

eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea



UPV/EHU Panel of Sustainable Development Indicators

FOLLOW-UP OF
EHUagenda 2030

www.ehu.eus

Document drawn up by the *University of the Basque Country (UPV/EHU)*, and *Ihobe, Sociedad Pública de Gestión Ambiental*, Basque Government's Department of the Environment, Territorial Policy and Housing, in association with ENEA Estrategias para la Sostenibilidad, S.L.

2019

eman ta zabai zazu



Universidad Euskal Herriko
del País Vasco Unibertsitatea



EUSKO JAURLARITZA
GOBIERNO VASCO

INGURUMEN, LURRALDE PLANGINTZA
ETA ETXEBIZITZA SAIA
DEPARTAMENTO DE MEDIO AMBIENTE,
PLANIFICACIÓN TERRITORIAL Y VIVIENDA



UPV/EHU Panel of Sustainable Development Indicators



CONTENTS

Presentation	6
Objectives and utilities	8
Methodology	10
Baseline: results, academic year 2017/18	18
Methodological data sheets for the indicators	23
Annex I: Notes to the data for indicators for the academic year 2017/18	82

FIGURES

Figure 1. Work sequence in the reflection group set up to devise the panel	10
Figure 2. Main UPV/EHU activities	10

TABLES

Table 1. Documents and plans analysed to ascertain which SDGs UPV/EHU will contribute to	12
Table 2. SDGs the University will contribute to through the implementation of the plans ongoing in 2019	13
Table 3. United Nations SDGs and Targets concerning UPV/EHU	14
Table 4. UPV/EHU Panel of Sustainable Development Indicators	15
Table 5. UPV/EHU Panel of Sustainable Development Indicators, academic year 2017/18	22

PRESENTATION

Agenda 2030 for Sustainable Development¹, approved in 2015 by the United Nations, represents the international benchmark par excellence in this area, and it is being adopted by governments, and also organisations and businesses in many countries. The commitments to be implemented by all these bodies will determine the success of the strategy, for which the watchword is “No one will be left behind”.

Universities play a major role in compliance with this Agenda 2030, in due consideration of their responsibility in relation to **training, research, relations with society and a model for higher education governance**. Their contribution to the UN mandate is quite a challenge in itself, as it requires universities to undertake a rethink of their activity in order to focus it proactively and operationally on specific targets.

Agenda 2030, in fact, considers 17 Sustainable Development Goals (SDGs) and 169 targets focusing on economic, social and environmental issues. It also has 232 monitoring indicators for the targets. This operational deployment from general considerations to specific issues also compels universities to ponder on the scope and contents of the SDGs, the targets and the indicators in context.

One preliminary step in this direction is the Guide, **“Getting started with the SDGs in universities”**², published in Spanish by Sustainable Development Solutions Network (SDSN), which offers an initial approach of how universities can make a contribution to the SDGs in their various areas of activity. The guide, in fact, points out that a large number of universities are not embarking on this from scratch, as some of them are already making a contribution to the SDGs. There can be no doubt that the main challenge is addressing Agenda 2030 with a comprehensive approach: connecting multilevel agents

and apparently independent issues requires new mindsets and new work methods, an undoubtable effort if we genuinely wish to map out a better future for people and for the planet.

As a public university, the objectives of the **University of the Basque Country** (UPV/EHU) are to cater for the needs of society’s higher education, conduct quality research, generating knowledge through co-operative tasks, and transfer this to the local region and to the international community. The university is fully integrated in Basque society and open to the world, and offers a free space for reflection and critical thought. This definition of itself compels our University to address Agenda 2030 with an attitude of responsibility, rigour and creativity.

The UPV/EHU Strategic Plan 2018-2021³ has taken up this idea, and intends to turn the university into an institution fostering sustainable development, inclusion and social commitment. The definition of **EHUagenda 2030 for sustainable development**⁴ encompasses this intention and makes it a specific concept through a rereading of the **IKD educational model**⁵ to enhance it with the **i³** (ikaskuntza, ikerkuntza, iraunkortasuna or learning, research, sustainability), and the definition of three sectoral plans defined as Campus Equality, Campus Inclusion and Campus Planet, with their specific goals and courses of action.

We consider, however, that in addition to EHUagenda 2030 it is necessary to mark out the baseline for UPV/EHU with respect to achievement of the SDGs by means of a panel of measurable and operational indicators to monitor progress in the achievement of the objectives established. A process was devised to this end, which ultimately produced this **UPV/EHU Panel of Sustainable Development Indicators**.

1 <https://www.un.org/sustainabledevelopment/es/2015/09/la-asamblea-general-adopta-la-agenda-2030-para-el-desarrollo-sostenible/>

2 SDSN Australia/Pacific (2017): Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. Australia, New Zealand and Pacific Edition. Sustainable Development Solutions Network-Australia/Pacific, Melbourne.

3 <https://www.ehu.es/documents/1769324/0/Plan+estrategico+cas+18-21/46a4a9e6-ad8a-8cb9-c701-2269fdd2179f>

4 <https://www.ehu.es/es/web/iraunkortasuna/agenda-2030>

5 <https://www.ehu.es/es/web/sae-helaz/ikd>



This document presents the work methodology used to define the UPV/EHU Panel of Sustainable Development Indicators. First and foremost, the panel's objectives and utilities are addressed; this is followed by a description of the methodological sequence, and subsequently by a presentation of the results of this task: a mapping of the goals and targets adopted, the panel of indicators, the initial values making out the baseline of the academic year 2017/18 and the technical data sheets for each indicator.

We wish to extend our most sincere thanks to all those who took part in this process. We hope the panel will prove useful to make the public university a genuinely sustainable organisation.



OBJECTIVES AND UTILITIES

2.1. Objectives

The main objective of the task carried out and presented in this document is to define the first *UPV/EHU Panel of Sustainable Development Indicators* (linked to SDGs) to enable achievements to be measured, monitored and reported in a transparent manner. The expectations for this task are as follows:

- To make a European contribution with a panel of indicators linked to the SDGs, thereby maintaining UPV/EHU's vocation as an innovation benchmark, in this case in relation to Agenda 2030.
- To share the methodology with other universities, in a bid for consistency with transfer tasks and UPV/EHU's knowledge-sharing vocation.
- To provide transparent accountability of the progress made by UPV/EHU with regard to sustainable development.

2.2. Utilities of the panel of indicators as defined

UPV/EHU has reflected on its contribution to the SDGs in the years ahead and, in coherence with its *raison d'être* and its scope to take action, it has drawn up the *EHUagenda 2030 for sustainable development (2019-2025)* as a route map to bring the University's work into line by means of the IKD i³ educational model and the deployment of three sectoral plans: Campus Equality, Campus Inclusion and Campus Planet.

The panel of sustainable development indicators presented here complements the route map and contributes to it with the following utilities:

1. Following up EHUagenda 2030


- The panel of indicators will serve as a basis to draw up annual follow-up reports.
- In 2025 the panel of indicators, supplemented by the indicators considered in each sectoral plan and combined with the results of the assessment of the sectoral plans, will serve as a basis to conduct an in-depth assessment of compliance with EHUagenda 2030 and to establish milestones for 2025-2030.
- The combination of a strategy based on Agenda 2030 such as EHUagenda 2030, with a coherent panel of indicators linked to the SDGs, will enable UPV/EHU to produce a voluntary SDG contribution report, which will probably be one of the first such reports to be published by a University.

2. Comparability and benchmarking compared to other universities

- The panel of indicators can be used to compare data with other universities, provided they use a similar methodology.
- With the same utility, the possibility is considered of using the panel as a basis for mainstream rankings in order to draw comparisons with universities worldwide and pinpoint areas for improvement.

3. Socialising and publicising the SDGs among the university community

- When the panel has been made known to lecturers, the definition of the indicators will encourage and incentivise the inclusion of specific aspects of SDGs in syllabuses.
- Indicators relating to UPV/EHU's internal aspects as an organisation will encourage ad-



ministrative and services staff to determine and prioritise areas of improvement within the organisation.

- Information presented based on the SDGs will incentivise and motivate students to contribute in other aspects.
- Providing students with an initial approach to the SDGs by various means will increase the number of professional people in the years ahead who will be aware of the SDGs and can apply them in their own organisations.
- Information published as a communication will provide Basque society with information on the SDGs, which are increasingly socialised.
- Finally, in general, but especially with regard to indicators relating to the organisation, the information published will include a certain amount of traction to specify the contribution that organisation can make to the SDGs with companies and/or contractors offering services to UPV/EHU, and other administrations with which UPV/EHU works.

