

PRME Principles for Responsible Management Education

UNIVERSITY SOCIAL RESPONSIBILITY INDICATORS SYSTEM SHARING INFORMATION ON

PROGRESS - PRME

Guide for Implementation



Pacto Global
Red Colombia



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¹ To our friend and colleague, thank you for inspiring us to continue building a better world, a society in peace, transparent and sustainable.

UNIVERSITY SOCIAL RESPONSIBILITY INDICATORS SYSTEM SHARING INFORMATION ON

PROGRESS - PRME

Prologue

The achievement of sustainable development and the fulfillment of the 2030 agenda require the commitment of each and every one of the members of society. Universities in general and business schools in particular, due to their formative role, knowledge construction and social integration, play a fundamental role in the construction of that responsible global society, prosperous and inclusive that we all want.

But despite the efforts that have been made so far by dozens of academic leaders in all regions, the magnitude of these challenges requires collegial work, demand for an organized commitment, invites the necessary transparency to promote trust and calls for support mutual in order to establish synergies.

All these previous reasons invited us to the members of the Latin American and Caribbean Chapter of PRME to look for alternatives that will facilitate us the joint work, that integrate our individual efforts and that will support our relations and communications and as a product of this reflection we put at your consideration the indicators system of university social responsibility for the Progress Report - PRME, which is aligned with the 6 principles and management instruments proposed by the PRME initiative, aims to align the wills, formalize the purposes, publicize the efforts and monitor the results that the higher education institutions of the region are carrying out in terms of sustainable development and the SDGs.

The present indicators system is born in the PRME Working Table that the Colombian Network of the Global Compact constituted in 2011 and that together with the PRME Focal Point in Colombia have been promoting joint work among PRME signatory universities in Colombia. As a result of these meetings, in mid-2016 the proposal was consolidated, approved at the regional meeting held in Buenos Aires, Argentina, in September 2016 and later validated at the chapter meeting held in Curitiba, Brazil, in September 2017.

Among the most important virtues that characterize this indicators system are first of all, the definition of the parameters and scope of the management of sustainability within an educational institution, secondly, the possibility of choosing the level of the report that wants to be performed according to the advances and institutional interests, and finally the correspondence with the most recognized indicators and management and reporting systems.

We invite the entire PRME community at the international level to examine, analyze and use this indicators system that was built by a large team of renowned academics from Latin America and the Caribbean as a contribution of the region to raise the capacity of academic institutions from around the world to respond to the challenges of the 21st century.

NORMAN DE PAULA ARRUDA FILHO
President Latin America and Caribbean Chapter 2017 - 2018
Principles of Responsible Education in Management - PRME

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INTRODUCTION

Considering the importance of comprehensive university education and social commitment in professional practice, since the beginning of the 21st century, the role of the university in contributing to sustainable development has been reflected through the University Social Responsibility that has an important work in Latin America driven by public - private agents of a regional and international nature.

Defining the University Social Responsibility implies a change in the understanding of the universities, as they have been understood, and for this Martí-Noguera and Grimaldo (2016, pp.75-58) raise the concept of an expanded university community. Starting from a multiplicity of approaches, and fallacies around the conception of the USR (Vallaey, 2018), nowadays the universities as organizations are fragmented as they respond to the demands of the society competing for the attainment of students, that make viable the programs, or to the research recognition by publications in certain indexes, not exercising the leadership that it can have by its predominant position as social institutions.

Understanding the university mission requires evaluating the multiple relationships and transitions of knowledge generated within it and with society at the territorial and international level. For this, it is necessary to value the positive and negative contributions, tangible and intangible, to the various stakeholders; and in this dynamic it is necessary to implement indicators and benchmarking strategies that allow learning that results in mutual benefits between universities and their stakeholders in different contexts (Aldeanuava, 2013).

The USR must be defined then with a multilevel analysis, which deals with two interrelated dimensions: the organizational and the structural. In the organizational dimension, the labor relations, processes and procedures necessary for the fulfillment of their training and research missions are

attended. In the structural dimension, understanding that knowledge is managed in distributed networks and increasingly requires more collaborative processes, with transverse and longitudinal effect of their missionary products towards society, it transcends the result of training, as it ends with the delivery of a title, and the research understood as a patent or publication to analyze the evolution of research and graduates beyond a quantitative purpose. This aspect links with an understanding of the student or society not as customers but as partners (partners not customers)² (Vallaey, 2009) (Fernández & Others, 2015) (Geryk, M., 2011).

For this purpose, it is necessary to invest in the creation of value and alliances with the physical and virtual territory, which in the first instance is to analyze the value that universities contribute to the stakeholders. Because the potential capacity to have access to information, variables and key agents that influence in the socio-economic development is installed in a large part of universities, rethinking the university mission based on these two dimensions implies an exercise to organize information and establish common indicators that can be analyzed, in order to establish the bases of a management model adapted to the present moment of global - local relationship.

The Principles for Responsible Management Education (PRME) is the first organization between the United Nations and academic institutions related to management, business schools and universities, provides a global network to academic institutions to promote sustainability and corporate social responsibility, and a framework of commitment to the incorporation of universal values in programs and research. Since its official launch in 2007 by the UN General Secretary, Ban Ki-Moon, the initiative has grown to more than 919 academic institutions, from more than 90 countries around the World, and includes more than a third of the 100 Best business schools, 108 of which represent the Latin American and Caribbean region. As described by Global Compact, PRME's mission is to inspire and promote responsible

² Management models already tested identify as important the return of students and society to universities, beyond the payment of tuition but for as graduates they reinvest and contribute to the development of their universities in recognition of their contribution.

INTRODUCTION

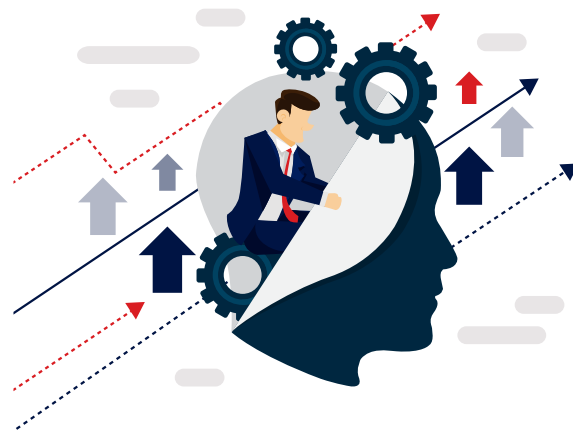
management education, research and leadership thinking worldwide. PRMEs are inspired by internationally accepted values, such as the principles of the United Nations Global Compact, which seek to establish a process of continuous improvement among educational management institutions, in order to develop a new generation of business leaders able to manage the complex challenges that companies and society face in the 21st century.

In this sense and given the importance of the University Social Responsibility in the education of ethical professionals, responsible and committed to the needs demanded by their social environment; we will present below the indicators and a guide for its correct use, indicators that were created directly to evaluate the university environment; although, there are already some indicators related to the exercise of university life there are not for public use or management, but on the contrary, are private initiatives or specific university groups (Calderón de la C. E. 2018).

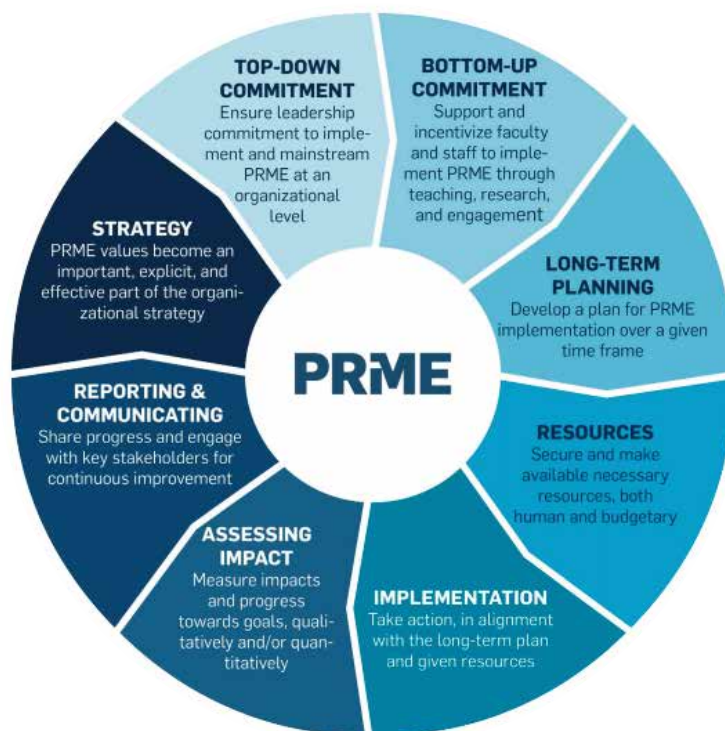
That is why the main objective of this guide is to facilitate the correct evaluation and the respective report to whom it may concern taking into account parameters such as the specific objectives of the university in USR whose degree of fulfillment wants to measure with the indicators, the periodicity in the measurement of the indicators, the establishment of the goals to be met for each indicator, the sources of information that will be used to feed the indicators and access to them, as well as those responsible for making the measurements, who must validate and know the results of the measurement, the guidelines to draw action plans in case the objectives are not met, among others.

It has been identified that it is necessary to mention in a concise way of reporting the established indicators as sustainability reports, which must be understandable, precise, transparent, periodic and comparable, it is also necessary to indicate how the principles of clarity, precision, balance, periodicity and comparability should be met, adding the reliability principle in order to guarantee the quality of the reported information and in this sense the construction of the implementation manual of the University Social Responsibility Indicators for the initiative Principles of Responsible Education Management in PRME, of the global compact as a solution to this problem.

This guide facilitates the implementation of the PRME transformational model since the indicators are designed to share information on the progress of management, in other words, to inform and communicate assiduously the relevant information to the interested parties, progressively and as a way of show progress and propose and emulate continuous improvement processes according to the long-term planning proposed in the same model.



INTRODUCTION



Model Steps of Implementation of PRME.

Source: UNPRME. Transformational Model for PRME Implementation.

The universities are facing an exceptional opportunity, due to the sustainable development agenda requires the participation of governments, companies and civil society to reach their objectives by 2030. Faced with this challenge, these can contribute to the achievement of those and also develop new opportunities within their traditional work that combine the social and environmental effect with the economic return. It is therefore, necessary to know how the SDGs relate to their mission and design an action plan that allows them to contribute to their achievement, establish synergies with their performance in sustainability and how important it is to contribute to communicate these actions.

