



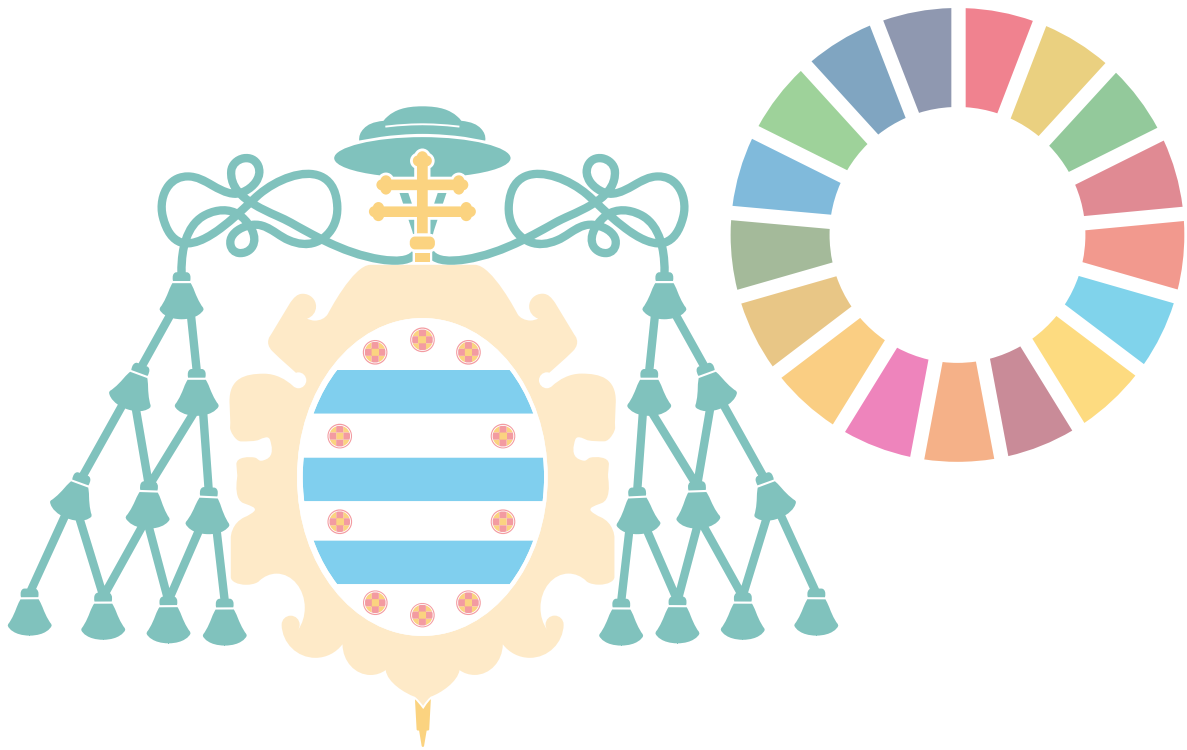
SOCIAL RESPONSIBILITY REPORT

New commitments under the 2030 Agenda

2018



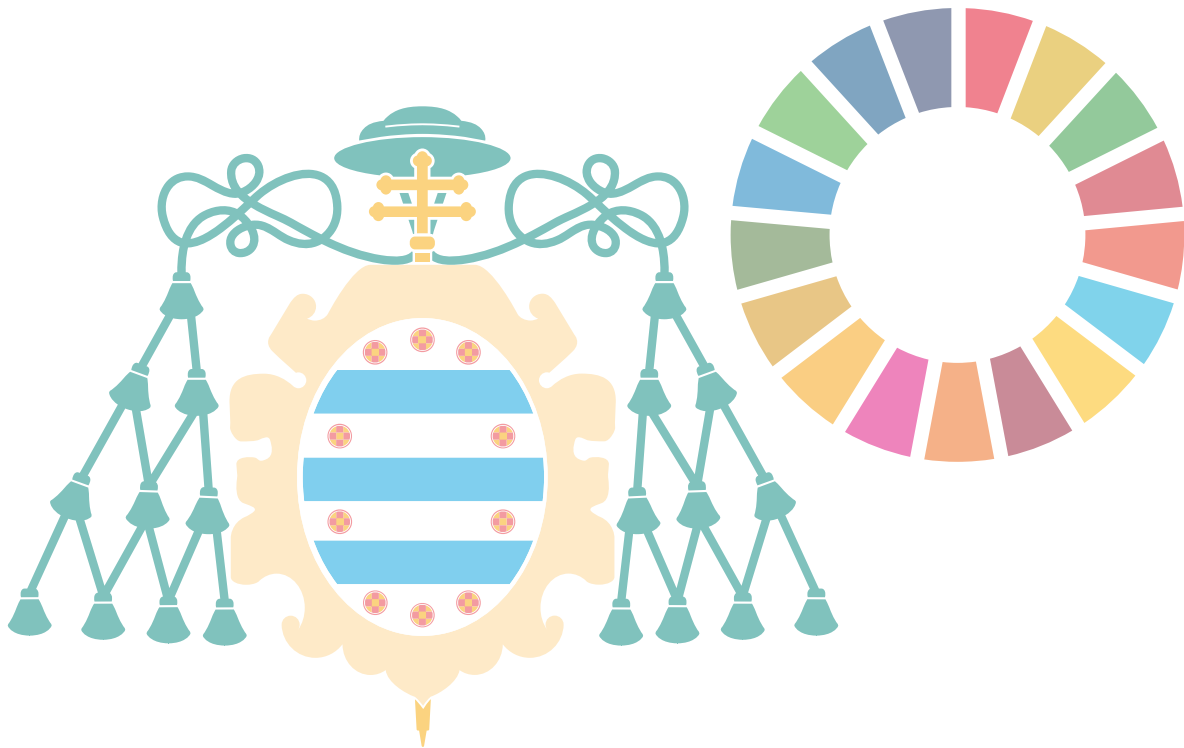
Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo



SOCIAL RESPONSIBILITY REPORT
NEW COMMITMENTS UNDER THE 2030 AGENDA



Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo



DL. AS 2765-2019

INDEX

3

THE UNIVERSITY OF OVIEDO'S COMMITMENT UNDER THE 2030 AGENDA

7

THE UNIVERSITY FACT'S IN NUMBERS 2018

9

THE UNIVERSITY OF OVIEDO'S FUNCTIONS IN REGARD TO SUSTAINABLE DEVELOPMENT GOALS

10

A. TEACHING

49

B. RESEARCH

55

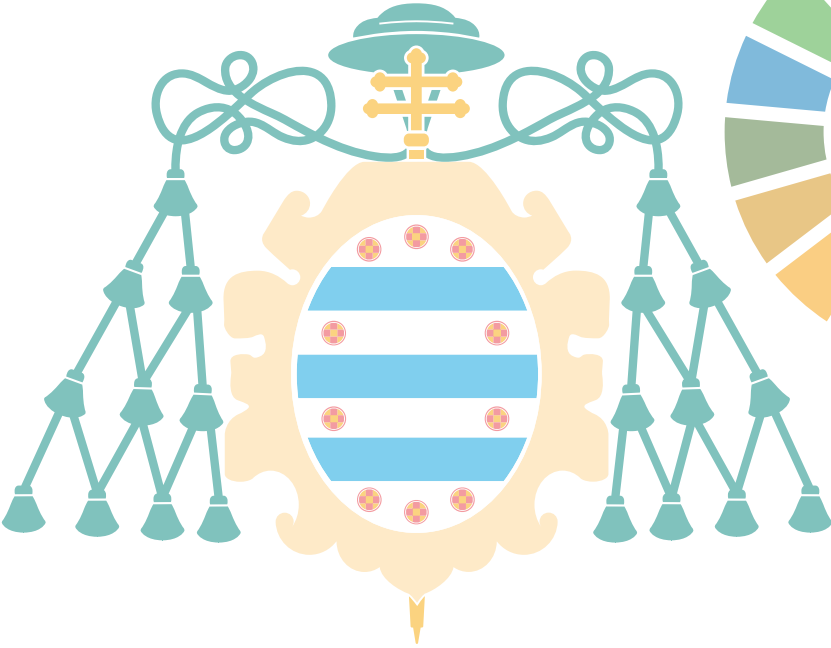
C. KNOWLEDGE TRANSFER: TECHNOLOGY AND SOCIAL

65

D. MANAGEMENT AND STRATEGY

83

THE PRESENT AND FUTURE OF THE UNIVERSITY OF OVIEDO IN REGARD TO ITS COMMITMENT TO SUSTAINABLE DEVELOPMENT GOALS: INDICATORS AND GOALS



THE UNIVERSITY OF OVIEDO'S COMMITMENT UNDER THE 2030 AGENDA



The University of Oviedo is pleased to present its second Social Responsibility Report: in means of providing and sharing information about the institution's main activities in the areas of teaching, research, knowledge transfer and management, as part of our statutory remit to serve civil society. It is also a tool that shows contributions through the generations every day, sometimes silently, to the attainment of Sustainable Development Goals (SDGs).

Santiago García Granda

RECTOR OF THE UNIVERSITY OF OVIEDO



Coinciding with the International Day of Action on Climate Change in October, we hosted the 28th CRUE's Commission for Sustainability Seminar, which I have the honour of chairing, where more than 150 experts have been welcomed at the University's campus in Mieres. During this forum it became clear that universities' responsibility in society's transition towards the 2030 Agenda lies in raising awareness among younger generations, matching current technological development with the secular knowledge found in traditional societies, and particularly in rural communities - something that is found in the essence of our ancestral culture and that preserve our collective memory as humans. Therefore, Spanish universities, through the Rectors' Conferences of Spanish Universities (CRUE) have signed the United Nations' Climate Emergency Declaration, thus becoming part of a worldwide initiative for higher education institutions.

We also welcome the achievement of our institution in the latest UI GreenMetric World University Rankings assessment lead by the University of Indonesia, in which the University of Oviedo became 75th place in the ranking list, one of the 100 most sustainable higher education institutions on the planet.

I could not end without highlighting the opportunity that the 25th United Nations Climate Change Conference - to be held in Madrid and chaired by Chile - represents for our country, and at through we aim to demonstrate the full potential for change represented by Spanish universities.





Eugenia Suárez

**VICE-RECTOR FOR CROSS-DEPARTMENTAL
ACTIVITIES AND BUSINESS COOPERATION**

*"Calendars and clocks exist to measure time,
but that signifies little"*

Momo, Michael Ende, 1973

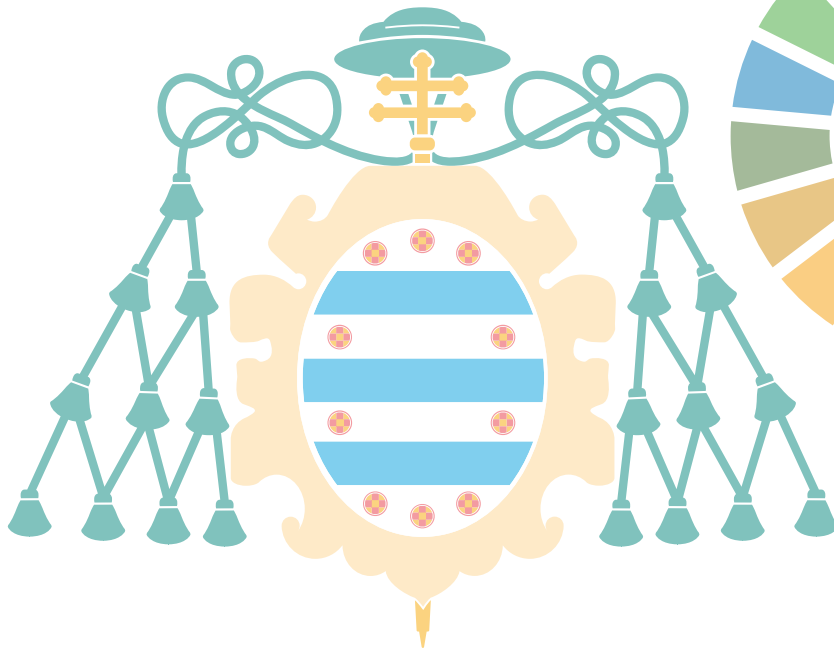
This year, the University of Oviedo is again committed to an exercise in transparency and institutional responsibility to its stakeholders and society in general, reporting on its achievements and challenges in relation to the Sustainable Development Goals (SDGs).

While in the previous report an effort was made to identify the different stakeholders and the institution's main economic, environmental and social impacts, this year we wanted to focus the bulk of our analysis on the university's main functions: teaching, research, knowledge transfer and management.

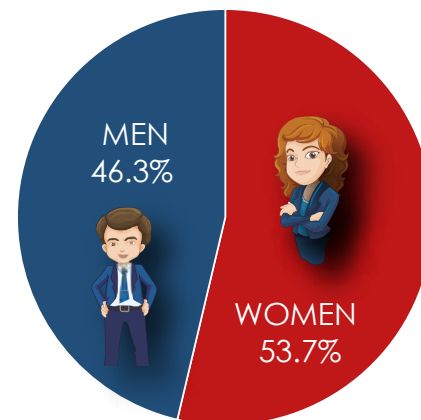
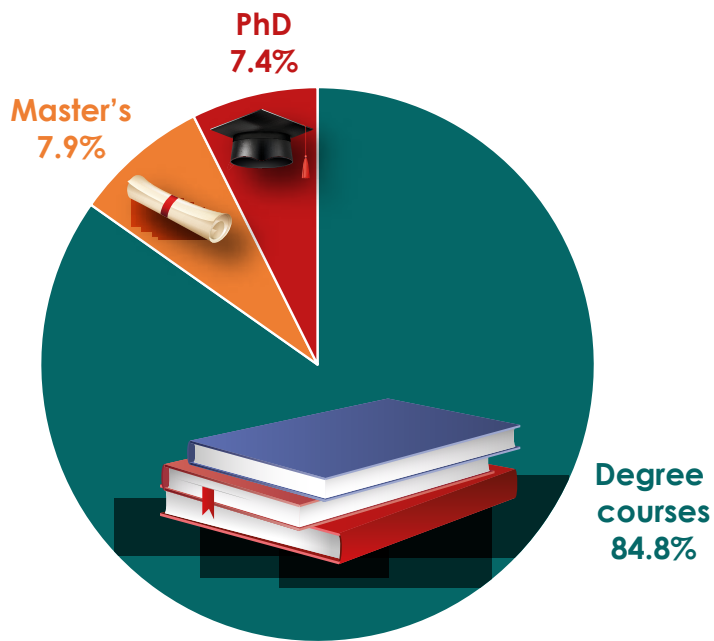
The main new feature of this report is the aligning of each of the university's functions with the SDGs and working simultaneously on constructing indicators that allow us to learn and improve our pathway to sustainable development. Choosing this path requires the commitment of all the university's community and services, and at this point I would like to express my gratitude to them for their commitment every day.

The 2030 Agenda is a multi-level and multi-stakeholder programme, and requires all organisations, both private and public, to contribute to attaining the SDGs. As part of their role of providing social leadership, universities are undoubtedly one of the main players in making this contribution possible. Our university therefore wanted to be involved once again, with this report, in the complex but fascinating task of aligning its activities and measuring its results in relation to the SDGs.





THE UNIVERSITY FACT'S IN NUMBERS 2018



STUDENTS
Total = 22,274



HUMAN RESOURCES

Teaching and research staff = 2,269
Departments = 38
Administrative Staff and Services = 1,000

COURSES OFFERED

56 degrees (3 double and 4 shared with affiliated centres)
56 university master's courses
25 doctoral programmes



MATERIAL AND FINANCIAL RESOURCES

16 own centres (11 faculties and 5 schools)
3 affiliated centres

208,324,589 euros annual budget

THE UNIVERSITY OF OVIEDO'S FUNCTIONS IN REGARD TO SUSTAINABLE DEVELOPMENT GOALS

Two fundamental facts in 2018 show the University of Oviedo's commitments on the Asturian society as a whole, and on the 2030 Agenda in particular: signing up to the Salamanca Declaration on Sustainable Development Goals in July and preparing the institution's first social responsibility report in 2017 aligned with the SDGs (presented at the end of December 2018). Both are specific milestones that set out clearly the day-to-day life at the University of Oviedo where, as set out below, the progress and contribution in reaching the SDGs across the University's main functions are shown: teaching, research, knowledge transfer (both technological and social), management and strategy alignment.

This new rendering of the University of Oviedo's accounts not only offers a snapshot of the contribution of its activities make possible achieving SDGs in 2018, but also demonstrates the further steps

taken towards their measurement - so that once the starting point is known, a plan of improvements can be outlined to continue moving forward with a view to a more sustainable future.



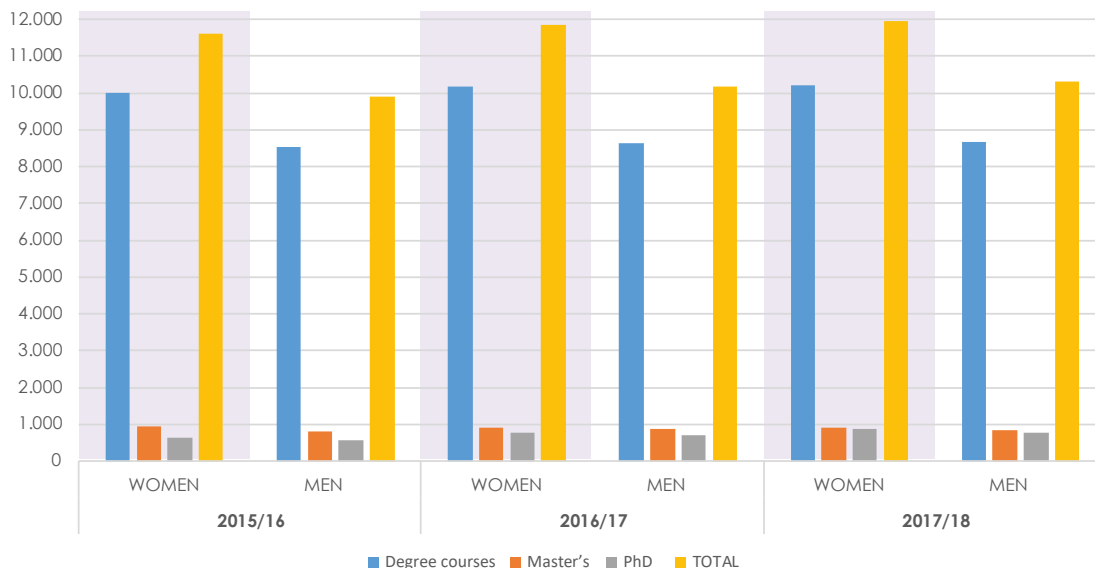


A. TEACHING



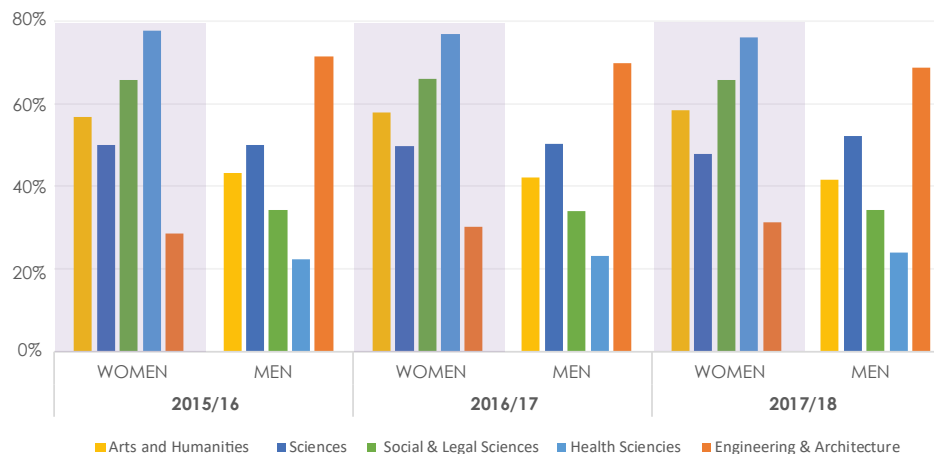
The key role of any university is without any question its teaching capacity; and ensuring a quality teaching-learning process is the main contribution of a higher education institution can make to the 2030 Agenda (SDG4).