METHODOLOGY

A large number of the tasks carried out to define the panel of indicators called for **deskwork**, and **contrasts with several agents** at UPV/EHU that furnished the information required to define the calculation method, sources and data for the Indicators.

Some mention should be made of the importance of the **work session carried out with a reflection group**⁶ set up to this end. Many of the results set out below arose from discussions during the work session, which adopted an integral approach to consensuate and define the SDGs and the targets concerning UPV/EHU, and an agreement was produced with a preliminary draft of the panel of Indicators on the basis of a pre-selection carried out before the session.

There follow a number of **general considerations** that arose during the session and were considered extremely useful for an insight into the methodological steps taken subsequently:

1. UPV/EHU considers it can make a contribution to a number of SDGs..
2. Moreover, it can make a contribution to some of the targets concerned which comprise the SDGs. When identifying which targets constitute a reference for UPV/EHU or which targets make sense, their definitions should not be taken literally, and the emphasis should be placed on the areas they address and the specific goals they pursue.
3. The preliminary premise is that the main activities of teaching and research are linked to SDG 4, instead of breaking down these activities into the different SDGs. By way of an example, several SDGs refer to research in specific areas, but the decision was taken to centralise all issues concerning research in SDG 4, in view of the strong links to education.
4. When defining the indicators' units, it is considered important, where necessary, to include all the people making up the university community, and not only the students.
5. The general timeline for the indicators is considered to be the academic year instead of the calendar year, i.e. 1 September of a given year to 31 August of the following year. For indicators referring to calendar years, the first of the two years referring to the academic year concerned will be adopted.

The methodology used in this reflection group was implemented in the four steps shown in Figure 1.

⁶ The reflection group was composed of Idoia Fernández Fernández, Deputy Vice-Chancellor for Innovation, Social Commitment and Culture at UPV/EHU; Estibaliz Sáez de Cámara Oleaga, Head of Sustainability at UPV/EHU; Leyre Madariaga Gangoiti, Basque Government's Head of External Relations; Arantza Beitia Mendarozqueta, Head of Campus Development and External Relations, Álava Campus; Joseba Albizuri Irigoyen, Head of Campus Development, Bizkaia Campus; Ana San Martín Azofra, Head of Service, Gipuzkoa Campus; Gaizka Zulueta Roales, Architecture and Construction Service/Management at UPV/EHU; Idoia Hernández Pintor, Contracts and Procurement Service/Management at UPV/EHU; Alex Boto Basteguieta and María García Flecha of the Basque Government's Environmental Management Entity (IHOBÉ).

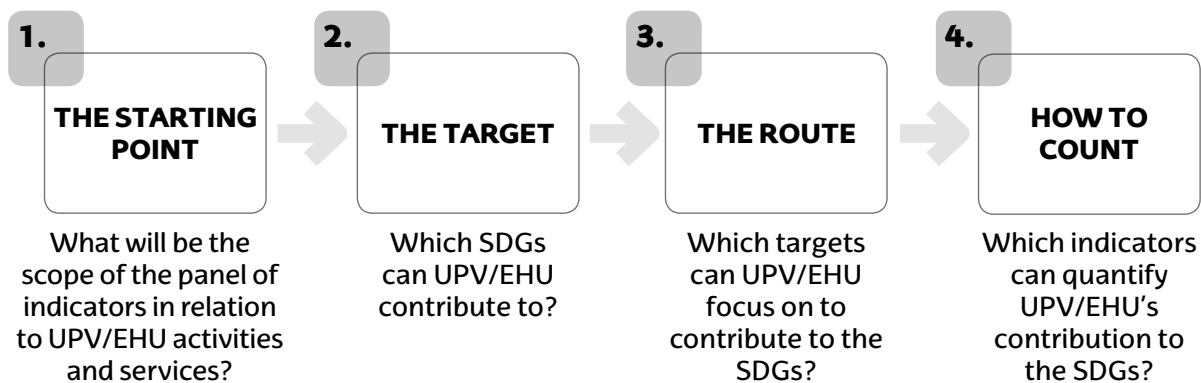


Figure 1. Work sequence in the reflection group set up to devise the panel.

There follows a more specific description of the steps taken, because we feel they may serve as a guide to similar processes at other universities or organisations.

1. The starting point.

What will be the scope of the panel of indicators in relation to UPV/EHU activities and services?

One of the key issues from the methodological point of view was to establish a starting point, defining the scope of the UPV/EHU activities and services to be analysed during the various phases of the process.

By way of a starting point, it was decided that the main UPV/EHU activities are those shown in Figure 2.






- 
TRAINING
 and **RESEARCH**
- 
- 
 Consideration will also be given to UPV/EHU's **TRANSFER** task as the agent driving the culture of sustainability and social commitment within the university community and in its relations with society.
- 
 UPV/EHU also constitutes per se an **ORGANISATION** of more than 50,000 people - students, teaching staff and non-teaching staff - three campuses in the Basque Country's three historical territories, and a large number of faculties and facilities with various types of activities in addition to education.
- 
 It is considered that **THE STUDENTS** are the central focus and the main recipients of all UPV/EHU activity and infrastructure.

Figure 2. Main UPV/EHU activities.

The outcome of this definition was to consider both the UPV/EHU's **training** and **research** activity and the university's **transfer** task in relation to society and, of course, the resources and the people forming part of the **organisation**.

2. The target.

Which SDGs can UPV/EHU contribute to?

In order to ascertain which SDGs the University of the Basque Country will make a contribution to in the years ahead, both the initiatives already in place and the goals and courses of action set out in ongoing plans have been mapped. They are shown in Table 1.

Sources consulted to map the initiatives which are already contributing to the SDGs	Ongoing plans analysed
<ul style="list-style-type: none"> · Development Cooperation Report - UPV/EHU. Academic year 2017/18. · Report by the Sustainability Department - UPV/EHU, 2017. 	<ul style="list-style-type: none"> · Strategic Plan - UPV/EHU (2018-2021) · Research Plan - UPV/EHU (2019-2022) · III Master Plan for the Basque Language (2018-2022) · EHU 2030 AGENDA, deploying three plans: <ul style="list-style-type: none"> · I Pilot environmental and health plan - UPV/EHU (2019-2025) · III Inclusion Plan - UPV/EHU (2019-2022) · III Plan for equality between women and men - UPV/EHU (2019-2022)

Table 1. Documents and plans analysed to ascertain which SDGs UPV/EHU will contribute to.

The analysis of which SDGs UPV/EHU will contribute to in the coming years focused on the goals and courses of action in the ongoing plans. The result of this analysis is shown in Table 2, which stipulates which SDG the University can contribute to through the implementation of the courses of action set out in the Plans.

Ongoing plans at UPV/EHU 2019	Strategic Plan UPV/EHU (2018-2021)	Research Plan UPV/EHU (2019-2022)	III Master Plan for the Basque Language (2018-2022)	I Pilot environmental and health plan UPV/EHU (2019-2025)	III Inclusion Plan UPV/EHU (2019-2022)	III Plan for equality between women and men. UPV/EHU (2019-2022)
 3 GOOD HEALTH AND WELL-BEING				●		
 4 QUALITY EDUCATION	●	●	●	●	●	●
 5 GENDER EQUALITY	●					●
 7 AFFORDABLE AND CLEAN ENERGY				●		
 8 DECENT WORK AND ECONOMIC GROWTH	●		●			
 9 INDUSTRY INNOVATION AND INFRASTRUCTURE		●		●		
 10 REDUCED INEQUALITIES					●	●
 11 SUSTAINABLE CITIES AND COMMUNITIES				●		
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION				●		
 13 CLIMATE ACTION				●		
 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	●			●		
 17 PARTNERSHIPS FOR THE GOALS	●					
 18 CULTURAL AND LINGUISTIC DIVERSITY	●	●	●			

Table 2. SDGs the University will contribute to through the implementation of the plans ongoing in 2019.

3. The route.

Which targets can UPV/EHU focus on to contribute to the SDGs?

When defining a *Panel of Sustainable Development Indicators*, it is essential to consider and define the major targets. Considering that Agenda 2030's 17 SDGs deploy a total of 169 targets, and that the university can make a contribution to some SDGs, but not all of them, the next step was to define which SDGs the University can contribute to, and the targets through which it can do so, since many of the targets are unrelated to the University's scope of activity.

In due consideration of the fact that UPV/EHU is already taking action as per its ongoing plans, the reflection group concluded that UPV/EHU can make a contribution to **13 SDGs** (12 of the 17 SDGs and 17+1) through **35 targets**, which are not considered literally, but are adopted as the reference targets in view of their scope and objectives. They are shown in Table 3.