Although all universities use some kind of methodology to elaborate their sustainability reports, several are signatories of the Global Compact and have declared that they have developed specific actions that contribute to the SDGs, it has not been easy to understand what their actual contribution may be and how to promote institutional commitments in this regard and much less communicate their progress and the impact of their contribution, thus the university responsibility indicators offer a structured action protocol to prioritize and report on their most significant contributions to the SDGs, while at the same time favors the determination of actions that can be taken to advance in the achievement of those.

THE USR INDICATORS

Structure of the Indicators System

The indicators system consists in 5 major components, called areas, which constitute the substantive functions of any higher education institution and represent the commitments and advances in terms of sustainability that are to be reported, which are:



Each of these 5 areas is composed of the necessary and sufficient aspects with which an institutional management that responds and contributes to sustainable development is compared and to the 2030 agenda and the Sustainable Development Goals.



This component refers to strategic direction and the existence of specialized control mechanisms for evaluating the promotion of social, environmental and governance aspects in the institution.



This component refers to the academic subject, thematic methodologies and learning processes that promote training for sustainability and encourage responsible leadership.



This component refers to the evaluation of the existence of guidelines and policies that promote the acquisition of new knowledge and its application for the solution of social and sustainable problems in the institution.



This component defines the number of initiatives and formal bases that evaluate social and sustainability aspects through institutional mechanisms and policies.



This component studies the impact generated by the institution through its administrative and operational processes to its stakeholders and the environment.

To make the report of the performance of the components or areas, these are divided into General Aspects, these at itself into Sub Aspects and finally each Sub Aspect is divided into Indicators.



General Aspects: defined as the essential and significant themes with which each area or substantive function must consider when assessing their commitment to sustainability.



Sub Aspects: understood as the group of criteria that make up each of the themes of university sustainability (general aspects) and which, of course, are susceptible to being evaluated through indicators.



Indicators: punctually the set of data, whether qualitative and / or quantitative, with which the performance of the relevant criteria of sustainability is evaluated in an objective and traceable way.

THE USR INDICATORS

AREA	GENERAL ASPECT	SUB ASPECTS
1. Leadership and Institutional Strategy	<ul style="list-style-type: none"> 1.1. Government 1.2. Institutional Strategy 1.3. Control of the Operation 1.4. Report and Accountability 1.5. Improvement and Innovation 1.6. Impact 	<ul style="list-style-type: none"> 1.1. General Framework, Conflict of Interests and Gender Equity 1.2. Integration with Sustainability, stakeholders and Purpose 1.3. Equipment and Tracing 1.4. Report, Verification - Communication 1.5. Actions and Development 1.6. Teaching, Research and Extension
2. Teaching	<ul style="list-style-type: none"> 0. General Information 2.1. Responsible Training 2.2. Relevant Training 2.3. Plurality in Formation 2.4. Integration of Training with SDGs 	<ul style="list-style-type: none"> 0. Scope and Commitment to sustainability 2.1. Ethics and Citizenship, Sustainability and / or Social Responsibility, Responsible Leadership and Responsible Consumption 2.2. Contact with the Reality and Socioeconomic Context 2.3. Interdisciplinarity and Multiculturality 2.4. Commitment to the 2030 Agenda for Sustainable Development
3. Research	<ul style="list-style-type: none"> 0. General Information 3.1. Responsible Research 3.2. Link to Social Responsibility and / or Sustainability 3.3. Collaborative Research 3.4. Integration of Research with SDGs 	<ul style="list-style-type: none"> 0. Scope and Commitment to sustainability 3.1. Ethics and Citizenship, Sustainability and / or Social Responsibility, Responsible Leadership and Responsible Consumption 3.2. Contact with the Reality and Socioeconomic Context 3.3. Interdisciplinarity and Multiculturality 3.4. Commitment to the 2030 Agenda for Sustainable Development
4. Extension or Social Projection	<ul style="list-style-type: none"> 0. General Information 4.1. Response to the needs of the beneficiaries or target audience 4.2. Articulation with Relevant Actors 4.3. Access and participation of Vulnerable Communities and / or minorities 4.4. Public / Private Cooperation 4.5. Integration of the Extension with the 	<ul style="list-style-type: none"> 0. Scope and Commitment to sustainability 4.1. External Validation and Service Channels 4.2. Agendas of Local and Global Development, Academic Community 4.3. Usefulness and Contribution of Interventions, Selection and Linking, Empowerment of Communities 4.4. Institutional Collaboration and Projects for Sustainability 4.5. Commitment to the 2030 Agenda for Sustainable Development
5. Operation Administration	<ul style="list-style-type: none"> 5.1. Environmental impact 5.2. Labor aspects 5.3. Respect for Human Rights 5.4. Anti-corruption 5.5. Promotion and Communication 	<ul style="list-style-type: none"> 5.1. Energy, Water, Biodiversity, Emissions, Effluents and Waste, Prevention, Investments, Fulfillment, Supply and Transportation 5.2. Employment, Fulfillment, Relations, Health and Safety, Participation, Inclusion and Training 5.3. Fulfillment, Tracing, Training, External Verification, Supply, Sanctions, Freedom of Association, Child and Forced Labor, Non-Discrimination, Displacement, Accessibility, Well-being 5.4. Mechanisms, Complaints System, Supply, Fair Competence 5.5. Academic Offer, Promotion and Marketing, Privacy and Complaints and Claims



Identification Code (ID code): in order to facilitate recognition, correspondence or location within the report, each indicator has an identification code that is named by the first letter of the area to which corresponds and a number corresponding to the consecutive order of the indicator within the area.

Correspondences: this booklet is comparable with different Social Responsibility reports. That is, different topics and aspects to be evaluated and publicize can be a complement to PRME's Sharing Information on Progress (SIP) with other reporting lines such as GRI STANDARD, GLOBAL COMPACT, OECD GUIDELINES, ISO 26000.

Characteristics

TRACEABLE

Allows demonstrating the advances that occur over time regarding its performance at a specific time or its historical evolution.

INTEGRAL

Links and interrelates all the functions, areas and aspects of the organization as a whole, avoiding possible fractures or isolated management.

ADAPTABLE

Comparable to the most important international reporting systems, facilitating simultaneous presentation with other types of reports.



STRATEGIC

Facilitates the concentration of the efforts in the subjects of interest of the organization, relying on methodologies for the development of the activities of the university environment.










FLEXIBLE

Can be adapted specifically to the interests, circumstances and level of progress of the academic institution.

USE OF THE INDICATOR SYSTEM

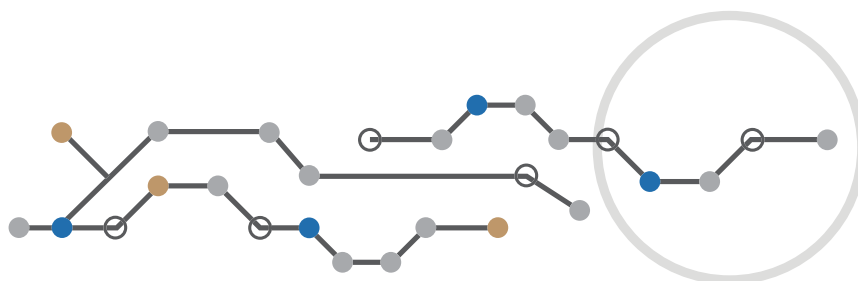


Benefits

-  Allows to evaluate significant and common aspects of academic institutions.
-  Make visible possible changes in the processes and in the operation itself.
-  Facilitates the comparison with others identifying possible opportunities for improvement.
-  Evidence management efforts and performance level.
-  Promotes institutional leadership and recognition of good practices.
-  Institutes transparency and the exchange of information with stakeholders.
-  It improves the capacity of relationship with the different stakeholders.
-  It reflects the institutional commitment to sustainability.
-  Strengthens the management of institutional reputation.

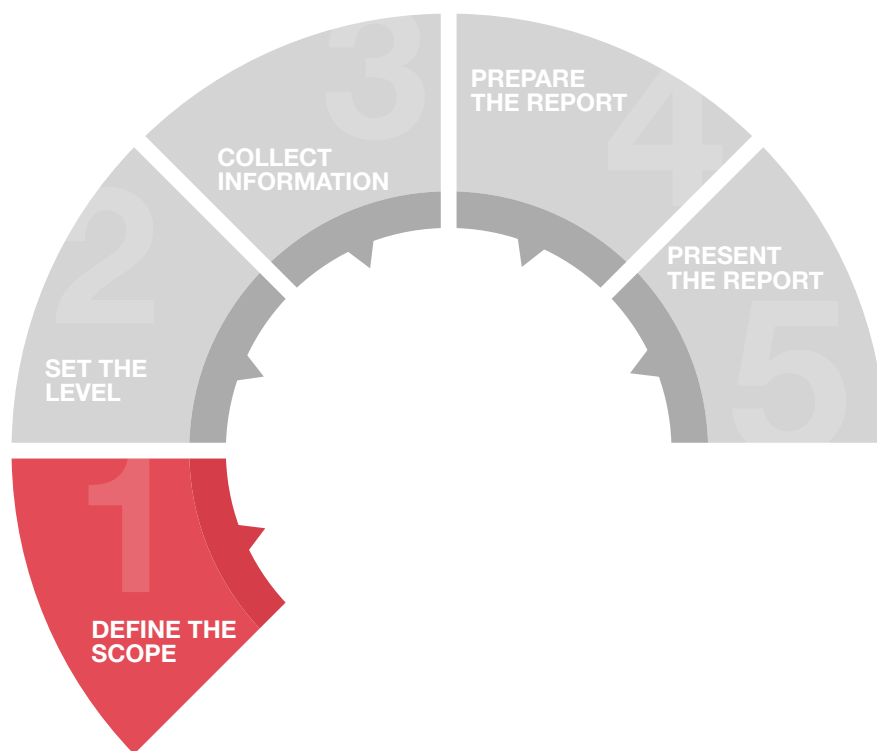
USE OF THE INDICATOR SYSTEM

The purpose of this report is to make known the fulfillment of practical aspects that support the USR. The realization of this report is because it allows your institution to create a sustainability report and complement its operation in financial aspects. Additionally, it is a mechanism of accountability that supports the operation and improvement of institutional processes, as well as interaction with its stakeholders, positions its brand for good practices and gives recognition to the institution, increasing its prestige and recognition facing your clients or other institutions.