Students by gender, type of degree course and academic year



SDG4 is concerned with the achievement of inclusive and quality education, based on the idea that sustainable development cannot be achieved without leveraging education¹. To this end, the university must work to remove any barriers caused by gender or financial resources and promote universal access to the higher education system.

DEGREE: Students by gender, branch of knowledge and academic year (%)

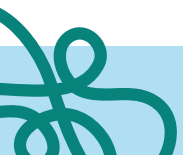
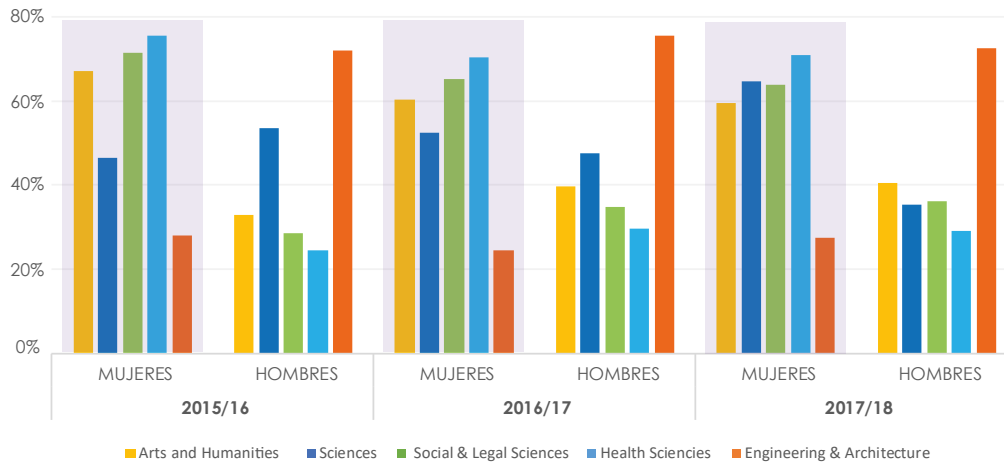


¹SDSN Australia/Pacific (2017). Getting started with the SDGs in universities: A guide for universities, higher education institutions and academic sector. SDSN Australia/Pacific. Melbourne (http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf).



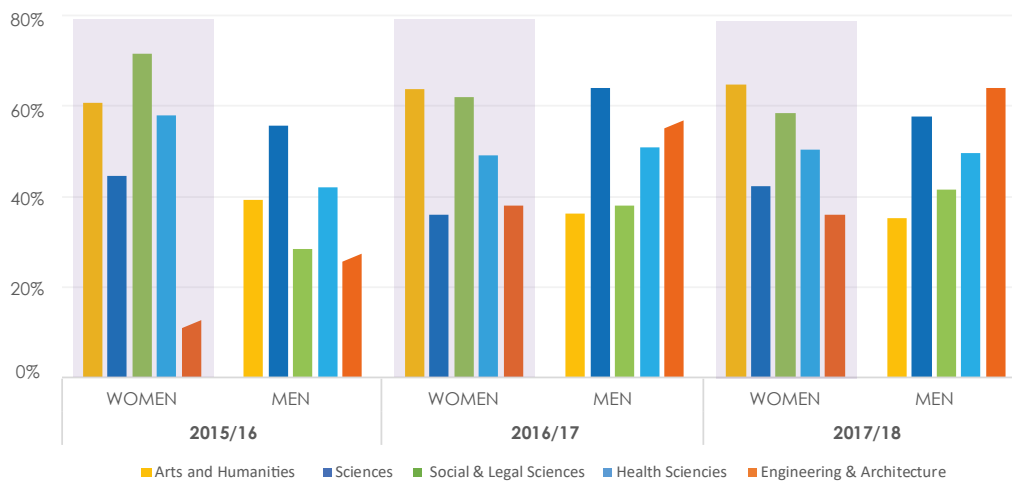
The University of Oviedo currently has more than 20,000 students that relate to this goal. Historically the proportion of studying women exceeds the rate of studying men, having in mind that there are small differences depending on the knowledge areas.

MASTERS: Students by gender, branch of knowledge and academic year (%)





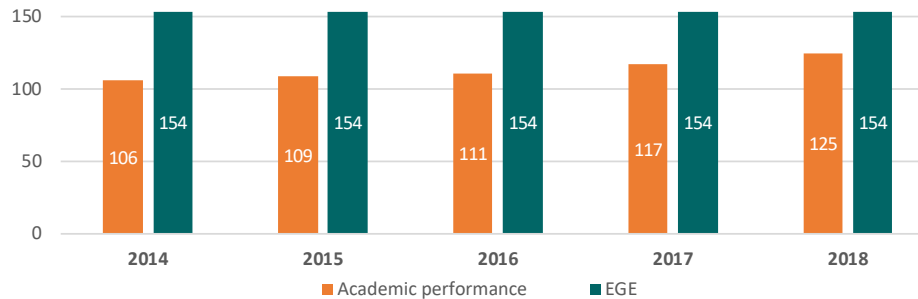
DOCTORATES: Students by gender, branch of knowledge and academic year (%)



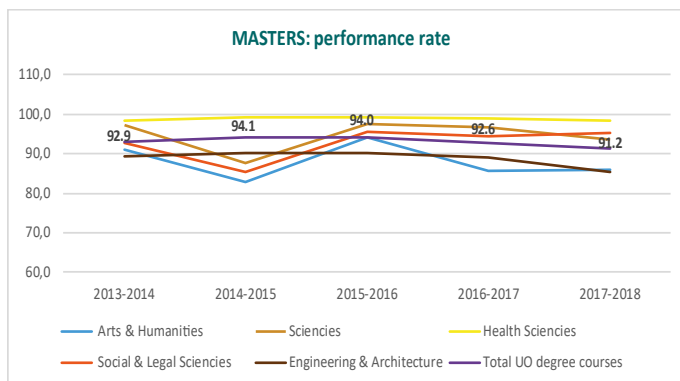
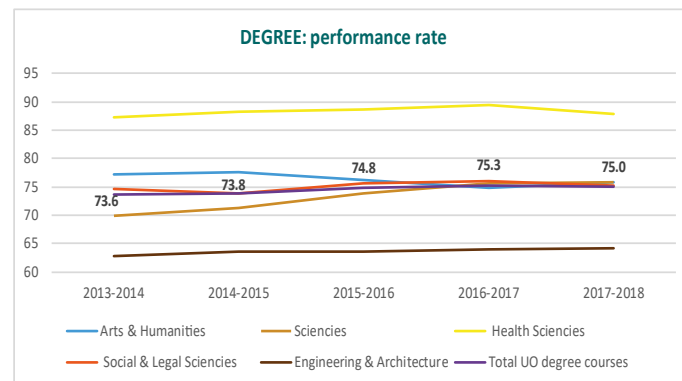


The teaching quality received by all students of University of Oviedo is measured by different academic performance indicators. On the one side they are calculated by the rate of degree courses disaggregated and aggregated regarding knowledge areas in the University of Oviedo as a whole, as well as with the General Teaching Survey (known by its Spanish acronym "EGE", *Encuesta General de Enseñanza*) on the other hand, which surveys the rate of satisfaction of the two groups directly involved in the teaching-learning process: teaching staff and students. For this purpose, the University of Oviedo's Quality Technical Unit prepared 125 academic performance reports and 154 reports with the General Teaching Survey results for the academic year 2017-18.

No. of reports produced annually by Quality Technical Unit



The performance rate shows the percentage ratio between the number of credits passed by students enrolled in a reference course and the number of enrolled credits. Year after year, we can observe the highest values in the field of Health Sciences - both in terms of undergraduate degree and master's degree courses, although the overall figure is much higher in the latter. Among both types of course, the lower figures are found in Engineering courses, although there was a notable fall in this rate during the last two academic years among Arts and Humanities master's degrees.

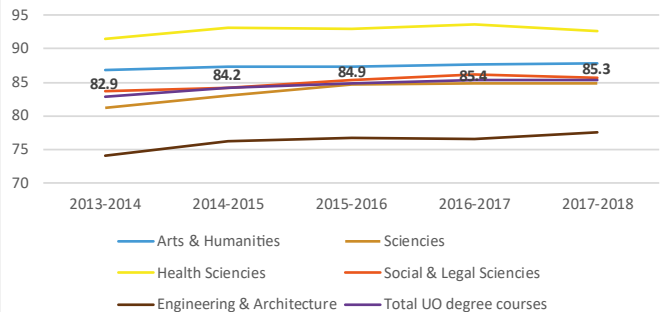


The percentage ratio between achieved credits and those submitted for assessment during the academic year is the success rate. The trend among undergraduate degrees for this indicator is the same as with the performance rate, highlighting the slight continued fall in the success rate of university master's degrees over the last five academic years, although standing above 97.5%.

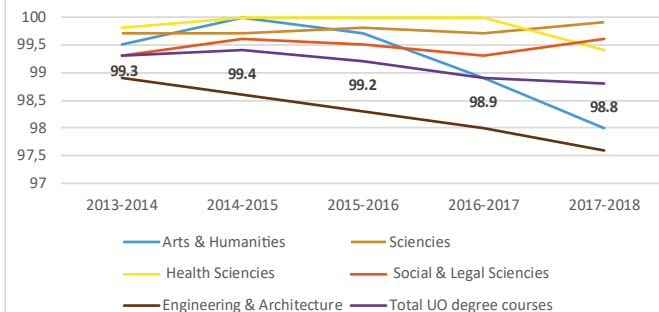




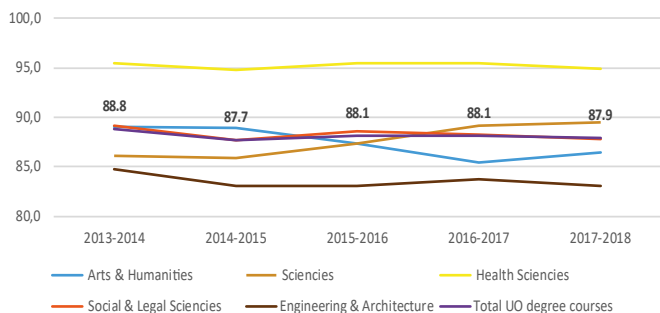
DEGREE: success rate



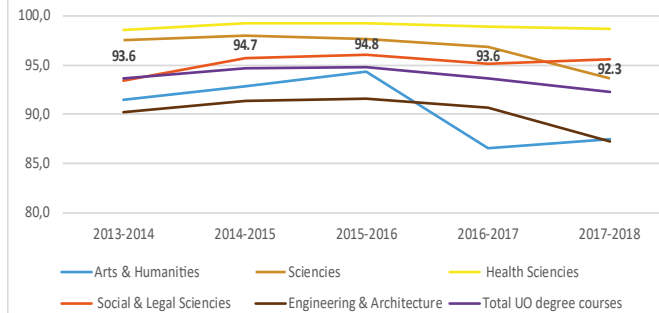
MASTERS: success rate



DEGREE: assessment rate

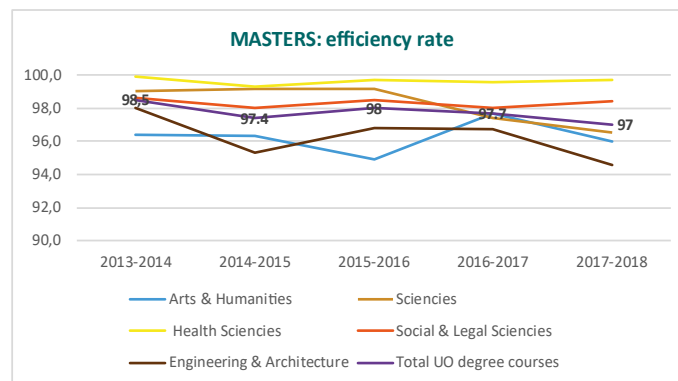
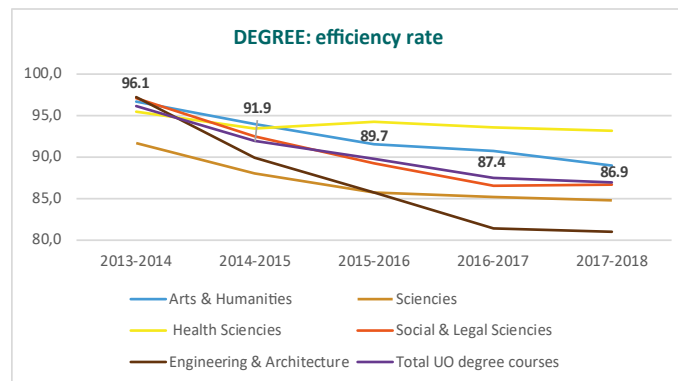


MASTERS: evaluation rate

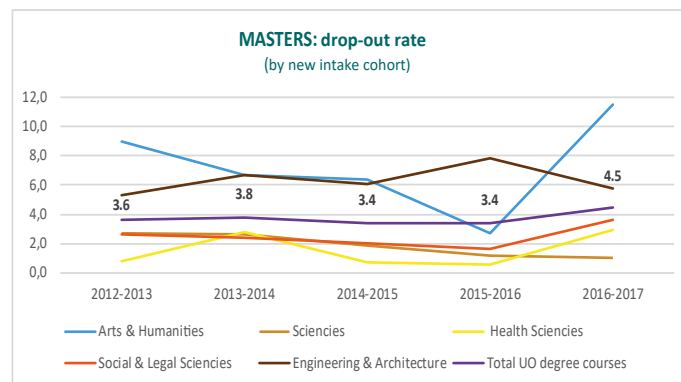
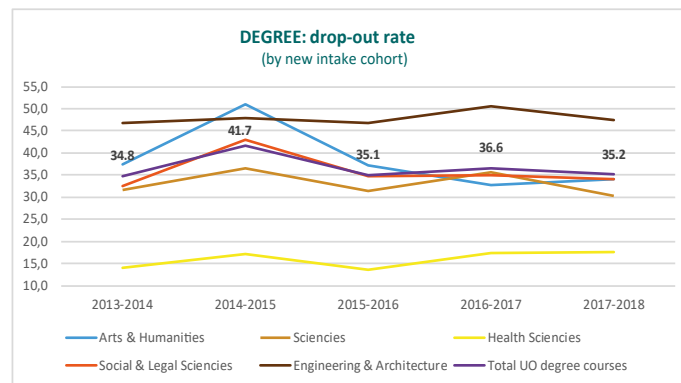


The calculation for the assessment rate is the percentage ratio of the number of credits submitted for assessment among enrolled students in a given academic year. Compared to the performance rate, the behavioural patterns of the assessment rate are analogous.

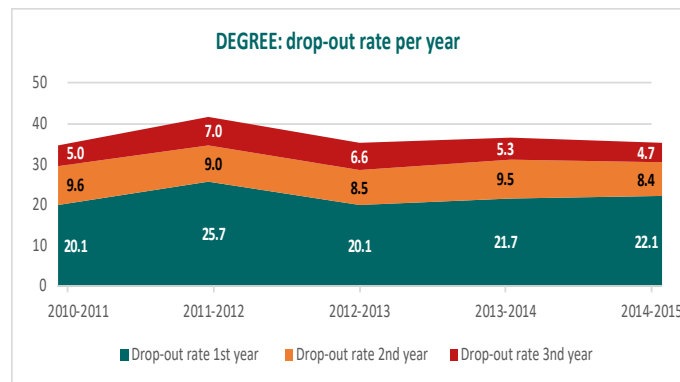
Another academic indicator is the efficiency rate, which indicates the percentage of total credits achieved compared to the total number of enrolled students over an academic year by graduating students. In regard to undergraduate degree courses, for the academic year 2015-16 the lower values were found in Engineering, although the numbers are in the 80-85% range, similar to Sciences. Among the master's degrees, the rate is above 94%, with the branch with the worst results fluctuating between Engineering and Arts and Humanities.



In recent years, one of the indicators of greatest concern to all stakeholders in academic performance is the drop-out rate, which measures the percentage of students in a new-entry cohort who, during the previous two consecutive academic years did not enrol on a given degree despite not having completed those courses. The average rate value across the University of Oviedo as a whole regarding degree courses is slightly higher than 35% during the last three academic years, although we can observe the most alarming values in engineering which has a drop-out rate close to 50%. In regard to master's courses, until academic year 2016-17 these did not exceed 4%. Looking in more depth at the dropping out issue in degree courses, lightly more than 20% occurs just over a year after starting courses.



An analysis of the causes of this drop-out rate for undergraduate degree courses and the new 2014-15 intake shows, that 18.1% were required to do so due to not meeting the University of Oviedo's requirements regarding rules on progress and commitment. 5.6% took alternative courses within the same institution instead.