SDGs and Targets concerning UPV/EHU			
3 GOOD HEALTH AND WELL-BEING 	3 targets < 3.4 3.5 3.C	10 REDUCED INEQUALITIES 	2 targets < 10.2 10.3
4 QUALITY EDUCATION 	5 targets < 4.3 4.4 4.5 4.7 4.a	11 SUSTAINABLE CITIES AND COMMUNITIES 	2 targets < 11.2 11.7
5 GENDER EQUALITY 	5 targets < 5.1 5.2 5.4 5.5 5.c	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 	4 targets < 12.3 12.4 12.5 12.7
7 AFFORDABLE AND CLEAN ENERGY 	2 targets < 7.2 7.3	13 CLIMATE ACTION 	1 target — 13.3
8 DECENT WORK AND ECONOMIC GROWTH 	3 targets < 8.3 8.5 8.8	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	3 targets < 16.6 16.7 16.a
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	2 targets < 9.4 9.5	17 PARTNERSHIPS FOR THE GOALS 	3 targets < 17.2 17.6 17.17

Table 3. United Nations SDGs and Targets concerning UPV/EHU.⁷

⁷ Underlined targets match the targets in the "Getting started with the SDGs in universities" Guide (SDSN) mentioned in the introduction to this document.

4. How to count.

Which indicators can quantify UPV/EHU's contribution to the SDGs?

When the SDGs the University contributes to had been identified and the targets concerned had been defined, a panel of indicators was defined to carry out a monitoring process in accordance with the reality of the universities.

Table 3 shows, in figures, the deployment of the United Nations' 17 SDGs and the deployment adapted to UPV/EHU.

There follows a table summarising the Indicators making up the UPV/EHU Panel of Sustainable Development Indicators, structured in accordance with each SDG.



Deployment of AGENDA 2030		
SDGs	17	12 And also 17+1 Guarantee linguistic and cultural diversity
TARGETS	169	35
INDICATORS	232	58

Table 4. Number of SDGs, Targets and Indicators for UPV/EHU.

UPV/EHU PANEL OF SUSTAINABLE DEVELOPMENT INDICATOR



3 GOOD HEALTH AND WELL-BEING

1. People in the university community involved in initiatives to promote healthy lifestyles.
2. People in the university community receiving assistance on health and wellness programmes.
3. Graduates in health-related professions.



4 QUALITY EDUCATION

4. Students enrolled.
5. Students in their first year at the University.
6. Academic offer (undergraduate qualifications, master's courses, doctorates and in-house qualifications).
7. Number of end-of-year projects contributing to SDGs.
8. Students graduating.
9. Number of theses contributing to SDGs.
10. Number of consolidated research groups contributing to SDGs.
11. Assessment of the competences received by graduates.
12. Student satisfaction with UPV/EHU.
13. Number of lecturers involved in innovative projects in connection with sustainability.



5 GENDER EQUALITY

14. Number of times the UPV/EHU gender violence protocol has been activated.
15. Percentage of women in charge of research groups.
16. Percentage of women in academic posts.
17. Percentage of female professors or full female lecturers with respect to the total.
18. Number of former postgraduates in feminist and gender studies.



7 AFFORDABLE AND CLEAN ENERGY

19. Production of renewable energies.
20. Percentage of energy used from renewable sources.
21. Percentage of heat facilities equipment with energy ratings A, B or C.
22. Percentage of buildings with level A, B or C energy efficiency certificates.



8 DECENT WORK AND ECONOMIC GROWTH

23. Number of spin-offs created.
24. Number of high-qualification jobs in companies created by the University.
25. Rate of employment of former students at three years.
26. Time elapsing up to the first job.
27. Percentage of UPV/EHU personnel with permanent contract.



- 28. GHG inventory.
- 29. Percentage of teaching centres with a plan to improve environmental performance.
- 30. Number of events certified with an environmental seal.
- 31. Number of patents or licences operated that contribute to SDGs.



- 32. Number of students assisted on inclusion schemes.
- 33. Number of students involved in solidarity activities (volunteer work).
- 34. Salary difference between employees earning the highest and the lowest remuneration.
- 35. Percentage of UPV/EHU personnel with a disability.



- 36. People in the university community regularly using sustainable means of transport (walking, cycling and public transport).
- 37. Number of bike parking spaces.
- 38. Percentage of the surface area of university campuses occupied by greenery and gardens.



- 39. Food waste.
- 40. Generation of hazardous waste in labs and workshops.
- 41. Generation of electrical and electronic waste.
- 42. Percentage of selective collection.
- 43. Generation of waste.
- 44. Percentage of tenders issued with ethical, social and environmental clauses.
- 45. Number of people graduating in studies relating to the environment.



- 46. Number of educational activities in connection with climate change.
- 47. Number of research activities in connection with climate change.



- 48. UPV/EHU transparency index.
- 49. Accountability.
- 50. Participation by the university community in decision-making.
- 51. Number of people at UPV/EHU providing special services in local, regional, national or European governments.



- 52. Number of student volunteers offering 0.7% of their enrolment fee to be used on university development cooperation projects.
- 53. Number of development cooperation projects.
- 54. Number of students involved in development cooperation projects.
- 55. Number of collective agreements with public authorities and social bodies.
- 56. UPV/EHU participation in networks in relation to sustainable development.



- 57. Percentage of ECTS credits offers in Basque on undergraduate courses.
- 58. Number of doctoral theses in Basque.

BASELINE: RESULTS, ACADEMIC YEAR 2017/18

Defining a panel of sustainable development indicators for UPV/EHU also called for the first specific measurement to be made. To carry out this measurement, we availed ourselves of data for the academic year 2017/18 as the baseline with respect to which information will be monitored, and levels of achievement assessed. Table 4 below provides a summary of the panel of indicators defined in coherence with the role of UPV/EHU in the SDGs and the data for the academic year 2017/18.

Some *considerations* concerning the panel for the academic year 2017/18:

- In general, data refer to the academic year, in this case 2017/18, but the data for some indicators refer to the calendar year, and in this case the reference year is the first year, in this case 2017. This is stipulated for each indicator.
- In cases in which the indicator is not an annual calculation, the latest data available are presented and a reference is made to the year in a note beneath the indicator title.
- In some cases, especially for new indicators, the data are not currently available. These indicators call for new procedures to gather the information, and they will be calculated for future academic years. These cases are marked "Unavailable".
- In general, references to people consider all the people making up the university community, i.e. lecturers and researchers, administrative and services staff and students.
- Annex I contains notes to the data shown for certain indicators.

ODS 3. Ensure healthy lives and promote well-being for all at all ages

1. People in the university community involved in initiatives to promote healthy lifestyles.	12,593	42.7 % female 57.3 % male
2. People in the university community receiving assistance on health and wellness programmes.	6,351	60.3 % female 39.7 % male
3. Graduates in health-related professions.	1,312	78.3 % female 21.6 % male

ODS 4. Ensure inclusive and quality education for all and promote lifelong learning

4. Students enrolled.	36,249	53 % female 47 % male
5. Students in their first year at the University.	8,762	54 % female 46 % male
6. Academic offer (undergraduate qualifications, master's courses, doctorates and in-house qualifications).	274	
7. Number of final-year projects contributing to SDGs.	95	47.3% female 52.7% male
8. Students graduating.	8,504	79% Grado 21% Máster 56.6 % female 43.4 % male
9. Number of theses contributing to SDGs.	5	4 female 1 male
10. Number of consolidated research groups contributing to SDGs.	10	
11. Assessment of the competences received by graduates.	6.6	
12. Student satisfaction with UPV/EHU.	6.8	
13. Number of lecturers involved in innovative projects in connection with sustainability.	137	49.6 % female 50.4 % male

ODS 5. Achieve gender equality and empower all women and girls

14. Number of persons requiring action on the UPV/EHU gender violence protocol	19	
15. Percentage of women in charge of research groups.	33%	
16. Percentage of women in academic posts.	47.4%	
17. Percentage of female professors or full female lecturers with respect to the total.	25.5%	
18. Number of former postgraduates on feminist and gender courses.	55	96.4 % female 3.6 % male

ODS 7. Ensure access to affordable, reliable, sustainable and modern energy for all

19. Production of renewable energies.	21.64 kWh/person-academic year
20. Percentage of energy used from renewable sources.	46%
21. Percentage of heat facilities equipment with energy ratings A, B or C.	Unavailable
22. Percentage of buildings with level A, B or C energy efficiency certificates	75.6%

ODS 8. Promote inclusive and sustainable economic growth, employment and decent work for all

23. Number of spin-offs created.	14	
24. Number of high-qualification jobs in companies created by the University.	32	35% female 65% male
25. Rate of employment of former students at three years.	83.2%	82.1 % female 84.6% male
26. Time elapsing up to the first job.	12 months	Female: 12 Male: 11
27. Percentage of UPV/EHU personnel with permanent contract.	44%	

ODS 9. Build resilient infrastructure, promote sustainable industrialisation and foster innovation

28. GHG inventory.	Unavailable
29. Percentage of teaching centres with a plan to improve environmental performance .	45%
30. Number of events certified with an environmental seal.	1
31. Number of patents or licences operated that contribute to SDGs.	10

ODS 10. Reduce inequality within and among countries

32. Number of students assisted on inclusion schemes.	789	56.9 % female 43.1 % male
33. Number of students involved in solidarity activities (volunteer work).	187	68.4 % female 31.5 % male
34. Salary difference between employees earning the highest and the lowest remuneration.	Unavailable	
35. Percentage of UPV/EHU personnel with a disability.	Unavailable	

ODS 11. Make cities and human settlements inclusive, safe, resilient and sustainable

36. People in the university community using sustainable means of transport on a daily basis (walking, cycling and public transport).	79.3%	Female: 79.5% Male: 78.9%
37. Number of bike parking spaces.	2 parking spaces for every 100 people	
38. Percentage of the surface area of university campuses occupied by greenery and gardens.	31.7%	

ODS 12. Ensure sustainable consumption and production patterns

39. Food waste.	Unavailable	
40. Generation of hazardous waste in labs and workshops.	69.847 t/calendar year 1.48 kg/person-year	
41. Generation of electrical and electronic waste.	22.337 t/calendar year 0.47 kg/person-year	
42. Percentage of selective collection.	42.1%	
43. Generation of waste.	8.78 kg/person-year	
44. Percentage of tenders issued with ethical, social and environmental clauses.	56%	
45. People graduating in studies relating to the environment.	213	56.3 % female 43.7 % male

ODS 13. Take urgent action to combat climate change and its impacts

46. Number of educational activities in connection with climate change.	2
47. Number of research activities in connection with climate change.	49 publications

ODS 16. Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective inclusive institutions at all levels with full accountability

48. UPV/EHU transparency index.	23	Category: Transparent. Compliance with at least 20 of the 26 transparency indicators in the "Compromiso y Transparencia" Foundation's ranking
49. Accountability.		
a. Percentage of annual management reports submitted by centres	100%	
b. Percentage of reports approved on the monitoring of degree qualifications	100%	
c. Percentage of service charters revised and updated	25%	
50. Participation by the university community in decision-making.	70.34% lecturers and researchers 60.35% administrative and services staff 5.04% students	
51. Percentage of UPV/EHU staff providing special services in local, regional or national governments	24	

ODS 17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development

52. Number of student volunteers offering 0.7% of their enrolment fee to be used on university development cooperation projects.	2,892	50.4 % female 49.6 % male
53. Number of development cooperation projects.	5	
54. Number of students involved in development cooperation projects.	297	78.8 % female 21.2 % male
55. Number of collective agreements with public authorities and social bodies.	180	
56. UPV/EHU participation in networks in relation to sustainable development.	4	

ODS 17+1. Guarantee linguistic and cultural diversity

57. Percentage of ECTS credits offers in Basque on undergraduate courses.	84%	
58. Number of doctoral theses in Basque.	28	64.3% female 35.7% male

Table 5. UPV/EHU Panel of Sustainable Development Indicators, academic year 2017/18.



METHODOLOGICAL DATA SHEETS FOR THE INDICATORS

The methodological data sheets for each of the indicators in the UPV/EHU *Panel of Sustainable Development Indicators* are set out below.





1. People in the university community involved in initiatives to promote healthy lifestyles

Definition

People from the university community who take part in the following initiatives at the behest of UPV/EHU:

Agroecological workshops, fruit lovers' week, events for days such as the World Anti-AIDS Day etc.).

- Sporting activities.
- Activities on the "EHU Saludable" health programme (which arose from UPV/EHU's participation in the Spanish Network of Healthy Universities (REUS), which encourages a number of activities to promote healthy lifestyles. Examples:

Unit	Number of people	Broken down into sexes	Yes
Source	Sport Services on all three campuses Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of people (women + men) in the university community involved in these initiatives, by academic year</p> <p>Broken down into sexes:</p> <ul style="list-style-type: none"> • Sum of women involved in these initiatives, by academic year/Sum of people (women + men) in the university community involved in these initiatives, by academic year. • Sum of men involved in these initiatives, by academic year/Sum of people (women + men) in the university community involved in these initiatives, by academic year. 		
SDG concerned	3. Ensure healthy lives and promote well-being for all at all ages.		
Meta(s) de referencia de Naciones Unidas	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.		



2. People in the university community receiving assistance on health and wellness programmes.

Definition

People in the university community receiving assistance from the following services, by academic year:

- Applied Psychology Service.
- Medical care by health staff.
- Odontology clinic.

Unit	Number of people	Broken down into sexes	Yes
Source	Applied Psychology Service Prevention Service Odontology Clinic	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of people (women + men) in the university community receiving assistance from these services, by academic year.</p> <p>Broken down into sexes:</p> <ul style="list-style-type: none"> • Sum of women receiving assistance from these services, by academic year/Sum of people (women + men) in the community receiving assistance from these services, by academic year. • Sum of men receiving assistance from these services, by academic year/Sum of people (women + men) in the community receiving assistance from these services, by academic year. <p>Mobility survey.</p>		
SDG concerned	3. Ensure healthy lives and promote well-being for all at all ages.		
United Nations Target(s) concerned	<p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.</p> <p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.</p>		



3. Graduates in health-related professions.

Definition

Total number of former students per academic year studying undergraduate qualifications, masters, doctorates and in-house qualifications in the HEALTH SCIENCES Group: Nursing, Pharmacy, Physiotherapy, Medicine, Human nutrition and Dietetics, Odontology and Psychology.

Unit	Number of people	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Undergraduate and Postgraduate Office	Regularity of the calculation	Annual
Calculation methodology	<p>Total number of former students studying the courses defined, either at the university's facilities or affiliated facilities.</p> <p>N.B.: Indicator relating to Indicator 3.ii in the "Times Higher Education University Impact Rankings v1.3"</p>		
SDG concerned	<p>3. Ensure healthy lives and promote well-being for all at all ages.</p>		
United Nations Target(s) concerned	<p>3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.</p>		



4. Students enrolled.

Definition

Total number of students enrolled on undergraduate and postgraduate courses.

Unit	Number of students	Broken down into sexes	Yes
Source	UPV/EHU Data Portal	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of students enrolled on undergraduate and postgraduate courses during the academic year:</p> <ul style="list-style-type: none"> • Sum of female students enrolled on undergraduate and postgraduate courses during the academic year/Sum of students enrolled on undergraduate and postgraduate courses during the academic year. • Sum of male students enrolled on undergraduate and postgraduate courses during the academic year/Sum of students enrolled on undergraduate and postgraduate courses during the academic year. <p>N.B.: Indicator relating to Indicator 8.iv in the “Times Higher Education University Impact Rankings v1.3”</p>		
SDG concerned	<p>4. Ensure inclusive and quality education for all and promote lifelong learning.</p>		
United Nations Target(s) concerned	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.</p>		



5. Students in their first year at the University.

Definition

Total number of students enrolling on a course at the University for the first time (undergraduate courses only).

Unit	Number of students	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Undergraduate and Postgraduate Office	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of students enrolling on a course at the University for the first time (undergraduate courses only) during the academic year:</p> <ul style="list-style-type: none"> • Sum of female students enrolling on a course at the University for the first time (undergraduate courses only) during the academic year/Sum of students enrolling on a course at the University for the first time (undergraduate courses only) during the academic year. • Sum of male students enrolling on a course at the University for the first time (undergraduate courses only) during the academic year/Sum of students enrolling on a course at the University for the first time (undergraduate courses only) during the academic year. <p>N.B.: these are independent of the access procedure (pre-enrolment, transfers and adaptations). UPV/EHU NAME for DEGREE: enrolment of new additions to the survey. Both the university's facilities and affiliated facilities are considered. N.B.: Indicator relating to Indicators 4.iv and 5.ii in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	<p>4. Ensure inclusive and quality education for all and promote lifelong learning.</p>		
United Nations Target(s) concerned	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p>		



6. Academic offer (undergraduate qualifications, master’s courses, doctorates and in-house qualifications).

Definition

Total number of courses offered by academic year, including undergraduate qualifications, master’s courses, doctorates and in-house qualifications.

Unit	Undergraduate qualifications, master’s courses, doctorates and in-house qualifications	Broken down into sexes	Not applicable
Source	UPV/EHU Data Portal	Regularity of the calculation	Annual
Calculation methodology	Sum of the qualifications available under “Academic offer”: Undergraduate qualifications, master’s courses, doctorates and in-house qualifications		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		
United Nations Target(s) concerned	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.		



7. Number of final-year projects contributing to SDGs.

Definition

Number of final-year projects contributing to SDGs.

Unit	Number of final-year projects	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of various initiatives:</p> <ul style="list-style-type: none"> • Those presented at the UPV/EHU Student Congress "Our final-year projects transform the world". • Prize competitions for inclusion of the gender perspective (Aculodi and Goyri). • Final-year projects on the Campus Bizia Lab Programme, OCEAN i³ Programme, Gaztenpatia, Aculodi or other programmes making a contribution to the SDGs, by academic year, and broken down into sexes. 		
SDG concerned	<p>4. Ensure inclusive and quality education for all and promote lifelong learning.</p>		
United Nations Target(s) concerned	<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</p>		



8. Students graduating.

Definition

Total number of students enrolled on undergraduate and master courses.

Unit	Number of students	Broken down into sexes	Yes
Source	UPV/EHU Data Portal Deputy Vice-Chancellor's Undergraduate and Postgraduate Office	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of students graduating on undergraduate and master courses during the academic year:</p> <p>Broken down into sexes:</p> <ul style="list-style-type: none"> • Sum of female students graduating on undergraduate and master courses during the academic year/Sum of students graduating on undergraduate and master courses during the academic year. • Sum of male students graduating on undergraduate and master courses during the academic year/Sum of students graduating on undergraduate and master courses during the academic year. <p>Broken down into undergraduate and master courses:</p> <ul style="list-style-type: none"> • Sum of students graduating on undergraduate courses during the academic year/Sum of students graduating on undergraduate and master courses during the academic year. • Sum of students graduating on master courses during the academic year/Sum of students graduating on undergraduate and master courses during the academic year. <p>N.B.: Indicator relating to Indicators 4.ii and 5.v in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		
United Nations Target(s) concerned	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.		



9. Number of theses contributing to the Sustainable Development Goals.

Definition

Number of theses defended that make a contribution to the Sustainable Development Goals.

Unit	Number	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Research	Regularity of the calculation	Annual
Calculation methodology	<p>At present the calculation method is as follows: In the link of theses defended: https://www.ehu.eus/es/web/estudiosdeposgrado-graduondokoikasketak/defendatutako-tesiak.</p> <ol style="list-style-type: none"> 1. Consideration will be given to doctoral theses defended between September 2017 and August 2018 (all areas). [warning! There may be more than one page in each area]. 2. To conduct a search: <ol style="list-style-type: none"> a. Select the search option for this site, "Buscar/ En este sitio web" Search for keywords one by one (sustainable development, sustainability, Agenda 2030) b. Search for keywords one by one . c. Include only the theses defended between the dates stipulated (September 2017 - August 2018), and check titles to confirm that they contribute to the SDGs. 3. After the search, count and identify (with titles) the theses considered. <p>In Future, the procedure for counting theses contributing to the SDGs will attempt to add a direct question to the protocol relating to defence of theses.</p>		
SDG concerned	<p>4. Ensure inclusive and quality education for all and promote lifelong learning.</p>		



10. Number of consolidated research groups contributing to the Sustainable Development Goals.

Definition

Number of consolidated research groups in connection with Sustainable Development during the academic year.

Unit	Number	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Research Deputy Vice-Chancellor's Office for Scientific Development and Transfer	Regularity of the calculation	Annual
Calculation methodology	<p>At present the calculation method is as follows: In the links for consolidated research groups:</p> <ul style="list-style-type: none"> a. By location: https://www.ehu.eus/es/web/enpresa/transferentzia-eta-berrikuntza-eskaintza-kokapenaren-arabera. b. By area of knowledge: https://www.ehu.eus/es/web/enpresa/transferentzia-eta-berrikuntza-eskaintza-arloaren-arabera. <p>To conduct a search:</p> <ol style="list-style-type: none"> 1. Select the search option for this site, "Buscar/ En este sitio web". 2. Search for keywords one by one (sustainable development, sustainability, Agenda 2030). 3. Count the groups listed, since these are understood to be active and consolidated. 4. These are counted whenever the keywords appear in the title or in the keywords identified by the group. 5. After the search, count and identify (with titles) those considered. <p>In the Future a mechanism will be added for rapid identification.</p>		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		



11. Assessment of the competences received by graduates.

Definition

Assessment of teaching by graduates, as part of the Lanbide survey, including:

Teaching:

- Theoretical training.
- Practical training (at the University).
- In situ work at a company.
- Linguistic policy (offer of Basque-Spanish).
- Useful for acquiring scientific-humanistic skills.
- Useful for finding a job.

Unit	Index 1-10	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	Average value of items with data in the TEACHING/ENSEÑANZA subsection of Chapter V. Assessment of the University/Valoración de la Universidad in the Lanbide survey.		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		



12. Student satisfaction with UPV/EHU.

Definition

Assessment of the University by graduates, as part of the Lanbide survey, including:

Lecturing Staff:

- Pedagogical capacity.
- Knowledge of lecturers.
- Accessibility.

Teaching:

- Theoretical training.
- Practical training (at the University).
- In situ work at a company.
- Linguistic policy (offer of Basque-Spanish).
- Useful for acquiring scientific-humanistic skills.
- Useful for finding a job.

Facilities and Equipment:

- Classrooms for practicals and labs.
- IT rooms.
- Libraries and study rooms.
- Accesses and transport.
- Cafeteria and refectory.

Other Services:

- University administrative service.
- Other services (sport, university guidance service, accommodation etc.).

Unit	Index 1-10	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	Average value of items with data in Chapter V. Assessment of the University/Valoración de la Universidad in the Lanbide survey.		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		



13. Number of lecturers involved in innovative projects in connection with sustainability.

Definition

Number of lecturers involved in innovative projects in connection with sustainability.

Unit	Number of lecturers	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	Number of lecturers involved in educational innovation projects on "Education for sustainability", on the Campus Bizia Lab Programme, the OCEAN i ³ Programme and other innovative initiatives in connection with sustainability.		
SDG concerned	4. Ensure inclusive and quality education for all and promote lifelong learning.		
United Nations Target(s) concerned	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.		



14. Number of times the UPV/EHU gender violence protocol has been activated.

Definition

Number of times the UPV/EHU gender violence protocol has been applied .

Unit	Number of people	Broken down into sexes	Yes
Source	Equality Department	Regularity of the calculation	Annual
Calculation methodology	<p>Number of times the gender violence protocol has been applied and the person concerned has granted consent.</p> <p>N.B.: Only one incident per person is counted.</p>		
SDG concerned	5. Achieve gender equality and empower all women and girls.		
United Nations Target(s) concerned	5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.		



15. Percentage of women in charge of research groups.

Definition

Percentage of female chief researchers with respect to the total number of chief researchers during the academic year.

Unit	%	Broken down into sexes	Not applicable
Source	Equality Department	Regularity of the calculation	Annual
Calculation methodology	Number of female chief researchers at the end of the academic year/ Number of chief researchers at the end of the academic year.		
SDG concerned	5. Achieve gender equality and empower all women and girls.		
United Nations Target(s) concerned	5.1 End all forms of discrimination against all women and girls everywhere. 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.		



16. Percentage of women in academic posts.

Definition

Percentage of women with respect to the total number of women and men in academic posts during the academic year.

Unit	%	Broken down into sexes	Not applicable
Source	Equality Department	Regularity of the calculation	Annual
Calculation methodology	Number of women in academic posts at the end of the academic year/Number of women and men in academic posts at the end of the academic year.		
SDG concerned	5. Achieve gender equality and empower all women and girls.		
United Nations Target(s) concerned	<p>5.1 End all forms of discrimination against all women and girls everywhere.</p> <p>5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.</p>		



17. Percentage of female professors or full female lecturers with respect to the total.

Definition

Percentage of female professors or full female lecturers with respect to the total number of female and male professors or full lecturers during the academic year.

Unit	%	Broken down into sexes	Not applicable
Source	Equality Department	Regularity of the calculation	Annual
Calculation methodology	Number of female professors or full female lecturers at the end of the academic year/Number of female and male professors or full lecturers at the end of the academic year.		
SDG concerned	5. Achieve gender equality and empower all women and girls.		
United Nations Target(s) concerned	<p>5.1 End all forms of discrimination against all women and girls everywhere.</p> <p>5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.</p>		



18. Number of former postgraduates on feminist and gender courses.

Definition

Number of former postgraduates from the academic year on courses directly related to feminist and gender studies.

Unit	Number of people	Broken down into sexes	Yes
Source	Equality Department	Regularity of the calculation	Annual
Calculation methodology	Number of former postgraduates on feminist and gender courses and on the Master in Equality between Women and Men: Equality Agents.		
SDG concerned	5. Achieve gender equality and empower all women and girls.		
United Nations Target(s) concerned	All of them.		



19. Production of renewable energies.

Definition

Total production during the academic year of in-house renewable energy facilities (mini-wind plants (<100 kW), solar photovoltaic, solar thermal, mini-hydraulic units, biomass, geothermal units, biogas).

Unit	kWh/person-academic year	Broken down into sexes	Not applicable
Source	Architecture and Construction Service	Regularity of the calculation	Annual
Calculation methodology	Sum of production of in-house renewable energy facilities during the academic year/Sum of people making up the university community. N.B.: Rentals of roofs or other facilities/property to third parties are excluded.		
SDG concerned	7. Ensure access to affordable, reliable, sustainable and modern energy for all.		
United Nations Target(s) concerned	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix.		



20. Percentage of energy used from renewable sources.

Definition

Percentage of energy used from renewable sources.

Unit	%	Broken down into sexes	Not applicable
Source	Architecture and Construction Service	Regularity of the calculation	Annual
Calculation methodology	Consumption of energy from renewable energies (direct production or by means of suppliers) during the academic year/Total consumption of energy during the academic year.		
SDG concerned	7. Ensure access to affordable, reliable, sustainable and modern energy for all.		
United Nations Target(s) concerned	7.2 By 2030, increase substantially the share of renewable energy in the global energy mix.		



21. Percentage of heat facilities equipment with energy ratings A, B or C.

Definition

Percentage of facilities with energy ratings A, B or C for equipment regulated by heat facilities (heating, domestic hot water and air conditioning).

Unit	%	Broken down into sexes	Not applicable
Source	Architecture and Construction Service	Regularity of the calculation	Annual
Calculation methodology	Sum of facilities with energy ratings A, B or C for equipment regulated by heat facilities (heating, domestic hot water and air conditioning)/ Total facilities regulated by heat facilities.		
SDG concerned	7. Ensure access to affordable, reliable, sustainable and modern energy for all.		
United Nations Target(s) concerned	7.3 By 2030, double the global rate of improvement in energy efficiency.		



22. Percentage of buildings with level A, B or C energy efficiency certificates.

Definition

Percentage of buildings with certificates for energy efficiency appraised as A, B or C with respect to the total number of buildings with energy efficiency certificates.

Unit	%	Broken down into sexes	Not applicable
Source	Architecture and Construction Service	Regularity of the calculation	Annual
Calculation methodology	Number of buildings with A, B or C certificates/Total number of buildings with energy certificates.		
SDG concerned	7. Ensure access to affordable, reliable, sustainable and modern energy for all.		
United Nations Target(s) concerned	7.3 By 2030, double the global rate of improvement in energy efficiency.		



23. Number of spin-offs created.

Definition

Companies created at the university by the researchers themselves in order to transform the results and knowledge obtained from research into products and technology with high added value.

Unit	Number	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Scientific Development and Transfer	Regularity of the calculation	Annual
Calculation methodology	<p>Data are for the calendar year.</p> <p>N.B.: Indicator relating to Indicator 9.iii in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	<p>8. Promote inclusive and sustainable economic growth, employment and decent work for all.</p>		
United Nations Target(s) concerned	<p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro-, small- and medium-sized enterprises, including through access to financial services.</p>		



24. High-qualification jobs in companies created by the university, considering only those where the promoters themselves have become executives.

Definition

The criterion is that high-qualification jobs are not included if they are not executives.

Unit	Number	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Scientific Development and Transfer	Regularity of the calculation	Annual
Calculation methodology	<p>N.B.: On this occasion, data have been extracted from the period 2015-2018, and the data are approximate because there is no annual monitoring.</p> <p>The data available for 3 years (96 jobs) have been divided in 3.</p>		
SDG concerned	<p>8. Promote inclusive and sustainable economic growth, employment and decent work for all.</p>		
United Nations Target(s) concerned	<p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro-, small- and medium-sized enterprises, including through access to financial services.</p>		



25. Rate of employment of former students at three years.

Definition

Percentage of former students interviewed who are in paid employment or are working.

Unit	%	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	<p>Data from the Lanbide survey (CATI).</p> <p>Sum of people interviewed (women + men) who are in paid employment or are working/Total number of people interviewed.</p> <p>The breakdown into sexes means that what is presented is the employment rate for women and the employment rate for men.</p>		
SDG concerned	<p>8. Promote inclusive and sustainable economic growth, employment and decent work for all.</p>		
United Nations Target(s) concerned	<p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.</p>		



26. Time elapsing up to the first job.

Definition

Time elapsing from completion of studies to the first job.

Unit	Months	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	<p>Data from the Lanbide survey (CATI).</p> <p>Sum of months from completion of studies and commencement of jobhunting until the first job is found by the former student interviewed.</p> <p>The breakdown into sexes means that what is presented is the data for women and for men.</p>		
SDG concerned	<p>8. Promote inclusive and sustainable economic growth, employment and decent work for all.</p>		
United Nations Target(s) concerned	<p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.</p>		



27. Percentage of UPV/EHU personnel with permanent contract.

Definition

Percentage of UPV/EHU personnel with permanent contract.

Unit	%	Broken down into sexes	No
Source	General Secretariat	Regularity of the calculation	Annual
Calculation methodology	<p>N.B.: Indicator relating to Indicator 8.v in the “Times Higher Education University Impact Rankings v1.3”, although it is not an exact match because it considers contracts with a term exceeding 24 months. If it were calculated in this way, it would be much higher at UPV/EHU: > 60%.</p> <p>N.B.: no breakdown by sexes available.</p>		
SDG concerned	<p>8. Promote inclusive and sustainable economic growth, employment and decent work for all.</p>		
United Nations Target(s) concerned	<p>8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.</p>		



28. GHG inventory.

Definition

Greenhouse gas emissions by UPV/EHU per person in the university community and per academic year. Scopes 1 and 2.

Unit	t CO2e/person-academic year	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	Inventory.		
SDG concerned	9. Build resilient infrastructure, promote sustainable industrialisation and foster innovation.		
United Nations Target(s) concerned	9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.		



29. Percentage of teaching centres with a plan to improve environmental performance.

Definition

Percentage of teaching centres with structures (plan and/or improvement groups) in relation to the improvement of environmental performance.

Unit	%	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	<p>Teaching centres with structures (plan and/or improvement groups) in relation to the improvement of environmental performance/Total number of teaching centres.</p> <p>NB: Improvement of environmental performance entails improvement in the results of the centre's environmental indicators. Consideration will be given to centres which, either through improvement groups or because they make plans for environmental improvements, carry out specific initiatives which lead to results with improvements.</p> <p>Report by the Sustainability Department.</p>		
SDG concerned	<p>9. Build resilient infrastructure, promote sustainable industrialisation and foster innovation.</p>		
United Nations Target(s) concerned	<p>9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.</p>		



30. Number of events certified with an environmental seal.

Definition

Number of events held during the academic year certified with an environmental seal ("Erronka Garbia").

Unit	Number	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	Report by the Sustainability Department.		
SDG concerned	9. Build resilient infrastructure, promote sustainable industrialisation and foster innovation.		
United Nations Target(s) concerned	9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.		



31. Number of patents or licences operated that contribute to Sustainable Development Goals.

Definition

Number of patents or licences either owned or obtained by decisive factors in relation to sustainable development during the academic year.

Unit	Number	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Scientific Development and Transfer	Regularity of the calculation	Annual
Calculation methodology	When considering those which make a contribution to the SDGs, the complete list is examined, and those which obviously make no contribution are discarded. Data are for the calendar year.		
SDG concerned	9. Build resilient infrastructure, promote sustainable industrialisation and foster innovation.		
United Nations Target(s) concerned	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending.		



32. Number of students assisted on inclusion schemes.

Definition

Number of students assisted on inclusion schemes.

Unit	Number of students	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Students and Employability Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	The following will be considered: students on the "Arrakasta" programmes (in protected flats or on programmes arranged by the Provincial Councils), students receiving aid from the social fund, students with special educational support or disabilities, students in a situation of international protection and students requiring psychological care.		
SDG concerned	10. Reduce inequality within and among countries.		
United Nations Target(s) concerned	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.		



33. Number of students involved in solidarity activities (volunteer work)

Definition

Number of students requesting optional credits for solidarity and cooperation activities, or for participation in other volunteer initiatives.

Unit	Number of students	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	Number of students requesting optional credits for solidarity and cooperation activities, or for participation in other volunteer initiatives (self-managed), per academic year.		
SDG concerned	10. Reduce inequality within and among countries.		
United Nations Target(s) concerned	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.		



34. Salary difference between employees earning the highest and the lowest remuneration.

Definition

Pending definition, depending on the calculation method.

Unit	Pending	Broken down into sexes	Pending definition
Source	Management Deputy Vice-Chancellor's Office for Lecturers and Researchers	Regularity of the calculation	Annual
Calculation methodology	<p>Only full-time staff will be considered</p> <p>Lecturers and Researchers.</p> <p>Administrative and services staff.</p>		
SDG concerned	10. Reduce inequality within and among countries.		
United Nations Target(s) concerned	<p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.</p>		



35. Percentage of UPV/EHU personnel with a disability.

Definition

Unit	%	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Students and Employability	Regularity of the calculation	Annual
Calculation methodology	N.B.: Indicator relating to Indicator 10.v in the "Times Higher Education University Impact Rankings v1.3".		
SDG concerned	10. Reduce inequality within and among countries.		
United Nations Target(s) concerned	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.		



36. People in the university community using sustainable means of transport on a daily basis (walking, cycling and public transport).

Definition

Percentage of the university community using sustainable means of transport on a daily basis (walking, cycling and public transport).

Unit	%	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	<p>Survey on mobility habits.</p> <p>Sum of people (women + men) who responded to the survey and stated that they walk, ride a bicycle or use public transport (bus, metro, train)/ Total number of people (women + men) who responded to the survey.</p> <p>Broken down into sexes:</p> <ul style="list-style-type: none"> • Sum of women who stated that they walk, ride a bicycle or use public transport (bus, metro, train)/Total number of women who responded to the survey. • Sum of men who stated that they walk, ride a bicycle or use public transport (bus, metro, train)/Total number of men who responded to the survey. 		
SDG concerned	11. Make cities and human settlements inclusive, safe, resilient and sustainable.		
United Nations Target(s) concerned	11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.		



37. Number of bike parking spaces.

Definition

Number of bike parking spaces for every 100 people in the university community.

Unit	Spaces/100 people	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Innovation, Social Commitment and Culture	Regularity of the calculation	Annual
Calculation methodology	Sum of bike parking spaces in the various areas of the three UPV/EHU campuses/Sum of people in the UPV/EHU university community x 100. Mobility diagnosis.		
SDG concerned	11. Make cities and human settlements inclusive, safe, resilient and sustainable.		
United Nations Target(s) concerned	11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.		



38. Percentage of the surface area of university campuses occupied by greenery and gardens.

Definition

Campus surface area occupied by greenery and gardens. This would include greenery, gardens and plant decoration.

Unit	%	Broken down into sexes	Not applicable
Source	Architecture and Construction Service	Regularity of the calculation	Annual
Calculation methodology	Total surface area occupied by greenery, gardens and plant decoration/ Total surface area of the university.		
SDG concerned	11. Make cities and human settlements inclusive, safe, resilient and sustainable.		
United Nations Target(s) concerned	11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.		



39. Food waste.

Definition

Amount of food wasted during the academic year in UPV/EHU refectories and cafeterias.

Unit	kg/person in the university community (pending definition)	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	
Calculation methodology	This would have to be assessed in a survey to quantify and characterise food waste. The calculation method is pending definition, and this will be one of the objectives of the survey to be conducted. The survey could begin at the Leioa Catering School and refectories. For refectories and cafeterias granted as concessions, it should be borne in mind that stipulations could be added to the tender specifications.		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses.		



40. Generation of hazardous waste in labs and workshops.

Definition

Amount of hazardous waste generated in university labs and workshops and other university facilities.

Unit	t/ calendar year kg /person in the university community and calendar year	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	<p>Total amount of hazardous waste generated, included that generated in labs and workshops: (chemical, sanitary and radioactive waste and experimentation animals).</p> <p>NB: This indicator will be furnished by calendar years, not academic years.</p>		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	<p>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimise their adverse impacts on human health and the environment.</p>		



41. Generation of electrical and electronic waste.

Definition

Amount of electrical and electronic waste.

Unit	t/ calendar year kg /person in the university community and calendar year	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	Total electrical and electronic waste generated at the university. NB: This indicator will be furnished by calendar years, not academic years.		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimise their adverse impacts on human health and the environment.		

42. Percentage of selective collection.

Definition

Percentage by mass of waste similar to waste of domestic origin that is collected selectively. The following categories will be considered: paper/cardboard, glass, plastic and packaging etc.

Unit	%	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Two-yearly
Calculation methodology	<p>Source: Information sent for the INE 2017 survey.</p> <p>Each UPV/EHU Campus has a different method for collecting non-hazardous waste, but there are facilities at all Campuses to manage waste selectively, because there are different containers for each type of waste. However, it is difficult to gauge how much waste is generated, or the percentage that is collected selectively, because Gasteiz, Donostia, Bilbao, Portugalete and Eibar have urban containers next to the housing around the Campuses.</p> <p>N.B.: Indicator relating to Indicator 12.iii in the “Times Higher Education University Impact Rankings v1.3”.</p>		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.		



43. Generation of waste.

Definition

Amount of waste similar to waste of domestic origin that is generated.

Unit	kg/person-academic year	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Two-yearly
Calculation methodology	<p>Information sent for the INE 2017 survey.</p> <p>N.B.: it is assumed there are 48,908 people in the community.</p> <p>N.B.: Indicator relating to Indicator 12.iii in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.		



44. Percentage of tenders issued with ethical, social and environmental clauses.

Definition

Percentage of tenders containing ethical, social and environmental clauses with respect to the total annual number of tenders published.

Unit	%	Broken down into sexes	Not applicable
Source	Contracts and Purchases Service	Regularity of the calculation	Annual
Calculation methodology	<p>This refers to amounts in contracts exceeding 15,000.00 €, which are administered by the Contracts and Purchases Service.</p> <p>N.B.: this excludes management of minor purchases (amounts equal to or less than 15,000.00 €). It is delegated to those in charge of each organic section of the budget, and no centralised record of these data is in place to date.</p>		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities.		



45. People graduating in studies relating to the environment.

Definition

Number of graduates and postgraduates in studies relating to the environment.

Unit	Number	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Undergraduate and Postgraduate Office	Regularity of the calculation	Annual
Calculation methodology	<p>Number of graduates and postgraduates in the followin:</p> <ul style="list-style-type: none"> • Undergraduate course in biology. • Undergraduate course in environmental sciences. • Undergraduate course in geology. <p>Postgraduate course in:</p> <ul style="list-style-type: none"> • Environmental agrobiology. • Biodiversity, operation and management of ecosystems. • Environmental pollution and toxicology. • Quaternary: environmental changes and human footprint. • Erasmus Mundus in environmental issues and marine resources. • Erasmus Mundus marine biological resources. • Landscape management. Heritage, territory and cities. 		
SDG concerned	12. Ensure sustainable consumption and production patterns.		
United Nations Target(s) concerned	<p>12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimise their adverse impacts on human health and the environment.</p>		



46. Number of educational activities in connection with climate change.

Definition

Education activities specifically focusing on climate change.

Unit	Activities	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	Consideration should be given to whether to use the sum of the information in the next sustainability report as the calculation method.		
SDG concerned	13. Take urgent action to combat climate change and its impacts.		
United Nations Target(s) concerned	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.		



47. Number of research activities in connection with climate change.

Definition

Scientific publications in leading publications addressing the problem of climate change.

Unit	Publications	Broken down into sexes	Not applicable
Source	Library	Regularity of the calculation	Annual
Calculation methodology	<p>Search in databases for scientific publications with 'climate change' as the title or keyword.</p> <p>N.B.: The search is limited to the 2017 WoS database, and completed with Scopus references.</p>		
SDG concerned	13. Take urgent action to combat climate change and its impacts.		
United Nations Target(s) concerned	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.		



48. UPV/EHU transparency index.

Definition

Universities' transparency index, promoted by the "Compromiso y Transparencia" Foundation.
<https://www.compromisoytransparencia.com/categorias-informes/universidades-publicas>.

Unit	Index	Broken down into sexes	Not applicable
Source	Compromise and Transparency Foundation	Regularity of the calculation	Annual
Calculation methodology	<p>https://www.compromisoytransparencia.com/indicadores/universidad-del-pais-vasco</p> <p>2016 data.</p> <p>Transparency categories.</p> <p>Transparent: This group is composed of universities that comply with at least 20 of the 26 transparency indicators, which must include the financial statements and the audit report.</p> <p>Translucent: This group is composed of universities that comply with at least 15 of the 26 transparency indicators.</p> <p>Opaque: This group is composed of universities that comply with at least 15 indicators.</p>		
SDG concerned	<p>16. Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective inclusive institutions at all levels with full accountability.</p>		
United Nations Target(s) concerned	<p>16.6 Develop effective, accountable and transparent institutions at all levels.</p>		



49. Accountability

a-Percentage of annual management reports submitted by centres.

b-Percentage of reports approved on the monitoring of degree qualifications.

c-Percentage of service charters revised and updated.

Definition

Number of public, official, annual documents that must be presented by the UPV/EHU centres and administrative units concerning management of the centres and qualifications (and the services provided by the university).

Unit	% management reports % monitoring reports % service charters	Broken down into sexes	Not applicable
Source	Institutional Assessment and Quality Service	Regularity of the calculation	Annual
Calculation methodology	<p>Total number of monitoring self-reports on qualifications (undergraduate, master and doctorate) approved during the academic year on University Boards/Total number of qualifications (undergraduate, master and doctorate).</p> <p>Total number of annual centre management reports approved during the academic year/Total number of centres.</p> <p>Nº of service charters revised and updated during the academic year/ Total number of services.</p>		
SDG concerned	<p>16. Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective inclusive institutions at all levels with full accountability.</p>		
United Nations Target(s) concerned	<p>16.6 Develop effective, accountable and transparent institutions at all levels.</p>		



50. Participation by the university community in decision-making.

Definition

Level of participation by the university community in the University's internal elections (chancellor, centre directors and students' council).

Unit	% lecturers and researchers % administrative and services staff % students	Broken down into sexes	No
Source	General Secretariat	Regularity of the calculation	Annual
Calculation methodology	<p>N.B. 1: At present no aggregated data are available for the elections stipulated in the definition. This first round of data includes the percentage participation in the chancellor elections in 2016.</p> <p>N.B. 2: "Lecturers and researchers" contain data from sector A (permanent lecturers and researchers), B (non-permanent doctor lecturers and researchers) and C (other lecturers and researchers). The average was taken for sectors A and B.</p>		
SDG concerned	<p>16. Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective inclusive institutions at all levels with full accountability.</p>		
United Nations Target(s) concerned	<p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.</p>		



51. UPV/EHU staff providing special services in local, regional, national or European governments.

Definition

Considering staff on leave in administrative posts.

Unit	Number	Broken down into sexes	Yes
Source	Management Deputy Vice-Chancellor's Office for Lecturers and Researchers	Regularity of the calculation	Annual
Calculation methodology	<p>N.B.: This excludes those in a situation of special services because they are working part-time at UPV/EHU.</p> <p>N.B.: Indicator relating to Indicator 16.iii in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	<p>16. Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and build effective inclusive institutions at all levels with full accountability.</p>		
United Nations Target(s) concerned	<p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.</p>		



52. Number of student volunteers offering 0.7% of their enrolment fee to be used on university development cooperation projects.

Definition

Number of student volunteers offering 0.7% of their enrolment fee to be used on university development cooperation projects.

Unit	Number of students	Broken down into sexes	Yes
Source	Development Cooperation Office	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of students (women + men) requesting the allocation of 0.7% of their enrolment fee to be used on university development cooperation projects.</p> <p>Broken down into sexes:</p> <ul style="list-style-type: none"> • Sum of female students requesting the allocation of 0.7% of their enrolment fee to be used on university development cooperation projects/ Sum of students (women+ men) requesting the allocation of 0.7% of their enrolment fee to be used on university development cooperation projects. • Sum of male students requesting the allocation of 0.7% of their enrolment fee to be used on university development cooperation projects/Sum of students (women+ men) requesting the allocation of 0.7% of their enrolment fee to be used on university development cooperation projects. 		
SDG concerned	17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development.		
United Nations Target(s) concerned	17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries.		



53. Number of development cooperation projects.

Definition

Number of ongoing development cooperation projects.

Unit	Number	Broken down into sexes	Not applicable
Source	Development Cooperation Office	Regularity of the calculation	Annual
Calculation methodology	<p>Sum of ongoing development cooperation projects.</p> <p>N.B.: Consideration is given to projects subsidised by UPV/EHU and to those funded by external organisations, but backed-managed by UPV/EHU.</p>		
SDG concerned	<p>17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development.</p>		
United Nations Target(s) concerned	<p>17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism.</p>		



54. Number of students involved in development cooperation projects.

Definition

Number of students involved in development cooperation projects.

Unit	Number of students	Broken down into sexes	Yes
Source	Development Cooperation Office	Regularity of the calculation	Annual
Calculation methodology	<p>Number of students involved in monographic Cooperation Development courses, the university practicums programme and final-year projects on development cooperation, the Gaztenpatia Programme and other development cooperation programmes.</p> <p>N.B.: This indicator excludes volunteer activities, because these are considered in another indicator, and technically they do not constitute Development Cooperation (in Southern countries).</p>		
SDG concerned	<p>17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development.</p>		
United Nations Target(s) concerned	<p>17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism.</p>		



55. Number of collective agreements with public authorities and social bodies.

Definition

Number of collective agreements ongoing with public authorities and social bodies.

Unit	Collective agreements	Broken down into sexes	Not applicable
Source	General Secretariat	Regularity of the calculation	Annual
Calculation methodology	<p>Consideration will be given to all current collective agreements with public authorities and social entities, regardless of the scope of the agreement.</p> <p>2017 data.</p> <p>N.B.: Indicator relating to Indicator 17.ii in the "Times Higher Education University Impact Rankings v1.3".</p>		
SDG concerned	17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development.		
United Nations Target(s) concerned	17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.		



56. UPV/EHU participation in networks in relation to sustainable development.

Definition

Number of sustainable development networks in which UPV/EHU is involved.

Unit	Number	Broken down into sexes	Not applicable
Source	Sustainability Department	Regularity of the calculation	Annual
Calculation methodology	N.B.: Only those with a specific sustainable development work group are considered.		
SDG concerned	17. Boost the means of implementation and revitalise the Global Partnership for Sustainable Development.		
United Nations Target(s) concerned	17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.		



57. Percentage of ECTS credits offers in Basque on undergraduate courses.

Definition

Percentage of ECTS credits offers in Basque on undergraduate courses.

Unit	%	Broken down into sexes	Not applicable
Source	Deputy Vice-Chancellor's Office for Euskera and Continuous Training	Regularity of the calculation	Annual
Calculation methodology	Number of credits offered in Basque on all courses (excluding the Basque credits on courses concerning the Basque language)/Number of credits offered in a language on all courses (excluding credits on courses concerning the Basque language/ x 100.		
SDG concerned	17+1. Guarantee linguistic and cultural diversity.		
United Nations Target(s) concerned	Not applicable.		



58. Number of doctoral theses in Basque.

Definition

Number of doctoral theses in Basque defended during the academic year.

Unit	Number	Broken down into sexes	Yes
Source	Deputy Vice-Chancellor's Office for Euskera and Continuous Training	Regularity of the calculation	Annual
Calculation methodology	Sum of theses defended in Basque during the academic year.		
SDG concerned	17+1. Guarantee linguistic and cultural diversity.		
United Nations Target(s) concerned	Not applicable.		

ANNEX I: NOTES TO THE DATA FOR INDICATORS FOR THE ACADEMIC YEAR 2017/18

	Indicator	Note
	3. Graduates in health-related professions	Only undergraduate and master courses
	7. Number of final-year projects contributing to SDGs	Final-year projects presented at the UPV/EHU Student Congress "Our final-year projects transform the world" + Campus Bizialab Programme
	11. Assessment of the competences received by graduates	Data from a survey of former students during the academic year 2013-2014
	12. Student satisfaction with UPV/EHU	Data from a survey of former students during the academic year 2013-2014
	23. Number of spin-offs created	Data from 2017
	25. Rate of employment of former students at three years	Data for 2017, from former students during the academic year 2013-2014
	26. Time elapsing up to the first job	Data for 2017, from former students during the academic year 2013-2014
	31. Number of patents or licences operated that contribute to Sustainable Development Goals	Data from 2017
	37. Number of bike parking spaces	Data from the academic year 2016-2017
	44. Responsible public procurement. Percentage of tenders issued with ethical, social and environmental clauses	Refers to larger contracts
	48. UPV/EHU transparency index	2016 data
	Participation by the university community in decision-making	<p>Note 1: This first round of data includes the percentage participation in the chancellor elections in 2016</p> <p>Note 2: "Lecturers and researchers" contain data from sector A (permanent lecturers and researchers), B (non-permanent doctor lecturers and researchers) and C (other lecturers and researchers). The average was taken for sectors A and B</p>

UPV/EHU Panel of Sustainable Development Indicators



eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

