

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Instituto Panamericano de Alta
Dirección de Empresa (IPADE)

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	12
5. Values	15
6. Teach	21
7. Research	24
8. Partner	28
9. Practice	30
10. Share	33

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Instituto Panamericano de Alta Direccion de Empresa (IPADE), including key details and basic institutional data.

Mission

To educate leaders who will transform their organizations and society through a global vision, a sense of social responsibility, and Christian values.

Vision

Remain a world-class business school

Be the leading business school in humanism in business

Strategy

Strategy

IPADE's strategy for 2026-2030 can be summarized as follows:

Financial and Endowment Sustainability: Consolidate an efficient, segmented, value-oriented institutional business model that increases conversion, repeat enrollment, and participation in new markets, promoting sustainable growth across all IPADE campuses and programs.

Research: Strengthen IPADE's position as a school recognized for the relevance and rigor of its research, with a clear focus on practical application in the business world; maximize the impact of self-sustaining, consolidated research centers with international reach; strengthen strategic collaboration with key stakeholders in the global research ecosystem and the professional world; and increase the quality, relevance, and impact of proprietary teaching materials as a means of intellectual influence.

Internationalization: Position IPADE as a leading business and executive education school in executive education and business humanism, with a strong international presence and reputation; strengthen ties with the international business community; foster an academic and student community with a global perspective; and offer programs, content, and research with a global outlook.

Academic Innovation: Maintain a competitive program portfolio aligned with the evolving executive environment; ensure that academic content is current, technically rigorous, and practically valuable; strengthen and diversify teaching methodologies with a focus on effectiveness and applicability; expand faculty access to academic and pedagogical innovation resources; promote academic innovation across departments, programs, and faculties; and strengthen collaboration with industry in the design and evolution of programs.

World-Class Faculty: Ensure that by 2030, 100% of IPADE courses have up-to-date materials that meet standards of academic excellence; establish a faculty of 80 full-time professors, with a higher proportion holding doctoral degrees; build a more diverse and strategically balanced faculty in terms of gender, international profile, and generational composition; ensure that 100% of the faculty have completed the institutional comprehensive training program in identity—Catholic Social Teaching, anthropology, and ethics—and academic practice—teaching, research, and pedagogical materials; ensure that faculty members master innovative teaching methodologies and the academic use of artificial intelligence tools; and ensure that at least 80% of academic departments achieve teaching-excellence standards, as measured by evaluation scores above 9.4.

Social Impact: Increase IPADE's presence and influence as a benchmark for social responsibility in Latin America; strengthen the internal structures that promote social responsibility and the impact of IPADE's activities; foster a culture of ethics, participation, and social responsibility throughout the IPADE community; strengthen IPADE's social-responsibility network through strategic connections with alumni, leading stakeholders, and society; communicate IPADE's social and ethical impact transparently; and disseminate and apply the principles of Catholic Social Teaching throughout the IPADE community.

Institutional Modernization and Governance: Update and consolidate IPADE's corporate-governance framework to make it professional, diverse, and effective; redesign the organizational structure to maximize efficiency and clarity; build a high-performing organization founded on leadership, capabilities, and institutional values; and ensure a competitive and comprehensive model for compensation, talent attraction, and well-being.

Strategy Alignment

Strategy Alignment

IPADE's strategic direction is grounded in a humanistic understanding of business, in which the human person is considered the center and purpose of every organization. This perspective connects leadership with a broader responsibility toward society and is reflected in values such as human dignity, ethical conduct, excellence, service, unity, and social responsibility. From this standpoint, the role of business goes beyond economic performance: leaders are expected to consider the impact of their decisions on people, society, and the common good, and to contribute to building more humane and responsible organizations.

This approach also shapes IPADE's commitment to quality education and sustainable development. By combining rigorous management education with continuous learning, international exposure, and a strong ethical and social perspective, IPADE seeks to prepare leaders capable of responding to complex business challenges while creating long-term value for organizations and society. Sustainability and social responsibility are therefore understood as part of responsible leadership rather than as separate areas of study.

Given IPADE's role as a leading humanistic business school in a context of high fragility and multiple institutional gaps, it is of core importance for our strategy to promote leadership from an ethical and common good perspective

Institutional History

Institutional History

1967: IPADE was created to provide management education for Mexican business leaders, with a strong emphasis on the person at the center of business and on the broader role of companies in society.