USE OF THE INDICATOR SYSTEM

Step by Step



1

SCOPE

This step consists in defining and specifying the institutional coverage of the report, that is to say, if this will be done considering the entire academic institution or only one or some of the academic units that compose it, such as departments, faculties, schools, etc. In case it is institutional refer to each one of the academic units that constitute it.

Name of the Institution or academic unit about which it is expected to report	
Mention if it is public or private	
Academic units that are part of the report (1,2, N)	
Number of campuses that the institution has.	
Regions, cities or localities where the institution is present.	
Total income received on average per year in dollars	

To define the scope, it is also important to refer to the most representative data of the institution or academic unit, such as:

Total number of employees differentiating by function, type of contract, gender, academic level, profession, etc.	
Number of academic programs by type (undergraduate, specialization, master, doctorate), mode (night-time, face-to-face, virtual) with antiquity.	
Number of students per academic program.	
Number of graduates by academic program.	
Number of lines, groups or research projects with status and antiquity.	
Number of initiatives, projects and / or programs by category per year and antiquity.	
Alliances / agreements in force and not in force with agents of the territory / international.	



For the scope, is very important to define the population groups to which the institution or academic unit recognizes as stakeholders or with whom the institution or academic unit has a relationship, generates impacts and who is the target of the report.

USE OF THE INDICATOR SYSTEM

Step by Step

SCOPE

Stakeholders	
General	Specific
Students	
Graduates	
Parents	
Schools	
Faculty	
Administrative staff	
Communities close to the University	
Suppliers	
Public institutions	
Business	
Civil Society Organizations	
Associations	
Accrediting institutions	
Media	
Other academic institutions	
Educational authorities	
Others	

USE OF THE INDICATOR SYSTEM

Step by Step



2 LEVEL

This step consists in define the type of report that wants to be performed, for which can be selected 4 possibilities, the one who represents the current situation of the institution or academic unit, which vary according to the number of indicators reported and the depth of information.

The established levels are the following:



The report at this level seeks that the academic institution describes and present the elementary efforts and results obtained as an organization in terms of sustainability.



The report in this level pretends that the academic institution besides providing the basic data, establish the formality (policies, mechanisms, etc.) with which the efforts in sustainability are supported.



The report in this level has the purpose that the academic institution, in addition to the above, report on its capacity for dialogue and interlocution with its different stakeholders and international standards.



The report at this level focuses on identifying the impact of the academic institution in terms of sustainability.

The level selection is facilitated by previously identifying the indicators according to the following table:

BASIC

CODE ID	INDICATOR
Leadership	L23 Mention the year when the activities report or the sustainability and/or social responsibility report begins.
	L24 Mention the methodology applied (own, GRI, IR, COE).
	L27 Mention if in the sustainability report and/or social responsibility report the performance of the commitments with Sustainable Development Goals - publication stage.
Teaching	T1 Number of academic programs by type (undergraduate, specialization, masters, doctorate) with antiquity.
	T5 Number of annual actions, events or campaigns according to the program / duration.
	T8 Number of subjects and/or courses associated per program / total of subjects per program.
	T10 Number of annual actions, events or campaigns per program.
	T15 Number of annual actions, events or campaigns annual per program.
	T19 Number of annual actions, events or campaigns.
Research	T35 Name the Sustainable Development Goals related to the curriculum or academic activities per academic program.
	R1 Number of lines, groups or research projects with status and antiquity.
	R6 Number of empirical studies / total research.
	R7 Number of versions offered without cost of research / total research.
	R9 Number of research carried out under sustainability guidelines or social responsibility / total of research carried out.
	R13 Total number of academic contributions in Social Responsibility and Sustainability / total of academic contributions.
Extension	R17 Mention the Sustainable Development Goals prioritized in the research activities.
	E1 Number of initiatives, projects and / or programs by category per year and antiquity.
	E11 Number of initiatives, projects, programs with student participation / total of initiatives, projects and / or programs carried out.
	E12 Number of initiatives, projects and / or programs with teacher participation / total of initiatives, projects and / or programs carried out / % of the university budget allocated to these projects.
	E21 Number of alliances, agreements or arrangements with institutions / actions carried out.
	E23 Number of initiatives, projects and / or programs to promote Social Responsibility and / or Sustainability / total of initiatives, projects and / or programs carried out.
Administration	E27 Mention the Sustainable Development Goals prioritized in the extension activities or social projection.
	AL1 Total number of employees by gender, seniority and type of contract and salary information.
	AL2 Total number of new hires per type of contract.
	AL12 Number of hours of training per worker per category or rank and gender.

STANDARD

CODE ID	INDICATOR
Leadership	L17 Existence of mechanisms and / or initiatives of evaluate risks and impacts (economic, social and environmental) - describe.
	L18 Existence of mechanisms to evaluate the risk and impact management system with interested external actors (beneficiaries, targets, external communities): describe.
	L28 Percentage of fulfillment with the purposes, objectives and goals established in the institutional strategy.
	L29 Number of improvement actions or innovations implemented / total of proposed action plans or improvement innovations.
	L30 Number of patents, property rights, prototypes obtained associated with sustainability and / or responsibility during the last year: describe.
	L31 Graduates with companies, positions or activities associated with sustainability and social responsibility.
	L32 Outstanding graduates recognized for the achievements associated with their commitment to citizenship and transparency.
	L33 References and significant acknowledgments of the results of research.
	L34 Use and / or application of results and research findings in initiatives, programs and / or projects.
	L35 Improvements made as a result of initiatives, projects and / or social extension programs.
Extension	E4 Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and interested groups: describe.
	E8 Number of applications received from beneficiaries or target audiences / total number of applications received.
	E14 Number of initiatives, projects and / or improved programs / total initiatives, projects and / or programs per year.
	E20 Number of initiatives, projects and / or programs whose leadership was assumed by the community / total of initiatives, projects and / or programs.
Administration	AE11 Number of investment projects and / or technology development to reduce the environmental impact of the operation.
	AE12 Number of sanctions, fines and / or reprimands for non-fulfillment with environmental legislation.
	AA4 Existence of mechanisms to select investments, alliances and associations based on anti-corruption policies.
	AA6 Number of complaints related to conflicts of interest, plagiarism, and copy for the teaching, administrative staff and students / total of resolved situations.
	AA8 Number of corrective actions / Total number of claims.

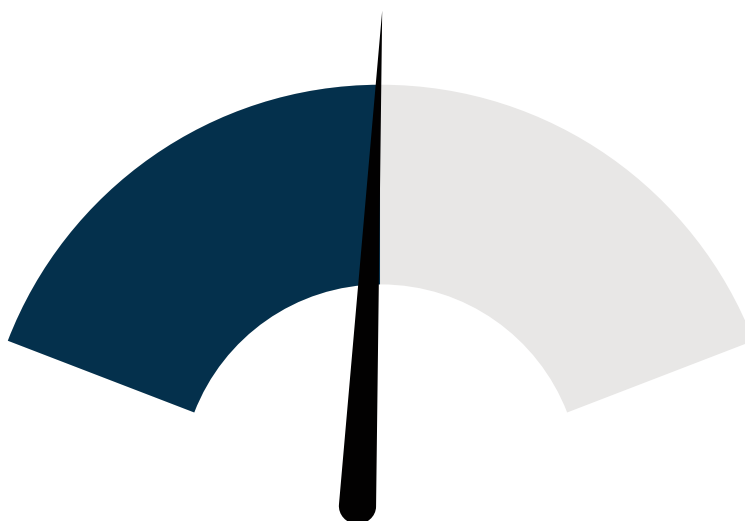


INTERMEDIATE

CODE ID	INDICATOR
Leadership	L1 Existence of governing and control bodies that operate today - describe.
	L2 Existence of an express declaration of the principles and values that govern the institution - describe.
	L3 Existence of an external advisory body / committee / group with representation of stakeholders - describe.
	L4 Existence of disclosure mechanisms of the principles and values among its staff and other related institutions - describe.
	L6 Existence of mechanisms to promote Gender Equality.
	L7 Existence of an explicit commitment to sustainability and / or social responsibility in the institutional mission and / or vision or another formal document - describe.
	L8 Existence of an explicit commitment to the Sustainable Development Goals (SDG) - mention SDGs and prioritized goals.
	Linking an explicit commitment to a movement that promotes responsible purchases (fair trade, etc.)
	L10 Existence of social and environmental goals in the institutional strategic objectives - describe.
	L13 Existence of an area or person responsible for ensuring fulfillment with commitments to sustainability and / or social responsibility.
	L15 Existence of monitoring mechanisms on social and environmental goals in the institutional strategic objectives - describe.
	L19 Existence of specific monitoring mechanisms on the Sustainable Development Goals and their goals - describe.
	L20 Existence of mechanisms for reporting the performance of commitments to sustainability and / or social responsibility and the
	L22 Sustainable Development Goals - period of publication.
	L25 Existence of mechanisms for external verification of the report on sustainability and / or social responsibility - describe.
Teaching	T2 Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for academic programs - describe.
	T3 Existence of policies, guidelines or criteria for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others) - describe.
	T6 Number of students participating for each action or event or campaign / total of students.
	T7 Number of subjects and / or associated courses per program / total of subjects per program.
	T9 Number of students participating per program / total students per program.
	T11 Number of students participating for each action, event or campaign per program / total of students.
	T12 Number of faculty linked to the development of these topics / total faculty per program.
	T13 Number of hours assigned to faculty for the development of these topics / semester.
	T16 Number of students participating in actions, events or campaigns / total of students.
	T17 Number of subjects and / or associated courses per program / total of subjects per program.
	T20 Number of students participating for each action, event or campaign / total of student.
	T21 Number of subjects and / or courses with related content per program / total subjects per program.
	T23 Number of subjects and / or courses that use the learning methodology based on social projects.
	T24 Number of students participating in the subjects and / or courses that use the methodology of learning based on social projects / total of students
	T25 Existence of policies, guidelines or criteria for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others).
	T26 Existence of validation and / or revision processes for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others).
	T27 Existence of policies, guidelines or criteria of interdisciplinary for faculty - describe.
	T29 Existence of policies, guidelines or exchange criteria and / or internationalization of the academic program - describe.
	T30 Number of actions, events or campaigns per year per program.
	T36 Number of actions, events or campaigns per year per program associating the Sustainable Development Goals.
	T37 Number of students participating for each action, event or campaign / total of students.

