

2024 Sharing Information on Progress **(SIP) Report**

Universidad Loyola

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Purpose	6
4. Values	10
5. Teach	12
6. Research	20
7. Partner	26
8. Practice	29
9. Share	35

About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Purpose

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

Letter of Commitment

Universidad Loyola demonstrates its commitment to PRME's Principles through the following letter from senior leadership.



Message from the Rector of Loyola University Andalucía

The importance of development within our university and the institutional support for it has been consistently expressed and materialized since the early days of the former ETEA—the seed of the current Loyola University—up to the present day. Loyola University, through its commitment and adherence to the tradition and Mission of the Society of Jesus, carries out specific work in the areas of teaching, research, and social outreach within the framework of Human and Integral, Solidary, Inclusive, and Sustainable Development.

A clear demonstration of this support is the powerful ecosystem at the university that works towards social transformation and the achievement of a more humane, just, and sustainability-focused world. This ecosystem includes the Development Commission, the ETEA Foundation-Institute of Development, the Loyola Health Policy Research Institute, the Research Institute for Social Transformation Policies, the Ph.D. in Inclusive and Sustainable Development, the Development Studies Research Group (GED), the Working Group for the Incorporation of the 2030 Agenda, and the Social Promotion Journal (RFS).

As a Jesuit institution, Loyola University aligns itself with the mission of reconciliation and justice of the Society of Jesus in its threefold dimension: reconciliation with God, with each other, and with creation. It also embraces the Universal Apostolic Preferences of the Society for the 2019-2029 decade, particularly two of them: first, to walk alongside the poor, those discarded by society, and those whose dignity has been violated; and second, to collaborate in the care of our Common Home, the Earth.

During the 23/24 academic year, Loyola University has continued to put its extensive experience at the service of the Sustainable Development Goals, which serve as a reference framework for all the development activities carried out at our university. In this regard, it is worth highlighting that the University is leading a research project funded by AECID (Spanish Agency for International Development Cooperation) aimed at integrating the 2030 Agenda into the formal university education space in Andalusia.

Within these coordinates, Loyola University aims to become, in the medium and long term, a national and international benchmark in the field of development in its various aspects: research, teaching, cooperation, awareness, volunteering, and outreach in general. Additionally, Loyola remains committed to promoting diversity and equal opportunities in the classroom. As such, the total amount of scholarships and grants awarded accounted for 6.38% of the University's revenue, with the total aid surpassing 3 million euros.

The transmission of knowledge as a fundamental dimension of university work contributes to the formation of well-rounded individuals committed to societal transformation, agents of reconciliation who fight for social justice. All of this takes place in a climate of dialogue and deep respect for the cultural diversity of each person, which is a great asset.

Fabio Gómez-Estern Aguilar

Campus Sevilla

Avda. de las Universidades, 2.
41704 - Dos Hermanas, Sevilla, España.
Tel. +34 955 641 600

Campus Córdoba

Escritor Castilla Aguayo, 4.
14004 - Córdoba, España.
Tel. +34 957 222 100

Campus Granada

Calle Prof. Vicente Callao, 15
18011 Granada, España.
Tel. +34 958 185 252

Institutional Mission, Vision, and Strategy

The following outlines Universidad Loyola's institutional mission, vision, and strategic approach to responsible management education.

Mission, Vision, Strategy or Purpose

Relevant Stakeholders

Students and Participants, Alumni, Faculty, Administrative Staff, Executive Committee, Board of Trustees, Alliances, Academic Partners, Companies and Law Firms, Foundations and NGOs, Suppliers, Government, Accreditation Agencies, Rankings, Ratings and Media.

Purpose

Mission, Vision, Strategy

purpose

View document  Download document 



Values

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

RME Leadership Accountability

At Universidad Loyola, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Organizational Structure for RME

The following organizational entities at Universidad Loyola are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Teaching-Focused Entity



Teach

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

RME Elements in Degree Programs

Universidad Loyola integrates responsible management education into its degree programs through 5 different approaches:

Professor-Discretionary Course Topics

Examples of topics in courses

Department

Humanism, Philosophy

Learning Object Subject

Various

Educational Level

Degree

Learning Outcome

List of courses that contribute to offering a transformative experience and to fulfilling the mission of the University.