1968: The Instituto Panamericano de Humanidades was created, expanding the educational project beyond business and management.

1970: Launch of MEDE: IPADE launched its full-time MBA to prepare future business leaders through a more structured graduate management program.

1977–1978: IPADE extended its presence beyond Mexico City to serve business communities in other key regions of the country (Monterrey and Guadalajara)

1978: The Instituto Panamericano de Humanidades became Universidad Panamericana, consolidating a broader academic project.

1980: IPADE becomes the Business School of Universidad Panamericana: IPADE was formally incorporated into the University while maintaining its focus on management and executive education.

2008: IPADE strengthened its research on women in senior management and leadership (Creation of CIMAD).

2010: IPADE became a signatory of the Principles for Responsible Management Education, formally connecting its management education approach with a global responsible-management framework.

2014: Expansion of research centers: IPADE created new research centers focused on entrepreneurship and on the relationship between philosophy, people, and business.

2023: Creation of the Research Center for Social Responsibility

Continuous: transversal integration of the Principles in various activities

Today: IPADE continues to emphasize leadership, social responsibility, and the idea that the person is at the center of organizations, which aligns closely with PRME's approach to responsible management education.

Graduates & Enrollment

2025 Statistics	Number
Graduates	3156
Faculty & Staff at the Institution	714
Student Enrollment at the Institution	3061
Certificate, Professional Development, or Continuing Education Attendance	2706

Degrees Offered

Masters Programs

 Master of Business Administration (M.B.A.)

Masters Degree Programmes

 MEDE – Full Time MBA  MEDEX – Executive MBA

Certificates, Professional Development, or Associate Programmes

- General Management Program (AD)
- Executive Management Program (AD-2)
- Management Development Program (D-1)
- Top Management in the Digital Age (TransformAD)
- El Director como Persona (The Director as a Person)
- Consejos en Acción (Boards in Action)



Purpose

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

Letter of Commitment



To:
PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

September 23, 2026

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, **IPADE Business School**, is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

IPADE's mission is "To educate leaders with a global vision, a sense of social responsibility, and Christian values, who are capable of transforming organizations and society." Our vision is: "To remain as a world-class business school. To be the best in business humanism." In this SIP report 2026 we are delighted to describe some of the main strategies that we have implemented which align the Principles to our purpose. This exercise has been a real capacity building process for us for which we are grateful.

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

As a leading business school in the region we encourage other academic institutions and associations to adopt and support these Principles, and we are eager to continue our engagement in this process.

Lorenzo Fernández Alonso
Director General
IPADE Business School

Definition of Purpose

At IPADE, Purpose means educating leaders who combine business excellence with social responsibility and a commitment to transforming organizations and society. This purpose is grounded in a human-centered approach to leadership, personal responsibility, ethical decision-making, and the common good, in alignment with PRME's vision of responsible management education.

Institutional Engagement

76% - 100%

of faculty at Instituto Panamericano de Alta Direccion de Empresa (IPADE) actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At IPADE, Values are rooted in Christian humanism and place the person at the center and purpose of organizations. We promote freedom and personal responsibility and are expressed through five institutional values: Unity, Excellence, Work, Spirit of Service, and Transcendence. These value are aligned with how our organizational commitment and responsibility are permeated in all areas of our school.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Instituto Panamericano de Alta Direccion de Empresa (IPADE) has influenced students' academic journey and personal growth.

Mariana González

I entered IPADE with many doubts, and almost three months after graduating, I still have many. The difference is that today I approach them from a completely different standpoint.

The person who entered the program and the person who left are not the same, and not because IPADE resolved all my doubts. In fact, it brought many more to the table. Rather, it helped me develop a different way of asking questions of myself and the world. Today, I feel more aware, more integrated, and, above all, more aligned with the life I want to build.

Academically, IPADE provided me with tools and foundations that now allow me to recognize that my ideas, experience, and work have a purpose and can generate value in different organizations. This has even transformed the way I understand my professional search, which is no longer based solely on asking myself which company would be willing to hire me, but rather on asking where I want to be, what I want to contribute, and in what environment there is genuine congruence between who I am, what I know how to do, and what I want to build.