INTERMEDIATE

Research	R2	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for research activities - describe.
	R4	Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and interested groups - describe.
	R8	Existence of mechanisms used to disclose the versions offered without cost of research - describe.
	R11	Number of research lines in Social Responsibility and / or Sustainability / total lines of research.
	R12	Number of researchers in Social Responsibility and / or Sustainability / total of researchers
	R14	Number of research and cooperation agreements.
	R18	Number of research lines associated with the Sustainable Development Goals / total lines of research.
	R19	Number of researchers working on research projects associated with the Sustainable Development Goals / total of researchers.
	R20	Total number of publications associated with Sustainable Development Goals / total publications.
Extension	E2	Existence of policies, guidelines, procedures or sustainability criteria or social responsibility for extension activities - describe.
	E7	Existence of mechanisms and / or communication channels to meet the requests of beneficiaries or target audiences.
	E9	Existence of mechanisms for prioritizing development agendas.
	E13	Number of initiatives, projects and / or programs that meet the minimum criteria required in the evaluation / total of initiatives, projects and / or programs carried out.
	E24	Existence of mechanisms for prioritizing the Sustainable Development Goals in extension activities or social projection.
	E25	Number of initiatives, programs and / or extension projects by Sustainable Development Goals / total extension projects.
	E26	Number of students, teachers and / or administrative staff working on initiatives, programs and / or extension projects associated with the Sustainable Development Goals / total extension projects.



INTERMEDIATE

Administration

- AE1 Existence of mechanisms for the improvement of the use of energy - describe.
- AE2 Total number of measurement units of energy consumption per source.
- AE3 Existence of mechanisms for water management and reduction - describe.
Total number of units of measurement of water consumption per source.
- AE4 Existence of mechanisms to measure and manage significant emissions (greenhouse gases (GHG), substances that destroy the ozone layer and others) - describe.
- AE7 Number of suppliers selected and hired under these criteria / total providers.
- AE14 Existence of policies, guidelines or criteria for mitigating the environmental impact derived from transport activities associated with the academic community.
- AE15 Existence of mechanisms to ensure fulfillment with the legally required work conditions.
- AL3 Existence of a mechanism to guarantee the health and safety of workers (occupational health and industrial safety programs, elements of protection, professional risks, joint committee, etc.)
- AL7 Existence of mechanisms to generate employment and labor inclusion of minorities.
- AL10 Existence of mechanisms of promotion, training and qualification of workers.
- AL11 Existence of policies, guidelines or criteria regarding human rights by the institution and its representatives.
- AH1 Existence of training mechanisms for security personnel in aspects of human rights relevant to their activities.
- AH4 Existence of policies, guidelines or criteria for the selection and hiring suppliers that guarantee respect for human rights
- AH6 Existence of mechanisms for taking internal disciplinary measures in the face of human rights violations.
- AH8 Existence of policies, guidelines or criteria to ensure that the right to freedom of association is exercised by employees.
- AH9 Existence of policies, guidelines or criteria that prevent child labor or forced labor.
- AH10 Existence of policies, guidelines or criteria to avoid discrimination in any of its forms (gender, race, religion, etc.)
- AH11 Existence of policies, guidelines or criteria to avoid displacement or complicity in displacing personnel from their own lands.
- AH12 Existence of policies, guidelines or criteria to promote the inclusion and accessibility of public in condition of physical disability to the
- AH13 training processes (motor, auditory, visual, etc.)
- AH16 Existence of policies, guidelines or criteria that promote the offer of healthy, balanced and / or organic food in the institution.
- AA1 Existence of policies, guidelines or criteria to avoid bribery and corruption in any of its forms.
- AA9 Existence of mechanisms for selecting and hiring suppliers, distributors or contractors based on anti-corruption policies.
- AA11 Existence of policies, guidelines or criteria to avoid monopolistic and unfair practices with the competition (cartels, dumping, etc.)
- AP1 Existence of mechanisms for the management and dissemination of complete, accurate and understandable information regarding the programs and / or services offered – describe.
- AP2 Existence of mechanisms to ensure the veracity, transparency of marketing activities, advertising and communications – describe.
- AP3 Existence of mechanisms to ensure the transmission of constructive values for society in communications and marketing actions without promoting discrimination and stereotypes - describe
- AP4 Existence of mechanisms to guarantee respect for the privacy of confidential information of students, teachers, administrative staff, clients and / or users – describe.
- AP5 Existence of mechanisms to ensure the identification of petitions, complaints, claims and / or congratulations by students, clients and / or users – describe.

ADVANCED

CODE ID	INDICATOR
Leadership	L5 Existence of mechanisms for the prevention and resolution of interest conflicts- describe.
	L9 Link to local or global initiatives or programs that promote sustainability and social responsibility - describe.
	L11 Existence of mechanisms, policies and / or initiatives for the identification and prioritization of stakeholders - describe.
	L12 Participation of an external advisory body / committee / group with representation of the stakeholders in the development of the strategy - describe.
	L14 Existence of mechanisms used to disseminate the commitment of the institutional strategy to sustainability or social responsibility (objectives, goals, indicators) among teachers, researchers, administrative staff and interested groups - describe.
	L16 Number of people that make up the sustainability and social responsibility team and hierarchical level of the team leader.
	L21 Existence of training and staff training scheme on institutional values, commitments to sustainability and / or social responsibility and related policies / procedures – describe.
	L26 Mechanism of deployment, communication and dissemination of the report on sustainability and / or social responsibility - describe.
Teaching	T4 Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to teachers, administrative staff and students - describe.
	T14 Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.
	T18 Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.
	T22 Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.
	T28 Number of knowledge areas of teacher per program / total of teachers per program.
	T31 Number of student participants / total students
	T32 Number of students who come from another country per program / total students per program.
	T33 Number of students that come from another city per program different from the city where it developed / total students per program.
Research	T34 Number of faculty that come from another country per program / total of teachers per program.
	R3 Existence of policies, guidelines or criteria for the design and evaluation of research projects with interested external actors (graduates, productive sector, public sector, civil society, among others) - describe.
	R5 Number of researches validated by interested external actors (graduates, productive sector, public sector, civil society, among others) / total of research.
	R10 Number of researchers informed, trained or formed based on the ethical criteria / total of researchers.
	R15 Number of joint research or co-authorship / total research.
Extension	R16 Number of researches that use participatory methodologies (that include interested external actors) / total of research
	E3 Existence of policies, guidelines or criteria for the design and evaluation of extension projects or social projection with external interested actors (beneficiaries, target audiences, external communities) - describe.
	E5 Existence of validation mechanisms and / or acceptance by interested external stakeholders.
	E6 Numbers of initiatives, projects and / or programs carried out with validation and / or acceptance by interested external stakeholders / total of initiatives, projects and / or programs carried out.
	E10 Number of initiatives, projects, programs with prioritization of development agendas / total of initiatives, projects and / or programs carried out.
	E15 Existence of mechanisms for prioritization and selection of vulnerable communities and / or minorities to carry out initiatives, programs and / or projects
	E16 Number of initiatives, projects and / or programs directed to vulnerable communities and / or minorities / total of initiatives, projects and / or programs carried out.
	E17 Existence of consultation mechanisms with the beneficiary communities for the realization of the initiatives, programs and / or projects.
	E18 Number of initiatives, projects and / or programs verified and validated by beneficiaries or target audiences / total of total initiatives, projects and / or programs.
	E19 Number of initiatives, projects and / or programs verified and validated by external stakeholders / total of initiatives, projects and / or programs.
	E22 Number of initiatives, projects and / or programs carried out in partnership / total of initiatives, projects and / or programs carried out.

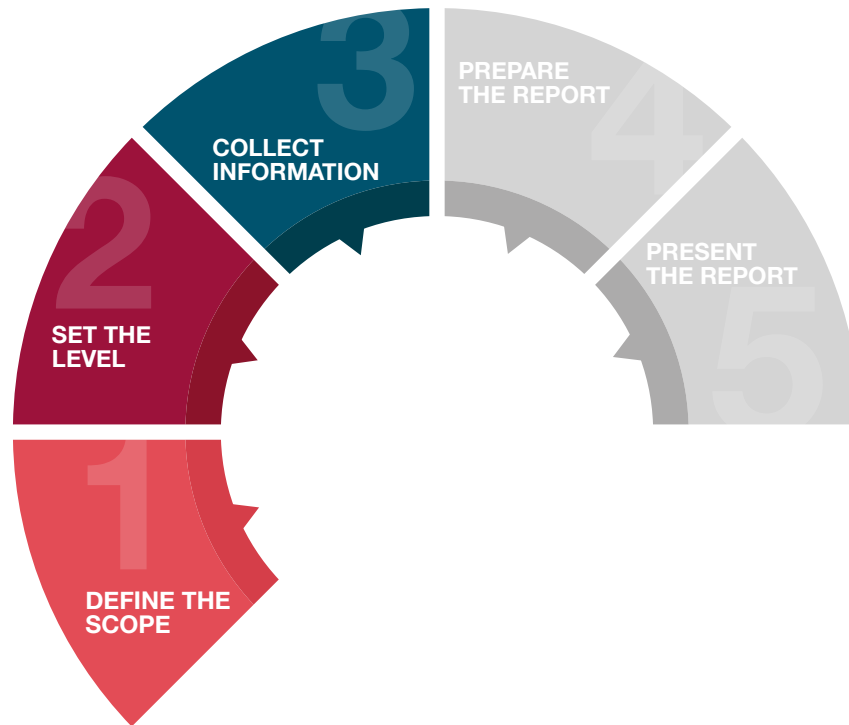
ADVANCED

Administration	AE5	Existence of buildings, headquarters or operations in protected or nearby areas that affect biodiversity.
	AE6	Existence of mitigation or restoration mechanisms in the area of biodiversity.
	AE8	Existence of mechanisms for measuring and managing waste and dumping - describe.
	AE9	Existence of risk identification and prevention mechanisms and control of accidents related to the operation.
	AE10	Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.
	AE13	Existence of policies, guidelines or criteria for the selection and hiring of suppliers that guarantee the care of the environment.
	AE16	Number of initiatives, programs and / or projects associated with the mitigation of environmental impact derived from transport activities.
	AL4	Existence of prevention mechanisms that avoid situations of harassment in the workplace at physical, verbal, sexual, psychological level and / or threats.
	AL5	Number of harassment situations presented in the year.
	AL6	Number of harassment situations solved / total of harassment situations presented during the year.
	AL8	Existence of policies, guidelines or criteria to inform and involve staff about changes that significantly affect them.
	AL9	Existence of policies, guidelines or criteria to guarantee diversity and equal opportunities for workers.
	AL13	Percentage of employees who receive periodic performance evaluations and professional development.
	AH2	Existence of monitoring, evaluation and control mechanisms that ensure the protection of the human rights of workers and related communities.
	AH3	Existence of training mechanisms for employees on aspects of human rights, relevant to their activities.
	AH5	Existence of verification mechanisms by independent third parties to guarantee the respect of human rights by the institution
	AH7	Number of suppliers selected and hired under these criteria / total providers.
	AH14	Number of people in disability status in the institution - differentiated by motor, visual, auditory and cognitive
	AH15	Number of incidents, complaints, demands or requirements due to physical accessibility barriers present in the institution (ramps, elevators, toilets, equipment, staff training)
	AA2	Existence of awareness and training mechanisms for teachers, administrative staff and students of the institution in anti-corruption procedures (including copying, fraud, plagiarism) operating guidelines and sanctions.
	AA3	Existence of monitoring mechanisms to prevent bribery, extortion, embezzlement, favoritism (nepotism, clientelism) and fraud among others
	AA5	Existence of an independent and reliable system that promotes the reporting of anomalous situations and complaints.
	AA7	Number of incidents, complaints, demands or requests of the justice system regarding corruption practices per year
	AA10	Number of suppliers selected and hired under these criteria / total providers.
	AA12	Number of incidents, complaints, demands or requests of justice on monopolistic practices per year.