Interactivity Type

Highly interactive

Learning Object Description

Humanism and Basic Ethics: The course "Humanism and Basic Ethics" is part of the foundational teachings aimed at developing critical thinking and interpretations of facts learned in previous education. Among its objectives, this course should enable students to propose an interpretation of the world that is open to transformation in favor of a more just, free, and compassionate society. Social and Professional Ethics: The course "Social and Professional Ethics" is part of the core teachings that reflect the mission and vision of Loyola University Andalusia. It contributes to the critical analysis of ideas and interpretations of facts learned in previous education, particularly in the fields of economics and business management. The course allows students to understand social reality as both a process and a set of social outcomes, with the ability to influence their transformation through the principle of justice. Religious Phenomenon, Interreligious Dialogue, and Spirituality: This course aims to help students understand the challenges faced by a society where diverse religions and worldviews coexist. It enables students to gather and interpret relevant data (usually within their area of study) to make informed judgments on socially, scientifically, or ethically significant issues. Leadership and Social Change: This course focuses on understanding various leadership models and their contribution to social transformation while developing interpersonal leadership skills. It also incorporates an ethical dimension, encouraging students

to become aware of the moral aspects inherent in all human and social actions (personal actions, social institutions) and to lean positively towards the moral good of themselves or others (sense of purpose, personal fulfillment, sense of justice). Business and Sustainable Development: The course has a dual purpose: first, to enhance understanding of specific environmental issues and incorporate this awareness into business management. It examines environmental challenges to place students within the general framework of the relationship between business and the environment, offering a comprehensive view of its key aspects. Secondly, it aims to introduce students to environmental management within the business sector. United Nations and International Humanitarian Law: This course covers two fundamental sectors of public international law: international human rights law, which focuses on the codification and protection of human rights through various international instruments (mainly international treaties) and the establishment of various procedures of different nature and effectiveness to ensure compliance; and international humanitarian law, which refers to the international rules that protect wounded, sick, and shipwrecked combatants, prisoners, civilians, and objects that are not military targets during armed conflict, while also regulating and limiting the means and methods of warfare.

Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals

Department

International Relations

Learning Object Subject

International Problems and Agenda 2030

Educational Level

Degree

Learning Outcome

6 ECTS

Interactivity Type

Highly interactive

Learning Object Description

The student will learn about the origin, evolution, and possible solutions to the main transnational issues of our time related to underdevelopment and global poverty, as well as migration and the key challenges outlined in the 2030 Agenda, which encompass matters such as integration, political inclusion, and cooperation policies.

GuiaDocente_Problemas Transnacionales y
Agenda 2030 (1)

View document  Download document 

Examples of course syllabi with course-level RME learning goals

Department

International Relations

Learning Object Subject

Development and Cooperation

Educational Level

Degree

Learning Outcome

6 ECTS

Interactivity Type

Highly interactive

Learning Object Description

The concept of development in the context of International Relations Development: a contested and complex concept. Development as an area of study in the discipline of International Relations. A brief overview of development theories. From Economic Development to Human and Sustainable Development. International development cooperation as an instrument for achieving the 2030 Agenda.

GuiaDocente_Desarrollo y Cooperación

View document  Download document 

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

The mission of Universidad Loyola Andalucía is to create thought for the best and greatest service to Humanity, to train men and women who are committed to the world's problems, and to make all its activity a place of fruitful dialog and encounter in which people of different cultures, beliefs and ideologies can live an inspired life that is committed to others and to Creation.

In line with the foregoing, the business area of Universidad Loyola Andalucía has the following mission:

“Inspired by the values of Jesuit education, we are a dynamic, international, innovative, inclusive community committed to teaching excellence and the creation of research knowledge. We accompany students on their journey to becoming business professionals who have comprehensive management skills and who will engage in ethical and socially responsible conduct. By educating leaders and agents of change in the field of business, we hope to contribute to a more prosperous, sustainable and just Andalusian society open to the world.”