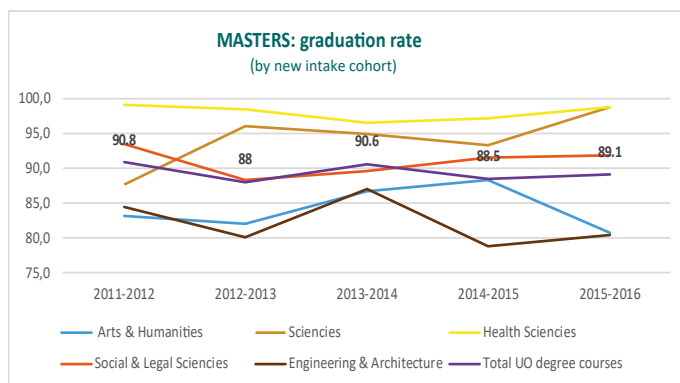
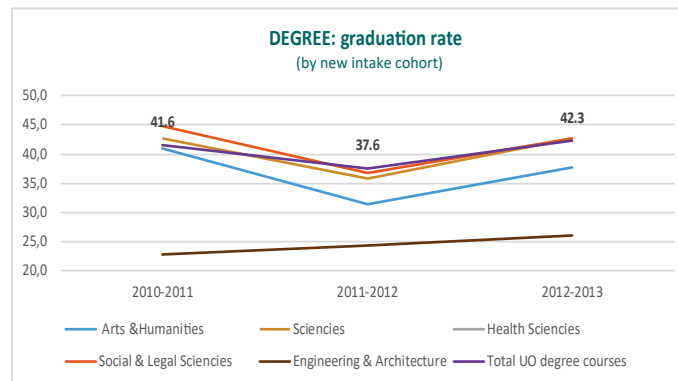


Drop-out rate analysis (%) for degree courses
(new intake for academic year 2014-15)

		Changing courses within the University of Oviedo	
		YES	NO
Forced drop-out due to progress and commitment rules	YES	5.6	12.6
	NO	6.2	11.0

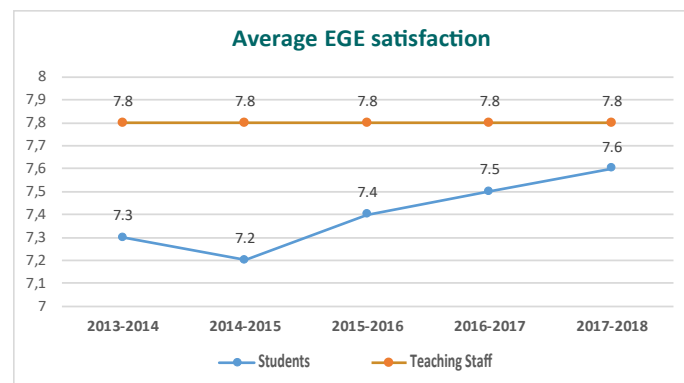
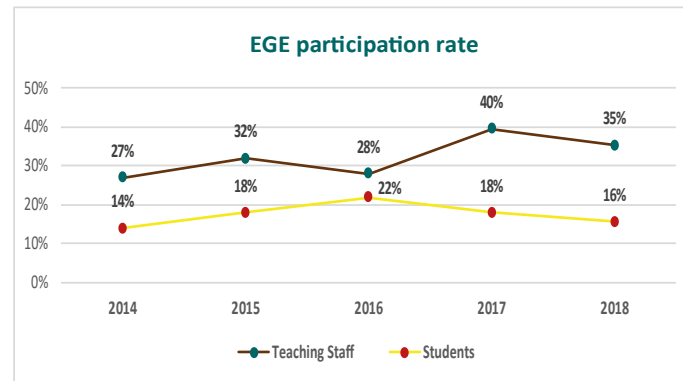


Continuing with the analysis of academic results, the graduation rate is the percentage ratio of full-time students who complete their studies within the time estimated by the syllabus or with only one additional course. This indicator's values for university master's degrees are twice as high as for the same degree courses, and the lower figures are again found in Engineering courses.

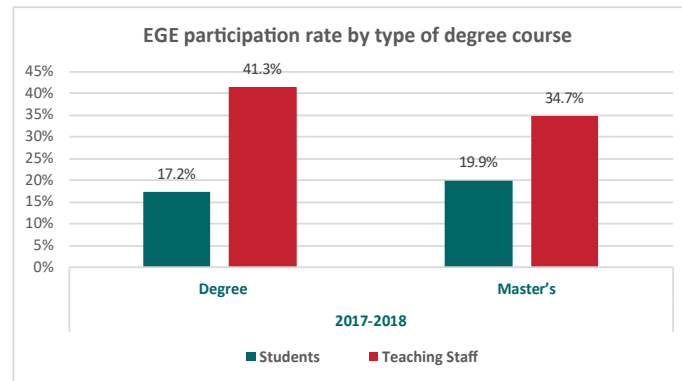


Returning to the General Teaching Survey ("EGE"), the gap in the participation of teachers and students has widened over the last three academic years and stood at 35% and 16% respectively in academic year 2017-18. On the other hand, the degree of teacher satisfaction is steady at 7.8 out of 10 compared to 7.6 for the student body.

By type of degree, we also see divergences, given that the teaching staff is more involved in degree courses (41.3% compared with 34.7% for master's degrees during academic year 2017-18). On the other hand, students do so more for master's courses (19.9% as compared with 17.2%).



It should also be mentioned that in the academic year 2017-18, 1,426 students undertook internships in companies or institutions, of which 1,046 were paid. These helps contribute to achieving education that is better aligned with getting into professional work in the future. This training activity is possible thanks to the 392 companies/organisations with which internship agreements are in place.

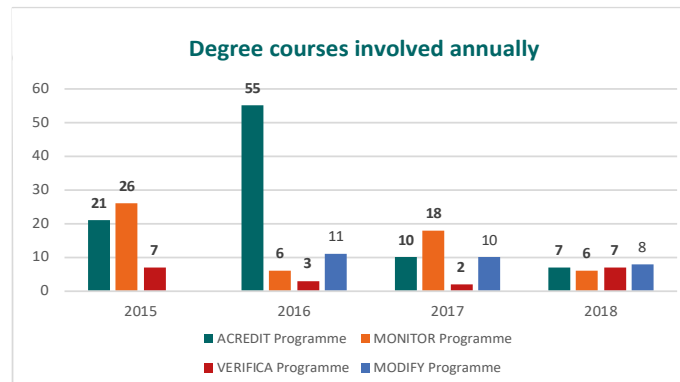


All these results are also assessed periodically by an external agency: ANECA ([Agencia Nacional de Evaluación de la Calidad y la Acreditación](#) - Spain's National Agency for Quality Assessment and Accreditation).



In order to launch a new degree course, its syllabus needs to be submitted to ANECA's Programme named "VERIFICA" and, if accepted, can be implemented. Since 2016, 12 degrees have gone through this verification process, in different proportions depending on the year.

After the checking processes, a total of 137 degree courses have been offered for the academic years 2016-17 and 2017-18, with 56 undergraduate degrees and 56 master's degrees. 25 doctoral programmes have been offered in the last three academic years.

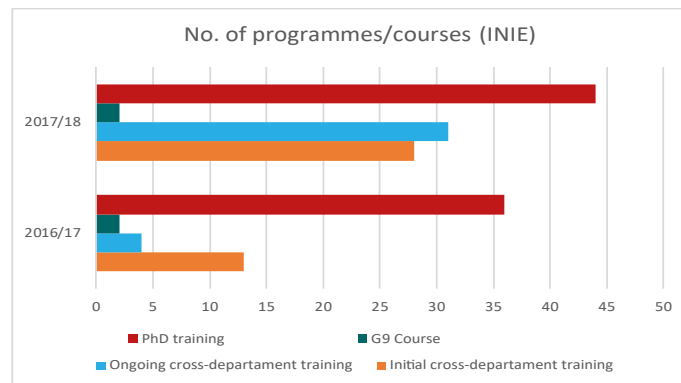
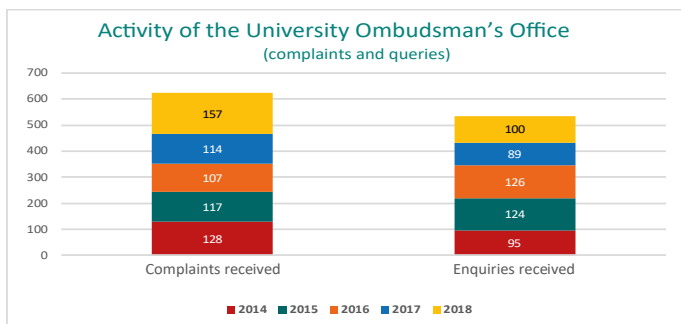
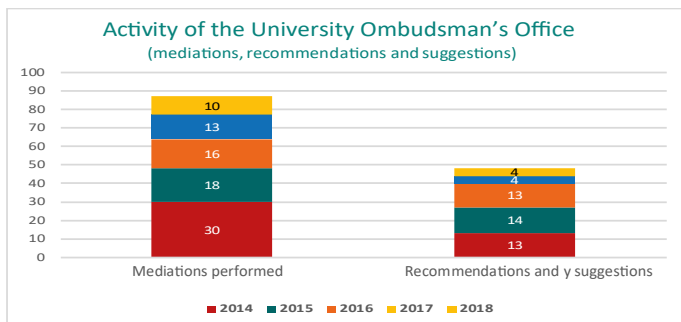


Once implemented, degree durations vary: 4 years for university master's degrees and 6 years for both undergraduate degrees and doctoral programmes. Halfway through the first studying cycle for any of the three types of degrees, external monitoring as part of the MONITOR Programme is required. This is not binding, but it allows reflection on any weak points of the syllabus so that improvements can be undertaken in order to pass the subsequent process of renewing the accreditation (ACREDITA Programme), which is the true evaluation of the syllabus before the end of the course. The peak for accreditations occurred in 2016, with more than 70 university degrees going through this process in the last three years.

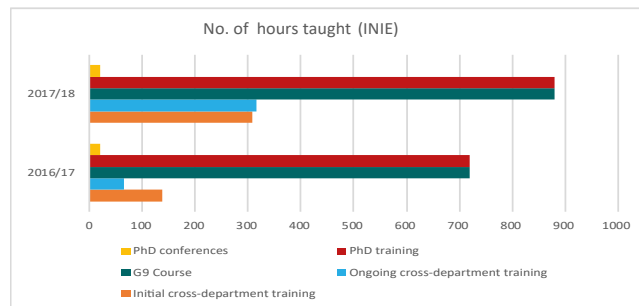
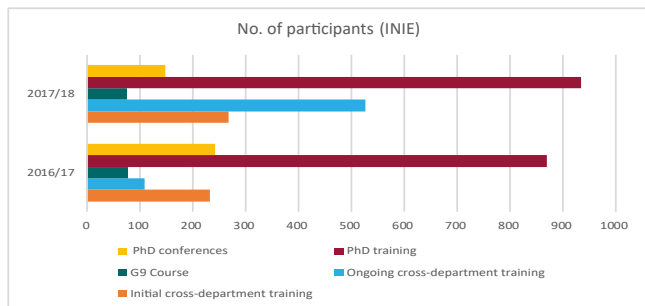


The entire university community is also protected by the University Ombudsman Office, which has been intensely active during 2018 in terms of dealing with complaints and queries received. On the other hand, the level of mediations, recommendations and suggestions made during this period has decreased slightly.

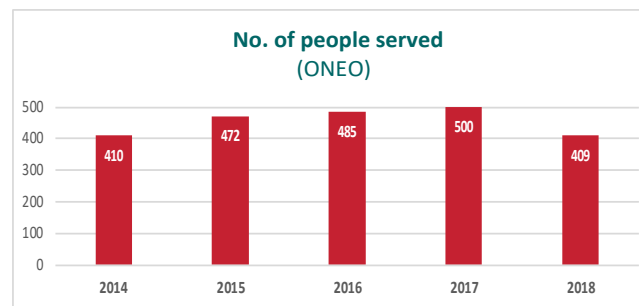
The INIE (*Instituto de Investigación e Innovación Educativa* - "Institute for Educational Research and Innovation") also contributes improving the teaching quality at the Asturian higher education institution. To this end, it organises various training programmes: cross curricular (both initial and continuous), Association of 9 Spanish Universities (G9) courses and for doctoral students.



The latter are the most frequent during the academic year 2017-18. They also involve the most training hours, where also the number of participants has been increased.



Equally, to achieve inclusive education, the work of our ONEO (*Oficina de Atención a Personas con Necesidades Específicas* - "Office for People with Specific Needs") and COIE (*Centro de Orientación e Información al Estudiante* - "Student Orientation and Information Centre") has been resulted as essential.

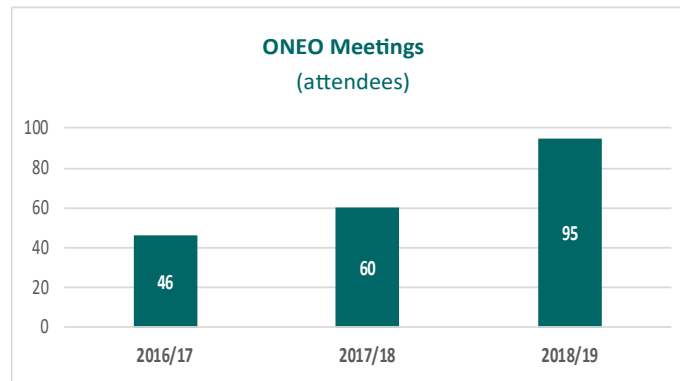


The ONEO serves more than 400 people every academic year and organises an annual meeting which has seen an increase in the number of participants year on year. With regard to the work of our COIE, we highlight the following activities in 2018:

- **Welcome and Integration Days (JAI-2018)**. This event was implemented in several university centres between the 3rd and 11th September and were coordinated by the Vice-Rector's Office for Students. They were aimed for the intake of new students to study degree courses offered by the University of Oviedo. More than 3,400 new students took part this time.

- **“Vive UniOvi” University Orientation Days (JOU-2018)**. These days were organised by the University of Oviedo in collaboration with the Principality of Asturias' Department of Education and Culture and Oviedo City Council, and were held on 6th and 8th of March 2018, at Palacio de Exposiciones y Congresos Ciudad de Oviedo, attended by more than 4,300 2nd-year baccalaureate and higher vocational qualification students from more than 80 schools throughout the region, as well as 4th-year compulsory secondary education students and their families.

- **Open Days (JPA-2018)**. A new feature also this year were the conferences held the 10th, 11th and 12th of April, which has been attended by 2,500 baccalaureate and higher vocational qualification students and run in collaboration with the University of Oviedo's 19 centres.



It should also be noted that, in 2018, 54,207 calls were handled by the COIE and around 10,500 e-mail requests responded.

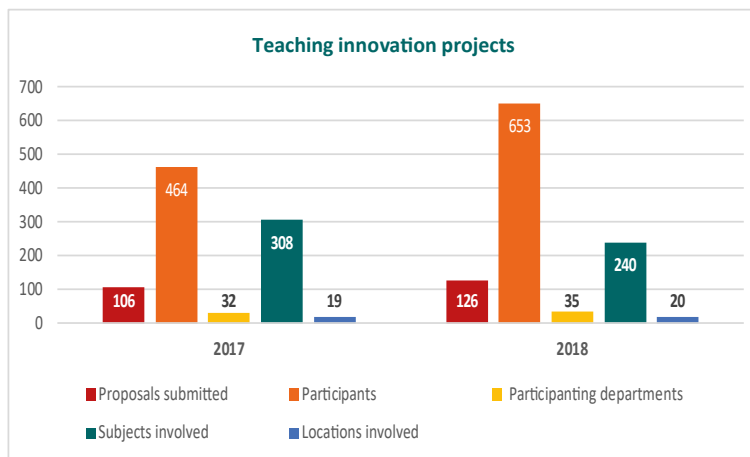
Similarly, respectively to the window services for students, the University of Oviedo, like other public authorities, is considering implementing an appointment system under which those students who have requested a window service can be seen reliably. However, the approximate average number of people which handled personally their requests through the COIE was around 3,000 during the year in question.

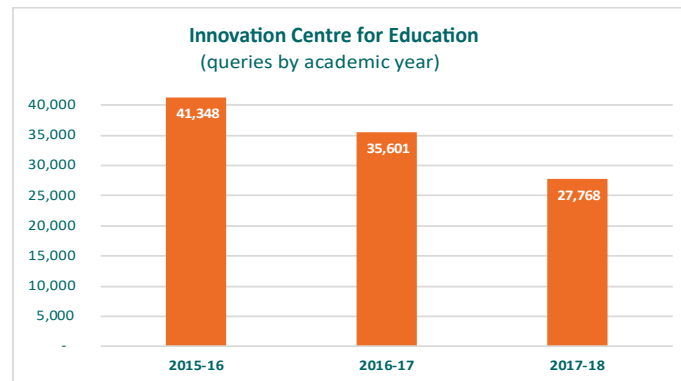
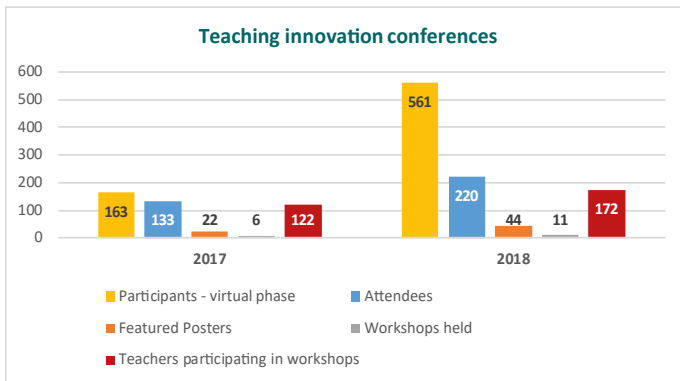


Along with SDG9, the Innovation Centre for Education also contributes to the achievement of SDG4 with specific annual calls for educational innovation projects and by organizing the annual educational innovation day.

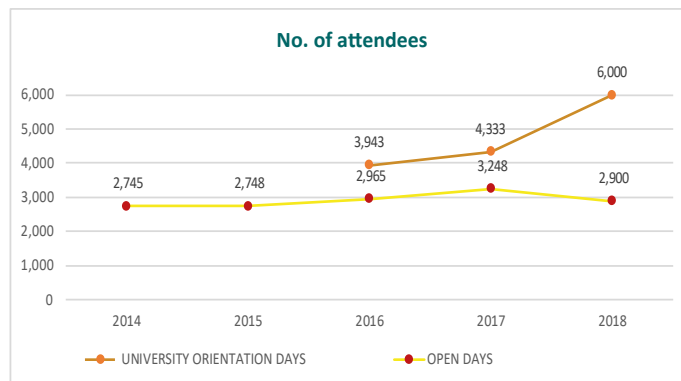
The increasing interest in teaching and training innovation projects is evidenced by the number of proposals submitted (more than 100 a year) and the increasing number of participants (which in the last year grew by almost 200 people). These numbers indicate that the trend is also positive regarding the celebration of the annual teaching innovation days, where all the 2018 activity indicators exceed those from 2017.

The daily work of the Innovation Centre for Education has also been consolidated within the university's activities - as shown by the decrease in the number of annual enquiries it receives: nearly 28,000 in academic year 2017-18.