USE OF THE INDICATOR SYSTEM

Step by Step



3 HARVEST

The purpose of this step is to compile the necessary information to respond to the selected indicators according to the level to be reported. It is required to identify the necessary information, place the sources where the information comes from and finally the classification of the information.

Area	Required Information	ID Codes	Type of Information	Source of Information	Application Date	Date of Delivery

The preparation of the indicators to report will depend on the type of information requested, which can be of a quantitative or descriptive type:

- 22. **Numeric:** this type of answers seeks to know the performance of the aspects to be evaluated in quantitative terms, whether absolute or relative and the data presented require values numbers or percentages. With this type of response can be responded with the use of computer tools and statistics that facilitate the process of collection and presentation of information.



Descriptive: responses of this type seek to know the detail of the aspect to be evaluated in a more specific way, for which specific texts are used that describe the situation, qualitative or semiotic techniques can be used to adduce results of interviews, research and surveys. A descriptive type indicator can be supported by figures and statistical data.

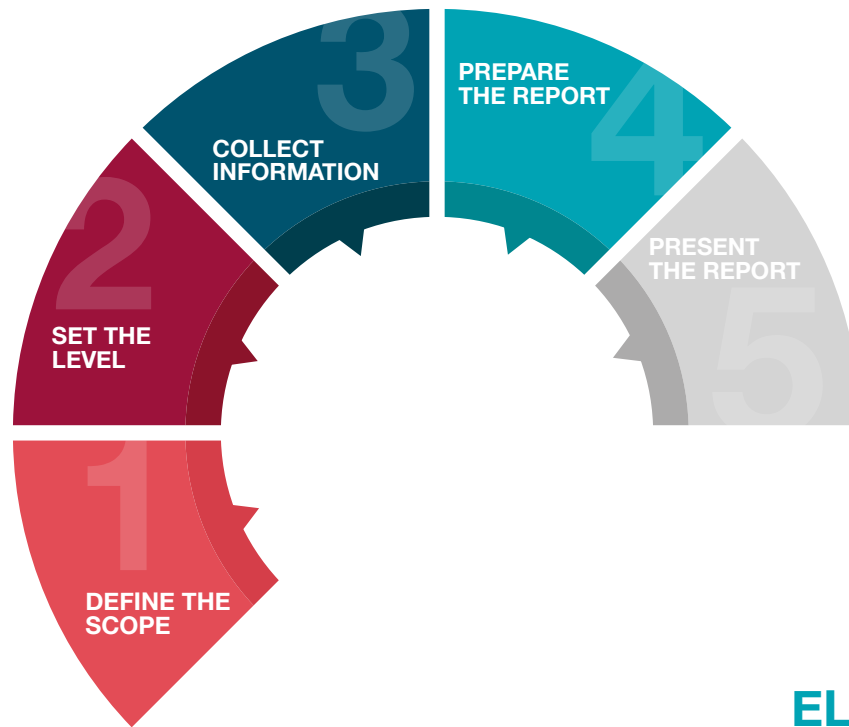
Once the first draft of the information has been prepared, it is suggested that it be presented to the main institutional authorities in order to collate the information, analyze the obtained data and jointly propose the purposes or guidelines for sustainability at least for the next reporting period, for which the following table is suggested that summarizes the main results and facilitates the definition of specific purposes for the next period, as suggested by the PRME report policy.

Area	Main Results	#, %, D	Purposes	#, %, D



USE OF THE INDICATOR SYSTEM

Step by Step



ELABORATION

Although the SIP Report - PRME, in its "Sharing Information on Progress" Policy developed based on the consensus reached in the 1st PRME World Forum for Responsible Management Education in 2008, and ratified in the 2015 Global Forum for Responsible Management Education - 6th Annual Meeting in the Results Statement, does not define a reporting structure and only expressly establishes the inclusion of the following 4 aspects, this indicator system is constituted in a tool that facilitates both the description of actions process, performance evaluation and goal setting.



Letter signed by the highest representative of the institution or academic unit.



Actions carried out during the reported period (maximum 24 months).



Evaluation of performance of the reported actions and fulfillment of the objectives in the immediately preceding report.



Presentation of the most significant objectives for the next reporting period.

However, in order to facilitate correspondence with other international standards and criteria such as the COP or CEO of the United Nations Global Compact, the GRI Standard of the Global Reporting Initiative, the ISO 26000 of the International Organization for Standardization or the Guidelines for Multinational Companies of the Organization for

Economic Cooperation and Development - OECD, with which the present system of indicators is explicitly related, it is proposed the following structure (Global Compact, 2012); (GRI 102 Standards, 2016); (Argandoña, A. & Isea, Silva R, ISO 26000, 2011); (MinTIC, OECD, 2018):

SUGGESTED STRUCTURE	CORRESPONDENCES			
	Global ³ Compact	GRI ⁴ Standard	ISO 26000 ⁵	LD OCDE ⁶
Institutional commitment (Main authority letter)	Declaration of the maximum position of the entity.			
Institutional presentation		Profile	Object and field of application	
Institutional strategy and leadership (actions and performance evaluation based on indicators)	Description of practical measures that the entity has taken to support the principles of the Global Compact.	Direction approach.		Concepts and principles.
Teaching (actions and performance evaluation based on indicators)				
Research (actions and performance evaluation based on indicators)				
Extension or Social Projection				
Operation Management (actions and performance evaluation based on indicators)	Measurement of your results (qualitative and / or quantitative).	Indicators of economic, social and environmental performance	Recognize social responsibility and get involved with stakeholders.	
Institutional Purposes			Guidance on the integration of social responsibility throughout the organization.	General Principles
Table of Correspondences		GRI Index		

Source: Self Made

³Progress report on the ten principles of the global compact (COP)

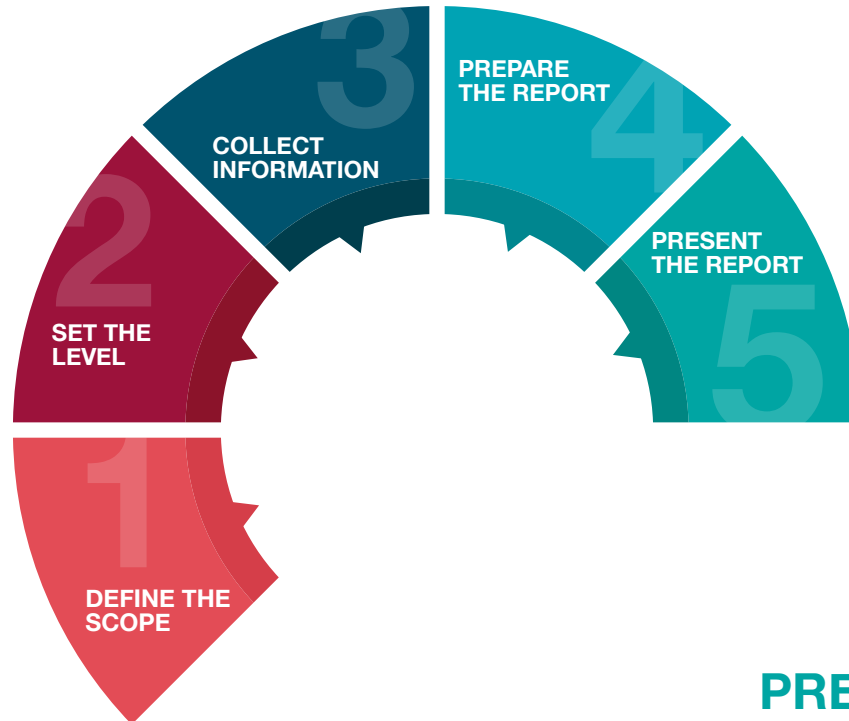
⁴GRI 102 Standards General Contents 2016

⁵ISO 26000 a Guide for social responsibility of organizations 2011

⁶OECD Guidelines for Multinational Companies 2013.

USE OF THE INDICATOR SYSTEM

Step by Step



5 PRESENTATION

The purpose of this last phase is to internalize the results of the report, as well as to socialize them with the different stakeholders of the institution or academic unit.

To fulfill this purpose, it is necessary to analyze and validate the results with the institutional authorities, prepare or format the approved version, publish the final document and disseminate it among the different stakeholders.



In the first place, it is suggested to ask for feedback and approval of a preliminary document by the directives and main authorities of the institution or academic unit, with the adjustments, if they give place, prepare or send to diagram the final version of the report.



If the interests or institutional policies require it, external validation can be requested by independent third parties such as associations, authorities, specialized organizations or auditors.



It is invited to use this preliminary version as a relevant and significant input for the realization of the institutional plans, the elaboration of budgets and / or the definition of corrective actions.