The values we seek to transmit and live by in the School of Economic and Business Sciences and in the Loyola Leadership School are those that make Universidad Loyola Andalucía unique, and which are derived from what the Society believes characterizes a Jesuit university:

1. Excellence. In the language of the Society of Jesus, it is the “magis” (more) as one of the characteristics of how it acts, genetic, which connects with what is most original in the Ignatian tradition. Excellence in training, in research, in the University’s management must be consubstantial and the first value of Universidad Loyola Andalucía. Such excellence must be recognized internally (thanks to a permanent assessment system) and externally (by public and private certification and assessment agencies and by society in general).
2. High standards. They are a requirement for excellence. It is only possible to achieve excellence if the whole educational community that makes up a university has high standards for itself and for each of its members, if it always remains dissatisfied with what has been achieved and wants to go further.
3. Academic rigor. A university is a center of thought, a center in which the truth about reality is sought, a community of people who share a passion to seek answers, the permanente drive to know and to teach. Thus, a university is a place of creation and contrast, a place in which freedom of thought and creation must be combined harmoniously with the rigor of contrasting and arguing for ideas.
4. Service. Universidad Loyola Andalucía not only wants to be a “public service” per Spanish university-related legislation, but also, faithful to the tradition that inspires Jesuitical works, it wants to “love and serve in everything”: it seeks to have a permanent attitude of service towards its nearest and furthest environment, the students and its alumni, the institutions and companies with which it related, and the public authorities.
5. Universality and openness. Consubstantial to the university character and to the

response that the Society of Jesus gives to its mission is the perception of humanity as a whole that must live in sustainable harmony with creation. There derives from this an international and intercultural view of the world, an attitude of permanent dialog with others and with the others.

6. Commitment. But “being” is not enough. It is necessary to move from “being” to “doing”: the search for truth, rigorous knowledge of the world, a universal perspective and especially an attitude of service: this must all be oriented towards a commitment to transform the world and society. To serve the world is to commit to making it more humane and more sustainable, giving priority to the most vulnerable.

7. Transcendence and spirituality. Universidad Loyola Andalucía’s concept of what human beings are and their place in the world is inspired by the Christian faith and, specifically, by Ignatian spirituality. It is thus open to faith. In a world that shows scant willingness to open itself to transcendence, a Christian and Jesuit-inspired university has to cultivate the spiritual dimension of human beings as a path to deepening their own vocation and the mission we each have as agents of social transformation.

The signatory’s pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Pedagogical approach

Loyola University Andalucía, after several years of operation, has renewed its strategic plan for the years 2021–2025. Based on the orientations and the experience of the years since the university’s creation, as well as the profound changes taking place in society, technology, and higher education, we aim to define an educational model coherent with the institution’s identity and aligned with global trends in this level of education. Without losing the hallmark of the Society of Jesus, Loyola University aims to serve society by fulfilling its mission of preparing its students as conscious citizens of their role in a diverse and dynamic world.

As determined by these strategic orientations, the university must respond to the needs for lifelong learning in personal, social, and professional spheres, enabling and certifying the development of individuals’ talents at every stage of life.

Moreover, consistent with its time, it aspires to be a university that integrates both digital and natural elements into a single human ecosystem in a balanced, coherent, efficient, and open manner. This approach ensures that technology, far from being an end in itself or a barrier, serves as an instrument for the university’s academic, social, and evangelizing mission.

For all these reasons, the model is designed to help foster a shared educational culture across the entire university community, especially faculty and students. It aims to establish the principles that should inspire and guide education at the university, assist in planning

pedagogical action lines, and, as expected, respond to and support the apostolic preferences of the Society of Jesus and the Apostolic Project of the University Sector. Ultimately, it seeks to better fulfill the mission.

The many sources considered for the development of the model can be condensed into four main groups: documents from the Society of Jesus on higher education, the tradition of Spanish Jesuit universities, global trends in higher education, and scientific pedagogical evidence.