And perhaps one of the most profound lessons has not been academic, since IPADE strengthened a seed that already existed within me: the conviction that the person is the starting point. Before seeking to transform an organization, contribute to a team, or build meaningful relationships, I have to work on myself. The program made it clear that if any of the dimensions I consider fundamental (mind, body, emotions, and spirit) is neglected, the others will sooner or later be affected as well.

The pace and demands of the program were, in that sense, a great teacher. They taught me that balance is neither a luxury nor something that can be addressed when “there is time”; it is a personal responsibility (sometimes not at all easy). In my case, I discovered that physical activity is one of my most essential pillars and that taking care of my body is a way of taking care of my mind, my emotions, my nutrition, my relationships, and, ultimately, the way I relate to the world.

Today, I am much more aware of my choices and the consequences they may have in the long term. I have learned to relate to myself differently and, from there, to others as well.

There is something that may seem simple, but that became one of the most important lessons for me: treating others with humanity. The dignity of another person should not be negotiable in any interaction, regardless of context or hierarchy. Perhaps that is why IPADE became my happy place. It is a place where I have felt welcomed, supported, safe, and, at the same time, challenged to grow. And during this transition after graduating, that support has taken on even greater meaning. Today, I understand that everything I have experienced at IPADE, security, knowledge, purpose, and support, does not have to remain within Floresta. On the contrary, I have a responsibility to carry it into every organization, team, and space I become part of, but above all, into every personal and professional relationship I choose to build.

I am deeply grateful to IPADE for not taking away all my doubts, but for teaching me to approach them differently; for giving me tools to think, but also reasons to question what I want to use them for; for helping me embody the idea that professional development cannot be separated from personal development; and, fundamentally, that purpose loses its meaning if there is no congruence.

Mariana González
MBA 2024–2026

Student Awareness

0% - 25% of students at Instituto Panamericano de Alta Direccion de Empresa (IPADE) are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Instituto Panamericano de Alta Direccion de Empresa (IPADE) actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Bernardo Sainz Martínez

At IPADE, we seek to move participants beyond their comfort zones by encouraging them to engage thoughtfully with Mexico's political and social realities. In the classroom, open dialogue and exposure to diverse perspectives lead them to reflect on the ethical responsibilities of leadership and on their ability to contribute to the common good. These conversations frequently inspire social projects and concrete ideas aimed at transforming the country's reality with responsibility, empathy, and respect for human dignity.

This commitment is also reflected in IPADE's efforts to broaden access to education and foster social mobility. Through scholarships that empower talented individuals with leadership potential, as well as educational initiatives such as our support for El Peñón and Montefalco, schools that provide quality education to students from low-income communities, we help create opportunities for people who might otherwise face significant barriers. Seeing students from disadvantaged backgrounds overcome these obstacles and ultimately graduate from our MBA program is a powerful example of how inclusion, education, and values-driven leadership can transform lives and positively impact society.

Bernardo Sainz Martínez, Ph.D.
Professor, Political and Social Environment
Academic Director, MEDE (Full-Time MBA)

Isabel Fernández García

As an IPADE staff member, I participated in the 2026 Women Staff Retreat, an institutional gathering that combines community-building with integral formation. The retreat provided an opportunity to step away from our daily responsibilities and reflect on the values that guide both our personal and professional lives.

Throughout the retreat, we engaged in spiritual reflection, explored the importance of works of mercy and service, discussed the challenges of artificial intelligence through a humanistic lens, and reflected on our role as agents of change. These activities encouraged us to consider how values such as service, human dignity, responsibility, faith, and commitment to others can shape our everyday actions and decisions.

This experience reflects IPADE's commitment to fostering personal growth, community, and values among its staff.

Isabel Fernández García

Research Assistant, Center for Social Responsibility, IPADE Business School

Ximena Campos García

Being a professor at IPADE allows me to live out my vocation. During these first three years, the classroom has become the place where my purpose finds meaning: serving others. IPADE gives me the privilege of maintaining an invaluable connection with participants, accompanying them in their personal and managerial development while building a bridge between academic rigor and the real challenges faced by companies in Mexico and Latin America.

Beyond its high standards, IPADE has given me a community that challenges and inspires me every day. Every case discussed, every mentoring session, and every published research study brings a continuous learning experience that fills me with enthusiasm. For me, being part of this faculty means knowing that I am in the right place, growing both professionally and personally, and contributing through my daily work to the development of more humane leaders who are committed to society.