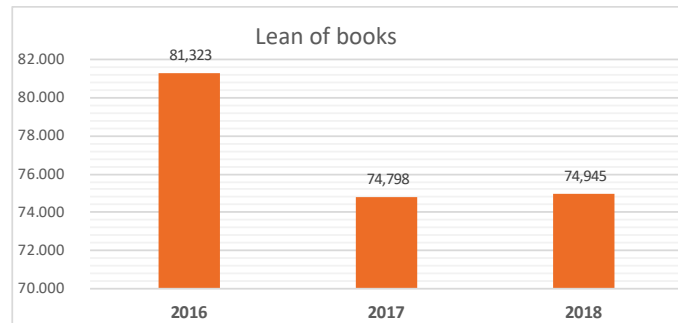




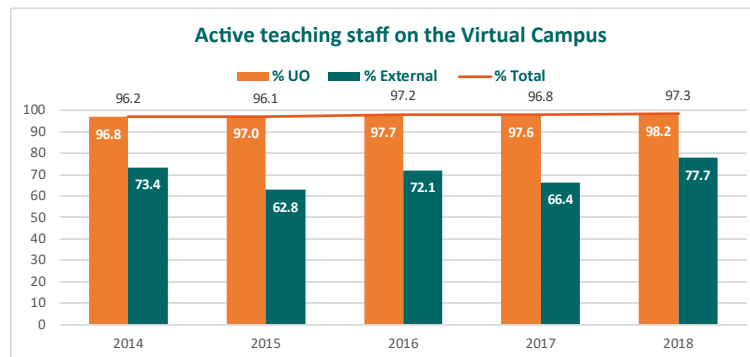
Another type of conference organised by the University of Oviedo annually and what aims to achieve SDG4 are the University Orientation Days, the recent origin of which dates back to 2016, with an increased participation of 30% since then and attended by around 3,000 people, exceeding this figure only in 2017.



The library is another university service that helps to guarantee the quality of teaching at the University of Oviedo. Nearly 75,000 books were lent out in 2018, although there was a significant drop in the previous year - probably due to the rise of digital manuals and books as opposed to paper copies.



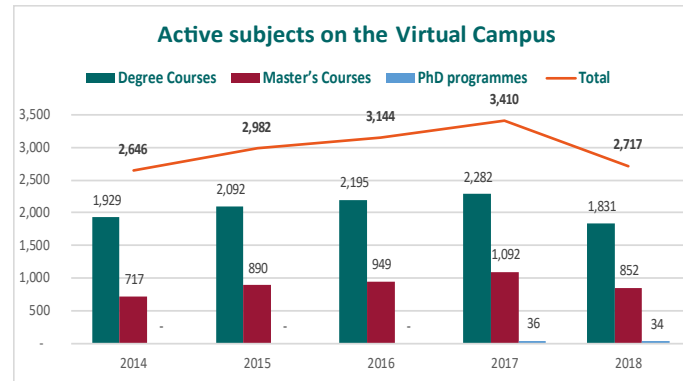
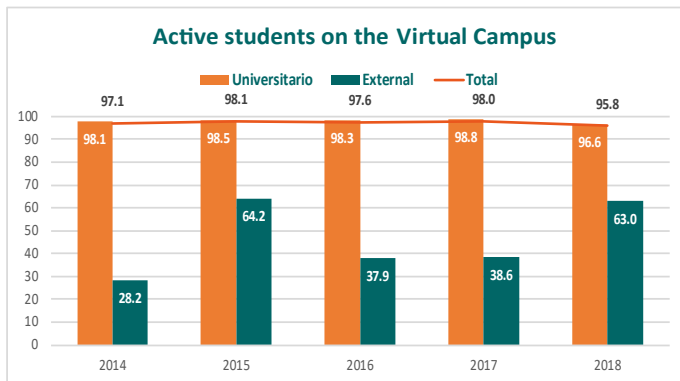
Continuing with SDG9, in addition to the activities mentioned previously, the Innovation Centre for Education is also responsible for managing and maintaining the Virtual Campus, thus helping the University of Oviedo's contribution to the SDG9, under which technological advances are the cornerstone for tackling economic and environmental challenges, as energy efficiency and promoting sustainable industrial growth and investment in research and innovation. Within the teaching community, it can be observed the growth in the use of this technology-based communication and information exchange platform. However, in the case of external teachers, this positive trend is somewhat erratic.



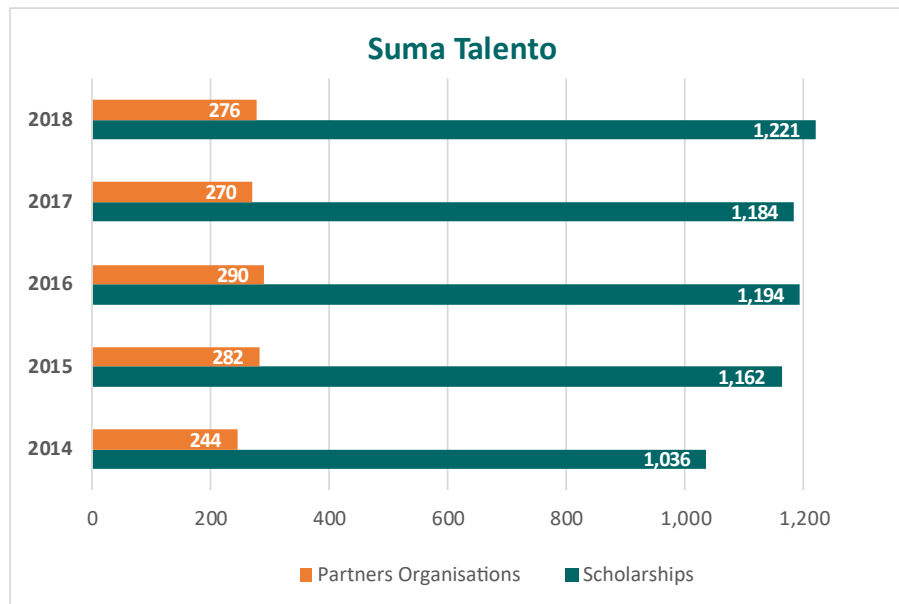
On the other hand, among students - who are more familiar with new information and communication technologies - the use of the Virtual Campus has fallen by only two percentage points over the last year. Again, the use of this tool by external students is more disparate over time.



The slight decrease in students may be a consequence of the drop in the number of subjects that were active in academic year 2017-18 - at almost 700 - distributed equally among all types of degree courses. In the case of doctoral programmes, this type of information and communication exchange mechanism between teacher and PhD students was not in place until 2017.



In line with all this, and in parallel with the regulated teaching provided by the University of Oviedo, a specific strategy is being implemented increasing strongly to promote and develop student talent and enhance their entrepreneurship, whether that is within business, social and/or entrepreneurial fields from within the organisations themselves - entrepreneurialism. The aim is therefore to reinforce transversal training for individuals beyond teaching specific skills related to each student's knowledge areas.



This is implemented via various programmes promoted by or participated by the University, such as:



EXPLORER. This programme is in the format of an international level (Spain, Portugal and Argentina) competition and pursues the approach and development of new entrepreneurial ideas, some of which continue to be developed at the end of the programme, thus serving as a source for

generating business initiatives. Its objective is to promote young talent and an entrepreneurial spirit among young people between 18 and 31 years of age, through training, support and advice during the development of their business plan over 5 months using the Lean Start-up methodology. This training is supported by tutorials and tailored mentoring programmes for other entrepreneurs that allow young talents to learn first-hand experiences associated with the process by creating an innovative company.



E² (Student x Entrepreneur). The E2 programme is designed by the CISE (*Centro Internacional SANTANDER Emprendimiento*), and developed jointly with the University of Oviedo. Through interconnections and joint work between students and businesspeople, the emergence of business activities is encouraged. To this end, multidisciplinary teams are created, made up of a student-tutor team who coordinate

our other colleagues from a diverse range of degree courses and an entrepreneur-mentor team who guides and supports them in the process of generating ideas and establishing real entrepreneurial proposals. The programme offers students and businesspeople a unique experience: on the one hand, it provides young people with skills and abilities that increase their prospects of gaining employment, whilst connecting them

directly to the business world. On the other hand, it brings businesspeople into dynamic courses where they can update themselves on the latest methodologies and strengthen ties with young people, helping them to identify potential talents for their companies. E2 seeks to train students from all university undergraduate, master's and postgraduate centres and courses, with the support of regional entrepreneurs.



University Talent and Entrepreneurship Competition, **CHAMP-U**. CHAMP-U is a contest designed and implemented so that participants develop experiential learning that allows them to detect and develop their talent and evolve their entrepreneurial ideas through an intensive 48-hour programme. This experience builds entrepreneurial skills and successfully proposes potentially viable projects. It is an experiential learning of entrepreneurship, which can be extended via awards that are designed to continue acquiring experiences that strengthen the capabilities of entrepreneurs. The programme is aimed at all university undergraduate students, exclusively those in the last two years of their master's or doctorates. Students from mobility programmes such as Erasmus and others, who meet the above requirements, may also take part in the competition. Up to 60 places are available, meaning that participants form part of multidisciplinary teams of five or six participants. CHAMP-U is run on Mieres Campus where there are suitable facilities for offering participants accommodation and food, which are covered by the University itself.





DREAM BIG Asturias. The DREAM BIG Challenge is an exclusive programme, developed by IMAGINE Creativity Centre. It consists of a disruptive innovation competition, which has already been replicated on several occasions. During these, for a few hours, teams of young participants together with facilitators generate a wide range of ideas while trying to find solutions to social and

corporate challenges that have been put forward by institutions and/or companies. To do this, students are grouped into teams and work together following the Lombard method - a radical learning process developed in Silicon Valley by IMAGINE and based on Design Doing principles. Their work is shown on the innovative DREAM BIG boxes: cubic in shape and designed to serve as tables and on each side of which is information from each of the teams and the development of their idea through for example prototyping and conclusions. At the end of the process, after a preliminary selection of the best proposals, the chosen teams have one minute to present their final idea to a jury, who select the best solutions for each challenge. Thus, at the end of the event there will be a winning team for each challenge, which will receive the prizes provided by partner organisations. This is a massive movement that helps to bring together young people closer to what is actually happening in innovation within companies and organisations, to demonstrate the value of their talents and capacities and empower them by collaborating in building a future that will be theirs.

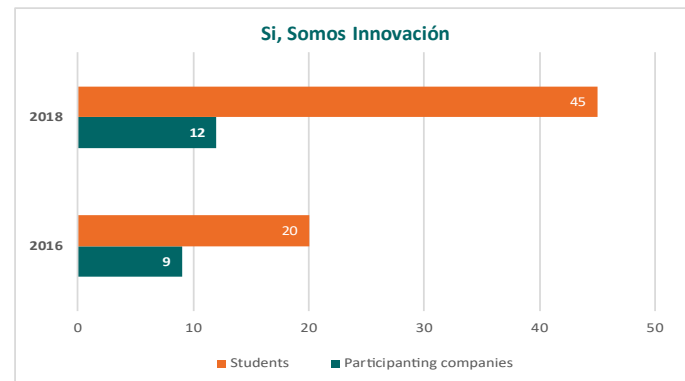


Citas con éxito. Part of the University of Oviedo's strategy is to connect students with business initiatives and encourage entrepreneurship. During these roughly two-hour *Citas Con Éxito* ("Successful Meetings") sessions, a businessperson or entrepreneur explains their experience of success since their time at university.



SI, SOMOS INNOVACIÓN. Under this *Sí, Somos Innovación* (Yes, We're Innovation) programme, the best companies in the region put forward real challenges to be solved by the university's students, thus contributing to share knowledge, improving business competitiveness and generating greater innovation in an agile, dynamic and creative environment. A team of mentors

will be made up of university associates, business professionals and consultants who are experts in creativity and innovation. The programme includes mentoring, innovation, digital strategy and communication sessions aimed at moving from the innovative idea to the project via an agile methodology of innovative processes and creative problem solving, using the "learning by doing" spirit. Methods such as Design Thinking, Business Canvas, Creative Problem Solving and Lego Serious Play are used. Collaborative Apps are used along with teaching of effective communication and digital strategy for personal branding. Throughout the project, several networking events are organised, as well as sessions for sharing ideas, advances and knowledge with the other teams, teachers or associates. At the end of the project after months of work, all teams are given the opportunity to present their disruptive and innovative solution to a jury and the company itself. For this, an elevator pitch is prepared, techniques and tips on communication and impact presentations are taught so that everyone learns to present their idea in public. The aim is to create an innovative ecosystem that allows interaction and knowledge exchange between the university, company and students during their final years of study.



■ **EDPR University Challenge.** Under this programme, undergraduate, graduate and postgraduate students put into practice their skills and knowledge as they develop a project in the areas of marketing, business administration and management, and engineering. The aim of the programme is to encourage a spirit of innovation and creativity among both the university community and teachers, additionally being able to establish connections between business, society and university members. Participants are given the opportunity to be part of this challenge so that they can put into practice the knowledge they have acquired throughout their academic careers and thus interact with the real business world. Tasks and projects must fall under the theme of renewable energies and, if possible, should focus on the subjects of *EDP Renewables* – so that this proposals should be capable of being implemented by the company or involve a potential improvement in projects that are in progress.

■ **STARTInnova.** The objective of this project is to promote an entrepreneurship among baccalaureate and vocational training students. Essential methodologies and tools are used to implement a business, social or other entrepreneurial project. Groups of 4 or 5 students are created and tutored by a teacher from their school. The groups work and train throughout the programme on aspects such as entrepreneurial skills (vision, proactivity, planning, communication, negotiation, synergy skills and motivation), how to shape and turn an idea into a real project and develop skills such as teamwork, the ability to establish relationships for mutual benefit, turning failure into learning opportunities, assertiveness, active listening and so on. This is all done through audio-visual and dynamic e-learning contents as well as tutored from a technical committee made up of experts. In Asturias, there are 15 education centres where this programme is in operation.



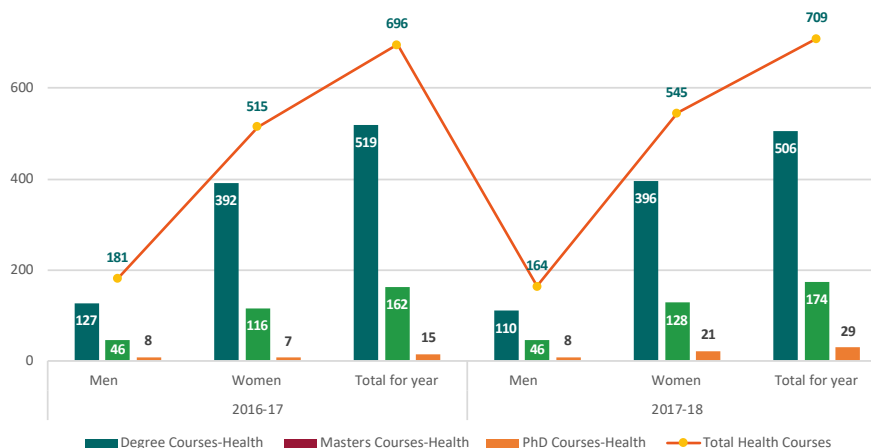
Together, all these programmes make up the University's ecosystem of talents and entrepreneurship which, in turn, is part of a comprehensive strategy in this area, which is developed in a regional in scope and is recognised by the European Commission as a **European Entrepreneurial Region**.





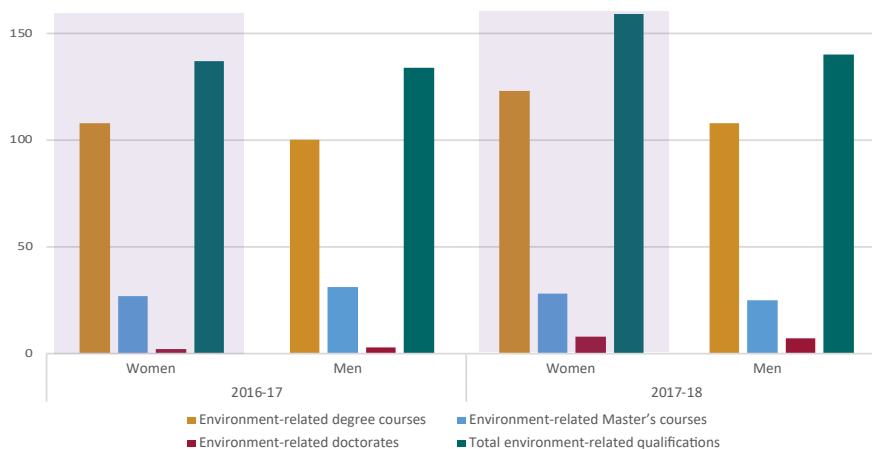
Similarly, more than 700 students who graduated during the 2017-18 academic year did so in the knowledge areas of health, where it can be recognized that the most of them are women studying again, representing almost two thirds of the total. It should also be noted that 29 PhD students completed their dissertation in health sciences regarding the offered PhD programme in health sciences during that same academic period. This contributes to achieving SDG3, which aims to provide universal health coverage through the use of drugs and vaccines safely distributed around the globe.

Graduates of health-related professions



On the other hand, almost 300 people finished the academic year with University of Oviedo degrees linked to the environment. Most of these were graduates, although during the last year it could be noted an increase of the number of PhD students in this field. These graduated professionals from the Asturian institution are aware mostly of the achievement of SDG12, where the focus is on the fact that the current mass consumption of natural resources and raw materials to supply the world's population today is still insufficient to cover their basic needs. This focus is aimed to sustainable development by caring the use of available natural resources.

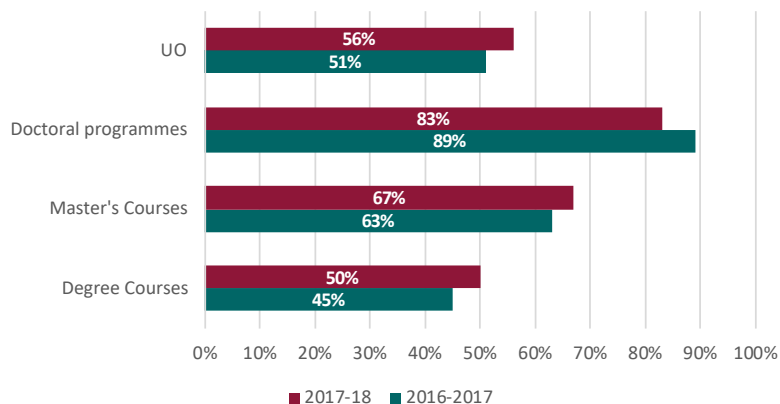
Graduates of environment-related professions





Once the teaching process is completed, this enables a high proportion of University of Oviedo graduates to find jobs during their year of graduation. For the academic year 2017-18, this was slightly below 50%² - lower than the figure from the previous year. This is in line with the achievement of SDG8, which aims to promote sustainable economic growth by raising levels of productivity and technological innovation, with a focus on creating just jobs and stimulating entrepreneurship.

Graduates working (graduation year)

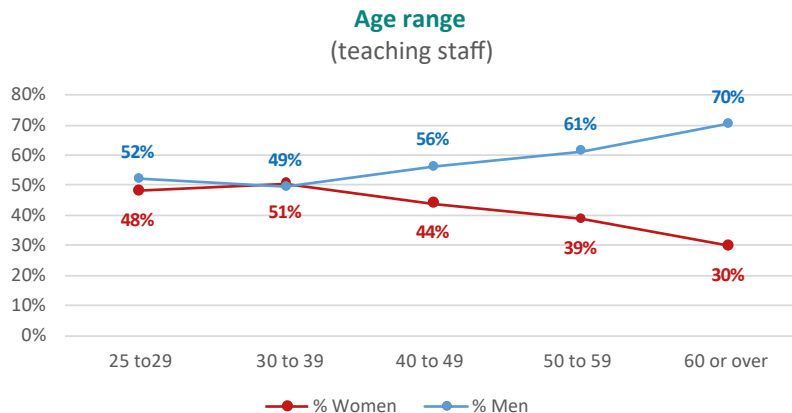


² Data obtained from the annual graduate satisfaction survey - therefore, on the sample of graduates who have completed the questionnaire.