Guest Speakers and Showcase Events

Development Day

Date

March, 2024 - March, 2024

Location

Loyola University

Speakers

Various

[Supporting Links](#)

Loyola University celebrates Development Day by hosting a seminar on the migration experience and development research.

Development Day

Loyola University annually celebrates its Development Day to commemorate the work carried out by the institution in this area. Development is a fundamental pillar of Loyola University and the Society of Jesus; therefore, it is essential to raise awareness within the university community about the importance of contributing to a Human, Integral, Solidary, Inclusive, and Sustainable Development.

The activities of this event are aimed at raising awareness and bringing visibility to issues of societal and global importance such as immigration, volunteering, cooperation, development research, fair trade, sustainability, global citizenship, and the goals of the 2030 Agenda, among others.

Development Day is the result of coordinated efforts by various university bodies working in this field: the Development Commission, the ETEA Foundation - Development Institute, the Research Institute for Policies for Social Transformation, the PhD Program in Inclusive and Sustainable Development, the Journal of Social Promotion, the Service for Evangelization and Dialogue, and the Culture Classroom.



Research

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

RME Elements in Research

Universidad Loyola incorporates responsible management education into its research endeavors through 4 different methods:

PhD-Level RME Courses

PhD Program in Inclusive and Sustainable Development

Department

Doctoral School

Learning Object Subject

PhD Program in Inclusive and Sustainable Development

Educational Level

PhD

Learning Outcome

The PhD Program in Inclusive and Sustainable Development aims to train researchers to pursue a research career in the field of development. PhD candidates are expected to be capable of addressing, in a scientific manner, the analysis, planning, and resolution of specific problems in development areas within countries and territories. This program offers a unique opportunity to complement the thematic specialization of a doctoral thesis with a broad, well-founded perspective on how to understand Human Development.

Interactivity Type

Highly interactive

Learning Object Description

The program includes three research lines: Poverty, Inclusion, Territory, and Cooperation: This area encompasses all aspects and processes central to inclusive and sustainable development, which form the backbone of development and the PhD program. The line covers four main thematic areas: Development and poverty economics; Comparative regional integration; Rural territorial development, the agricultural sector, and environmental sustainability; and Cooperation and education for development. Governance, Human Rights, and Fundamental Rights for Building Inclusive and Sustainable Societies: This area addresses the necessary conditions for development processes to emerge and operate effectively. It studies, for example, institutional frameworks and the conditions necessary to enforce human and fundamental rights; the obstacles to development when certain conditions are absent; the factors that make governments effective or not; and the characteristics that public policies must have to be effective and contribute to inclusion and sustainability. Business Capabilities, Economic Growth, and Development: This area brings together and links important topics in the

context of development, related to inclusive and sustainable economic growth from the perspective of business capabilities. It includes areas such as: Social responsibility and sustainability; Social economy and social innovation; Marketing systems for inclusive and sustainable societies; and Institutionalism and human resource practices in organizations.

[Supporting Links](#)

Regular Research Seminars

Examples of responsibility-related regular research seminars

Date

June, 2024 - June, 2024

Location

Loyola University

Speakers

Agustín Mussini, UN official in migration, and, on the other hand, Chema Castells, representative of the "Hospitality" program at Claver.

[Supporting Links](#)

XIX Open and Permanent Seminar of the Development Commission addressing the topic of migration under the title: "Migration from a Reception Perspective and New Narratives."

Research Conferences

Responsibility-related congress

Date

July, 2024 - July, 2024

Location

Loyola University - Campus Sevilla

Speakers

Berta Paz, Eduardo Ibáñez

[Supporting Links](#)

Under the theme "Creating Synergies for Institutionalization and Research in ApSU (Service-Learning)," more than 50 researchers presented their papers on how to bring concepts such as sustainability, commitment, and service to others into teaching, research, and university institutions.

Dedicated Research Funding

e-Perinatal (coordinator)

Universal prevention of maternal perinatal mental disorders and its implementation as normalized routine practice.