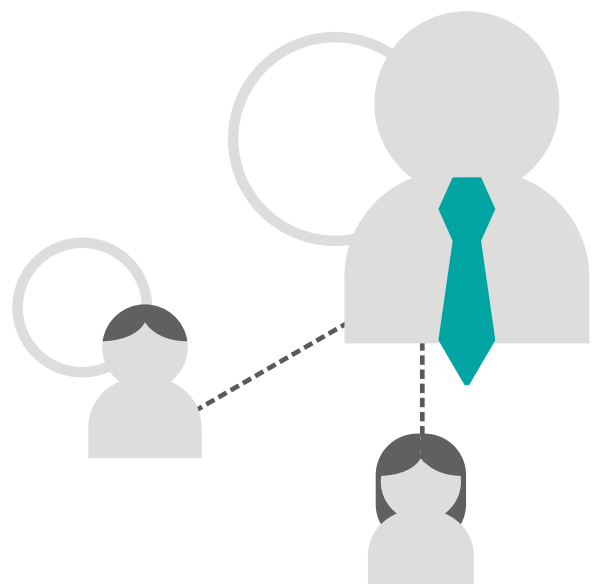
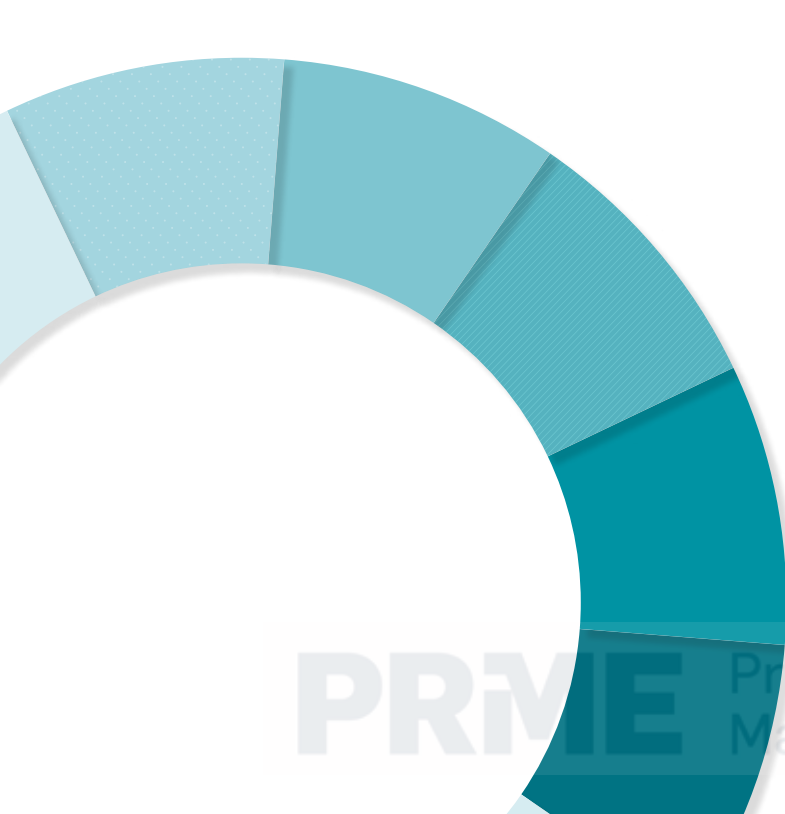
The preparation of the document does not require a professional layout or the use of specific audiovisual mechanisms, it is only suggested to carry out a detailed style review and give an institutional format, in cases where there are no parameters or protocols of the academic institution for this type of publications.



The publication can be done printed or virtual form, but it is necessary to have at least a virtual version, both to upload to the PRME platform on the dates indicated and to disseminate it among all interested parties.

Stakeholders	Broadcast mechanism	Coverage

It is also important to be part of the improvement processes to establish critical points, responsible and internal infrastructure to initiate a systematic process of information harvest. The use of management tools such as dashboards can facilitate the process of information analysis and continuous improvement.



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Annexes

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⁷Special thanks to the PRME Brazil Chapter for their contribution in the review and approval of the indicators.

Annexes

Indicators

AREA	GENERAL ASPECT	SUB ASPECTS	CODE	LEVEL	INDICATOR	ANSWER # / % / D	Number	PRME	EQUIVALENCE GRI STANDARD	GLOBAL COMPACT	OCDE	ISO 26000						
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	1. Institutional government	General framework	L1	I	Existence of governing and control bodies that operate today - describe.		1		102-18		PG6	6.2.1.						
			L2	I	Existence of an express declaration of the principles and values that govern the institution - describe.		2											
			L3	I	Existence of an external advisory body / committee / group with representation of the stakeholders - describe.		3											
			L4	I	Existence of disclosure mechanisms of the principles and values among its staff and other related institutions - describe.		4											
			L5	A	Existence of mechanisms for the prevention and resolution of interest conflict - describe.		5											
			L6	I	Existence of mechanisms to promote gender equity.		6											
	2. Institutional strategy	Sustainability integration	L7	I	Existence of an explicit commitment to sustainability and / or social responsibility in the institutional mission and / or vision or another formal document - describe.		7				PG1	6.2.2.						
			L8	I	Existence of an explicit commitment to the Sustainable Development Goals (SDG) - mention SDGs and prioritized goals.		8											
			L9	A	Link to local or global initiatives or programs that promote sustainability and social responsibility - describe.		9											
			L10	I	Linking an explicit commitment with some movement that promotes responsible purchasing (fair trade, etc.)		10											
		Stakeholders	L11	A	Existence of mechanisms, policies and/or initiatives for the identification and prioritization of groups interest - describe.		11						102-40 y 102-42	IC5	3.3.3, 5.3.2 y 5.3.3			
			L12	A	Participation of an external advisory body / committee / group with representation of the stakeholders in the development of the strategy - describe.		12											
			L13	I	Existence of social and environmental goals in the institutional strategic objectives - describe.		13									102-21	PG14	3.3.2.
			L14	A	Existence of mechanisms used to disseminate the commitment of the institutional strategy to sustainability or social responsibility (objectives, goals, indicators) among teachers, researchers, administrative personnel and interested groups - describe.		14											
	3. Operational control	Team	L15	I	Existence of an area or person responsible for ensuring compliance with commitments to sustainability and/ or social responsibility.		15		102-14		PG10, PG11, PG12, DH5 y MA3	3.3.4.						
			L16	A	Number of people that make up the sustainability and social responsibility team and hierarchical level of the team leader.		16						3.3.4.					
			L17	P	Existence of mechanisms and/or initiatives of evaluation of risks and impacts (economic, social and environmental) - describe.		17							102-15	P1 y P2			
			L18	P	Existence of mechanisms to evaluate the risk and impact management system with interested external actors (beneficiaries, targets, external communities); describe.		18											
		L19	I	Existence of monitoring mechanisms on social and environmental goals in the institutional strategic objectives - describe.	19													
		Monitoring	L20	I	Existence of specific monitoring mechanisms on the the Sustainability Development Goals and their purposes - describe.		20											
			L21	A	Existence of training and staff training scheme on institutional values, commitments to sustainability and/ or social responsibility and related policies / procedures - describe		21											
			Report	L22	I		Existence of mechanisms for reporting the performance of commitments to sustainability and / or social responsibility and the Sustainable Development Goals - period of publication.						22	102-50	D13 y D14	4.2.		
		L23		B	Mention the year when the activities report or the sustainability and/or social responsibility report begins.		23											
		L24		B	Mention the methodology applied (own, GRI, IR, COE).		24											
		L25		I	Existence of mechanisms for external verification of the report on sustainability and / or social responsibility - describe.		25											
	4. Report and accountability	Verification and communication	L26	A	Mechanism of deployment, communication and dissemination of the report on sustainability and/ or social responsibility - describe.	26	102-56											
			L27	B	Mention if in the sustainability report and/or social responsibility report the performance of the commitments with Sustainable Development Goals - publication stage.	27												
	5. Improvement and innovation	Actions	L28	P	Percentage of fulfillment with the purposes, objectives and goals established in the institutional strategy.		28											
			L29	P	Number of improvement actions or innovations implemented / total of proposed action plans or improvement innovations.		29											
			L30	P	Number of patents, property rights, prototypes obtained associated with sustainability and / or responsibility during the last year. describe.		30											
	6. Impact	Teaching	L31	P	Graduates with companies, positions or activities associated with sustainability and social responsibility.		31											
			L32	P	Outstanding graduates recognized for the achievements associated with their commitment to citizenship and transparency.		32											
		Research	L33	P	References and significant acknowledgments of the results of the investigation.		33											
			L34	P	Use and / or application of results and research findings in initiatives, programs and / or projects.		34											
			L35	P	Improvements made as a result of initiatives, projects and / or social extension programs.		35											

Annexes Indicators

0. General information	Alcance	T1	B	Number of academic programs by type (undergraduate, specialization, masters, doctorate) with antiquity.	#	36						
		T2	I	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for the academic programs - describe.	D	37						
	Compromisso com a sustentabilidade	T3	I	Existence of policies, guidelines or criteria for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others) - describe.	D	38						
		T4	A	Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to teachers, administrative staff and students - describe.	D	39						
1. Responsible education	Ética e Cidadania	T5	B	Number of annual actions, events or campaigns according to the program / duration.	#	40						
		T6	I	Number of students participating for each action or event or campaign / total of students.	#	41						
		T7	I	Number of subjects and/or course associated to per program / total of subjects per program.	#	42						
		T8	B	Number of subjects and/or course associated per program / total of subjects per program.	#	43						
	Sustentabilidade e/ou responsabilidade Social	T9	I	Number of students participating per program / total students per program.	#	44						
		T10	B	Number of annual actions, events or campaigns per program.	#	45						
		T11	I	Number of students participating for each action, event or campaign per program / total of students.	#	46						
		T12	I	Number of teachers vinculated to the development of these topics / total teachers per program.	#	47						
	Liderança responsável	T13	I	Number of hours assigned to teachers for the development of these topics / per semester.	#	48						
		T14	A	Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.	%	49						
		T15	B	Number of annual actions, events or campaigns annual per program.	%	50						
		T16	I	Number of students participating for each action or event or campaign / total of students.	#	51						
	Consumo responsável	T17	I	Number of subjects and / or associated courses per program / total of subjects per program.	#	52						
		T18	A	Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.	%	53						
		T19	B	Number of annual actions, events or campaigns.	%	54						
		T20	I	Number of participating students for each action, event or campaign / students total.	#	55	P3					
2. Appropriate education	Contato com a realidade e contexto socioeconômico	T21	I	Number of subjects and/or course with related content per program / total of subjects per program.	#	56						
		T22	A	Percentage of fulfillment with the goals established for the different actions, events or campaigns per year.	%	57						
	Validação externa	T23	I	Number of subjects and/or course that use the learning methodology based on social projects.	#	58						
		T24	I	Number of participating students in the subjects and/or course that use the methodology of learning based on social projects / total students	#	59						
3. Plurality in education	Interdisciplinariedade	T25	I	Existence of policies, guidelines or criteria for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others).	D	60						
		T26	I	Existence of validation and / or revision processes for the curricular design with interested external actors (graduates, productive sector, public sector, civil society, among others).	D	61						
	Multiculturalidade	T27	I	Existence of policies, guidelines or criteria of interdisciplinarity for teachers - describe.	D	62						
		T28	A	Number of knowledge areas of teachers per program / total of teachers per program.	#	63						
		T29	I	Existence of policies, guidelines or interchange criteria and/or internationalization of the academic program - describe.	D	64						
		T30	I	Number of actions, events or campaigns per year per program.	#	65						
		T31	A	Number of student participants / total students	#	66						
		T32	A	Number of students who come from another country per program / total students per program.	#	67						
		T33	A	Number of students from a different city per program / total of students per program.	#	68						
		T34	A	Number of teachers who come from another country per program / total of teachers per program.	#	69						
4. Integration of education with the Sustainable Development Goals	Compromisso Agenda 2030	T35	B	Name the Sustainable Development Goals related to the curriculum or academic activities per academic program.	D	70						
		T36	I	Number of actions, events or campaigns per year per program associating the Sustainable Development Goals.	#	71						
		T37	I	Number of students participating for each action, event or campaign / total of students..	#	72						

