness, PET recycling, social responsibility

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Introduction/background

ESAN University is the first postgraduate academic institution in business administration created in the Spanish-speaking world. It was founded in July 1963 as the Business Administration School for Graduates—ESAN in its abbreviated Spanish form—under an agreement made by the American and Peruvian governments and was, for its first few years in operation, overseen by the Business Administration School of Stanford University in California.

ESAN University is a Peruvian, private nonprofit institution with international reach, and has academic and managerial autonomy. It offers different master's programs in Administration, 13 specialized master's, and nine undergraduate (majors) programs, as well as specialization programs for executives, investigators and consultants, and other professional and academic services.

ESAN sees itself as the institution that has contributed and still contributes greatly to the entrepreneurial development of the country; and, furthermore, it is recognized as an abundant source of entrepreneurial leaders at a national and international level.

From Business School to a University: The Transformation

ESAN was turned into a university on July 12, 2003 according to Law No. 28021. Nevertheless, it was five years later, in 2007, when ESAN University launched its first five undergraduate professional careers and in 2008 the first students arrived at the campus. In 2010, three other professional careers were launched and opened a year later: two psychology majors and one law major. Finally, in 2013, Environmental Management Engineering was launched and received its first students in 2014.

Ever since the Business School transformed into a university, ESAN has grown exponentially. It has built facilities and developed new areas with new staff in order to meet the demand for undergraduate programs. Furthermore, it has developed many different activities for the undergraduate programs that were unheard of when it was a business school. Such activities were dance, photography, acting and art workshops, and interfaculty games and events.

Challenge

Peru has a huge problem concerning solid waste, to the extent that the integrated management of this kind of waste is still a pending issue on the municipal authorities' agenda. For the most part of the country, waste is disposed of in large dumps without any previous treatment. As a matter of fact the generation of solid waste in Peru has increased by about 40% during the last 10 years due to sustainable eco-

conomic growth. What is more, only about 54% of the total solid waste of the country is located in a “controlled dump”. Furthermore, out of all of the controlled garbage dumps in Peru, about 50% of them are located in the capital city of Lima and the remaining 50% are located in the sierra (mountain region). This distribution is a reason to worry because it means that the controlled garbage landfills are only present in two out of Peru’s three main geological regions, meaning that there is no controlled garbage disposal or treatment infrastructure in the selva (rainforest region).

ESAN University has seen exponential growth at an administrative, infrastructure and student population level. Therefore, there has been a higher number of people on the campus. In consequence, ESAN’s environmental impact has greatly increased. This may be hard to see because ESAN is an education provider and does not necessarily create any waste derived from packaging or production processes. Nevertheless, when a student, teacher, visitor, or employee purchases an item, for example a bottle of soda at a vending machine, then consumes it, and finally throws the bottle away, that generates trash. Therefore, if there is a higher population on the campus, more trash is generated, and there is also a higher demand for electricity and water. For that reason, the higher number of people has increased the university’s carbon footprint.

What we did

Due to the exponential growth in student and employee populations at ESAN University, the challenge to integrate the university’s community was accepted. This integration would be made up of initiatives and programs that would create environmental awareness across the entire university and later on, the country.

Given that ESAN is an institution oriented toward business improvements, we concluded that it is not possible to build a successful company in an ill society. It is for this reason that ESAN University developed a department that is in charge of social and environmental projects.

In September 2013, ECOESAN was created; its motto is “Live Responsibly” and its objective is to encourage collaborators, professors, and students to participate in environmental management processes and initiatives—particularly ones involving sustainable development.

Due to the fact that there are plenty of green areas within the campus, ECOESAN aims to influence the university’s stakeholders to care for the environment and ensure society’s well-being.

ECOESAN’s social responsibility projects were held in the Uros Island and Virgen de la Candelaria Orphanages both located in Puno, Peru, and they include:

- social campaign to combat the impact of freezing temperatures on the rural population in Puno, Peru

- Christmas campaign
- school campaign.

Furthermore, the environmental responsibility agenda includes:

- the paper-recycling program
- the pet bottle recycling program
- the bottle-cap program, which allows handicapped people to obtain wheelchairs
- recycling of printer toners
- battery recycling
- campus reforestation.

It is important to note that the PET recycling program collected bottles in order to make synthetic blankets for the campaign to combat freezing temperatures in Puno.

What happened

ECOESAN's different sustainable development campaigns had varying results. The social responsibility campaigns showed that great amounts of synthetic PET blankets made from plastic bottles, clothing, toys, blankets, packaged food, etc. were donated to the rural community of the Uros and the Virgen de la Candelaria Orphanage in Puno. On the other hand, the environmental responsibility campaign managed to obtain:

- paper for recycling: 21,684 kg in 2014
- pet bottles for recycling: 1409 kg in 2014
- bottle caps for wheelchairs: 130 kg in 2014
- printer toners collected: 211 units
- batteries collected: 577 units
- campus reforestation:
 - 1 hectare of the colliding hill replanted with different species
 - installation of a drip-irrigation system
 - 380 lineal meters replanted with different species.

How we influenced senior colleagues, such as the dean/president

With the creation of ECOESAN as the entity in charge of sustainable development, including social responsibility, in ESAN University, the Sustainable Development Committee was created, and is responsible for:

- creating sustainable development politics
- evaluating sustainable development politics
- promoting sustainable development politics
- verifying the progress of sustainable development
- evaluating the sustainable development initiatives and/or programs.

The Sustainable Development Committee is comprised of administrative and academic authorities, such as directors, who come up with different ideas (based on the school's politics), initiatives, and programs regarding sustainable development. By being part of the Sustainable Development Committee, the senior staff become involved in the sustainable development tasks that are implemented at ESAN University.

The administrative authorities that comprise the Sustainable Development Committee are:

- general services management
- projects and infrastructure management
- press management
- marketing management

The academic authorities that comprise the committee are:

- academic vice-rector (vice-president)
- director of the institutional programs
- engineering faculty coordinator
- accreditation analyst.

What next?

After witnessing its success, the authorities (including those that comprise the Sustainable Development Committee) decided to make ECOESAN work with ESAN's other departments in order to accomplish sustainable growth.

First, ECOESAN will work alongside University Social Responsibility (a program developed by the undergraduate authorities) in order to include the undergraduate

students in the sustainable growth of their university. For example, there are different programs and projects, such as the campaign to combat freezing temperatures in Puno in which undergraduate students will be allowed to travel to the affected areas alongside ECOESAN's staff members and a chosen number of ESAN's administrative areas employees.

Second, ECOESAN will work alongside the Infrastructure Department to oversee the impact of the construction of new facilities inside the campus and investigate how they can be more eco-friendly—such as installing a rain-capture system to contribute to the water supply or LED lights for lower energy consumption. Additionally, ECOESAN and the Infrastructure Department will work to measure ESAN University's carbon footprint and manage ways to decrease it over a certain period of time.

Moreover, apart from working together with other areas within the organization, ECOESAN will continue its labor in order to make ESAN greener. Campus reforestation is a continuous effort in which new obstacles constantly arise. For example, to attend the water demand of the plants that use the drip-irrigation system, a study is being conducted by installing a series of mist-capturing nets along the top of the hillside area found within the campus area. Furthermore, ECOESAN will conduct benchmarking against other education institutions' approaches to sustainable development and how those could be applied to ESAN.

Additionally, ECOESAN plans to improve the Sustainable Development Committee over a set period of time. With these constant redevelopments, more people from different areas, including both academic and administrative authorities, will be involved in the sustainable development efforts.