SDG. 3

Funded by Horizonte Europa

DOC-BOX (partner)

Development of a multimodal toolbox to ensure a fast and reliable diagnosis of consciousness disorders.

SDG. 3

Partners: Universite de Liege (Belgium); Centre Hospitalier Universitaire de Rennes (Francia); Ireneu Neuro-RHB Sociedad Limitada (ES); Uniwersytet Jagiellonski (Polonia); G.Tec Medical Engineering GMBH (Austria); Fondazione IRCCS Istituto Neurologico Carlo Best (Italia); Gemeinnuetzige Gesellschaft Zur Neurologischen (Dinamarca); Fondazione Don Carlo Gnocchi Onlus (Italia); The University of Birmingham (UK); Stichting Medisch Spectrum Twente (Netherlands); Centre Reeducation Fonctionnelle Frontfroide (Francia); Institut Du Cerveau et de la Moelle Epiniere (Francia); Kliniken Schmieder (Denmark); Univesitat Politecnica de Valencia (España), Stichting Radboud Univesitair Medisch Centrum (Netherlands)

Funded by: MSCA SE-Horizonte Europa

ENCON (coordinator)

Environmental Consciousness: A Behavioral Rebound Effect.

SDG. 3

Faculty of Economic Sciences, University of Warsaw (Polonia); Universidad de la República (Uruguay); Instituto Tecnológico de Santo Domingo (República Dominicana).

Funded by: EULAC- Agencia Estatal de Investigación

SUSTAINWELL (partner)

Sustainable Welfare: Rethinking the roles of Family, Market and State.

SDG. 3

Partners: Universitat de Barcelona (España); Österreichisches Institut für Wirtschaftsforschung (Austria); Universidad Autónoma de Barcelona (España); Ecole D'economie de Paris (Francia); Österreichische Akademie Der Wissenschaften (Austria); Johann Wolfgang Goethe-Universität Frankfurt Am Main (Alemania); Kozponti Statisztikai Hivatal Nemzetgazdasági Kutató Intézet (Hungría); Universidad de Navarra (España); Fundación Bancaria Caixa D'estalvis I Pensions de Barcelona La Caixa (España); Institut Za Ekonomska Raziskovanja (Eslovenia).

Funded by CL2- Horizonte Europa

BatCAT (partner)

Battery Cell Assembly Twin.

SDG. 7

Partners: Norges Miljø- og Biovitenskapelige Universitet (Noruega); Fraunhofer Gesellschaft zur Förderung der Angewandten Forschung EV (Dinamarca); United Kingdom Research and Innovation (UK); Centre for Process Innovation Limited LBG (UK); Kemijski Institut (Eslovenia); Politecnico di Torino (Italia); Rheinland-Pfälzische Technische Universität (Dinamarca); IFP Energies nouvelles (Francia); Universität Klagenfurt (Austria); Danmarks Tekniske Universitet (Dinamarca); IndiScale GmbH (Dinamarca); Hochschule Kaiserslautern (Dinamarca); Simula Research Laboratory AS (Noruega); Goldbeck Consulting Limited (UK); Bi-Rex Big Data Innovation Research Excellence (Italia); Vanevo GmbH (Dinamarca); Luxembourg Institute of Science and Technology (Luxemburgo).

Funded by CL5-Horizonte Europa

InterHEI (partner)

The Interdisciplinary HEI Entrepreneurship Fostering Program.

SGD. 4

Partners: University of Warsaw (Polonia); Lodz University of Technology (Polonia); Marmara University (Turquía); American Farm School Post-Secondary Education and Training Association (Perrotis College) (Grecia); Institute for Food Technology (Serbia); Scientific and Technological Research Council of Turkey (Turquía); Future Food Institute (Italia); Corporation "Science Park Taras Shevchenko University of Kyiv" (Ucrania); Home of Startups Accelerator (Ucrania); Scientific Park of Lviv Polytechnic National University (Ucrania).