Annexes Indicators

0. General Information	Scope	R1 R2 R3 R4	B I A I	Number of lines, groups or research projects with status and antiquity. Existence of policies, guidelines, procedures or criteria for sustainability or social responsibility for research activities - describe. Existence of policies, guidelines or criteria for the design and evaluation of research projects with external actors (graduates, productive sector, public sector, civil society, among others) - describe. Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and interested groups - describe.	# D D D	73 74 75 76					
	Commitment to Sustainability										
	Usefulness of Knowledge	R5 R6 R7 R8	A B B I	Number of researches validated by interested external actors (graduates, productive sector, public sector, civil society, among others) / total of investigations. Number of empirical studies / total of investigations. Number of versions offered without cost of the investigations / total of investigations. Existence of mechanisms used to disclose the versions offered without cost of the investigations - describe.	# # # D	77 78 79 80					
	Access to Knowledge										
1. Responsible Research	Guidelines	R9 R10 R11 R12 R13	B A I I B	Number of investigations carried out under sustainability guidelines or social responsibility / total of investigations carried out. Number of researchers informed, trained or formed based on the ethical criteria / total of researchers. Number of research lines in Social Responsibility and / or Sustainability / total of research lines. Number of researchers in Social Responsibility and / or Sustainability / total of researchers. Total number of academic products in Social Responsibility and Sustainability / total of academic products.	# # # # #	81 82 83 84 85	P4				
	Social Responsibility Production										
	Cooperation	R14 R15 R16	I A A	Number of research and cooperation agreements. Number of joint investigations or co-authorship / total investigations. Number of researches that use participatory methodologies (that include interested external actors) / total of investigations.	# # #	86 87 88					
	Linking to Community										
2. Linking Social Responsibility and/or Sustainability		R17 R18 R19 R20	B I I I	Mention the Sustainable Development Goals prioritized in the research activities. Number of research lines associated with the Sustainable Development Goals / total lines of research. Number of researchers working on research projects associated with the Sustainable Development Goals / total number of researchers. Total number of publications associated to the Sustainable Development Goals/ total of publications.	D # # #	89 90 91 92					
3. Collaborative Research											
4. Integrating research with Sustainable Development Goals											

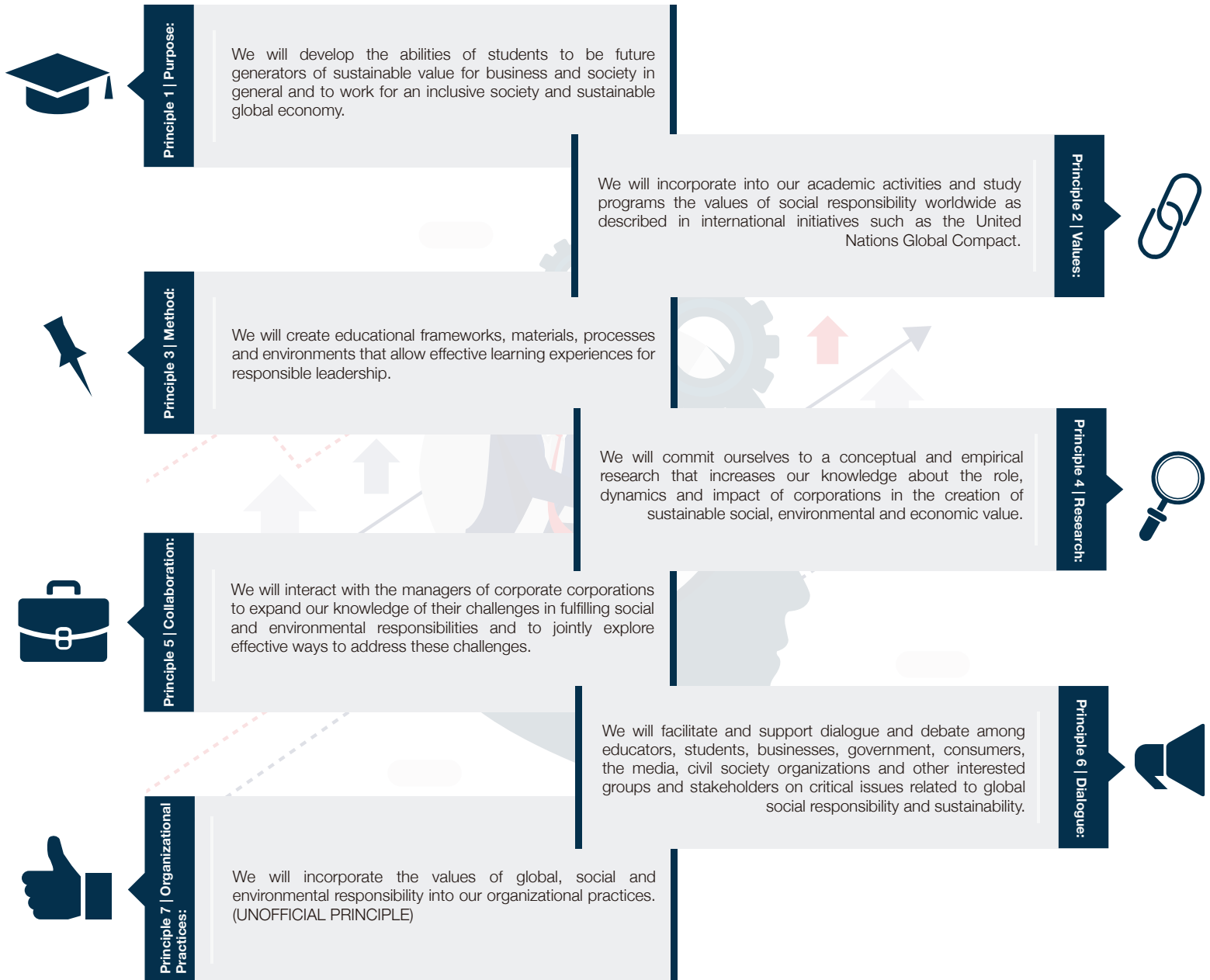
3. RESEARCH

Annexes Indicators

0. General information	Scope	E1 E2 E3 E4	B I A P	Number of initiatives, projects and / or programs by category per year and antiquity. Existence of policies, guidelines, procedures or sustainability criteria or social responsibility for extension activities - describe. Existence of policies, guidelines or criteria for the design and evaluation of the extension projects or social projection with external interested actors (beneficiaries, objective public, external communities) - Describe. Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and interested groups - describe.	#	93 94 95 96					
1. Response to the needs of the beneficiaries or target audience.	External validation	E5 E6 E7 E8	A A I P	Existence of validation mechanisms and / or acceptance by interested external stakeholders. Numbers of initiatives, projects and / or programs carried out with validation and / or acceptance by interested external stakeholders / total of initiatives, projects and / or programs carried out. Existence of mechanisms and / or communication channels to meet requests from beneficiaries or target audience. Number of applications received from beneficiaries or target audiences / total number of applications received.	D # D #	97 98 99 100					
2. Articulation with Relevant Actors	Local and Global Development Agendas	E9 E10 E11 E12	I A B B	Existence of mechanisms for prioritizing development agendas. Number of initiatives, projects, programs with prioritization of development agendas / total of initiatives, projects and / or programs carried out. Number of initiatives, projects and programs with participation of students / total of initiatives, projects and/or programs. Number of initiatives, projects and / or programs with teacher participation / total of initiatives, projects and / or programs carried out / % of the university budget allocated to these projects.	D # # #	101 102 103 104					
3. Access and participation of vulnerable communities and/or minorities	Utility and contribution of the interventions	E13 E14 E15 E16 E17 E18 E19 E20	I P A A A A A P	Number of initiatives, projects and / or programs that meet the minimum criteria required in the evaluation / total of initiatives, projects and / or programs carried out. Number of initiatives, projects and/or improved programs / total of initiatives, projects and/or programs per year. Existence of mechanisms for prioritization and selection of vulnerable communities and / or minorities to carry out initiatives, programs and / or projects Number of initiatives, projects and / or programs directed to vulnerable communities and / or minorities / total of initiatives, projects and / or programs carried out. Existence of consultation mechanisms with the beneficiary communities for the realization of the initiatives, programs and / or projects. Number of initiatives, projects and/or programs verified and validated by beneficiaries or target audience / total of total initiatives, projects and/or programs. Number of initiatives, projects and / or programs verified and validated by external stakeholders / total of initiatives, projects and / or programs. Number of initiatives, projects and / or programs whose leadership was assumed by the community / total of initiatives, projects and / or programs.	# # D # D # # #	105 106 107 108 109 110 111 112			P5 y P6		
4. Public/private cooperation	Institutional collaboration Projects for sustainability	E21 E22 E23	B A B	Number of alliances, agreements or arrangements with institutions / actions carried out. Number of initiatives, projects and / or programs carried out in partnership / total of initiatives, projects and / or programs carried out. Number of initiatives, projects and / or programs to promote Social Responsibility and / or Sustainability / total initiatives, projects and / or programs carried out.	# # #	113 114 115					
5. Integration of the extension with the Sustainable Development Goals	Commitment Agenda 2030	E24 E25 E26 E27	I I I B	Existence of mechanisms for prioritizing the Sustainable Development Goals in extension activities or social projection. Number of initiatives, programs and / or extension projects by Sustainable Development Goals / total extension projects. Number of students, teachers and / or administrative staff working on initiatives, programs and / or extension projects associated with the Sustainable Development Goals / total extension projects. Mention the Sustainable Development Goals prioritized in the extension activities or social projection.	D # # D	116 117 118 119					