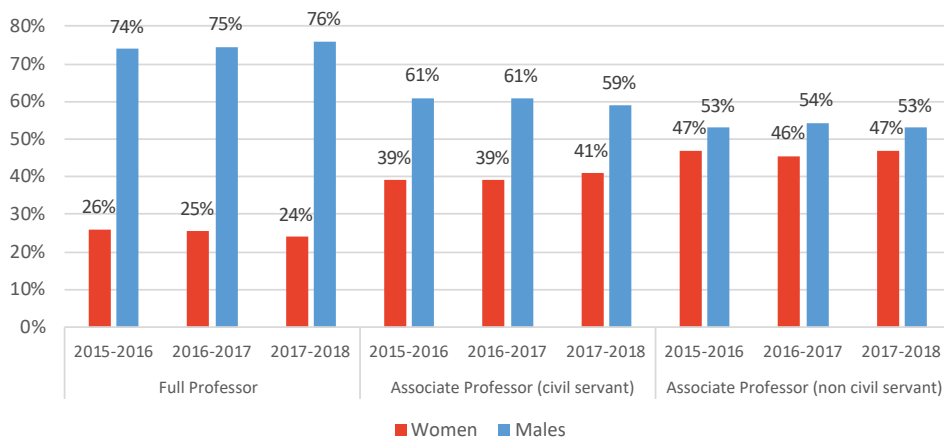
Crucial for achieving the academic results presented above is the team of more than 2,000 people who made up the teaching and research staff of the University of Oviedo during the academic year 2017-18. Analysing the generational profile of the teaching staff, there is a balance between both genders in the 30-39 age group, with more males in higher age groups. Ensuring gender equality is SDG5 that is based on achieving equality between men and women in accessing to education and to the employment market.





In terms of university careers, the gender differences by staff category are clear: they are greater in the upper categories, and in particular among non-administrative academic staff, such as associate professors.

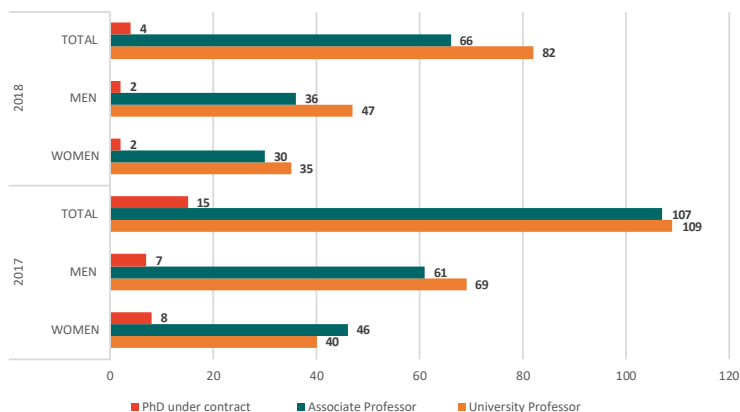
Teaching staff categories by gender





The gender differences within the academic accreditation processes (ACADEMIA programme for administrative staff and PEP programme for teaching staff under contract, both by ANECA) are also evident, with higher accreditation for men. Overall, in 2018 they were 34% fewer than in the previous year.

Teaching staff accreditations



In terms of gender balance and diversity, there is also degree courses offered within the University of Oviedo's formal training that try to teach professionals on this subject for the future labour market. In the academic year 2017-18, 94% of students were female, whereas in the previous academic year, all students were female.

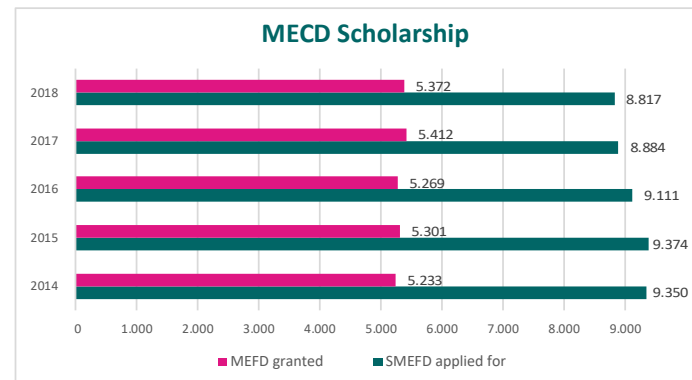
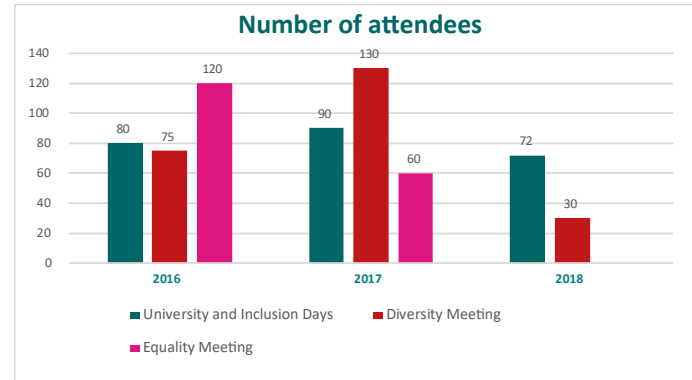




In addition to the ONEO, in the fight for equality, and thus contributing to SDG10, other types of conferences and meetings were held throughout the academic year. These included the celebration of the University and Inclusion Days and Diversity and Equality Meetings.

But SDG10 is not only about fighting for diversity; it also focuses on reducing income inequalities by facilitating mobility and safe migration of citizens.

In order to fight against economic inequality, the University of Oviedo also allocates its own and external funds for granting scholarships to students.

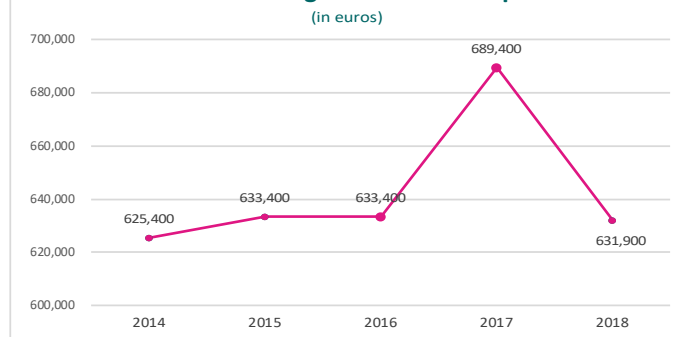




Own Scholarships



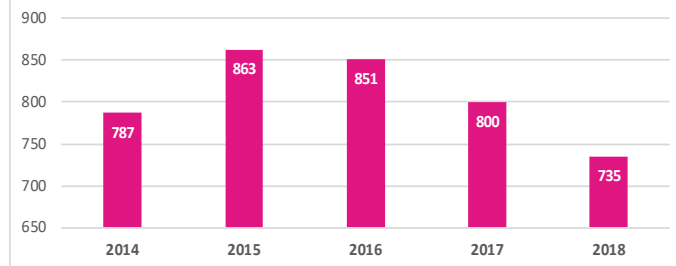
Own budget for scholarships



Also part of the activities to the commitment fighting against inequalities is the implemented training programmes for foreign students to learn Spanish, delivered by *Casa de las Lenguas* (House of Languages), although the number of participants in this type of programme in recent years has fallen significantly, from 851 enrolled students in 2016 to 715 in 2018.

Students enrolled in Spanish for foreigners

(*Casa de las Lenguas*)







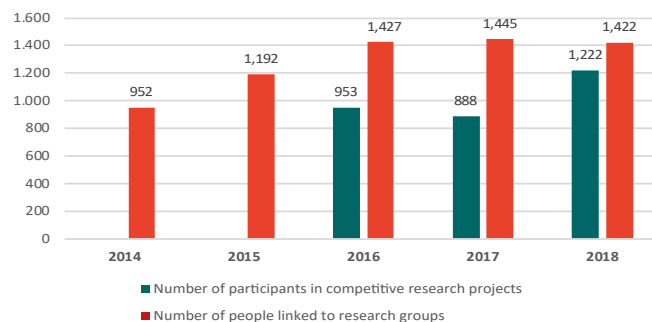
B. RESEARCH



Research centres and groups (SDG9) are essential for developing this second cornerstone of any higher education and research institution - namely, research.

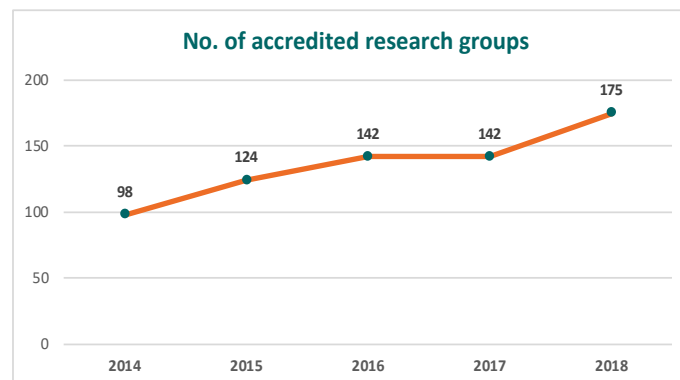
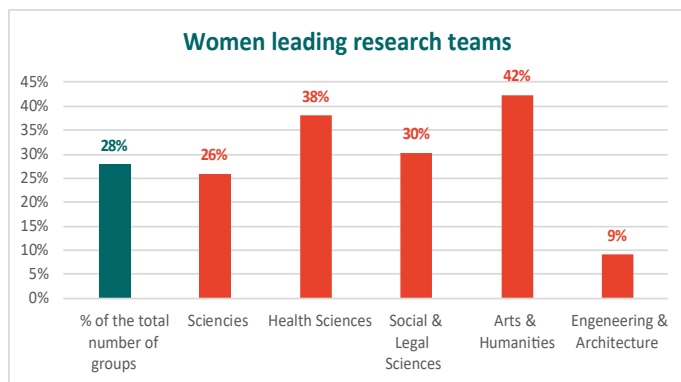
In 2018 there were more than 1,400 researchers across the 175 research groups recognised by the University of Oviedo. The upward progression of consolidated research groups is evident, and their work can be confirmed by the participation of 86% of these researchers in competitive R&D projects.

Research centres





Only 140 (26%) of these recognised research groups are led by women, although there are differences depending on the analysed knowledge areas. Within human and social sciences (42%) a stronger female leadership can be observed than in the engineering research fields (9%), which is traditionally male-dominated.





Together with the research groups, the three research clusters operating at the University of Oviedo in 2018 also contribute actively to progress on the commitment of the 2030 Agenda goals, and in particular drove specific initiatives and R&D projects in relation to SDG 3, 7, 13, 14 and 15:

■ The **Biomedicine and Health Cluster** promotes close collaboration with regional hospital services, and has an extensive network of companies and organisations related mostly to the biotechnology and agri-food sectors. As part of the Biomedicine and Health Cluster, the University of Oviedo has been a member of the European network for Bioeconomics in the leading Bio-based Industries Consortium (BIC) since 2016 and forms part of *Reference Site Asturias* - a recognition given by the European Commission to our region as part of the framework of the strategic initiative European Innovation Partnership on Active Healthy Ageing (EIP-AHA), as a leading space for the work it is doing in the field of active and healthy ageing.

■ The **Energy, Environment and Climate Change Cluster** promotes research focused on technology development and innovation in strategic sectors for the region, such as the production of capital goods and the industry related to clean energies and energy efficiency in the framework of a model of sustainable development. It relies on the support of many companies and brings together the research potential of the Principality of Asturias in this sector. During 2018, Cluster members collaborated therefore actively on different regional forums and working groups related to e-mobility, environmental sustainability and circular economy. In particular, the Energy, Environment and Climate Change Cluster, in collaboration with the Vice-Rector's Office for Material and Technology Resources, have driven forward the pilot project "Electric Vehicle Platform on the Gijón Campus" and the implementation of electric vehicle recharging points on university campuses.





The Cluster promotes also network-wide collaboration with agents at European level, which have enabled close relationships with leading institutions and R&D projects in the Clusters' specialization fields. Of particular note in 2018 the Cluster promoted the membership and the collaboration of research teams of the University of Oviedo in the European Coal Regions in Transition Platform, the European Energy Research Alliance (EERA) and the European AENEAS industrial platform (Components & Systems to Strengthen European Competitiveness platform).

- The **Arts, Humanities and Social Sciences Cluster** was recently set up in 2018 as a platform for stimulating research within these knowledge areas and aimed promoting international research through generating synergies with national and regional calls.

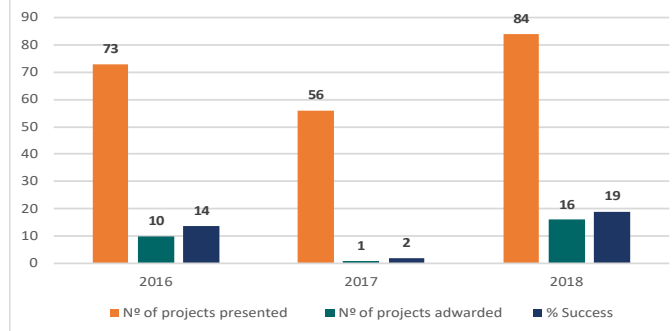




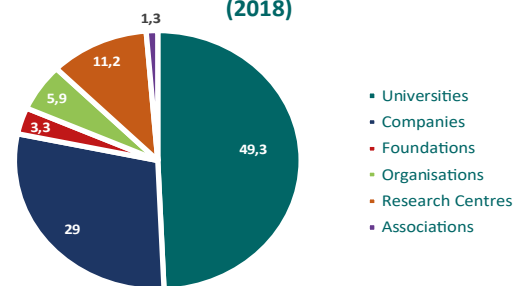
Part of the Clusters' work is to support activities for the internationalization of the University of Oviedo, such as taking part in European projects, what includes the collaboration with other EU academic or non-academic partners.

A total of 84 applications for European projects were submitted in 2018, with almost 20% of them have been funded by the EU. In monetary terms a total of 86,934,900 euros was raised, of which 3,329,644 euros was awarded for the University of Oviedo.

European projects



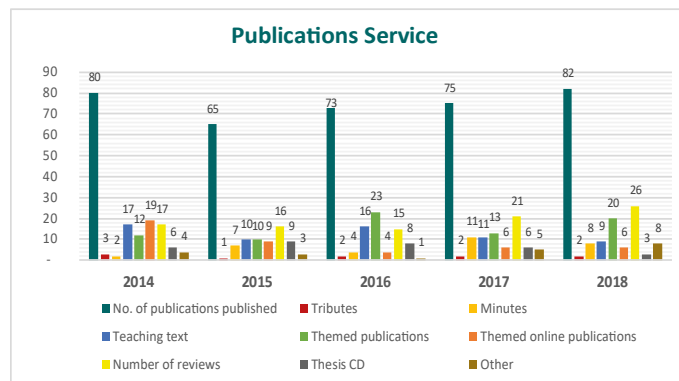
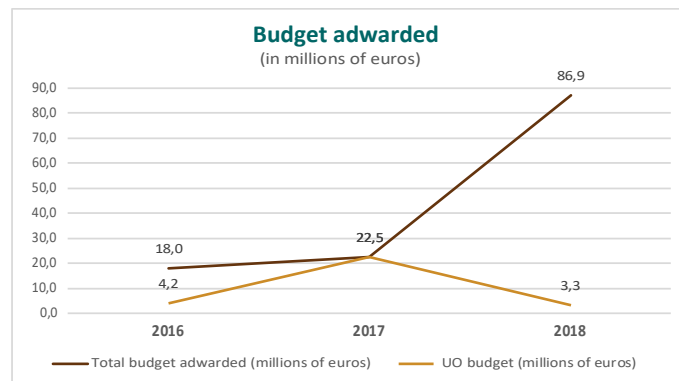
Types of entities involved in submitted EU applications (2018)





The Publications Service helps to disseminate this research and contributes to achieve a higher quality teaching. AENOR's (*Asociación Española de Normalización y Certificación*) external audit for aligning the ISO 9001 certificate to its 2015 version was conducted favourably in 2018.

It is currently the only University of Oviedo service that has this kind of quality certification. Its activity has shown a positive growing trend over the last four years, with magazine publishing and themed publications predominating. In addition, it won the Award for best co-publication at the National Publishing Awards in 2018.





C. KNOWLEDGE TRANSFER: TECHNOLOGY AND SOCIAL



The university's third cornerstone is the knowledge transfer. This entails disseminating the results achieved within the institution from its R&D&I (Research, Development and Innovation) activities to the local environment - for example to industry and society in general.

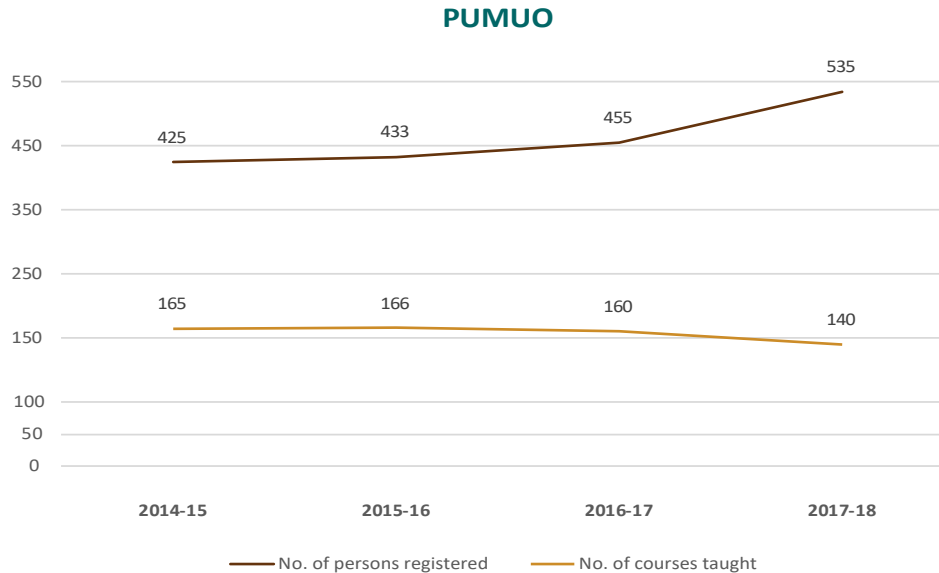
Starting with the social aspect of knowledge transfer, the University of Oviedo is a founding member of ACHM-E (Alliance against Hunger and Malnutrition in Spain), and has taken part in organising its annual meetings since 2013, except for 2014. In 2018, the meeting was held in León on 7th and 8th of November.