Funded by EIT Food



Partner

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

Partnership Approaches for RME

Universidad Loyola partners with external stakeholders to advance responsible management education through 2 different approaches:

Collaborative Problem Solving

Volunteering

Volunteering is an opportunity to connect with different realities and give your best by helping others and allowing yourself to be transformed by an experience that humanizes and unites us.

Volunteering experiences are organized throughout the year and during the summer. Some are one-time, awareness-raising activities, such as food drives, charity runs, and visits to underprivileged neighborhoods. Others involve a process of training and greater commitment. We also offer international volunteering opportunities in collaboration with partner organizations that provide placements within their programs.

The volunteering program currently includes:

- Local volunteering activities throughout the year.
- Volunteering activities aimed at the university community.
- International volunteering activities (VUELA program).

Entidades colaboradoras - Córdoba

Relevant Stakeholders

Board of Trustees, Executive Committee, Alliances, Academic Partners, Alumni, Companies and Law Firms, Suppliers, Foundations and NGOs, Accrediting agencies, Rankings, Ratings and Media, Students and Participants, Faculty, Administrative Staff

Purpose

Voluntariado - Campus Córdoba

Cuadro_Web._2a_Convocatoria._23-24

View document  Download document 

Entidades colaboradoras - Sevilla


Relevant Stakeholders


Board of Trustees, Executive Committee, Alliances, Academic Partners, Alumni, Companies and Law Firms, Suppliers, Foundations and NGOs, Accrediting agencies, Rankings, Ratings and Media, Students and Participants, Faculty, Administrative Staff

Purpose

Voluntariado - Campus Sevilla

PropuestA_VOL_Sev_2DA_conv_Vol_23-24

View document 

Download document 

Knowledge Translation and Dissemination

Revista de Fomento Social

Revista de Fomento Social is a quarterly open-access scientific journal that addresses topics related to a multidisciplinary approach to development. It explores diverse fields such as economics, law, communication, education, sociology, international relations, health, politics, and engineering, among others, with a particular focus on the ethical dimension inherent in all of them.

It is aimed at researchers, students, and development professionals, offering a multidisciplinary perspective that encompasses areas such as economics, international relations, sociology, architecture, engineering, and social, human, and legal sciences, among others.

Each issue includes the following content:

- Four or five articles classified as studies or notes.
- Documents or texts of interest.
- Specialized bibliographies.
- Summaries of doctoral theses from the Inclusive and Sustainable Development Doctoral Program at Loyola University, as well as other theses defended at national and international universities, always within the scope of development studies.

The scientific and academic quality of all articles is evaluated by two anonymous reviewers (peer review, double-blind).



Practice

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

RME Policy Implementation

Universidad Loyola has implemented 5 policies to support its commitment to responsible management education:

Buildings/real estate

Policies on building/real estate

SUSTAINABLE CAMPUS The new Loyola University campus in Seville, inaugurated in September 2019, has been awarded the LEED Platinum certification by the U.S. Green Building Council (USGBC), recognizing and valuing its advanced sustainability features. It is the first university campus in the world to obtain this certification. More than one hundred indicators related to facilities, water and energy efficiency, use of materials and resources, indoor environmental quality, design, innovation, etc., were meticulously analyzed in the project before being awarded this certification. To achieve this, the new Loyola campus, located in Dos Hermanas (Seville) and covering a total of 38,000m², was designed with a 5G strategy based on key concepts: technology, accessibility, sustainability, responsibility, and a human-centered approach. In this way, under a "glocal" perspective—thinking globally and acting according to local needs—the University has managed to project a campus inspired by integrated American models but adapted to the realities of Andalusia, from which some of its key features are drawn. For example, more than 50% of the materials are reused and locally sourced, native species were chosen for the vegetation (63 different species of trees, shrubs, perennials, and ground covers), and a system for partial water recovery and rainwater management has been implemented. Additionally, the campus's energy efficiency measures are noteworthy, generating a 40% savings in energy consumption. We can proudly say that Loyola University's proposal has surpassed the traditional campus concept, transforming it into an example of efficiency, responsibility, and technology in the service of people.