Ximena Campos García

Professor of Operations Management

Deputy Director, Career Management Center

Continue telling your story

El Peñón Foundation and Montefalco School.

An important component of our organizational responsibility are our social initiatives of El Peñón Foundation and Montefalco School.

Montefalco School and the El Peñón Foundation, both with more than 60 years of experience, are educational institutions located in the municipality of Jonacatepec, Morelos.

Montefalco School focuses on providing education to girls and young women from low-income backgrounds, equipping them with the tools they need to improve their quality of life and that of their families.

The El Peñón Foundation provides high-quality middle and high school education, with an emphasis on holistic development.

<https://www.ipade.mx/desarrollo-institucional/compromiso-social/>



Teach

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



How We Define Teach

At IPADE Business School, the PRME Teach Principle comes to life by embedding responsible leadership, sustainability, ethics, and social impact across programs, curricula, and learning experiences. Through the case method, interdisciplinary collaboration, applied projects, and engagement with business practitioners, participants examine complex challenges from economic, social, environmental, and human perspectives. Initiatives such as the Las Guacamayas ecotourism project demonstrate how faculty members, students, and practitioners co-create practical and sustainable solutions for vulnerable communities. In this way, IPADE equips leaders with the knowledge, judgment, and values needed to make responsible decisions and generate lasting value for business and society.

Educator Recognition

At Instituto Panamericano de Alta Direccion de Empresa (IPADE), we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Professional development opportunities
- ❖ Publication or research support

Teaching Voices

The following statement demonstrates ways in which educators at Instituto Panamericano de Alta Direccion de Empresa (IPADE) support sustainability and responsible management in their classrooms.

Co-Creating Sustainable Solutions

One of the main strategies for embedding the Principles across the curricula and content of our various programs is to invite practitioners to co-create frameworks for our participants. One example emerged from a proposal developed by the Operations Department: a faculty member invited colleagues from other departments and Full-Time MBA students to participate in the sustainable development of an ecotourism project in a vulnerable area of southeastern Mexico. The project, called Las Guacamayas, demonstrated how bringing together faculty members, students, and practitioners can lead to more sustainable solutions that meaningfully integrate the Principles.

Barriers to Innovative Curriculum

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Overloaded faculty
- ❖ Time constraints



Research

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

How We Define Research

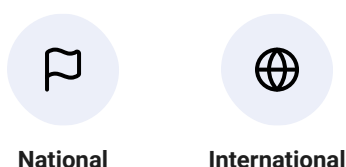
At IPADE Business School, the PRME Research Principle comes to life through rigorous, relevant, and practice-oriented research that addresses the ethical, social, economic, and environmental challenges facing organizations and society. Faculty members develop cases, articles, and applied research that advance knowledge in responsible leadership, business ethics, sustainability, human-centered management, and social impact. Collaboration among academic departments, research centers, companies, alumni, and international partners strengthens the practical relevance and global reach of this work. By integrating research findings into teaching and managerial practice, IPADE contributes to more responsible decision-making and helps business leaders generate sustainable value for their organizations and communities.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) was awarded funding for research that is:



Socializing Research

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media

- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) reported 2 research projects that implemented responsible or sustainable activities.

Fundación del Dr. Simi en Ecatepec, México

Period Covering: April, 2024 - March, 2025

Department: Center for Research in Social Responsibility

This research project evaluates and systematizes the Colonia Simi social intervention model, designed and implemented by Fundación del Dr. Simi A.C. in Lomas de San Carlos, Ecatepec, State of Mexico. The evaluation, conducted by the Centro de Investigación en Responsabilidad Social (CIRES) at IPADE Business School, analyzes the project's impact and systematizes its learnings for future interventions. The model seeks to improve quality of life in vulnerable communities through an integrated approach addressing health, education, security, access to basic services, and the improvement of public spaces. The evaluation combines secondary-data impact analysis using Propensity Score Matching, a Theory of Change based on qualitative interviews, and survey-based impact measurement including Social Return on Investment (SROI).