5. OPERATION MANAGEMENT	1. Environmental Impact	Energy	AE1 AE2 AE3 AE4 AE5 AE6 AE7 AE8 AE9	I I I I A A A A A	Existence of mechanisms for the improvement of the use energy - describe. Total number of measurement units of energy consumption per source. Existence of mechanisms for water management and reduction - describe. Total number of units of measurement of water consumption per source. Existence of buildings, headquarters or operations in protected or nearby areas that affect biodiversity. Existence of mitigation or restoration mechanisms in the area of biodiversity. Existence of mechanisms to measure and manage significant emissions (greenhouse gases (GHG), substances that destroy the ozone layer and others) - describe. Existence of risk identification and prevention mechanisms and control of accidents related to the environment. Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.	D # D # D D D D D	120 121 122 123 124 125 126 127		302-5 302-1 303-3 303-1 304-1 304-3 305-1, 305-2 y 305-3 306-1, 306-2 y 306-3	EN 2A EN 6A EN 6B EN 6B EN 6B EN 6G EN 6A y EN 6D EN 6C y EN 6F	MA6 MA6 MA6 MA6 MA6 MA6 MA6 MA6	6.5.4 6.5.4 6.5.4 6.5.4 6.5.6 6.5.6 6.5.3, y 6.5.5 6.5.3	
		Prevention	AE10 AE11	A P	Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.	D D	128 129	P7	102-15	EN 1A y EN 1B EN 6A	MA3 MA6 y MA7		
		Investment	AE12	P	Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.	D	130		307-1	EN 6A	MA6 y MA7		
		Fulfillment	AE13 AE14 AE15	I I I	Existence of policies, guidelines or criteria for the selection and hiring of suppliers that guarantee the care for the environment. Number of suppliers selected and contracted under these criteria / total suppliers.	# D #	131 132 133						
		Supply	AE16	A	Existence of policies, guidelines or criteria for mitigating the environmental impact derived from transport activities associated with the academic community.	D	134						
		Transport			Number of incidents, programs and / or projects associated with the mitigation of environmental impact derived from transport activities.	D	135						
	2. Labor Aspects	Employment	AL1 AL2 AL3 AL4 AL5 AL6 AL7	B B I A A A I	Total number of employees broken down by gender, seniority and type of contract and salary information. Total number of new employees per contract type. Existence of mechanisms to ensure fulfillment with the legally required work conditions. Existence of prevention mechanisms that avoid situations of harassment in the workplace at physical, verbal, sexual, psychological level and / or threats. Number of harassment situations presented in the year.	# # D D # #	136 137 138 139 140 141		102-8 401-1	HU2D HUA, HU2B, HU2C y HU2D HUA HUA HUA	6.4.3, y 6.4.4 6.4.4 6.3.10, 6.3.10, 6.3.10,		
		Relations	AL8 AL9 AL10 AL11 AL12 AL13	A A I I B A	Existence of a mechanism to guarantee the health and safety of workers (occupational health and industrial safety programs, elements of protection, professional risks, joint committee, etc.) Existence of policies, guidelines or criteria to inform and involve staff on changes that significantly affect them. Existence of policies, guidelines or criteria to guarantee diversity and equal opportunities for workers. Existence of mechanisms to generate employment and labor inclusion of minorities. Existence of mechanisms of promotion, training and qualification of workers. Number of hours of training per worker per category or rank and gender. Percentage of employees who receive periodic performance evaluations and professional development.	D D D D # # %	142 143 144 145 146 147 148	P7	403-1, 403-2 y 403-3 402-1 405-1 405-1 404-2 404-1 404-3	HU1A, HU1B y HU1C LA4A ERL13 ERL5 ERL5 PG4	6.4.6, 6.4.5, 6.3.10, 6.4.7, 6.4.7, 6.4.7,		
		Health and safety											
		Participation											
		Inclusion											
		Training											
		3. Regarding Human Rights	Fulfillment	AH1 AH2 AH3 AH4 AH5 AH6 AH7 AH8 AH9 AH10 AH11 AH12 AH13 AH14 AH15 AH16	I A A I A I A I I I I I I A A I	Existence of policies, guidelines or criteria regarding human rights by the institution and its representatives. Existence of monitoring, evaluation and control mechanisms that ensure the protection of the human rights of workers and related communities. Existence of training mechanisms for employees on aspects related to human rights, relevant to their activities. Existence of training mechanisms for security personnel in aspects of human rights relevant to their activities. Existence of independent third-party verification mechanisms to ensure respect for human rights by the institution. Existence of verification mechanisms by independent third parties to guarantee the respect of human rights by the institution. Number of suppliers selected and hired under these criteria/total of suppliers. Existence of mechanisms for taking internal disciplinary measures in the face of human rights violations. Existence of policies, guidelines or criteria to ensure that the right to freedom of association is exercised by employees. Existence of policies, guidelines or criteria that prevent child labor or forced labor. Existence of policies, guidelines or criteria to avoid the discrimination in any of its forms (gender, race, religion, etc.) Existence of policies, guidelines or criteria to avoid displacement or complicity in displacing personnel from their own lands. Existence of policies, guidelines or criteria to promote the inclusion and accessibility to the of public in condition of physical disability to the training processes (facsimile, hearing, visual, etc). Number of people in disability status in the institution - discriminated by motor, visual, auditory and cognitive. Number of incidents, complaints, demands or requirements due to physical accessibility barriers present in the institution (ramps, elevators, bathrooms, material, training of staff). Existence of policies, guidelines or criteria that promote the offer of healthy, balanced and / or organic food in the institution	D D D D D D # D D D D D D # # D	149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164		412-1 412-2 412-3	HUA y HUA8 HUA HUA y HU1B y HU1C	DH1, DH4 y DH2 DH6	6.3.3, 6.3.6, 6.3.10, 6.3.10, 6.3.7, 6.3.10,
			Penalties										
			Freedom of association										
			Child and forced labor										
No discrimination													
Displacement													
Accessibility													
Wellness													
4. Anticorruption			Mechanisms	AA1 AA2 AA3 AA4 AA5 AA6 AA7 AA8 AA9 AA10 AA11 AA12	I A A P A P A P I A I A	Existence of policies, guidelines or criteria to avoid bribery and corruption in any of its forms. Existence of awareness and training mechanisms for teachers, administrative staff and students of the institution in anti-corruption procedures (including copying, fraud, plagiarism) operating guidelines and sanctions. Existence of reporting mechanisms to prevent bribery, extortion, embezzlement, favoritism (nepotism, clientelism) and fraud among others. Existence of mechanisms to select investments, alliances and associations based on anti-corruption policies. Existence of an independent and reliable system that promotes the reporting of anomalous situations and complaints. Number of complaints related to conflicts of interest, plagiarism, and copy for the teaching, administrative staff and students/ total of resolved situations.Number of complaints related to conflicts of interest, plagiarism, and copy for the teaching, administrative staff and students / total of resolved situations. Number of incidents, complaints, demands or requests of the justice system regarding corruption practices per year. Number of incidents, complaints, demands or requests of the justice system regarding corruption practices per year. Existence of mechanisms for selecting and hiring suppliers, distributors or contractors based on anti-corruption policies. Number of suppliers selected and hired under these criteria / total providers. Existence of policies, guidelines or criteria to avoid monopolistic and unfair practices with competition (cartels, dumping, etc.) Number of incidents, complaints, demands or requirements of justice about corrupt practices during the year.	D D D D D # # # D # # # # # #	165 166 167 168 169 170 171 172 173 174 175 176 177		205-2 205-2 205-1	AC1A, AC1B, AC1C y AC1E AC1C AC1C AC2A	LC1 y LC2 LC8 LC3	6.6.3, 6.6.3, 6.6.3,
			Client system										
	Provisions												
	Fair Competition												
	Academic Offer												
	Promotion and Marketing												
	Privacy												
	Complaints and Claims												
	5. Promotion and Communication	Academic Offer	AP1 AP2 AP3 AP4 AP5	I I I I I	Existence of mechanisms for the management and dissemination of complete, accurate and understandable information regarding the programs and / or services offered - describe communications - describe. Existence of mechanisms to ensure the transmission of constructive values for society in communications and marketing actions without promoting discrimination and stereotypes - describe communications - describe. Existence of mechanisms to ensure the identification of petitions, complaints, claims and / or congratulations by students, clients and / or users - describe.	D D D D D	178 179 179 180 181		417-1 417-2 y 417-3 418-1	HUA HUA HUB	IC7 IC2, IC4 y IC7 IC8	6.7.3, 6.7.3, 6.7.7, 6.7.6,	

Principles PRME⁸



⁸ Translation based on <http://www.unprme.org/about-prme/the-six-principles.php>

Sustainable Development Goals⁹

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- 1 **Goal:** End poverty in all its forms throughout the world.
 - 2 **Goal:** End hunger, achieve food security and improve nutrition and promote sustainable agriculture.
 - 3 **Goal:** Ensure a healthy life and promote well-being for all at all ages.
 - 4 **Goal:** Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.
 - 5 **Goal:** Achieve gender equality and empower all women and girls.
 - 6 **Goal:** Guarantee the availability of water and its sustainable management and sanitation for all.
 - 7 **Goal:** Guarantee access to affordable, safe, sustainable and modern energy for all.
 - 8 **Goal:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
 - 9 **Goal:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
 - 10 **Goal:** Reduce inequality in and between countries.
 - 11 **Goal:** Make cities and human settlements inclusive, safe, resilient and sustainable.
 - 12 **Goal:** Ensure sustainable consumption and production patterns.
 - 13 **Goal:** Adopt urgent measures to combat climate change and its effects.
 - 14 **Goal:** Conserve and sustainably use oceans, seas and marine resources for sustainable development.
 - 15 **Goal:** Sustainably manage forests, combat desertification, stop and reverse land degradation and stop the loss of biodiversity.
 - 16 **Goal:** Promote just, peaceful and inclusive societies.
 - 17 **Goal:** Revitalize the Global Partnership for Sustainable Development.

⁹ <https://www.un.org/sustainabledevelopment/es>

UNIVERSITY SOCIAL RESPONSIBILITY



PRiME Principles for Responsible
Management Education