In this area, it contributes to other objectives that are less well addressed from the teaching point of view - such as to meet the goal of zero hunger (SDG2). This is an ambitious objective that pursues secondary goals such as food security, promoting sustainable agriculture and concern about climate change aspects.

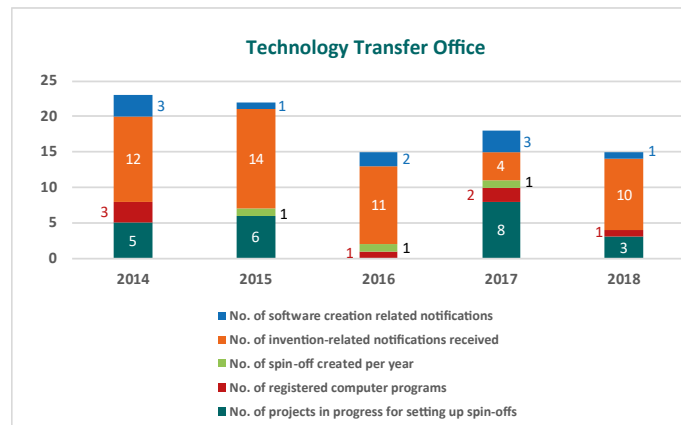
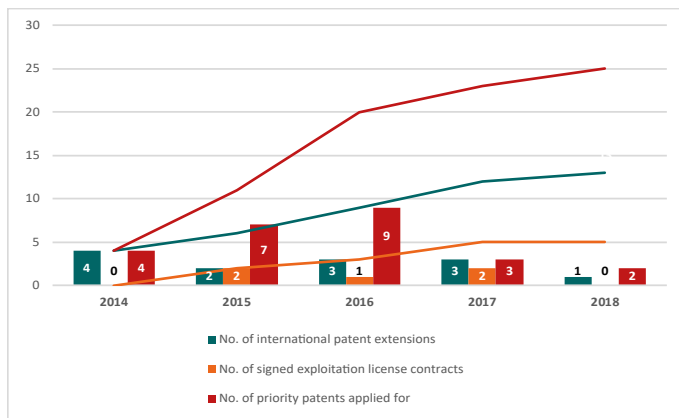
As part of this line of work, the Chair for Global Food Governance Studies ("CEGGLA" by its Spanish acronym "Cátedra de Estudios de Gobernanza Alimentaria") was established in 2016. Its activities include holding a session on this subject in 2016 and 2018, with 50 and 25 participants respectively, as well granting awards for End of Course Projects in this field of research. Two prizes were awarded in the 2016 call for proposals, for a total of 900 euros. In 2018, the winners were 3 students, winning a total of 1,500 euros.



Also in line with the goals of knowledge transfer to society, the University of Oviedo Programme for the Third Age (or "PUMUO" by its Spanish acronym, *Programa Universitario para Mayores de la Universidad de Oviedo*), aimed that people over 50 years of age exceeded that more than 500 people have enrolled them in studies in the academic year 2017-18, and took part in the 140 courses taught at its three campuses: Oviedo, Gijón and Mieres.



Key of the knowledge transfer resulting of the research carried out by the University of Oviedo to industry is the work of the Technology Transfer Office (known as OTRI by its Spanish acronym "*Oficina de Transferencia de Resultados de Investigación*"). In 2018, ten invention notifications were received, and three projects were processed for setting up the on-going spin-off companies. Also of note was the growing number of international patent extensions and exploitation license contracts that were set up.



Additionally, in 2018 there were active a total of 22 University Chairs working together with companies in different research and technology fields, and 4 extension chairs have been developed and chaired by members of the Unievrity of Oviedo , of which 6 were signed that year.

SUSTAINABLE DEVELOPMENT GOALS		SUSTAINABLE DEVELOPMENT GOALS IN EACH CHAIR																
EXTENSION CHAIRS		1 People	2 Energy	3 Health	4 Quality	5 Gender	6 Water	7 Climate	8 Industry	9 Innovation	10 Digital	11 Sustainable	12 Responsible	13 Life	14 Ocean	15 Land	16 Peace	17 Partnership
Chair Emilio Alarcos					●													●
Chair Ángel González					●													●
Chair Leonard Cohen					●													●
Chair of Global Food Governance Studies (CEGLA)		●	●	●	●	●					●	●	●	●	●	●	●	●



SUSTAINABLE DEVELOPMENT GOALS	SUSTAINABLE DEVELOPMENTS GOALS IN EACH CHAIR																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
BUSINESS CHAIRS																	
Ramón Areces Foundation Chair of Commercial Distribution				●				●	●			●					●
Chair of Advanced Analytical Intelligence			●	●				●	●			●					●
INDRA Chair				●				●	●								●
ASTURIAS Prevención Chair			●	●	●			●	●							●	●
Chair for Movility				●			●		●		●						●
ARCELOR MITTAL Research & Development Chair				●				●	●			●					●
HUNOSA Chair				●			●	●	●			●	●				●
Milla del Conocimiento Chair: Xixón Sustainability	●			●	●			●	●	●	●	●	●				●
Milla del Conocimiento Chair: Gijón SMART CITIES				●			●		●		●						●

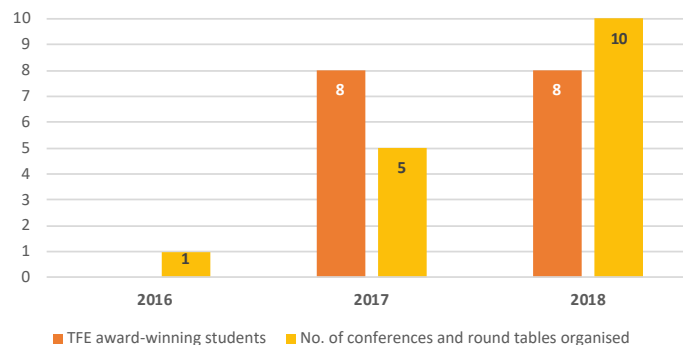


SUSTAINABLE DEVELOPMENT GOALS	SUSTAINABLE DEVELOPMENTS GOALS IN EACH CHAIR																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CÁTEDRAS DE EMPRESA																	
TELECABLE Chair of Video and New Generation Networks				●				●	●								●
AXALTA Chair				●				●									●
CAPGEMINI - CAJA RURAL DE ASTURIAS Chair of Entrepreneurship				●	●			●	●			●					●
Milla del Conocimiento Chair: MEDIALAB			●	●	●		●	●	●		●						●
Banco SABADELL Chair of Business Growth and Internationalization				●				●	●								●
DXC TECHNOLOGY Chair				●	●			●	●								●
COGERSA Chair of Circular economy				●		●	●		●		●	●	●		●		●
CTIC Chair for Digital Transformation			●	●				●	●		●						●
THE COCKTAIL Chair of Digital Innovation				●				●	●								●
CAJA RURAL DE ASTURIAS Chair of Agrifood Industries and Processes		●	●	●		●		●	●		●	●	●				●
CAJA RURAL DE ASTURIAS Chair of Asturias Oral Tradition Archive				●												●	●



Awards similar to those granted by the CEGGLA for work done by students on their final projects were awarded by the *Milla del Conocimiento de Gijón Chair: Xixón Sostenibilidad*, where also a considerable growth in the number of dissemination events such as conferences, round tables and seminars has been observed since it was set up in 2016.

Milla del Conocimiento University Chair: Xixón Sostenibilidad

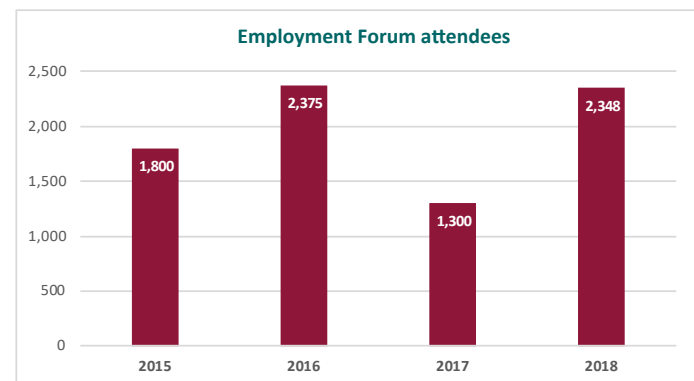
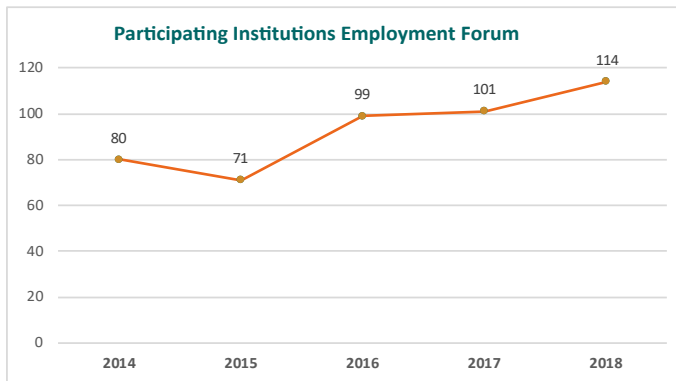
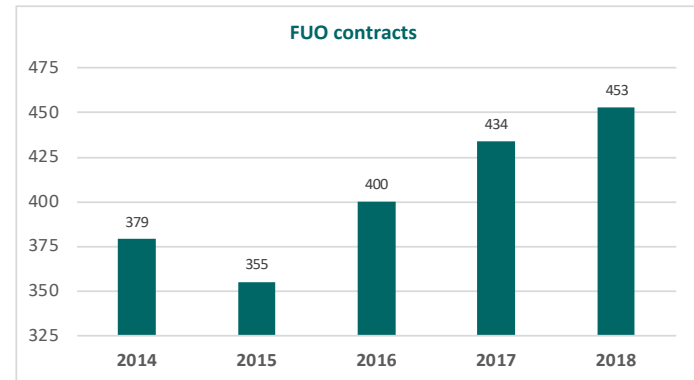


With an activity similar to that of the above-mentioned CEGGLA, the Asturias Prevención Chair has organised at least one session a year since 2016 and could double this initiative in 2018. Awards are also given for final projects that cover the area of health prevention and safety at work. Under these calls for applications, three students were awarded by prizes in 2015 and 2018, with annual amounts of 2,500 euros, respectively.



In support of quality research, and with the aim of transferring its results, the University of Oviedo Foundation ("FUO" by its Spanish acronym, *Fundación Universidad de Oviedo*) managed 453 research contracts in 2018, 25% more than in 2016.

Another of the FUO's contributions towards SDG8 is the annual employment forum, which in 2018 was attended by over 100 institutions and more than 2,000 people - a remarkable number and more than the previous edition in 2017.





During the academic year 2017-18, a total of 91 students applied to volunteer activities: 63 female and 17 male students, working together with a total of 20 organisations: AFESA, ANHIPA, APADA, APRAM, ASCIVITAS, FUNDACIÓN BANCO DE ALIMENTOS DE ASTURIAS, BENECANE, CARITAS, CAUCE, CENTRO COM: SANGRE Y TEJIDO ASTURIAS, CRUZ ROJA, EXPLORADORES DEL PRINCIPADO, FUNDACIÓN GALBÁN, MANOS EXTENDIDAS, MAR DE NIEBLA, MAS QUE CHUCHOS, ONEO, PARTYCIPA, SOCIART and UNA CIUDAD PARA TODOS.

The academic year 2017-18 began with the signature of 58 agreements, with further 14 agreements arrangements being added taking it to a total of 72 agreements.







D. MANAGEMENT STRATEGY

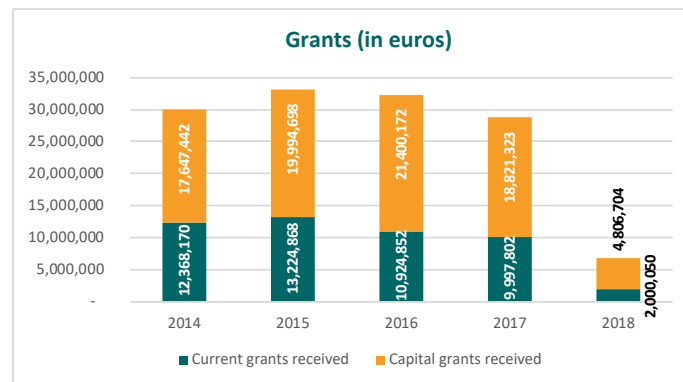


The university's three main functions would not be successful without a suitable management. At the University of Oviedo, this currently is covered by the Strategic Plan 2018-22, which strategic core elements indirectly promotes the attainment of the 2030 Agenda goals. This intention had already become clear in July 2017 when the University of Oviedo signed up to the Food Policy Agreement known as the Milan Pact (SDG2).



In order to implement this strategic plan and university management accordingly, in addition to the approval of the annual budget (which in 2018 was over 208 m euros), the University of Oviedo has other sources of income such as grants, donations and patronage.

The first of these - subsidies - decreased considerably during the year in question to 6,806,755 euros.



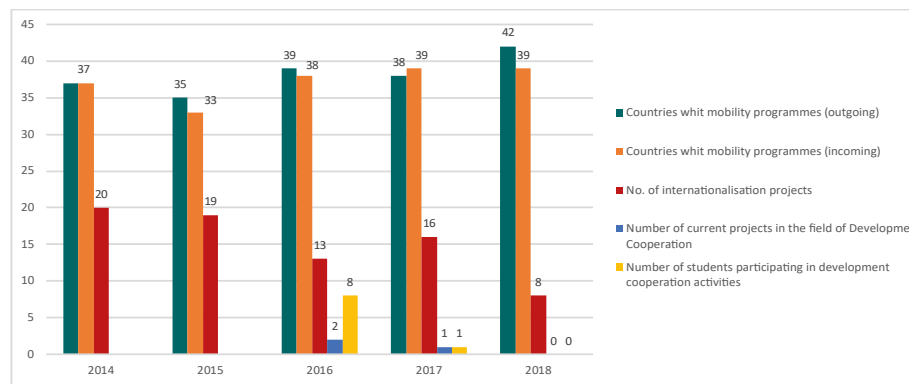
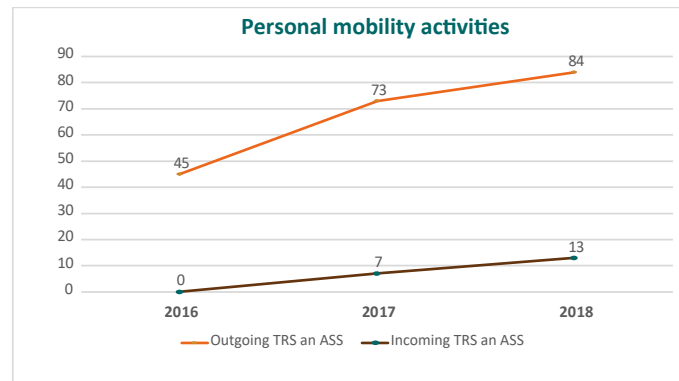
Over the last five financial years (2014 to 2018) the income received by the FUO in the form of sponsorship increased and reached its peak in 2018, when it exceeded 850,000 euros.

	2014	2015	2016	2017	2018
PATRONAGE					
DONATIONS	32,041.20 €	73,126.07 €	113,533.39 €	300,857.40 €	218,699.89 €
COLLABORATION AGREEMENTS	93,800.70 €	88,990.00 €	165,405.90 €	202,347.84 €	391,225.47 €
PRIVATE AID	210,127.29 €	542,184.37 €	217,740.10 €	269,427.31 €	243,403.95 €
	335,969.19 €	704,300.44 €	496,679.39 €	772,632.55 €	853,329.31 €



Another strategic core area for the University of Oviedo is international expansion. Strong efforts have therefore been made to increase the number of mobility destinations - both inbound and outbound (39 and 42 respectively in 2018). Thus, the mobility of both teaching and research staff (TRS) and administration and services staff (ASS) is growing.

This positive trend regarding staff mobility is due to work done in 2018 by the 422 people involved in international mobility: 402 responsables for agreements, additionally to the 20 coordinators of international centres.

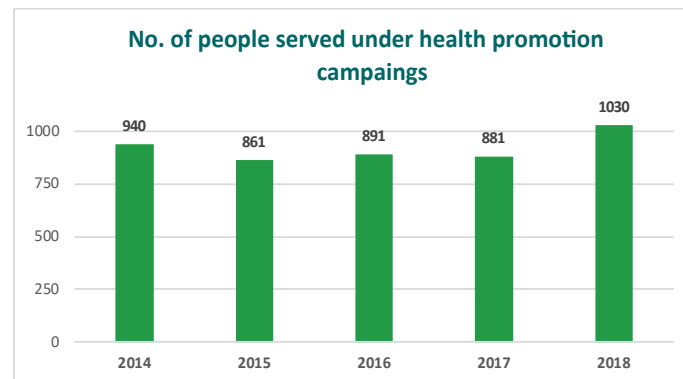
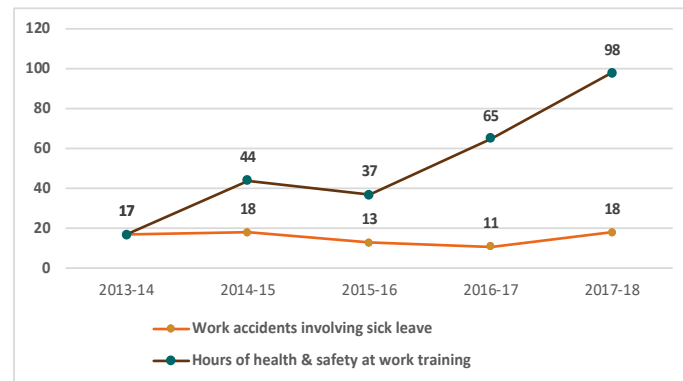




With the aim of being a healthy university and as a member of *REUS* (Spanish Network of Healthy Universities), over the last two years the University of Oviedo took part in projects held as part of Healthy Universities Day: "Fruit Challenge" (2017) and "Blood Drive Challenge" (2018).

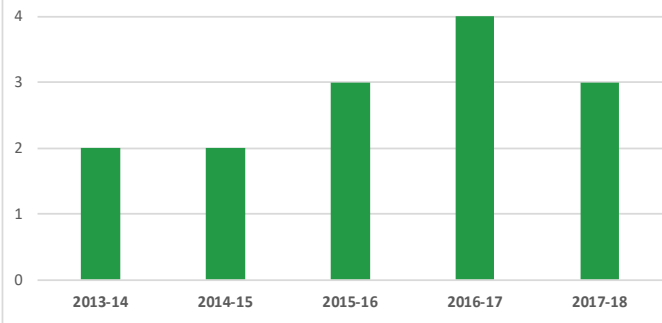
Likewise, the University of Oviedo's own Health Prevention & Safety Service works to promote better health among its personnel. In this area, training has been offered in 2018 where almost one hundred hours have been reached, representing considerable growth since 2016.