From faith to fortune? Religious entrepreneurs' responses to institutional voids

Period Covering: January, 2024 - January, 2026

Department: Management | Marketing | Social and Political Environment Department

While religion is important to billions of people worldwide, research at its intersection with entrepreneurship is in its infancy. We add to this nascent stream through an abductive, qualitative study exploring how religious entrepreneurs address institutional voids to produce positive and/or negative outcomes through their ventures. Merging insights from structuration theory and religious agency from the literature on the sociology of religion, we explain how entrepreneurs with high levels

of individual religiosity transfer such religiosity in more visible or less visible ways to their ventures. We further explain how, as their ventures face challenges stemming from institutional voids, they manifest their religious agency in different ways: entrepreneurs with more visible manifestations use mechanisms like confrontation, purposeful evasion, or remorseful acceptance; those with less visible manifestations use mechanisms such as rational evasion and pragmatic acceptance, eschewing confrontation altogether. This study contributes to the literature on entrepreneurship and religion by 1) integrating structuration theory and religious agency into entrepreneurship; 2) contextualizing theory at the intersection of religion, entrepreneurship, and institutional voids; and 3) inducing a grounded conceptual model that identifies distinct mechanisms and their implications at the organizational, community, and societal levels.



Research Voices

The following statement demonstrates a way in which researchers at Instituto Panamericano de Alta Direccion de Empresa (IPADE) bring sustainability and responsible management into their research.

Research Partnership for Social Mobility and Equal Opportunity in Mexico

We know that working with IPADE means reaching leaders who hold the responsibility and the capacity to drive social mobility in the country; exploring—jointly—how business leaders can influence equal opportunity in Mexico has been a significant avenue for the research center where I work.

Beatriz Coll

CEEY (Centro de Estudios Espinosa Yglesias)

Research Partner, IPADE Business School

Research Barriers

In 2025, Instituto Panamericano de Alta Direccion de Empresa (IPADE) identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints



Partner

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

How We Define Partner

At IPADE Business School, the PRME Partner Principle comes to life through collaboration with companies, alumni, universities, government institutions, civil society organizations, and local communities. These partnerships create opportunities to exchange knowledge, understand emerging social and environmental challenges, and co-create practical solutions that promote responsible and sustainable management. By involving external stakeholders in research, teaching, applied projects, and dialogue, IPADE connects academic knowledge with real-world experience. This collaborative approach strengthens the relevance of its programs, expands their social impact, and advances responsible leadership across the business community.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Positive Impact Rating (PIR)

Student Organization Partnerships

- ❖ None



Practice

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

How We Define Practice

At IPADE Business School, the PRME Practice Principle comes to life by aligning institutional operations with the ethical, social, and environmental values promoted in its classrooms. IPADE works to incorporate responsible practices into its governance, strategic planning, talent management, procurement, resource use, campus operations, and relationships with stakeholders. The School also strengthens accountability by measuring its performance, identifying opportunities for improvement, and progressively adopting recognized sustainability reporting standards, including NIS A1 and NIS B1. Through these efforts, IPADE seeks to lead by example and ensure that responsible management is not only taught and researched but also consistently reflected in the institution's decisions and daily activities.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

Linea de denuncia

View document  Download document 

Protocolo de Atención a Situaciones Sensibles

View document 

Download document 

Codigo_Etica_IPADE_ESP

View document 

Download document 



Share

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

How We Define Share

At IPADE Business School, the PRME Share Principle comes to life through the transparent communication of the institution's progress, achievements, challenges, and lessons learned in advancing responsible management education. IPADE shares its knowledge and experience through PRME reports, research publications, teaching materials, academic events, public dialogue, and collaboration with peer institutions and other stakeholders. By reporting both successful practices and areas for improvement, the School promotes accountability, collective learning, and continuous improvement. Through these efforts, IPADE contributes to the global PRME community and encourages broader action toward ethical leadership, sustainability, and positive social impact.

Engagement Opportunities

Instituto Panamericano de Alta Direccion de Empresa (IPADE) offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Student and staff volunteer programs
- ❖ Partnerships with local organizations

Communication Audiences

Instituto Panamericano de Alta Direccion de Empresa (IPADE) communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)

- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Instituto Panamericano de Alta Direccion de Empresa (IPADE) faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Engagement
gaps**



**Feedback
loops**

SIGNATORY

Instituto Panamericano de Alta Direccion de Empresa (IPADE)



Address

20 Floresta, Claveria, Mexico city, DF, 2080
Mexico



Website

<http://www.ipade.mx/>