Scope

Sustainable campus

Enforcement Date

September, 2019

Number Of Pages

1

Publisher

Grupo FIL

Media

website

[Supporting Links](#)

grupofil-campus

View document  Download document 

Greenhouse gas emissions

Policies on greenhouse gas emissions

Scope

Sustainable campus

Enforcement Date

May, 2024

Number Of Pages

1

Publisher

Cadena SER

Media

Radio/Journal

[Supporting Links](#)

campus sostenible

View document  Download document 

Employee equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

Equity Plan The Equity Plan between women and men at Loyola University aims to comply with Organic Law 3/2007, of March 22, on effective equity between women and men (LOIEMH), which in Article 45.1 obliges companies to respect equality of treatment and opportunities in the workplace. To this end, companies must adopt measures to prevent any form of workplace discrimination between women and men, as stated in Section 2 of this article, which requires companies with more than 250 employees to develop an Equity Plan. Therefore, equity of treatment and opportunities between women and men must be a priority in the company's Strategic Plan, and should be considered a fundamental principle in labor relations and human resource management.

Scope

Equity

Enforcement Date

October, 2018

Number Of Pages

27

Publisher

Loyola Andalucía

Media

Website

[Supporting Links](#)

Plan de Igualdad Universidad Loyola_2018

View document Download document **Action Protocols for Harassment**

Workplace Harassment Action Protocol This workplace harassment action protocol reflects Loyola University's commitment to ensuring the protection of the fundamental rights and dignity of individuals working at the institution, as well as defending values such as justice and equality. Equality between women and men is a universal legal principle recognized in numerous conventions and treaties. This approach is reflected in the Preamble of Organic Law 3/2007 of March 22 on effective equality between women and men. In addition to ensuring equality, the scope of the law includes the effective protection of employees against alleged situations of sexual harassment and harassment based on gender in the workplace. This protocol responds to the need and commitment to protect fundamental rights at Loyola University, outlining the actions to be taken in case of detection of potential situations of psychological harassment, sexual harassment, or discrimination based on race, gender, religion, or any other type of inappropriate behavior.

Scope

Harassment

Enforcement Date

March, 2022

Number Of Pages

8

Publisher

Loyola Andalucía

Media

Website

[Supporting Links](#)

Protocolo Actuacin ante el Acoso Laboral
Universidad Loyola_2022

View document  Download document 

Student equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

Equity Plan The Equity Plan between women and men at Loyola University aims to comply with Organic Law 3/2007, of March 22, on effective equity between women and men (LOIEMH), which in Article 45.1 obliges companies to respect equality of treatment and opportunities in the workplace. To this end, companies must adopt measures to prevent any form of workplace discrimination between women and men, as stated in Section 2 of this article, which requires companies with more than 250 employees to develop an Equity Plan. Therefore, equity of treatment and opportunities between women and men must be a priority in the company's Strategic Plan, and should be considered a fundamental principle in labor relations and human resource management.

Scope

Equity

Enforcement Date

October, 2018

Number Of Pages

27

Publisher


Loyola Andalucía


Media

Website

[Supporting Links](#)

Plan de Igualdad Universidad Loyola_2018

View document 

Download document 

Institutional Aspiration Targets

Universidad Loyola has set aspiration targets in 1 different area:





Share

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

Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Universidad Loyola operates with the following approach:

Full Transparency Disclosure

Memoria de actividades - Curso 22/23

Author

Universidad Loyola Andalucía

Published Date

January, 2024

Degree Of Recognition

Public

Media Name

University website

Media Type

Report

Duration

92 pages

[Supporting Links](#)

memoria_actividades_22-23_web

View document  Download document 

La Agenda 2030 en la Universidad

Scope

Sustainable Development Goals

Enforcement Date

January, 2019

Number Of Pages

1

Publisher

University Loyola Andalucía

Media

Website

[Supporting Links](#)

SIGNATORY

Universidad Loyola



Address

Avenida de las Universidades s/n, Dos Hermanas, Sevilla, 41704
Spain



Website

<https://www.uloyola.es/>