In 2018, three health promotion campaigns were run by this service, attending over 1,000 people. Also, it should be added to the healthy practice belongs the use of sports facilities during academic year 2017-18, where registered user numbers almost doubled those of the previous year - at 132,793. The reason behind this is that fees for the sports card were removed.

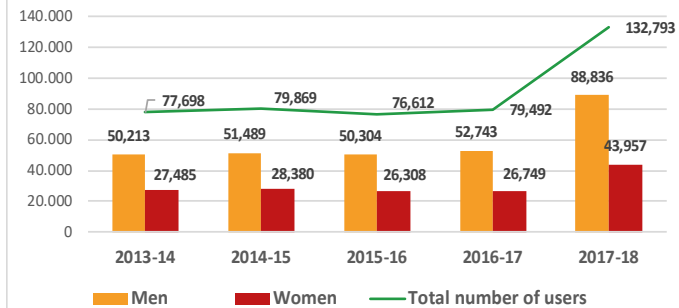




Health promotion campaigns



Use of sports facilities



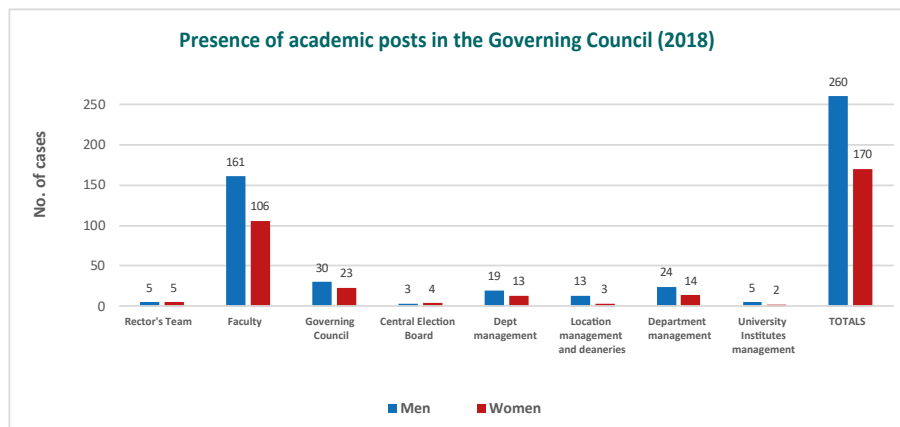


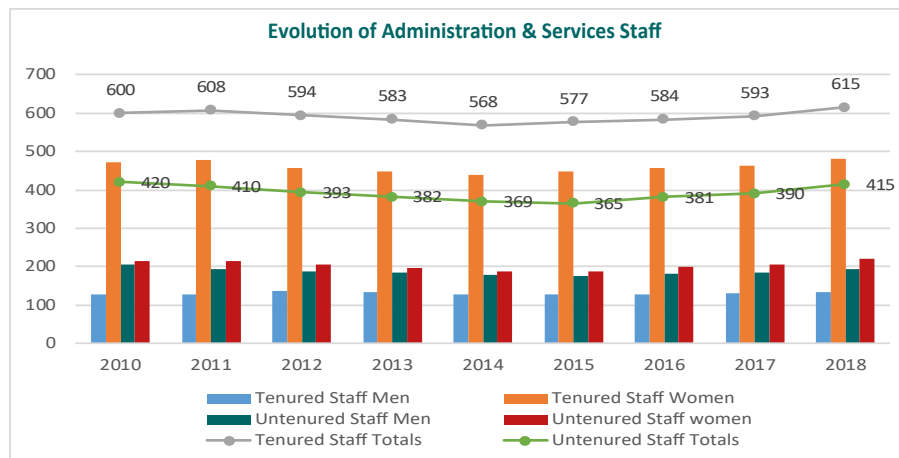
Gender equality is the fifth goal of the 2030 Agenda. The University of Oviedo must ensure equal access to education and working environments. For the first of these - education - as already mentioned in section C, the proportion of women enrolled (53.7%) at the University of Oviedo is slightly higher than men (46.3%).

In terms of working environments, if we limit it to the area of university management, the percentage of men who hold management positions is higher than

that of women (60% versus 40%). It is only among the rector's team that presents gender balance.

About the administrative and support service staff, where the number of tenured staff exceeds the number of untenured staff, the gender differences are clearer as women predominate. In 2018, of the 615 people who made up the total number of tenured staff, 482 were women. In contrast, of the 415 auxiliary staff, 194 were men compared to 221 women.





In terms of contribution to SDG5, among other things the Equality Unit organises annual activities to commemorate the 8th of March, and the 25th of November, where the International Women's Day and the International Day for the Elimination of Violence against Women are celebrated.

requests for mediation or complaints linked to the Prevention procedure and the Procedure for Action in Cases of Moral or Sexual Harassment and/or on the grounds of Sex, Disability, Sexual Orientation, Gender Identity, Beliefs or any other reason within the scope of the University of Oviedo.

The Equality Unit is also responsible for processing requests for name changes made under the name-change protocol for persons who identify as transgender within the framework of the University of Oviedo. It is also the body responsible for receiving

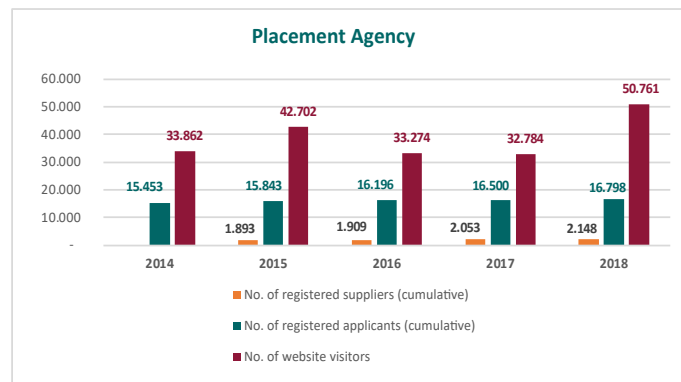




Within the University itself, the Placement Agency seeks to find decent jobs - especially for its recent graduates. The number of people requesting it has been growing steadily over the last five years, as have its suppliers, of whom there are now 2,000. This growth may be due to the considerable increase in the number of visits to this Agency's website.

In addition, during the academic year 2017-18, a total of 443 people used the University of Oviedo's Career Guidance Service, 263 of whom were women. During this same period, several group actions were carried out in which 226 students took part:

- Career guidance course in the Faculty of Biology in December, across two sessions, and aimed at final year students.
- How do I write my CV? Given at the EPI (Escuela Politécnica de Ingeniería) in Gijón, in January and aimed at Industrial Engineering master's students.



- Career guidance course in Oviedo's Computer Science department, which ran in February and aimed at final-year students, as part of work experience.

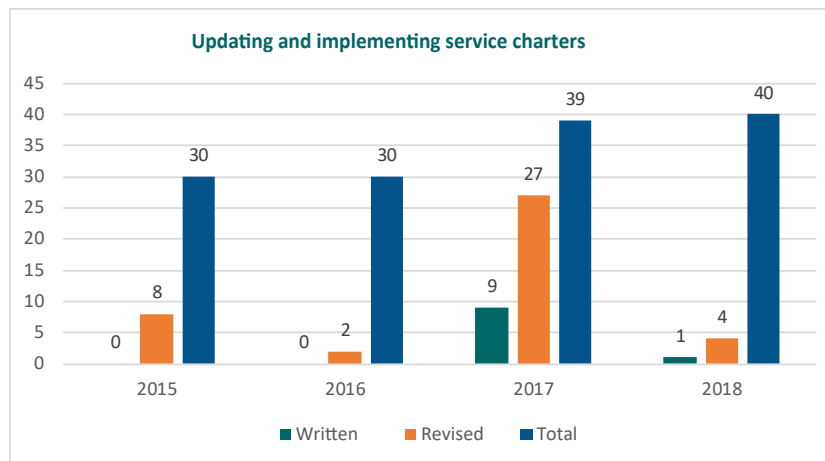
The Career Guidance Service receives about 120 emails a month, ranging from job offers to CV review requests from current students and from graduates, including postgraduate academic information.





To account for all these university services, the University of Oviedo makes the corresponding service letters public. Those relating to new services are prepared regularly, and existing service letters are reviewed so that they can be updated accordingly. In 2018, with the reviews and new letters (12.1% of the total available), there have been a total of 40 new or renewed service letters, which enhances the transparency the institution's activities and its services.

On 10th of December 2018, the 70th anniversary of Human Rights was commemorated with an exhibition, which later toured the university locations. Earlier on 15th of March of the same year saw the opening of the exhibition "SDG Our University facing up to the challenges of a better world", in the University of Oviedo's Historic Building. And in May the Fair Trade and Sustainable Development Goals Conference was held, which included related lectures.



All these internationalisation activities are reflected, among other factors, in the University of Oviedo's position in the rankings. In 2016, the University of Oviedo ranked 501-600 in Shanghai, and ranked 75th place in the World University Ranking UI GreenMetric in 2018.

RANKING	2016	2017	2018
World University	501-600	601-800	601-800
Shanghai	---	501-600	501-600
GreenMetric	86 (2015)	72	75

Another element that enables the institution to be in the rankings is its participation in networks and alliances, such as it is CRUE and alliances like G9, as well as other European networks such as ERRIN (European Regions Research Network), European Network for Bio-economy in the Vanguard Initiative, Biobased Industries Consortium (BIC), Reference Site Asturias, the European Platform Coal Regions in Transition, European Energy Research Alliance (EERA), and European Industrial Platform AENEAS (Components & Systems to Strengthen European Competitiveness). The university joined the latter three in 2018.

The University of Oviedo and the International Mentoring Foundation for the Advancement of Higher Education (IMFAHE), together with a dozen European universities, constitute an innovation network that allows students' and teachers' ideas and knowledge to be tackled, from Spanish and Portuguese universities with highly qualified professionals attached to more than 70 international organisations. This global talent network encourages early ideas, innovation, entrepreneurship, effective collaborations and professional success among participants.

The best PhD and master's students as well as those on the final two years of degree courses in knowledge areas related to engineering, biomedicine and economy and business are given the opportunity to be advised by bilingual mentors, professionals of organisations from top-level United States, Europe and Asia; to form part of a professional network that helps to improve the access to opportunities; given access to Harvard-style online courses on leadership, innovation, entrepreneurship, etc.; and the potential to gain an outstanding scholarship to attend a relevant international organisation to carry out professional work placements.

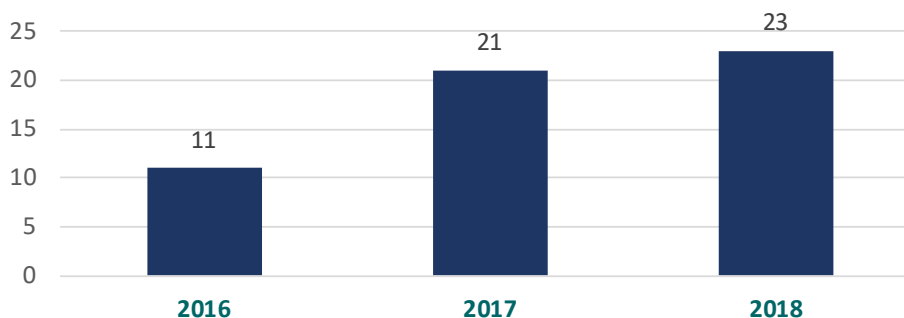
In turn, selected members of the research teaching staff can interact with hundreds of professionals, lecturers and researchers at international level to attract multidisciplinary talent for developing ideas/projects; to access to seminars on US funding through collaborations with platform members; to apply for mobility grants to visit the groups/laboratories of international mentors with whom collaborations are established; have real-time access to the knowledge and scientific discoveries that are happening with Spanish and Portuguese professionals working in more than 70 international organisations, and so on.



In regard to CRUE working groups, including industrial networks, working groups and meetings of different committees, in 2018 a total of 23 University of Oviedo members - including members of the governing team as well as technical staff - took part in 33 events spread throughout the year. In addition, the CRUE's sustainability group was chaired by the Rector, Santiago García Granda.

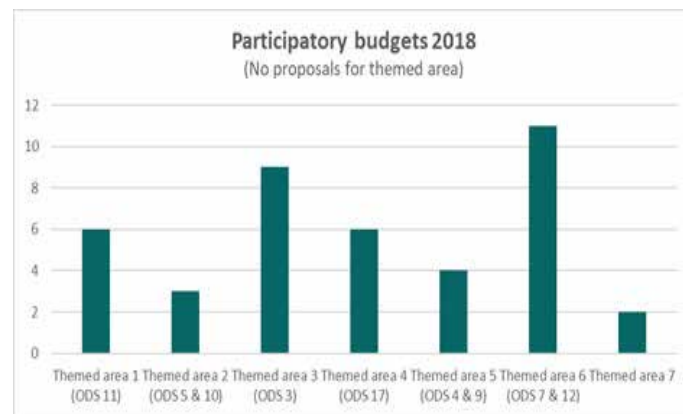
The participation in G-9 industry committees should also be considered. A total of 13 members from our university community attended 16 meetings of this forum.

Participants in CRUE working groups, conferences and events



In 2017, for the first time, participatory budgets were launched under which members of the university community voted on the proposals submitted and into which part of the budgets would be invested. This year 20 proposals reached the final phase, what doubles the number of 2018 and reaching the 41 initiatives presented. The proposals presented in the 2018 call for applications are grouped into 7 themed areas:

1. Sustainability; Recreational and leisure areas; Gardens and green spaces (SDG11)
2. Equality and Inclusion (SDG5 and SDG10)
3. Health and Sport (SDG3)
4. Excellence (SDG17)
5. Training, awareness, participation, transparency, entrepreneurship (SDG4 and SDG9)
6. Responsible consumption, energy efficiency and social environmentalism (SDG7 and SDG12)
7. Other



The three selected proposals had a total of 60,000 euros spread across them equally, as follows:

- **Improved Wi-Fi connection on the EPI campus.** Included under theme 4 is an initiative of the Gijón campus, which hosts the University of Oviedo's main technical degree courses and covering a significant number of students.
- **Intelligent heating, motion sensors and energy efficiency.** On warm autumn and winter days, radiators emit heat in quantities and sometimes when not needed. This theme 6 proposal consists of installing temperature and movement sensors in various areas of each floor, without removing the current switches, with the aim of optimising use of the heating system.
- **Photovoltaic panels and efficient LED lighting.** This was another proposal of theme 6, which fell under the scope of all university departments, working on with a prior study into the profitability of investment, aimed at reducing consumption.

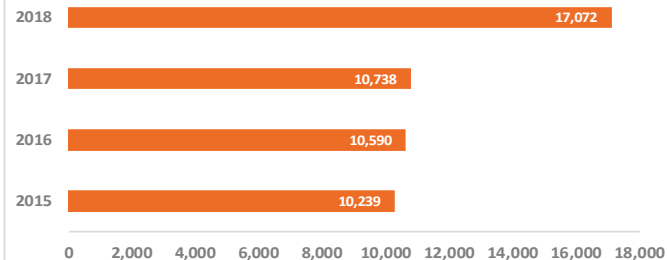




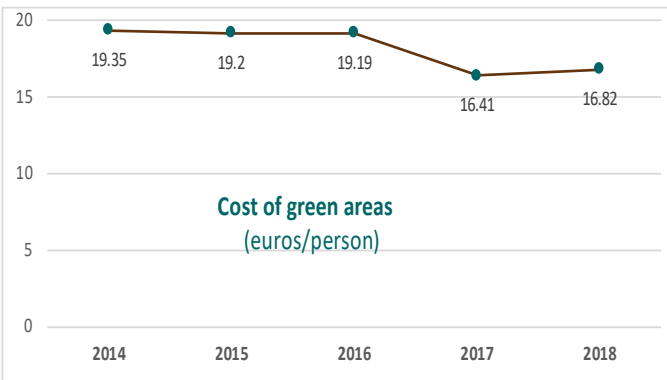
In order to guarantee the correct functioning of the university, any issues occurring in the use of material and technological resources are dealt with specifically. In 2018, more than 17,000 issues raised for this purpose - a much higher number than in previous years.

On the other hand, as part of achieving more sustainable workspaces, green areas have been promoted but at all times with the aim of containing the expenses that these areas represent. In the years 2017 and 2018 the cost of green areas per person (including all groups involved in the life of the university) did not exceed 17 euros per year. The percentage of campus floor space occupied by green areas and gardens is currently 46.9%.

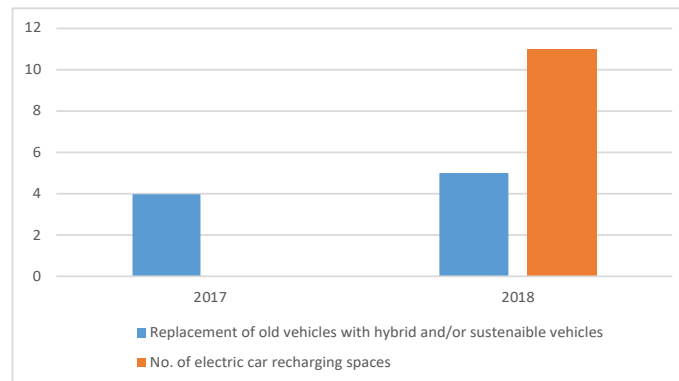
No. of open issues relating to material and technological resources



Cost of green areas (euros/person)



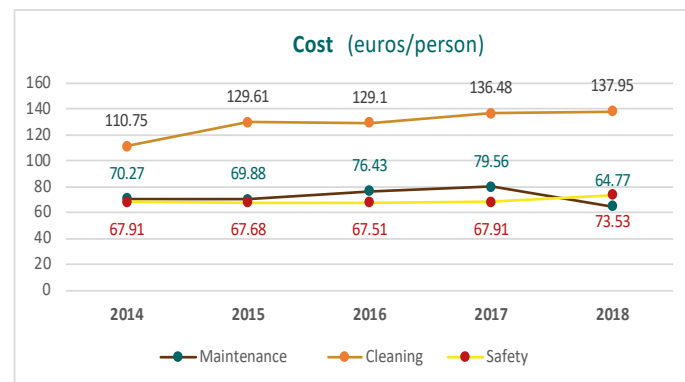
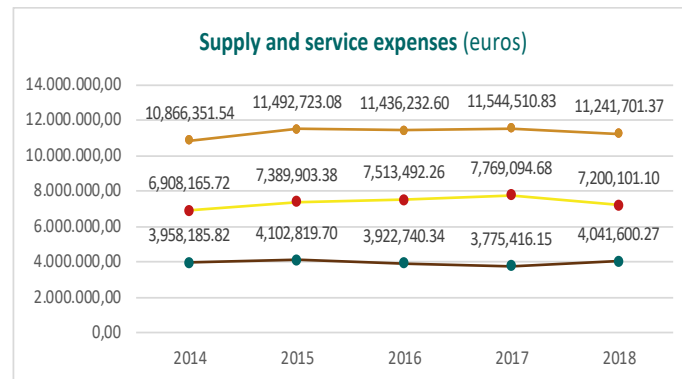
Similarly, and with the aim of achieving healthier environments, hybrid and sustainable cars have been included when replacing the fleet of vehicles. In 2018, there were already 4 hybrid vehicles and 11 electric car recharging stations distributed throughout the different university campuses. There are also 240 bicycle parking spaces to encourage teachers and students to use this type of transport.



The contract specifications were adapted before the new Contracts Act came into effect in March 2018, including issues relating to areas such as healthy menus. After the Act came into force, legally required clauses were also added relating to social, environmental and ethical aspects in administrative contracts, as a tool for promoting public policies in the area of access to employment for groups with special issues of getting into work, equality between men and women, non-discrimination in terms of wages, environmental protection and fair trade, among others.

Continuing with responsible and sustainable consumption, spending in recent years has remained more or less stable, with a significant drop in services in 2018 that was offset by a slight increase in spending on supplies.

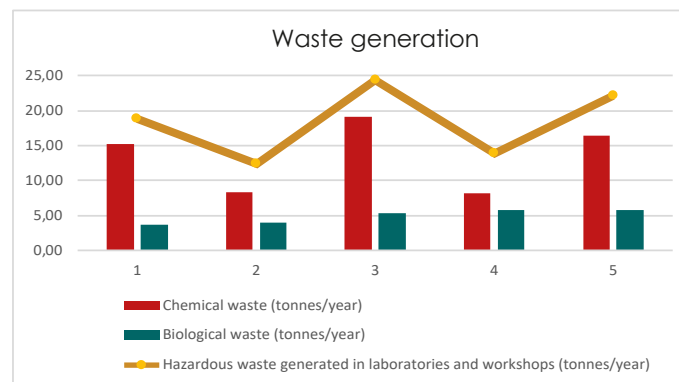
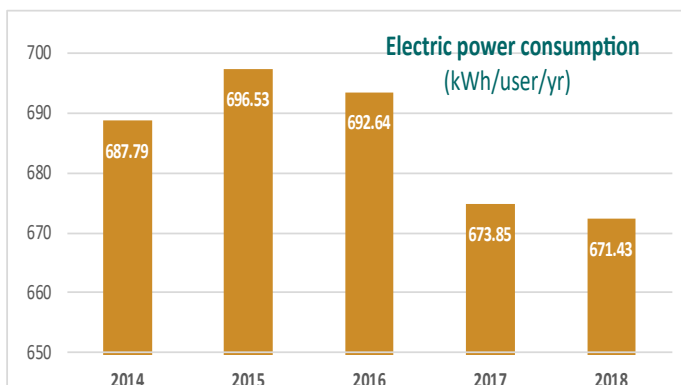
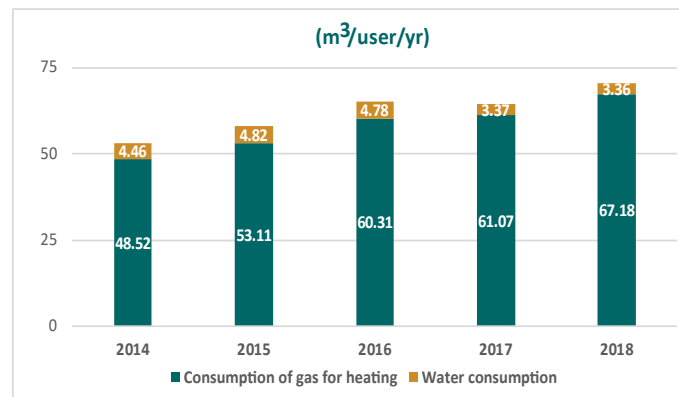
A similar situation occurs when analysing maintenance and cleaning costs, with the former falling and the latter rising in 2018, but maintaining a fairly stable overall trend over time. The cost invested in security also shot up in that year.



The same scissor effect occurs when comparing increasing gas consumption for heating with decreasing water consumption.

Under this expenditure control, we note the significant reduction in electricity consumption per user of 3.1% between 2016 and 2018.

All this consumption related to university activity generates a series of waste products - mainly chemical and biological - which are treated appropriately by an authorised managing company. Other waste, such as paper and cardboard, organic waste and plastics, is also collected separately.



THE PRESENT AND FUTURE OF THE UNIVERSITY OF OVIEDO IN REGARD TO ITS COMMITMENT TO SUSTAINABLE DEVELOPMENT GOALS³: INDICATORS⁴ AND GOALS

Of the 17 SDGs that make up the 2030 Agenda, the university's activity contributes mainly to the development of 10 of these. The following tables show a balanced scorecard for monitoring.

These 10 highlighted SDGs are:

- **SDG 3**, good health and well-being, where the work of both the Health & Safety and Sports Services are key aspects to its achievement.
- **SDG 4**, quality education - every university's ultimate goal, in which everyone's involvement is necessary, on one side in the central of teaching-learning process, and the goal at which it is directed to the students, and on the other hand to support the Technical Quality Unit, which ensures this purpose.



³ The information in this section refers to the 2018 calendar year or the 2017-18 academic year, as appropriate.

⁴ Adapted to the specific features of the University of Oviedo based on: University of the Basque Country and Ilhobe (2019). UPV/EHU Panel of Sustainable Development Indicators. Available at <https://www.ehu.eus/es/web/iraunkortasuna/ehuagenda-2030> (20 September 2019).



- **SDG 5**, gender equality, which analyses the role played by women in different situations, both as teachers and researchers, as well as training professionals on gender issues.
- **SDG 8**, suitable work and economic growth - considered by some to be another cornerstone of university centres, since one of their objectives is to prepare young people for entering in the job market, by providing any mediation means to drive employability and entrepreneurship that are considered as necessary.
- **SDG 9**, industry, innovation and infrastructure, since university-industry relationships, both public and private, are essential for the transfer of technological and social knowledge derived from university research results.
- **SDG 10**, reduced inequalities, with support for lower-income students through scholarships, or offering study programmes for Third-Age or volunteer activities.
- **SDG 11**, sustainable cities and communities, contributing to the efforts for greener and more sustainable campuses.
- **SDG 12**, responsible consumption and production, promoting renewable and clean energies, and containing unnecessary expenses, while training of future professionals on awareness and skills for environmental conservation.



- **SDG 16**, peace, justice and strong institutions, as confirmed by the positioning of the University of Oviedo in international rankings.
- **SDG 17**, partnerships for the goals, notably chairing CRUE's commission for sustainability.

In the tables of indicators presented below, the evolution of each indicator between 2017 and 2018 is shown in graphical form, using upwards and downwards arrows.





REUS member

→ Universal access to sports facilities for the entire university community

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_3.1	Members of the university community who use the sports facilities for healthy lifestyle practices	No. of people	YES	Sports Service	Annual	5%	79,492	132,793	↑	88,836	43,957
IND_3.2	Members of the university community served during health promotion campaigns	% of total ASS and TRS	YES	Health & Safety Service	Annual	5%	27%	32%	↑	N/A	N/A
IND_3.3	Graduates of health-related professions	% of graduates out of official degree courses in the Health Sciences branch of the total number of graduates during the academic year	YES	SIES, UTCaI	Annual	1%	19%	18%	↓	10%	23%
IND_3.4	Health & safety at work training	Hrs of health & safety at work training for ASS and TRS	NO	Health & Safety Service	Annual	5%	65	98	↑		
IND_3.5	Health promotion campaigns	No. of different campaigns	NO	Health & Safety Service	Annual	≡	4	3	↓		

REUS: Red Española de Universidades Saludables (Spanish Network of Healthy Universities)

SIES: Sistema Integrado de Educación Superior (Integrated System of Higher Education)

UTCaI: Unidad Técnica de Calidad (Technical Quality Unit)

N/A: Not available





2014

2015

2016

2017

2018

 UNEBOOK
 platform
 incorporation

 EuroInf MU
 Web Engineering
 Seal

 Setting up UO
 Quality
 Committee

 Starting PhD
 programme accreditations

Preparing annual quality report

 Aligning certified ISO 9001
 Publications Service with v.2015

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_4.1	Students enrolled on official degree courses	No. of students	YES	SIES	Annual	-5%	22,019	22,274	↑	10,312	11,962
IND_4.2	Official academic choice	No. of official qualifications offered	N/A	Vic. Academic Organisation	Annual	≅	137	137	≅		
IND_4.3	Renewal of accreditations for official degree courses	No. of qualifications	N/A	Quality	Annual	*	10	7	↓		
IND_4.4	No. of TFE contributing to SDGs	% TFE out of total of those presented during the academic year	YES	IT Service and UTCaI	Annual	M	N/A	N/A		N/A	N/A
IND_4.5	Students graduating - official degree courses	No. of students	YES	Vic. Students, UTCaI	Annual	-10%	3,731	3,963	↑	1,637	2,326
IND_4.6	No. of theses contributing to SDGs	% theses of the total number defended during the academic year	YES	CIP	Annual	M	N/A	N/A		N/A	N/A
IND_4.7	Assessment of the skills received by graduates	Likert Scale 1-5	YES	Graduate satisfaction survey - item 3.10 (UTCaI)	Annual	1%	3.12	3.32	↑	3.36	3.28
IND_4.8	Level of student satisfaction	Likert Scale 1-5	N/A	UTCaI	Annual	1%	7.5	7.6	↑		
IND_4.9	Number of teachers taking part in innovation projects	% of people out of total TRS	YES	Teaching Innovation Centre	Annual	≅	21%	29%	↑	N/A	N/A
IND_4.10	Teaching innovation conference participants	% of people out of total TRS	YES	Teaching Innovation Centre	Annual	≅	6%	10%	↑	N/A	N/A
IND_4.11	Cross-departmental training programmes	No. of programmes	N/A	INIE	Annual	10%	17	59	↑		
IND_4.12	Students who did industrial placements	% of total number of registered students per academic year	YES	Vic. Students	Annual	M	N/A	N/A		N/A	N/A

The official degrees include undergraduate degrees, master's degrees and doctoral programmes

CIP: Centro Internacional de Postgrado

INIE: Instituto de Investigación e Innovación Educativa





2014

2015

2016

2017

2018

 Starting II
 Equality Plan

 Equality surveys for
 ASS, TRS and students

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_5.1	Interventions in applying the gender violence protocol	No. of people	YES	Equality Unit	Annual	M*	N/A	N/A		N/A	N/A
IND_5.2	Research groups contributing to SDGs	% of groups out of total number of those recognised	N/A	Research service	Annual	M*	N/A	N/A			
IND_5.3	Percentage of female leaders of research groups	% out of the total recognised research groups	N/A	Research Service and Equality Unit	Annual	1%	N/A	28%			
IND_5.4	Percentage of females in academic positions	% women out of total academic positions	N/A	Secretary General	Annual	1%	37%	40%			
IND_5.5	Percentage of female university professors	% of total Uni Chairs	N/A	Vic. Academic Organisation	Annual	5%	25%	24%		↓	
IND_5.6	Graduates of the gender graduate programme (Masters and PhD Gender and Diversity)	No. of people	YES	UTCal	Annual	1%	12	17	↑	0	17

* M: to measure





2014

2015

2016

2017

2018

 Starting
 Si, Somos
 Innovación

 Starting CHAMP-U,
 e² and Meet
 successfully

Starting Explorer

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_8.1	Time taken to get first job (student without previous work experience)	Months	YES	Graduate satisfaction surveys (UTCa)	Annual	≡	6	7	↑	6	7
IND_8.2	Employment rate as at graduation year	% graduates working at year of graduation	YES	Graduate satisfaction surveys (UTCa)	Annual	≡	51.3%	56.3%	↑	43.2%	56.8%
IND_8.3.a	Percentage of staff with permanent contracts: ASS	% of the total group (ASS and TRS, respectively)	YES	Management	Annual	≡	N/A	77.7		25.6	52.0
IND_8.3.b	Percentage of staff with permanent contracts: TRS					≡	N/A	64.0		39.9	24.2
IND_8.4	Employment Forum attendees	No. of people who attended the forum that year	YES	FUO	Annual	10%	1,300	2,348	↑	N/A	N/A
IND_8.5	No. of bidders - Agency Placement	No. of people	YES	Placement Agency	Annual	5%	2,053	2,148	↑	N/A	N/A





Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_9.1	Spin-offs created	No.	N/A	OTRI	Annual	≡	N/A	3			
IND_9.2	University Chair agreements	No.	N/A	Employability	Annual	1%	6	8	↑		
IND_9.3	Accredited research groups	No.	N/A	Vic. Research	Annual	10%	142	175	↑		
IND_9.4	Promoted clusters	No.	N/A	Vic. Research	Annual	≡	3	3	≡		
IND_9.5	No. of talent and entrepreneurship programme participants	No.	YES	FUO, Employability	Annual	5%	137	154	↑	74	80
IND_9.6	Number of patents or operating licenses contributing to the SDGs (licenses for research results - including patents, software and know-how)	No.	N/A	OTRI	Annual	*	N/A	5			



2014

2015

2016

2017

2018

We are Ready

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_10.1	Students served under inclusion programmes	No. of students	YES	ONEO	Annual	≡	N/A	166		N/A	N/A
IND_10.2	Students participating in social-responsibility activities (volunteering)	% of students out of the total number of students enrolled in the academic year	YES	Students	Annual	M	N/A	N/A		N/A	N/A
IND_10.3.a	Percentage of staff with disabilities: ASS	%	YES	Management	Annual	≡	N/A	4.76		1.65	3.11
IND_10.3.b	Percentage of staff with disabilities: TRS					≡	N/A	1.25		0.72	0.53
IND_10.4	Students on the senior programme	No. of students	YES	Extension	Annual	5%	455	535		↑↑	131
IND_10.5	Scholarship holders	% of students out of the total number of students enrolled in the academic year	YES	Students	Annual	15%	5,457	5,937	↑↑	2,348	3,589





Creation of the
 Milla del Conocimiento
 Chair: Smart Cities

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_11.1	Number of bicycle parking spaces	No.	NO	Vic. Materials Resources and Infrastructures	Annual	≡	---	240	⬆️		
IND_11.2	No. of electric vehicle recharging points	No.	NO	Vic. Materials Resources and Infrastructures	Annual	≡	---	11	⬆️		
IND_11.3	% of campus area given over to green areas and gardens	%	NO	Vic. Materials Resources and Infrastructures	Annual	≡	46.9%	46.9%	≡		
IND_11.4	Cost of green areas	euros/person among the university community	NO	Vic. Materials Resources and Infrastructures	Annual	-2%	16.41	16.82	⬆️		





Incorporating hybrid vehicles

Incorporating of socially responsible contract clauses

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_12.1	Graduates of environment-related courses	% of students compared to total enrolled	YES	Quality Technical Unit	Annual	1%	7.3%	7.5%	↑	8.6%	6.8%





2014

2015

2016

2017

2018

70th Anniversary
 Human Rights Exhibition

Setting out "SDG.
 Our University facing
 the challenges of
 a better world"

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_16.1	Transparency Index	Index	N/A	Commitment and Transparency Foundation: https://www.compromisoytransparencia.com/categorias-informes/universidades-publicas	Annual	≡	N/A	12			
IND_16.2	Rendering of accounts: % of service charters reviewed and updated annually	% out of total university services	N/A	Quality Technical Unit	Annual	90%	92.3	12.5	↓		





→ Presidency and Executive Secretariat
CRUE's commission for Sustainability

Compliance with
the Milan Urban
Food Policy Pact

→ *Biobased Industries Consortium (BIC)*

125th Anniversary School
Colony of Salinas

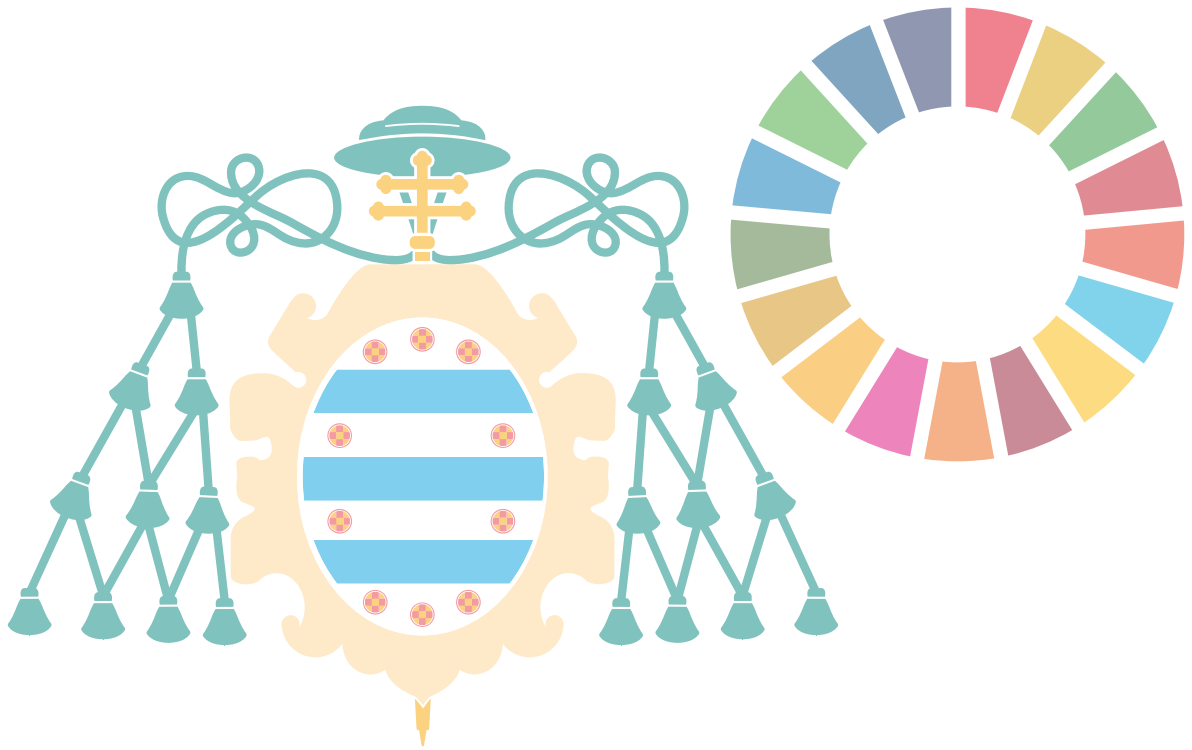
→ *European Platform Coal
Regions in Transition*

→ *European Energy Research
Alliance (EERA)*

→ *AENEAS European Industrial
Platform (Components &
Systems to strengthen
European competitiveness).*

Code	Name/Description	Unit	Gender - disaggregated	Source	Frequency calculated	Target	2017 or 2016-17	2018 or 2017-18	Trend	Calculation - men	Calculation - women
IND_17.1	Participation in networks related to sustainable development	No.	N/A	Rector's Office	Annual	≡	N/A	3			
IND_17.2	GreenMetric	Annual ranking position	N/A	GreenMetric	Annual	≡	72	75	↑		









Social Responsibility Report



Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo