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# REPORT ON SUSTAINABILITY

## The UB's commitment to the Sustainable Development Goals

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2022—  
2023



UNIVERSITAT DE  
BARCELONA

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# List of abbreviations

ApS	service-learning projects
AQU	Catalan University Quality Assurance Agency
CCiTUB	UB Science and Technology Centres
CRAI	UB Learning and Research Resources Centre
CRUE	Conference of Spanish University Rectors
DOGC	Official Gazette of the Government of Catalonia
EUB	University of Barcelona Statute
FBG	Bosch i Gimpera Foundation
FTE	full-time equivalent
GRI	Global Reporting Initiative (institution that developed the first guide for sustainability reports)
IDP	Institute of Professional Development of the University of Barcelona
IL3	Institute for Lifelong Learning
LERU	League of European Research Universities
NPI	private not-for-profit institution
OCI	UB Office for Internal Control
OSSMA	UB Office for Health, Safety and Environmental Issues
PCB	Barcelona Science Park
PDI	teaching and research staff
PSAU	Social Policy and University Admission programme, UB Faculty of Education
PTGAS	technical, management, and administrative and service staff
R&D&I	research, development and innovation
RIMDA	Research, Innovation and Improvement of Teaching and Learning Programme
RRI	responsible research and innovation
SAE	UB Student Support Service
SD	sustainable development
SDGs	Sustainable Development Goals
SR	social responsibility
TFG	bachelor's degree final project
TFM	master's degree final project
UB	University of Barcelona

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# Forewords from the Rector and the President of the Board of Trustees

One of the key missions of a university is to be a guarantor of the future. This is an aim that defines all of our activity. Universities, in a world in constant transformation where human beings are continually generating risks that endanger our very existence, must analyse the challenges that arise in order to formulate a response. The climate emergency is one of the foremost threats that we have created in the modern world and our efforts to find answers are now a matter of urgency.

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While sustainability is not limited solely to the climate issue, climate change does play a key role in all areas of sustainability. We will hardly be able to build a world of equality, equity and justice – to say nothing of the other values linked to the Sustainable Development Goals – if the very habitability of the world hangs in the balance. This is even truer now that it has been shown that the consequences of the climate emergency stand in the way of achieving key aspects of the SDGs, such as access to education, gender equality, and minimum conditions for the public's well-being.

In response to this reality, universities pursue strategies in three key areas: teaching, research and university life. In the first area, we bear a responsibility to ensure that the students who receive training at the University of Barcelona in any of the formats and stages of learning, and in any of the disciplines on offer, can obtain the minimum knowledge and skills required to understand and address the climate emergency in their subsequent professional activity. This is a challenge that becomes even more critical with the new paradigm of lifelong learning and pedagogical innovations such as micro-credentials, which are promoted under new legislation on the university system approved by the Spanish government. In short, providing the citizenry with education governed by scientific rigour in order to combat the climate emergency is becoming a crucial lever for us in coming up with responses to the causes and consequences of the climate crisis.

In the second area, which is the generation of knowledge and its transfer to society, the responsibility of universities is twofold. On one hand, we have an obligation to work with our local and

international ecosystem to push forward scientific knowledge in all areas implicated in society's response to the climate emergency. In this respect, we must adopt the necessary interdisciplinary perspective inherent in the object of study itself. On the other hand, to ensure that research discoveries can be channelled into actions of maximum impact, we need to pursue the transfer of knowledge to society through social agents, both public and private, who are connected to the subject areas involved.

The third and final area addresses the broad notion of university life, that is, our actions as an institution and a community and their effect on the climate emergency. In this respect, the actions that we have a responsibility to undertake concern a wide range of key issues such as the mobility practices of our students (including the promotion of shared vehicles, collaboration with the government to ensure optimal access to public transport choices, and the adaptation of our spaces to non-polluting means of transport such as bicycles), the adaptation of our infrastructure (including the installation of solar panels, energy saving systems, and innovative systems of thermal insulation), and waste generation and management.

This report on sustainability reflects the steps that have been taken by our community and institution in the key area of sustainability. The report is not limited to the challenges of the climate emergency, but their special weight is duly reflected in the pages that follow. As this shows, the University of Barcelona's commitment is not only confined to the achievement of a set of legally required minimums, but also reflects our drive to be a leader at the forefront of society. Because, in short, our commitment to the future must be our guide moving forward and we simply cannot afford to fail: we must rise to the challenge and meet our responsibility to future generations.

JOAN GUÀRDIA  
Rector of the University of Barcelona

The University of Barcelona presents this latest edition of the Report on Sustainability to reaffirm our unwavering commitment to sustainability in the social, economic and environmental areas. Indeed, this document gives an account of the collective efforts of the entire university community towards the achievement of the SDGs established in the 2030 Agenda that the UB has integrated into its action plans and for which we have set specific targets.

The climate crisis remains one of the most urgent challenges of our time. The adverse effects that we are living through – extreme weather phenomena, biodiversity loss, desertification, forced migrations, conflicts over natural resources, negative impacts on health and the environment – remind us of the importance of taking fast and decisive action. Tackling the global emergency calls for a deep-seated transformation of our model of development, which will entail addressing issues related to technology, production and the economy as well as cultural and social challenges, and it will involve the safeguarding of heightened societal protections and international cooperation. Sustainability is an ethical responsibility to present and future generations.

The UB, true to our mission of generating and transmitting knowledge in the service of society, has a key role to play in this transformation. The present report not only brings together the actions that we have carried out during the academic year, but also provides evidence of our commitment to innovation, responsibility and rigour in the internal management of the institution.

It is important for us to acknowledge and express gratitude for the dedication of the entire university community. Through their daily efforts, they help to make our university a model of sustainability and a leader in the shift towards a new, more just society that shows respect for the environment.

As members of the Board of Trustees, we support continued progress along this path in the firm belief that the UB will continue to be a leader in the fight against the climate crisis and in efforts to achieve the SDGs.

We would like to conclude by thanking everyone for their commitment and hard work.

JOAN COROMINAS GUERIN  
President of the Board of Trustees

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# Commitment to sustainable development

## Goals G1 and G3 of the UB's 2030 Agenda

This section's account of the UB's commitment to sustainable development falls within goal **G1** (stating the institutional commitment to contribute to the achievement of the SDGs), while the account of the UB's actions in response to the 2030 Agenda, which is noted in the last paragraph, falls within goal **G3** (communicating and disseminating the implementation, monitoring and results of the action plan of the UB's 2030 Agenda).

The UB is totally committed to sustainable development and seeks to build sustainability into each and every area of its activity. As a sustainable university, the UB needs to educate the public about sustainable development, help to solve urgent social and environmental challenges, and contribute to reducing our ecological footprint and social inequalities. In short, the UB needs to train its students and employees so that they can take action and make sustainability into a priority. Progress must be made in the development of a culture of sustainability so that the entire university community is informed about the foremost environmental and socio-economic challenges we face, engages in ecologically responsible behaviour, and takes action to ensure that the UB becomes a sustainable institution committed to society.

In 2023, the UB continued to develop the programme set out both in the UB's [2030 Agenda](#), which received approval in 2020, and in the UB Governance Plan 2022-2024.

Accordingly, the UB has strengthened its relationships with a host of associations and institutions that seek to ensure sustainability at the local, national and international scales.

One important step taken in 2023 was the enactment of a [roadmap to implement sustainability actions at the UB](#). The roadmap defines and prioritizes the actions that are required to achieve the SDGs. The specified actions seek to reduce the environmental impact and green-

house gas emissions arising from the UB's activity. One example is the photovoltaic installation at the Faculty of Economics and Business.

In keeping with the UB's institutional commitment to the SDGs, the *Report on Sustainability 2022-2023* shows our main actions in relation to the SDGs: the following pages explicitly identify which of the described actions have a clear and direct impact on the SDGs. Prominent among the many actions in the report are teaching activities related to the SDGs conducted through service-learning methodologies, teacher training on sustainability provided by the IDP, an increased number of innovation projects in the RIMDA related to sustainable development, a strong research engagement in the SDGs, and the creation of the UB's Hub for Global Sustainability.

The report points to the first steps in a paradigm shift: the UB has not only carried out numerous actions related to SD, but has also given a strong push to sustainability policies within the [UB Governance Plan 2022-2024](#).

None of these sustainability policies, however, would be possible without the involvement and support of the university community, for which the institution is very grateful. At the UB, we have a dedicated and talented network of people who contribute to the improvement of our environmental and social impact in the area of research and in the areas of education, campus operations and leadership.

At the end of the Report on Sustainability, a [table](#) lays out the specific SDGs and targets to which the UB considers that it has contributed, including a reference to the page number where the link can be found. We will also include actions that respond to some of the goals set out in the UB's 2030 Agenda: another [table](#) at the end of the report will clearly show the contributions made in each case.

#### Contribution to SDGs 16 and 17



**Target 16.6.** Preparing the Report on Sustainability and collecting the UB's contributions to the SDGs and to the goals of its own 2030 Agenda contribute to the creation of a transparent and accountable institution.



**Target 17.14.** The institutional commitments and documents described in this section help to enhance policy coherence for sustainable development.

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# THE UNIVERSITY OF BARCELONA AND ITS GOVERNANCE

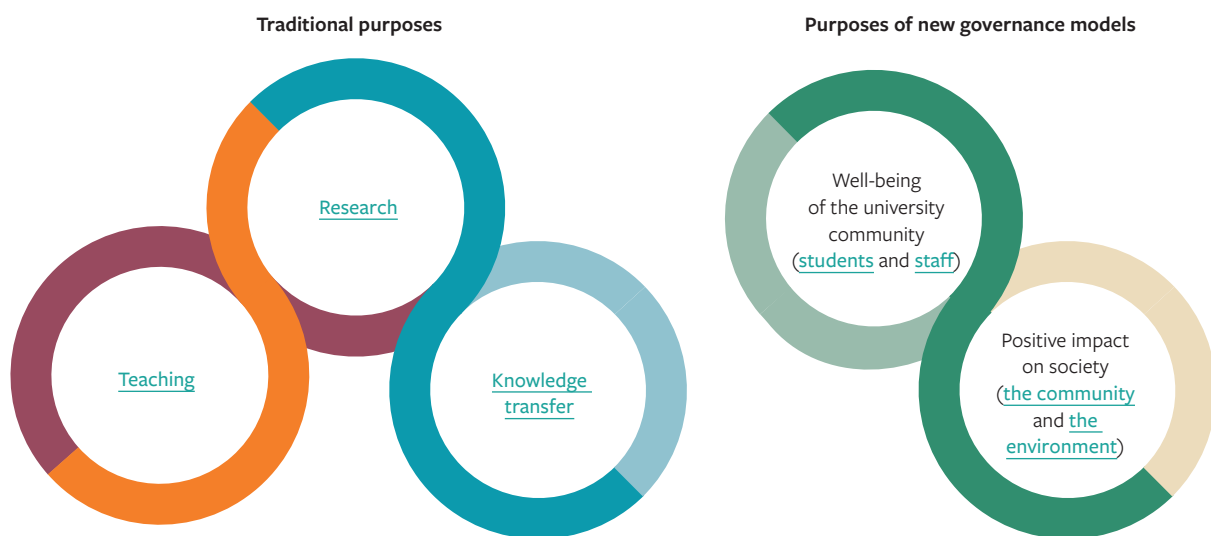
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# Services rendered, knowledge areas and type of students

## SERVICES RENDERED

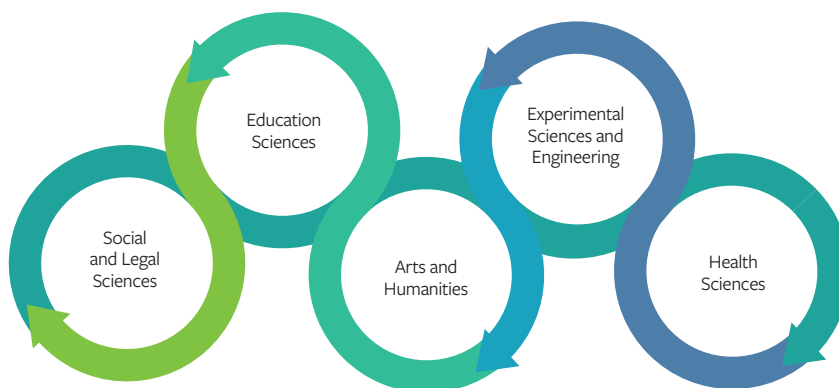


Source: OCL.



## BRANCHES OF KNOWLEDGE

The UB's academic offering and research activities encompass the main branches of knowledge:



Source: OCI.

In 2022, the needs of society gave rise to an educational response from universities, which were permitted by changes in legislation to expand their offering of multidisciplinary training for the first time into transversal areas such as gender equality, the climate emergency and consequent ecological and social crises, cybersecurity and entrepreneurship. This new approach has led to the creation of transversal optional subjects for the entire offering of bachelor's degrees, the mainstreaming of the gender perspective in all teaching plans, and special training for teaching staff in these specific areas, to name only a few of the measures rolled out in 2023.

## TYPE OF STUDENTS

As a Catalan public university, the UB seeks above all to provide higher education to any young person in Catalonia or elsewhere in Spain who, regardless of their socio-economic status, wishes to pursue university studies. However, the UB is also very active in seeking to attract students to its master's degrees, postgraduate programmes and doctoral programmes.

### Contribution to SDGs 4, 5 and 10

The system of access to the Catalan public university system...



**Targets 4.3 and 4.5.** Is regulated to ensure equal access to men and women, seeks to reduce gender disparities in higher education, and ensures equal access to vulnerable people, including people with disabilities.



**Target 5.1.** Seeks to end one of the forms of discrimination against women: inequality in access to higher education.



**Targets 10.2 and 10.3.** Seeks to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status. It also seeks to ensure equal opportunity.

# Size of the UB

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The figures in the table below provide an accurate picture of the UB as an organization.

SIZE OF THE UB <sup>1</sup>	
Teaching and research staff (PDI)	6,328 (3,085 women and 3,243 men)
PTGAS	2,370 (1,512 women and 858 men)
Total members of staff	8,698 (4,597 women and 4,101 men)
Bachelor's degree students	44,933 (41,095 in UB faculties and 3,838 in affiliated centres)
University master's degree students	6,031 (5,523 in UB faculties and 508 in affiliated centres)
Students in UB-specific postgraduate studies	10,994 (provisional data)
Trainee research staff (doctoral students)	4,990
Total students*	75,774
Bachelor's degree graduates	7,933 (7,079 in UB faculties, including 13 with UB-specific degrees, and 854 in affiliated centres)
University master's degree graduates	3,389 (3,039 in UB faculties and 350 in affiliated centres)
Doctoral theses read	742
Income	583,184,332.20

1. The figures relating to academic aspects reflect the academic year 2022-2023; the figures relating to research are from the calendar year 2022 (the figures for research always refer to the year earlier than the academic year underway because they cannot be sufficiently updated by the time the report is written). The staff figures correspond to 31 December 2022, while the financial figures are provisional at 1 July 2024 in relation to the year 2023. In all of the data involving bachelor's degree students (number of bachelor's degree students, number of graduates, total students, and number of bachelor's degrees), the figure for the UB-specific degree in Private Investigation is included, even though it is not an official bachelor's degree.

SIZE OF THE UB	
Expenditure	514,701,225.71
Bachelor's degrees	73 plus the UB-specific degree in Private Investigation (62 in UB faculties and 12 in affiliated centres), and 16 dual study pathways
University master's degrees	173 (159 in UB faculties and 14 in affiliated centres)
Postgraduate courses	956
Doctoral programmes	47
Surface area	661,821 sq m
Campuses	7
Affiliated centres	10

\* The figure excludes students enrolled in postgraduate and lifelong learning courses jointly managed by the UB and IL3.

Source: OCI based on data from Human Resources, Finance, the [UB Report 2022-2023](#) and the [statistical data from the Report for the Academic Year 2022-2023](#).



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# Significant changes

In 2023, the University of Barcelona has experienced significant changes in a number of areas, including facilities, the governing team and the employment structure.

In the area of the governing team and the Rector's executive bodies, elections were held in December 2023. The winner was Rector Joan Guàrdia, who received **65.89%** of the weighted vote. The new Executive Council created by Rector Guàrdia has the following members:

- Governance:
  - Marina Solé Català, General Secretary
  - Lluís Medir Tejado, Deputy General Secretary
  - Maria Elena Lauroba Lacasa, Vice-Rector for Organization and Governance
  - Miquel Joan Vidal Espinar, Vice-Rector for Quality Policy
  - Xavier Triadó Ivern, Vice-Rector for Digitization Policy
  - Maria Teresa Vadrí Fortuny, Special Assistant for Regulatory Quality
- People:
  - Ernest Abadal Falgueras, Vice-Rector assigned to the Rector and for Teaching and Research Staff
  - Víctor Manuel Climent Sanjuán, Vice-Rector for Labour Relations
  - Marta Ferrer Garcia, Vice-Rector for Students and University Life
  - Miquel Calvo Llorca, Special Assistant for Analysis of the Teaching and Research Staff Body
  - Carme Pineda Teixidó, Delegate of the Rector for Strategic Student Projects
- Teaching:
  - Pilar Delgado Hito, Vice-Rector for Academic Policy
  - Maria Concepció Amat Miralles, Vice-Rector for Teaching Policy
  - Màrius Domínguez Amorós, Vice-Rector for Lifelong Learning and Vocational Training
  - Max Turull Rubinat, Special Assistant for Academic Policy

- Núria Serrat Antolí, Special Assistant to the Office of the Vice-Rector for Teaching Policy
- Mònica Baró, Delegate of the University of Barcelona for Affiliated Centres
- Knowledge generation and innovation:
  - Raúl Ramos Lobo, Vice-Rector for Internationalization Policy
  - Jordi García Fernández, Vice-Rector for Research
  - Mercè Segarra Rubí, Vice-Rector for Entrepreneurship, Innovation and Transfer
  - Maria Feliu Torruella, Vice-Rector for Doctoral Studies, Trainee Research Staff and Talent Attraction
  - Mercè Pallàs Llaberia, Special Assistant for Coordination with Research Institutes
  - José Navarro Cid, Special Assistant for Internal Promotion of Research
  - Xavier Testar Ymbert, Special Assistant for Innovation and Transfer
  - Bibiana Crespo Martín, Special Assistant for Networks and International Mobility
  - Ricardo Casaroli Marano, Special Assistant for Coordination with Healthcare Institutions
  - Maria Cristina Sanz López, Special Assistant for International Promotion of Postgraduate Studies
- Common areas:
  - Montserrat Puig Llobet, Vice-Rector for Equality, Inclusion and Gender
  - Agustí Alcoberro Pericay, Vice-Rector for Culture, Memory and Heritage
  - Maria Teresa Sauras Yera, Vice-Rector for Sustainability and Climate Action
  - Joan Santanach Suñol, Delegate of the Rector for Language Policy and Publications
  - Jofre Carnicer Cols, Special Assistant for Sustainability
  - Jordi Ardanuy Baró, Delegate of the Rector for Studies and Analysis
  - Ignasi Labastida Juan, Delegate of the Rector for Scientific Journals and Open Science
  - Sergio Villanueva Baselga, Delegate of the Rector for the CHARM-EU European Alliance
  - Núria Sara Miras, Delegate of the Rector for the Management of the Equality Unit

Also, the management portion of the Executive Council, which will retain Glòria Matalí as General Manager through the second term of Rector Guàrdia, has added two more staff members in 2023:

- Noemí Mirón, new director of the Area for the University Community
- Jordi Grau, new director of the Area for Finances

Lastly, December 2023 saw the departure of Roger Rofín, the director of communications, whose role has been temporarily covered by Esther Domingo.

As for the UB's financial structure, there has continued to be an increase in the relative weight of operational and capital transfers from the State General Administration of Spain. This is due to projects awarded as part of the recovery, transformation and resilience facility financed by EU Next Generation funds. There has also been an improvement in the UB's income from patrimony.

- No significant changes have occurred in the UB's employment structure.

## **Fulfilment of objectives for the academic year 2022-2023**

- Of the **2** buildings on the Torribera Food and Nutrition Campus that were targeted for completion in 2023, the teaching building is finished and ready to open. On the other hand, the structure of the technology building stands ready, but construction is yet to be finished.

# Precaution, impacts, opportunities and risks

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## Goals CA2, CA3 and CA5 of the UB's 2030 Agenda

The installation of charging stations for electric vehicles in the UB's parking areas is a response to goal **CA2** (improving the energy efficiency of buildings and integrating renewable energies). The actions carried out in the framework of the UB's Energy Crisis Committee are linked to goal **CA3** (taking steps to raise awareness among the university community in relation to energy savings). The use of environmentally friendly materials in the UB's buildings is a response to goal **CA5** (the UB's buildings are sustainable by designing or refurbishing them so that they meet the structural requirements and activity demands established by applicable regulations at all times).

At present, the UB has no formal mechanism to conduct a detailed analysis of potential impacts on sustainability prior to making decisions. However, the institution does seek to avoid negative impacts by means of two strategies.

On one hand, the UB's Committee for Sustainable Development takes responsibility for actions and decisions linked to the SDGs, and it contributes to ensuring the principle of environmental, social and economic precaution thanks to the holistic view captured by the SDGs.

On the other hand, several UB units do incorporate mechanisms of environmental, social and economic precaution in the performance of their duties. In this respect, the principle of environmental precaution is addressed specifically by [OSSMA](#), which oversees the reduction of environmental impacts from the UB's activity. However, other units also play an active role, including the Area for Infrastructure and General Services, which uses materials respectful of the environment, financially promotes the installation of efficient LED lighting, and fosters the installation of charging stations for electric vehicles so that all parking at UB buildings have charging stations (this last item will be completed in 2024), or units that integrate environmental criteria in their procurement and hiring.





The UB integrates the perspective of social precaution in its decision-making primarily through the Office of the Vice-Rector for Equal Opportunities and Gender and the various units linked to the vice-rector's office, which seek to ensure that the UB is an inclusive space where everyone can develop fully with equal opportunity for all, including disadvantaged groups.






The UB's concern for economic sustainability needs to be analysed from two perspectives: internally, to ensure the efficient use of public resources and safeguard the UB's survival as a public institution; and externally, because of the UB's major impact on its surroundings.

Internally, the UB is subject to a system of public accounting and budgeting that requires the preparation and approval of an annual budget by the pertinent bodies. That is, it is necessary to verify the existence of credit for any expenditure, which must be duly shown as necessary and appropriate. Various units have responsibility for oversight and supervision, according to their competences: the General Manager's Office, the Governing Council, the Board of Trustees and OCI.

Externally, the principle of economic precaution can be seen at work in the UB's obligation as a public institution to ensure that any actions that have an economic impact are subject to the principles of public notification and maximum competition (choosing suppliers of goods and services and hiring staff must involve, respectively, objective selection criteria and public calls with objective criteria). Also, from the perspective of the recipients of the public service, the UB must have financial aid systems that ensure equality of opportunity in the access to higher education.

The university must not only be aware of the impacts of its activity on sustainability, it must also understand the social, economic and environmental reality and adapt its objectives and

challenges accordingly, taking advantage of every opportunity. In this respect, we can mention the UB's Energy Crisis Committee, which has carried out a whole range of actions to prevent higher energy consumption and thus to reduce the significant economic impact on the UB that could have resulted from the increase in energy prices in 2023.

Contribution to SDGs 7, 11, 12, 13 and 16	
	<p><b>Targets 7.1 and 7.b.</b> The installation of charging stations for electric vehicles in all of the UB buildings' parking areas contributes to ensuring access to affordable, reliable, sustainable and modern energy for all, and to expanding infrastructure and upgrading technology for supplying modern and sustainable energy services for all.</p>
	<p><b>Target 11.6.</b> The installation of charging stations contributes to reducing the adverse per capita environmental impact of cities, including by paying special attention to air quality.</p>
	<p><b>Target 12.7.</b> The units that integrate environmental criteria into their procurement or hiring help to promote sustainable public procurement practices.</p>
	<p><b>Target 13.1.</b> The actions of different UB units to address the principle of environmental precaution, such as using environmentally friendly materials in UB buildings, and install charging stations for electric vehicles to contribute to strengthen resilience and adaptive capacity in the face of climate-related hazards.</p>
	<p><b>Target 16.6.</b> Integrating precaution into the subject of sustainability and adapting the UB to changes in the global and local reality with measures such as the ones carried out by the UB's Energy Crisis Committee to prevent higher energy consumption contribute to creating an effective and accountable university.</p>



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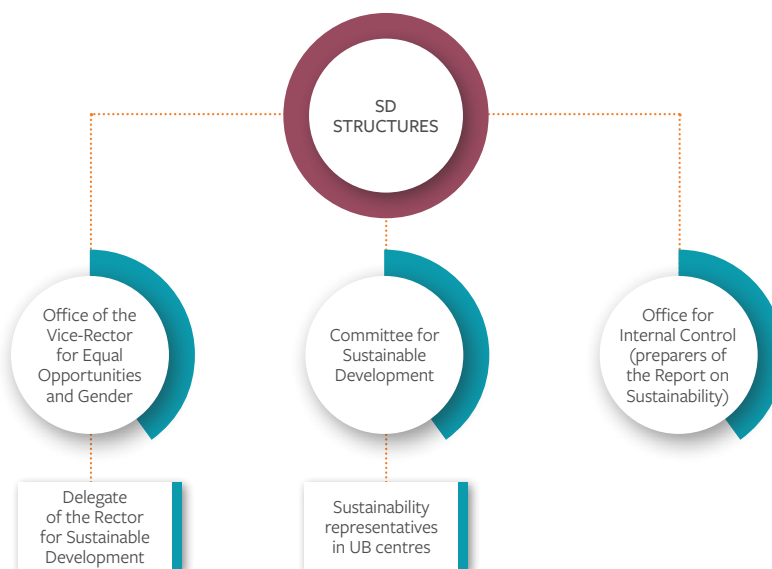
# Structures and strategy for sustainable development

## Goal G2 of the UB's 2030 Agenda

This section sets out the UB's organizational structures and strategy to implement SDGs in the institution in response to goal **G2** (establishing policies, organizational structures and resources to implement the 17 SDGs in all of the UB's missions).



## STRUCTURES



Other related units and services:



Source: OCI.

## STRATEGY

The UB's strategy in the area of social responsibility and sustainability is set out in a handful of documents:

- throughout the annual Report on Sustainability, but especially in the [Foreword from the Rector](#)
- in the [UB Governance Plan 2022-2024](#)
- in the [Rector's management report](#), which is submitted to the University Senate each year
- in the [UB's 2030 Agenda](#), which is a framework for action that contains the UB's goals towards the achievement of the SDGs
- in the document of [proposed measures to promote responsible ecological conduct](#)
- in the [roadmap for implementing sustainability actions](#).

It is also important to mention the creation of a [UB website on the SDGs](#), which brings together various strategic documents on the subject of sustainability, any related actions, and a detailed account of how each action contributes to particular SDGs.

### Objective for 2024

- To roll out the roadmap for implementing sustainability actions and carry out the actions planned for 2024.

#### Contribution to SDG 17



**Target 17.14.** Structures and a strategy in sustainable development help to improve the coherence of SD policies at the UB.

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# Values and advisory mechanisms

The UB's institutional values appear in articles [3 and 4 of the Statute of the University of Barcelona](#), which was prepared by the Senate and approved by the Government of Catalonia in 2003. Bearing in mind that the Senate is a multistakeholder governing body, it is accurate to say that the UB's stakeholder groups played a prominent role in the drafting of the UB Statute.

## VALUES

The UB is committed to a series of values and a culture of responsibility that begin with university autonomy and extend through academic freedom, tolerance and dialogue, diligence and professionalism in the taking of actions, excellence, engagement and debate about university changes and challenges, the search for knowledge, transparency of information and accountability, the efficient use of public resources, and high ethical standards and codes of conduct.

Below is a list of examples that underscore the UB's commitment in this area:

- The [UB Code of Ethics on Integrity and Best Practices](#) (2018), which sets out guidelines and offers support in relation to the rights and obligations of the entire university community.
- The [UB Code of Conduct for Research Integrity](#) (2020), which sets out the guidelines that must be followed in research activities.
- The [UB's Regulations on Transparency, Access to Public Information, and Good Governance](#) (2018), which seek to develop legislation on transparency, access to public information, stakeholder groups, good governance and open governance.
- The [Code of Conduct for non-elected officers and senior officers at the UB](#) (2021), which seeks to promote and consolidate ethical, transparent and upstanding behaviour among the

UB's non-elected officers and senior officers. In 2023, a total of **398** officers signed the Code of Conduct, reaching nearly **79.4%** of all affected officers in the institution.

- [Mechanisms to ensure and fulfil the institutional integrity of the UB](#) (2021), which involve the implementation of the following:
  - the Ethics Committee, which oversees compliance, monitoring and improvement in relation to all regulations on ethics at the UB
  - the [ethics and institutional integrity mailbox](#), which ensures that the Ethics Committee receives communications on ethics and integrity with all the safeguards required by the applicable legislation.
- The [UB's anti-fraud policy](#) seeks to promote a culture that exerts a deterrent effect on any type of fraudulent activity and also supports prevention and detection. Specifically, it involves the development of procedures to facilitate the investigation of fraud and related crimes, and to ensure that such cases are addressed properly in a timely fashion. The specific obligations that arise from the policy are:
  - individual declarations of adherence to the Code of Conduct from officers and senior officers whenever they take office
  - a staff requirement to sign a declaration attesting to an absence of conflicts of interest whenever administering contracts with certain characteristics
  - the creation of a multistakeholder [Anti-Fraud Committee](#) to monitor the policy in question
  - an [anti-fraud mailbox](#) (2022), which adheres to the same criteria and standards as the ethics mailbox, but has not yet received any communications.

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As noted in the section on [Research](#), the UB also has specific codes and committees to oversee research beyond the UB's Code of Conduct for Research Integrity, such as the [Bioethics and Law Observatory](#).

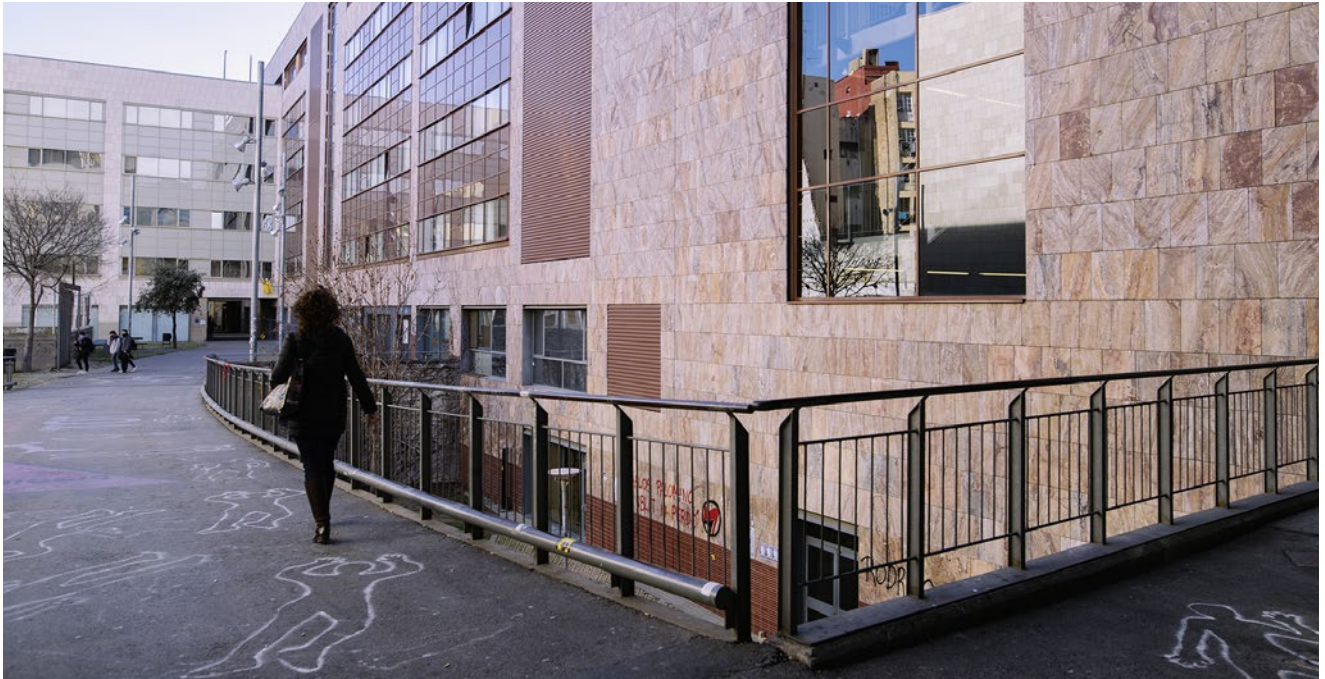
## ETHICAL AND LEGAL ADVISORY MECHANISMS

Three important examples are the [Ombuds Office of Catalonia](#), the [Ombuds Office of Barcelona](#) and the [Anti-Fraud Office of Catalonia](#).

Internally, the previous section described the various advisory and reporting bodies linked to ethics and the combating of fraud (the Ethics and Institutional Integrity Committee and the Anti-Fraud Committee for queries and advice; the ethics and anti-fraud mailboxes for reporting any suspected problems). When ethics queries are linked to research, they can be addressed to the research committees and doctoral committees of each faculty and programme, respectively.

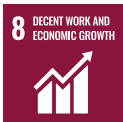
The UB also has the [Support and Mediation Office](#) and the [Ombuds Office](#), which can be addressed to seek advice or lodge complaints about unethical or illegal conduct and interpersonal conflicts.

Lastly, OCI and departments in the General Manager's Office oversee the handling of any illegal or improper conduct in the accounting, academic or related areas, and Legal Services can resolve any legal questions that may arise among .



#### Contribution to SDGs 8 and 16

The UB's Legal Services, OCI, management areas in the General Manager's Office and the different codes, mailboxes, mechanisms, etc. that are described throughout the section *Values and advisory mechanisms* ...



**Target 8.8.** Contribute to the fostering of a safe and secure working environment.

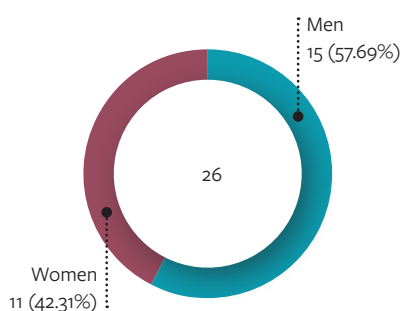


**Targets 16.5 and 16.6.** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.

# Governance structure and composition of the governing bodies

The governance structure is defined in the third chapter of the [Statute of the University of Barcelona](#). Below is a summary of the composition of the main governing bodies.

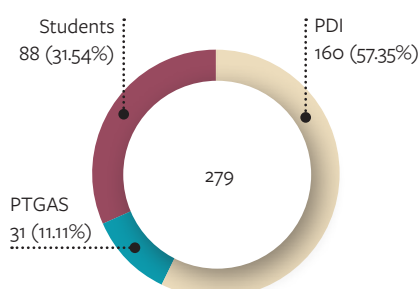
**Composition of the Executive Council by gender (2023)\***



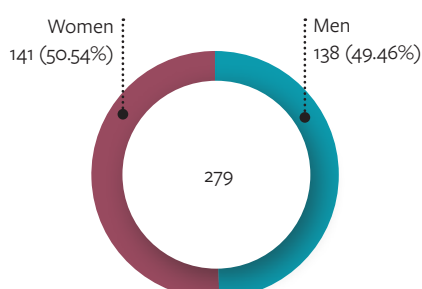
\* All the members of Executive Council form part of the PDI.

Source: General Secretary's Office.

**Composition of Senate by group (2023)**

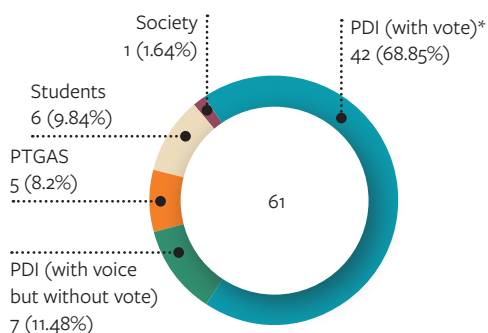


**Composition of Senate by gender (2023)**



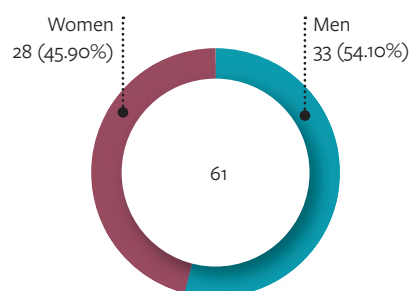
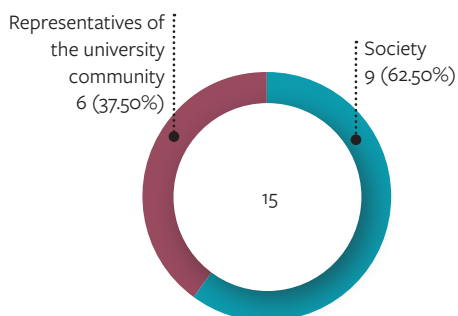
Source: General Secretary's Office.



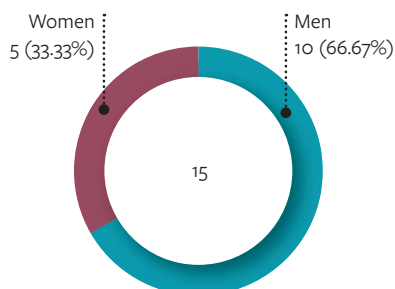
**Composition of Governing Council by group (2023)**

\* Includes the Rector and General Secretary.

Source: General Secretary's Office.

**Composition of Governing Council by gender (2023)****Composition of Board of Trustees by group (2023)**

Source: Board of Trustees.

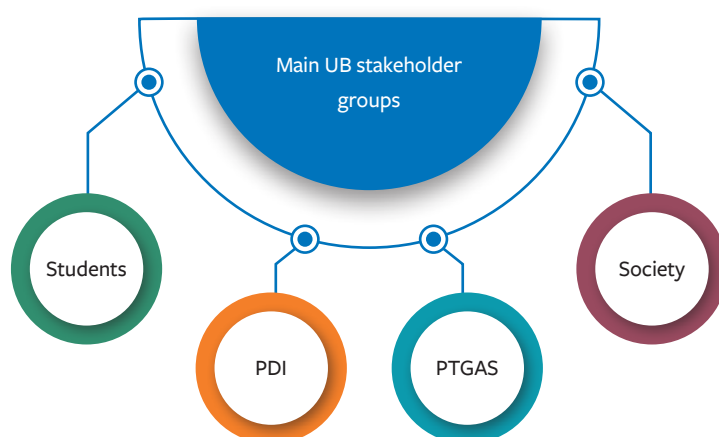
**Composition of Board of Trustees by gender (2023)**

In addition, anyone can consult the UB's Transparency Portal to find out the members of the Rector's [Executive Council](#), along with a description of their respective areas of responsibility and the administrative and technical units that make up the UB's [organizational structure](#).

In terms of executive responsibility in economic, environmental and social matters, there have been no changes since the [Report on Sustainability 2018-2019](#).

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# Stakeholder groups and their participation at the UB and in the preparation of this report



Source: OCI.

The UB has identified **4** main stakeholder groups, which take part in the various governing bodies through their representatives.

The multistakeholder composition of the UB's governing bodies shows the institution's firm commitment to interact with its stakeholder groups and give a voice and vote to their representatives when taking decisions and making policies.

The UB also has relationships with many other groups (e.g. suppliers, Barcelona City Council, the Catalan government, the Spanish government, the European Union, businesses, other universities, etc.) that have not been identified formally as stakeholder groups and do not sit on the UB's governing bodies.





The stakeholder groups also play an important role in the preparation of each sustainability report. Their contribution to the present report is described in the section [Reference and process for determining the content of this report](#).

#### Contribution to SDG 16



**Target 16.7.** The ability of the UB's stakeholders to have an influence on the university's decision-making, through their participation in its governing bodies, contributes to the adoption of inclusive, participatory and representative decisions.

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# The UB Governance Plan 2022-2024 and its assessment

Goal G1 of the UB's 2030 Agenda
The UB Governance Plan 2022-2024 sets out the University of Barcelona's commitment to the SDGs. As a consequence, it falls within goal <b>G1</b> (stating the institutional commitment to contribute to the achievement of the SDGs).

Based on the diagnosis and validation of the governing team, the UB approved a final version of the [UB Governance Plan 2022-2024](#) in 2022. The plan establishes the central framework for governance which seeks to transform the UB in all of its dimensions: its governance and management model; staff management model; academic and teaching model involving the UB's relationship with students and student participation; and the model for research, transfer and the training of researchers. In addition, the four dimensions must be permeated by four key transversal areas: gender, sustainability and social commitment; digital transformation; communication and language policy; and heritage and cultural activities. The lines of action in the UB Governance Plan 2022-2024 have not changed since the last [Report on Sustainability](#).

## ASSESSMENT OF THE UB'S GOVERNANCE PLAN 2022-2024

The UB has devised a set of indicators to enable the Technical Bureau at the Rector's Office to monitor the execution of the plan comprehensively and provide up-to-date information on the extent of implementation.

Based on the indicators, the Executive Council reports back to the Governing Council and the Senate on the degree to which the UB Governance Plan has been achieved. The information in their report can be found in the section "[Strategic planning](#)" of the Technical Bureau at the Rector's Office. The section contains two elements:

- [a written document on the degree of achievement](#)
- [an interactive platform](#).

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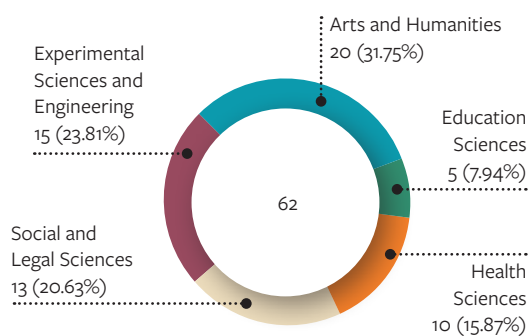
# TEACHING AND RESEARCH

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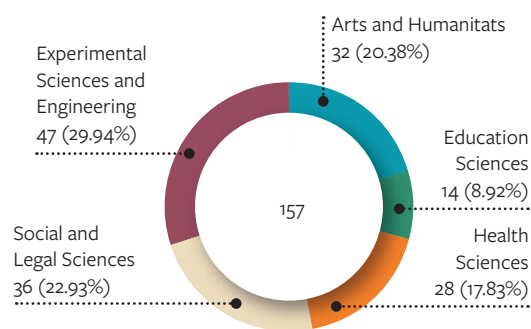


## COURSE OFFERING\*

**Bachelor's degrees by branch of knowledge  
(academic year 2022-2023)\*\***



**University master's degrees  
by branch of knowledge  
(academic year 2022-2023)\*\*\***



\* This does not include courses offered at the UB's affiliated centres.

\*\* It includes the UB-specific postgraduate programme in Private Investigation, classified under social and legal sciences. The total is **62** instead of **63** (which would be the result from adding the figures in each area) because the bachelor's degree in Biomedical Sciences has been counted twice: in Health Sciences and in Experimental Sciences and Engineering.

\*\*\* The total is **157** and not **158** because the Master in Global Challenges for Sustainability is transversal and therefore does not appear in any branch of knowledge.

Source: OCI based on statistical [data from the Report on the Academic Year 2022-2023](#)

## STUDENTS\*

	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
<b>TOTAL NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2022-2023)</b>											
Bachelor's degrees	7,786	18.95	5,803	14.12	8,930	21.73	12,470	30.34	6,106	14.86	41,095
University master's degrees	1,103	20.44	851	15.77	1,089	20.18	1,276.5	23.65	1,077	19.96	5,397
UB-specific degrees**	343	5.01	639	9.32	3,813	55.64	1,705	24.88	353	5.15	6,853
<b>NUMBER OF INCOMING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2022-2023)</b>											
Bachelor's degrees	2,175	21.38	1,446	14.21	2,105	20.69	3,005	29.54	1,443	14.18	10,174
University master's degrees	556	15.83	642	18.28	741	21.10	755	21.50	818	23.29	3,512
<b>NUMBER OF GRADUATING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2022-2023)</b>											
Bachelor's degree	1,194	16.87	1,207	17.05	1,649	23.29	1,968	27.80	1,061	14.99	7,079
University master's degrees	469	15.76	589	19.79	669	22.48	561	18.85	688	23.12	2,976

\* The figures in the table do not include students at affiliated centres. The figures for bachelor's degrees include the UB-specific degree in Private Investigation, which belongs to the Social and Legal Sciences. However, the university master's degrees do not include students in the master's degree in the CHARM-EU programme because it is a totally transversal degree that does not fit into any particular branch of knowledge. As a result, the figures differ slightly from the figures reported elsewhere in the report or in the [Report on the Academic Year 2022-2023](#).

\*\* This row of figures includes all students in UB-specific master's degrees, expert courses, university extension diplomas, specialization/postgraduate diplomas, advanced university courses, and university extension courses that are not run by the IDP, IL3 or any of the UB's affiliated centres. The exclusion of the latter three groups of students puts the total number of students in master's degrees and postgraduate courses at **6,853** instead of **10,994**, which is the figure that appears in the table [Size of the UB](#).

Source: OCI based on statistical [data from the Report on the Academic Year 2022-2023](#).

## Contribution to SDG 4



**Targets 4.4 and 4c.** The UB's teaching helps to increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship. The existence of education in specific knowledge areas contributes to increase substantially the supply of qualified teachers.

## ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE, EFFICIENCY AND DROP OUT RATES	2019-2020	2020-2021	2021-2022	2022-2023
Academic performance* in bachelor's degrees	89	87	84	85
Academic performance* in university master's degrees	96	94	92	92
First-year drop-out rate** in bachelor's degrees	14.8	16.2	17.8	–
Overall drop-out rate*** in bachelor's degrees	6.7	7.4	7.4	–
Overall drop-out rate*** in university master's degrees	7.1	7.8	8.7	–

\* The ratio of standard credits completed to standard credits enrolled in.

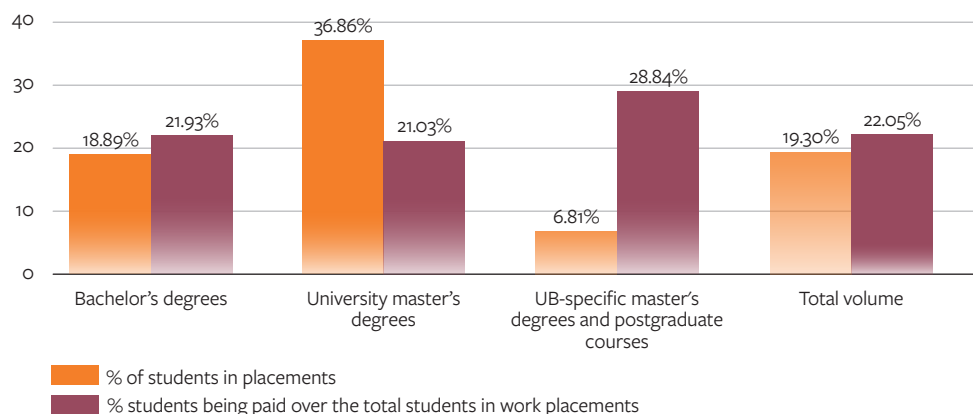
\*\* The ratio of students who leave the university after the first year to the total number of new students enrolled.

\*\*\* The ratio of students who do not enrol in two subsequent academic years in bachelor's degrees or in the second year of university master's degrees to the total number of students enrolled.

Source: [Teaching indicators](#) of the Technical Bureau at the Rector's Office.



## PROFESSIONAL PLACEMENTS\*



\* The figures do not include data from affiliated centres. The figures for the total number of students in bachelor's degrees, university master's degrees and UB-specific postgraduate studies have been taken from the [Portal for Academic Statistics](#).

Source: OCI based on data from the Office of the Vice-Rector for Students and Participation.

In total, **9,726** students have completed placements at various levels of study (bachelor's degrees, university master's degrees, UB-specific master's degrees and postgraduate studies, and doctoral programmes). Of the total, **2,145** placements have been paid.

## STUDENT EMPLOYABILITY

According to the eighth AQU study on employability prepared in 2023, the employment rate for bachelor's degree graduates stands at **89.6%**, while the figure is **92.0%** in the case of master's degrees and **96.8%** for PhD holders.

### Contribution to SDG 4



**Target 4.4.** The professional placements and strong employability of UB students help to increase the number of young people and adults who have relevant skills for employment and decent jobs.

## ASSESSMENT OF TEACHING STAFF, SUBJECTS, SERVICES, ACTIVITIES AND FACILITIES

The UB administers surveys to find out the degree of satisfaction, the interests and the needs of different groups in the university community. Over the academic year 2022-2023, the UB conducted a variety of surveys, including surveys among incoming students in bachelor's degree and master's degree programmes. Also, current students have been surveyed on the UB's bachelor's and master's degree programmes and on the institution's services and facilities, while graduates, new master's degree holders and new PhD holders have also been surveyed. All of the findings and reports are [available online](#).

In addition, [AQU](#), by agreement with all the universities in the Catalan university system, conducts a survey every three years on labour market outcomes with graduates of [bachelor's degrees](#), [master's degrees](#) and [doctoral programmes](#). The most recent surveys correspond to 2023.



## UB TEACHING ACTIVITY THAT RAISES ETHICAL CONCERNS AMONG STAKEHOLDER GROUPS

The UB offers no teaching in any area whose nature has raised concerns or created unease among stakeholder groups on ethical grounds.

## QUALITY PROCESSES AND ACCREDITATION<sup>2</sup>

As for [quality processes at the UB](#), it is important to mention the academic workload plan, which enables the institution to conduct an annual assessment of the activities carried out by teaching staff during the four previous years in three key areas of activity: teaching, research and management. The assessment is quantitative based on scales, though some elements are qualitative. The results are used as a tool to support decision-making on the distribution of human resources in the academic area.

In the specific case of teaching quality, the UB has continued accrediting degrees in 2023. [In the period 2014-2023](#), the UB has put **84.28%** of its bachelor's degrees through the accreditation process (with **22%** receiving “excellent”) and **91.6%** of its master's degree (with **23.4%** receiving “excellent”).

It is also important to mention the [UB's internal quality assurance system \(IQAs\)](#). In 2020, after an external assessment committee made a favourable assessment of the UB's transversal processes (IQAs-T), the UB's faculties were ready and equipped to seek certification for their own IQAs and apply for institutional accreditation. Accordingly, the Faculty of Chemistry, the Faculty of Economics and Business, the Faculty of Law, the Faculty of Mathematics, the Faculty of Computer Science, the Faculty of Biology and the Faculty of Education have all obtained certification for their respective IQAs between 2021 and 2023. To this end, each faculty has

<sup>2</sup> Even though this information appears in the section *Information on teaching*, quality processes and accreditation are also addressed in relation to research.

been visited by an external assessment committee that has certified the correct implementation of its IQAs, after which it has applied for institutional accreditation.

In the case of research, the Research Quality Unit in the Agency for Policy and Quality gives support to research groups and research support structures in the process of implementation, formal recognition and maintenance of quality management systems. Formal recognition takes the shape of certifications in **line with ISO 9001**, the **principles of good laboratory practices**, accreditations **involving ISO 17025**, and **TECNIO accreditations** from the Catalan government's Agency for Business Competitiveness (ACCIÓ).

The research groups with quality accreditations or certifications in 2023 are set out below.

#### **ISO 9001 standard:**

- CCiTUB: UB's Science and Technology Centres
- Advanced Therapy Production and Validation Centre (CREATIO)
- Lipid Metabolism Research Group (CEREMET)
- Radiological Protection Technical Unit (UTPR)

#### **Principles of Good Laboratory Practice:**

- Advanced Therapy Production and Validation Centre (CREATIO)
- Lipid Metabolism Research Group (CEREMET)

#### **ISO 17025 standard:**

- Laboratory of Environmental Radiology (LRA)

#### **TECNIO accreditation:**

- Engineering Centre for Instrumentation and Communication Microsystems (CEMIC)
- Centre for Design and Optimization of Processes and Materials (DIOPMA)
- Advanced Therapy Production and Validation Centre (CREATIO)
- Thermal Spray Centre (CPT)
- Data Science@UB
- Stable Isotopes and Mineralogy (MAiMA)
- Drug Development Service (SDM)

Also in the area of research, it is important to highlight that the UB received an accreditation in 2015 from the Human Resource Strategy for Researchers (HRS4R) programme, which is granted by the Directorate-General for Research and Innovation of the European Commission. This accreditation is given to institutions that are making progress towards aligning their human resource policies to the 40 principles of the [European Charter for Researchers](#) and to the [Code of Conduct for the Recruitment of Researchers](#), two documents signed by the UB in 2013.

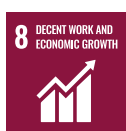


A description of all the activities carried out in the context of the HRS4R Programme can be found [here](#).

In addition, **4** of the UB's own research institutes and **1** interuniversity research institute coordinated by the UB have kept their María de Maeztu accreditation as units of excellence. The accreditation, which is granted by the Spanish Ministry of Science, Innovation and Universities, seeks to promote the quality of any Spanish scientific research that is notable for its importance or for the international impact of its results.

Another key event, which took place in January 2023 in the UB's Aula Magna, is the launch of a [national forum for the overhauling of research assessment](#) as part of a project sponsored by the Spanish Ministry of Science, Innovation and Universities and CRUE in collaboration with the UB. The event served to introduce the [Coalition for Advancing Research Assessment](#) (CoARA) and lay the groundwork for overhauling the assessment system in Spain. It should be recalled that the UB joined CoARA in 2022 and that an internal working group has been set up to develop the coalition's principles. The members of the working group include the Vice-Rector for Research, the Rector's Technical Delegate for LERU, the Delegate of the Rector for Open Science, and the Delegate of the Rector for Studies and Analysis.

#### Contribution to SDGs 8 and 16



**Targets 8.5 and 8.8.** The HRS4R accreditation is awarded to institutions that adhere to a set of principles in the hiring of research staff. The principles foster decent work and promote a safe and secure working environment.



**Target 16.6.** The different assessment measures of research and teaching quality help to create institutions that are effective, accountable and transparent at all levels.

### Fulfilment of objectives 2023

- The UB has not met the target to review the academic workload plan for research, which was to be used to develop assessment mechanisms and criteria to improve the assessment of PDI, gather information on quantitative and qualitative criteria, and assess academic careers in a multidimensional manner. This is because work on the target has been postponed until 2024.
- As planned, supporting documents have been produced to help centres in the pursuit of certification for their respective IQAs in the medium term. The documents include: a supporting document for the preparation of a quality policy for centres, a supporting document for the preparation of a master plan for centres, and a meta-assessment report on obtaining institutional accreditation.

### Objectives for 2024

- To deliver training courses and activities on quality assurance systems for PTGAS and PDI at the UB's faculties.



## Objectives for 2025

- To renew the HR Excellence in Research Award accreditation from the European Commission.

Based on the UB's commitments as a signatory of CoARA:

- To approve new qualitative assessment models based on the review of experts<sup>3</sup> and with the support and responsible use of quantitative indicators.
- To design a CoARA-UB action plan.

## TRANSPARENCY OF INFORMATION ON COURSE OFFERINGS

In late June, the Government of the Generalitat of Catalonia annually approves the prices of education leading to the obtaining of official university degrees, corresponding to the academic year that starts in the following September. All information relating to prices appears in the [decree on fees](#), which is published in the DOGC.

Detailed information relating to the studies on offer at the UB is included in the [regulations governing course plans for subjects and the assessment and grading of learning outcomes and the regulations governing the assessment and grading of learning outcomes](#). The academic organization in the UB's departments uses the GR@D application to input information (during the academic year, the percentage of subjects in each bachelor's and master's degree correctly scheduled in [GR@D](#) has reached 78.1%), which greatly helps in complying with the rules.

3. The effort involves sending the item to two or more experts (reviewers) in the relevant field so that they can validate whether the content is correct, the work is done adequately and there is no fraud.

The heads of studies and coordinators of master's degrees input the full programme for all subjects into the application (noting the scheduling and programming in detail) and then the subject coordinators, together with the administrative staff in their respective departments, indicate the language of instruction and the teaching staff to participate in the different activities throughout the academic year. The teaching plan is input in the sub-application of GR@D, where the subject coordinator enters the organizational details (objectives, learning results, programme, methodology, activities and assessment system).

In addition, the IQAs includes a standard on the pertinence of public information that specifies the following: "The institution must adequately inform all stakeholder groups of the characteristics of the programme and the management processes that ensure its quality". All UB faculties have established an IQAs to ensure fulfilment of the quality standards, including transparency in the information about studies on offer. On a rotating basis, each area of learning goes through a process of accreditation to review and accredit fulfilment of all standards. In this respect, the webpage of each faculty will feature a seal issued by AQU to certify accreditation of the studies on offer.

### **Fulfilment of the objective for the academic year 2022-2023**

As planned, the UB has increased the percentage of subjects in each degree that are programmed correctly in GR@D: in the past academic year, the figure has risen from **70.25%** in the preceding July to **78.10%** in July 2023.

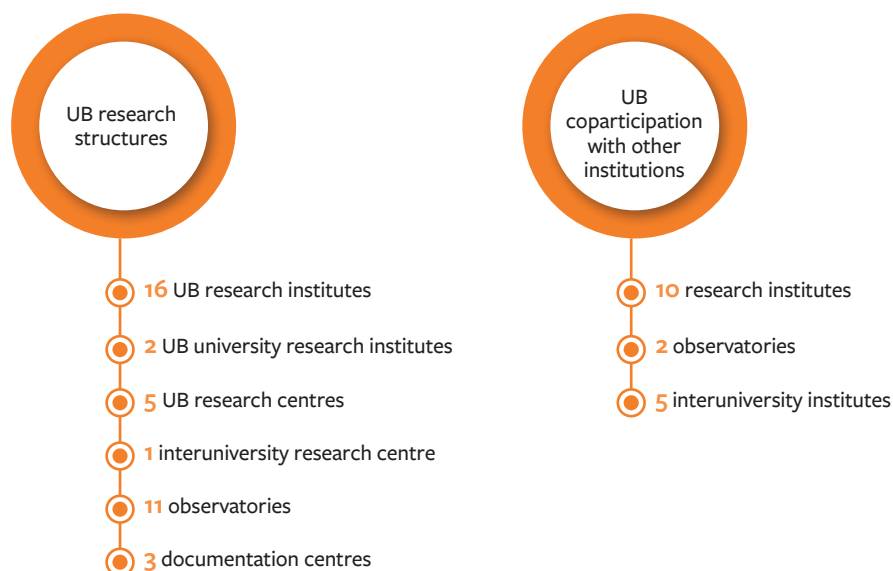
# Information on research and knowledge transfer<sup>4</sup>

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The University of Barcelona is internationally renowned for the quality and the innovative nature of its research, making it a leader in Spain.

## RESEARCH STRUCTURES



Source: [The UB in figures](#) and the [UB Report 2022-2023](#)

4. The quantitative data in the research section correspond to 2022, because the information for 2023 was not yet available at the time of data collection. The descriptive data, by contrast, do correspond to 2023. In any event, when specific data for 2023 become available, the information will be updated.

## QUALITY PROCESSES AND ACCREDITATIONS

INCOME FROM RESEARCH	2019		2020		2021		2022	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
<b>Competitive projects</b>	–	<b>108,253,189.13</b>	–	<b>95,012,935.89</b>	–	<b>99,098,033</b>	<b>939</b>	<b>134,333,858</b>
Regional government	114	9,694,092.37	138	11,519,773.68	132	12,128,729.98	173	15,084,814
National government	353	28,983,897.76	268	26,752,693.66	503	68,086,896.99	600	76,377,653
Local government	4	38,607.38	4	118,181.88	6	89,263.92	20	424,457
Foreign governments	4	53,051.38	3	451,959.71	5	311,473.45	3	433,256
Other	25	190,357.52	6	140,192.64	9	337,456.30	8	12,594
European Commission	80	16,607,665.67	85	16,754,609.23	53	12,453,950.21	82	37,028,651
Private sector: NPIs and business	42	4,124,583.02	26	1,895,768.35	49	5,429,019.58	48	4,936,520
Public sector: NPIs	6	33,880.42	10	397,464.63	9	261,242.47	5	35,912
Funding secured by UB researchers at institutions with UB participation	285	48,527,053.61	275	36,982,292.11	307	25,631,014.52	326	
<b>Non-competitive projects</b>	–	<b>36,380,919.75</b>	–	<b>44,824,157.20</b>	–	<b>67,189,135.16</b>	–	<b>68,471,339.64</b>
Funding secured by UB researchers at institutions with UB participation	911	21,459,915.63	882	30,481,387.12	715	52,300,140.67	995	32,876,159.39
UB research agreements	–	1,056,098.46	–	772,094.71	–	1,345,836.11	–	2,995,089
Research contracts managed by the FBG	–	10,944,356.07	–	10,944,553.53	–	10,653,178.40	–	11,923,029
CCiTUB services	–	2,920,549.59	–	2,626,121.84	–	2,889,979.98	–	2,843,342
Total income from research and technology transfer	–	144,634,108.88	–	139,837,093.09	–	191,918,182.58	–	253,442,817

Source: [Statistical data from the Report on the Academic Year 2022-2023](#).

## RESEARCH ACTIVITY

	2019	2020	2021	2022
Doctoral theses read	630	754	672	742
Scientific publications in Web of Science (WoS)	6,305	7,112	7,876	7,599
Percentage of PDI engaged in competitive research and transfer out of total PDI (FTEs)	58.5%	59%	60.7%	60.1%
Trainee predoctoral researchers	575	572	621	627
Consolidated research groups	249	250	250	232
Active research projects	932	958	1,029	1,111
Patent applications	113	73	104	87
Priority patent applications	12	21	18	14
New technology-based spin-offs	2	4	2	2

	2019	2020	2021	2022
UB research institutes	15	16	16	16
Research institutes to which the UB contributes	10	10	10	10
Interuniversity institutes	5	5	5	5
Documentation centres	3	3	3	3
Observatories	11	11	11	11
Postdoctoral research staff	219	231	252	222
PTGAS research support staff	283	311	372	220
International patent extensions	12	10	16	17

Source: [UB Report on the academic year 2022-2023](#) and [statistical data from the Report on the Academic Year 2022-2023](#).

## INNOVATION AND TECHNOLOGY AND KNOWLEDGE TRANSFER

Primarily, the UB manages its innovation and transfer activities through the [FBG](#), which is the part of the institution that takes responsibility for conducting activities in the areas of innovation, promotion, valorization, transfer of results, and the management of UB contracts, agreements and projects. The FBG works to achieve the SDGs through transfer activities.

The FBG's key contributions to the Sustainable Development Goals come through its activities to promote innovation at the UB, particularly in the areas of business start-ups, valorization of licences, drafting of an [Equality Plan](#), compilation of a [sustainability report](#), implementation of telework, and a host of dissemination activities.

Also contributing to the process of innovation and technology and knowledge transfer are the Barcelona Science Park and the [CCiTUB](#) (for a more detailed explanation, see the [Report on Sustainability 2019-2020](#)).

In 2023, some of the UB's most notable efforts in innovation and the transfer of technology and knowledge include:

- Creating **2** spin-offs in 2023, bringing the total number of spin-offs since the creation of the UB's business start-up area in 2001 to **53** spin-offs
- Signing **325** R&D&I contracts and agreements for a total of **10** million euros
- Signing **11** new licensing contracts and earning **300,783.86** euros in licensing revenue
- Submitting **151** patent applications.

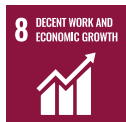
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## Contribution to SDGs 4, 8 and 16

The FBG, PCB and CCiTUB help...



**Target 4.4.** To promote innovation in order to increase the number of youth and adults who have relevant skills for entrepreneurship.



**Target 8.3.** Through the FBG's business start-up area, to give support to the creation of decent jobs, entrepreneurship, creativity and innovation, and to encourage formalization and growth of businesses.



**Targets 16.6 and 16.7.** To help the UB to be an effective, responsible and transparent institution and to ensure inclusive, participatory and representative decision-making, thanks to their efforts to conduct transfer and connect research and society.

## TRAINEE RESEARCH STAFF

The UB has **4,990** trainee researchers, **34%** of whom are international.

## PREDOCTORAL AND POSTDOCTORAL GRANTS

PREDOCTORAL GRANTS				POSTDOCTORAL GRANTS			
	WOMEN	MEN	TOTAL		WOMEN	MEN	TOTAL
Marie Skłodowska-Curie (MSCA-ITN-ETN)	4	8	12	JIN researchers (MINECO)	1	2	3
Trainee research (BRD - UB)	48	54	102	Margarita Salas	75	69	144
Research staff FI training grants (Generalitat)	60	40	100	Juan de la Cierva researcher Training	12	8	20
Research staff training SDUR (Generalitat)	39	47	86	Marie Skłodowska-Curie (MSCA-IF)	9	4	13
Research staff training (FPI) (MINECO)	99	94	193	Junior Leader postdoctoral fellows (La Caixa)	0	3	3
Research staff training (FPU) (MICIN)	44	50	94	Project-specific, other calls or no grant	21	18	39
Government of the Basque Country	1	0	1				
La Caixa	3	6	9				
Tatiana Pérez de Guzmán	1	0	1				
Project-specific, other calls or no grant	19	10	29				
<b>Total</b>	<b>318</b>	<b>309</b>	<b>627</b>		<b>118</b>	<b>104</b>	<b>222</b>

Source: [UB Report on the academic year 2022-2023](#)



## RESPONSIBLE RESEARCH AND INNOVATION AT THE UB

### Goal R4 of the UB's 2030 Agenda

The UB's commitment and all of its actions in the area of RRI help to foster the sustainability of research and knowledge transfer projects.

### UB units in charge of RRI and the use of RRI-related criteria in the assessment of internal research calls

The units in charge of RRI at the UB already appear in the [Report on Sustainability 2019-2020](#) and there have been no subsequent changes.

With respect to the integration of RRI into research and transfer projects and the application of RRI criteria in the assessment of internal research calls, the information remains unchanged since the [Report on Sustainability 2018-2019](#).

### Contribution to SDGs 8 and 16

The various committees and units that address the issue of ethics and integrity in UB research, together with the data protection team in the General Secretary's Office (for an explanation, see previous editions of the Report on Sustainability)...



**Target 8.8.** Contribute to the promotion of a safe and secure working environment.



**Targets 16.5, 16.6 and 16.7.** Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels. Similarly, the open admissions policies implemented by the UB contribute to the goal of effectiveness and transparency. Lastly, research groups that, on their own accord, work on projects in line with models of citizen science contribute in the area of adopting inclusive, participatory and representative decisions.

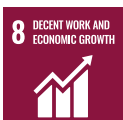
### Measures to integrate RRI in research

In keeping with the UB's policies on equality and its aim to promote the participation of PDI in research activities outside the UB, two grant calls have been opened to provide financial support, facilitate attendance at conferences and seminars, and support participation in research stays and other activities that involve travel. The calls are targeted at [PDI with special needs on the grounds of functional diversity](#) or who are [responsible for the care of a child under the age of two](#), in order to help in their achievement of work-life balance.



#### Contribution to SDGs 8 and 10

Calls for grants to provide financial support, facilitate attendance at conferences and seminars, and support participation in research stays for PDI with functional diversity or with children under the age of two...



**Target 8.8.** Protect labour rights and promote safe and secure working environments for all workers.



**Targets 10.2 and 10.3.** Seek to promote the social and economic inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic or other status. They also contribute to ensuring equal opportunity and reducing inequalities of outcome, including through promoting legislation, policies and actions in this regard.

### Institutional activities related to RRI

#### Goal D3 of the UB's 2030 Agenda

The training of UB staff in sustainable development and the SDGs is achieved through courses in RRI taught by the IDP and the UB Doctoral School.

Also important are the courses and training sessions related to RRI that have been organized for teaching and research staff by the IDP. In 2023, examples include the [PRISMA workshop on principles to conduct systematic quality reviews](#) and a [basic course on personal data protection](#).

The UB Doctoral School offers a series of transversal [training activities](#) that seek to give supplementary training to doctoral students in addition to their training as researchers. The training capsules cover a wide range of subjects, some of which are clearly linked to RRI, such as the ethical aspects of research, the dissemination of research, and open-access publishing. Generally, each training capsule is 4 hours long.

Also, in October 2023, the UB and LERU, through its Policy Group on Doctoral Studies, organized [training workshops on supervising and tutoring doctoral students](#). Participating in the workshops were doctoral programme coordinators, thesis supervisors and tutors. The sessions addressed the challenges of doctoral supervision as a key element in the training of researchers.

#### Contribution to SDG 4



**Target 4.7.** The RRI-related training activities described in this section contribute to ensuring that doctoral students and teaching staff acquire the theoretical and practical knowledge and skills needed to promote sustainable development.

### UB research activity that raises ethical concerns

The UB has signed and given its support to a [transparency agreement on the use of animals in scientific experimentation](#) sponsored by the Confederation of Scientific Societies of Spain and endorsed by an [institutional declaration on the use of animals in experimentation](#). In compliance with the agreement, the UB's Animal Experimentation Committee publishes annual [statistics on the use of animals](#) for experimental purposes in the context of current research projects.

Also, the UB has approved new [UB Biosafety Committee regulations](#), which define the functions, membership and operation of the committee. In addition, the committee has new technical support among its membership.

At the same time, the UB has a [Bioethics Commission](#) (CBUB), whose objective is to assess the research projects and activities of UB research staff as required; think about and debate the ethical issues posed by scientific research, and promote training in bioethics and research integrity among doctoral research staff and trainee research staff. A favourable report of the ethics committee of a faculty where a project is to be carried out is a legally established requirement ([Law14/2007](#)) before initiating any research on human beings that may involve biological samples of human origin or personal data.

To provide assistance to research staff on these matters, the UB has created the Support Office for Research Committees. The office reviews research projects and provides any necessary advice.

As a result of the DataEthics project in which the UB has been involved, it is also important to highlight the development of an innovative [open educational resource](#) in the form of an online training package. The online courses in the package address the ethical, legal and social dimensions of gathering and managing biomedical data on a large scale.

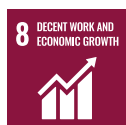
At the international level, LERU (of which the UB is a member) has set up a new [risk-related policy group](#) that is dedicated exclusively to issues related to risk assessment in international research relationships. The UB participates in the policy group through an expert representative in the field of law.

Within the orbit of the UB and its involvement with LERU, the Office of the Vice-Rector for Research organized a UB-LERU workshop in 2023. The [workshop programme](#) and the [content of all sessions are available online](#). Overall, the workshop focused on new assessment processes, the assessment of risk in research, the dual use of research results,<sup>5</sup> and doctoral supervision.

The subjects that are typically most likely to raise ethical questions linked to research carried out at the UB appear in the [Report on Sustainability 2019-2020](#).

#### Contribution to SDGs 8 and 16

The regulations of the UB Biosecurity Committee, the UB Bioethics Commission, the Data-Ethics project and the risk-related policy group...



**Target 8.8.** Contribute to the fostering of a safe and secure working environment.



**Target 16.6.** Help to create an institution that is effective, accountable and transparent in all areas.

## OTHER DIMENSIONS OF RESEARCH RELATED TO SOCIAL RESPONSIBILITY

### Institutional activities related to social entrepreneurship

#### Goals R1 and R2 of the UB's 2030 Agenda

StartUB! promotes transfer and entrepreneurship in the context of the SDGs. It also helps to identify, encourage and give visibility to research on sustainable development and the SDGs at the UB, since every project that seeks to receive support from StartUB! must show a link to the SDGs.

Entrepreneurship activities at the UB are coordinated through StartUB!, the UB's institute for innovation and entrepreneurship, in collaboration with the FBG (which is described earlier in the report). These activities fall under the purview of the Office of the Vice-Rector for Entrepreneurship, Innovation and Transfer.

5. The "dual use" of research refers not only to the legitimate scientific ends of research, but also to the bad ends to which research can be put, perhaps even creating a threat for society.





StartUB! aims to foster the entrepreneurial skills and competences of the university community (students, PTGAS and PDI) and give support and assistance to anyone who is eager to become more entrepreneurial. In order to help and train entrepreneurs and provide them with a space to incubate their projects, StartUB! operates a working space known as the StartUB!Lab. The SDGs are a strategic pillar of these efforts: all projects seeking to receive help and support must show a linkage to the SDGs.

In 2023, StartUB! has taken part in a number of initiatives that are closely linked to sustainability:

- **2 editions of Innovation Day (i-Day)**, on which a hundred students pursuing bachelor's degrees, master's degrees or doctoral programmes split up into teams that put forward solutions to social issues and challenges posed to them by a variety of enterprises, making use of either a methodology based on design thinking or some other innovation methodology. The initiative seeks to encourage the generation of ideas and enhance entrepreneurial ability among students. The editions in 2023 have drawn on challenges posed by the following organizations: Borges, Ennea Consulting, the Hinojosa Group, the foundation Human Age Institute, the Government of Catalonia's Department of Climate Action, Food and Rural Agenda, and the UB itself through the Office of the Vice-Rector for Equal Opportunities and Gender.
- **1 edition of Business Model Lab**, an introductory course on business start-ups, which includes specific sessions on sustainable business models and how to incorporate sustainability into business strategy.
- **Launch of the [Innovation Toolkit](#)**, a toolkit made up of templates and explanatory videos to guide any individual through the development of innovative projects that can produce

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social impact. For example, teaching staff can incorporate the toolkit into classes and provide more innovative instruction that builds on the foundation of problem-based learning.

Over the course of 2023, the StartUB!Lab has welcomed and given support to more than **60** projects and witnessed the emergence of a total of **14** start-ups.

Another highlight is the collaboration of the Faculty of Economics and Business in the organization of Ideathon, a marathon of ideas to generate solutions for three previously selected SDGs.

#### Contribution to SDG 4



**Target 4.4.** The activities to promote entrepreneurship at the UB contribute to increasing the number of youth and adults who have relevant skills for entrepreneurship.

## Objectives for 2024

- To implement the new UBring programme, which seeks to promote innovation and entrepreneurship among university students.

## Research projects, published scientific papers, submitted doctoral theses and newly created businesses related to social responsibility and the SDGs

#### Goals R1, R2 and R4 of the UB's 2030 Agenda

Business start-ups with links to the SDGs promote transfer and entrepreneurship in the context of the SDGs (**R2**), while the creation – by the Research Management office – of a database to identify projects connected to the SDGs helps to foster the sustainability of research and knowledge transfer projects (**R4**) and to identify, strengthen and give visibility to research on sustainable development and the SDGs at the UB (**R1**). In addition, InCites also contributes to **R1** because it enables the classification of publications in accordance with the SDGs to which they are related.

The UB has launched an internal application to link research projects to the SDGs. Prior to making any submission for funding through the calls of the Spanish R&D&I plan, UB researchers must first submit their applications to the Office of Research Management, which asks lead investigators to identify the SDGs linked to their project. This information is input into the GREC database.

In addition, InCites of Clarivate Analytics makes it possible to categorize the publications of UB researchers according to the SDGs to which they are related. Thanks to the InCites query tool, it can be seen that **5,647 (77.12%)** of the **7,322** publications indexed and registered by the UB in 2023 on the Web of Science database (scientific articles and reviews) link to one or more SDGs. The results, by number of citations, appear below.

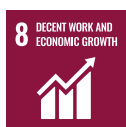
SDGS	CONTRIBUTIONS TO THE SDGS REGISTERED IN THE WEB OF SCIENCE	TOTAL NUMBER OF CITATIONS MADE TO DOCUMENTS
03 Good health and well-being	4,203	4,655
13 Climate action	403	1,704
11 Sustainable cities and communities	185	273
05 Gender equality	315	193
15 Life on land	254	170
06 Clean water and sanitation	93	162
14 Life below water	139	118
07 Affordable and clean energy	117	110
02 Zero hunger	104	71
04 Quality education	205	69
10 Reduced inequalities	58	34
01 No poverty	55	28
12 Responsible consumption and production	35	26
09 Industry, innovation and infrastructure	48	14
08 Decent work and economic growth	46	13
16 Peace, justice and strong institutions	25	6
<b>Total</b>	<b>6,285<sup>6</sup></b>	

Source: InCites (Clarivate Analytics). Office of the Vice-Rector for Research. Figures exported on 11 January 2024.

Of the 2 new spin-offs created in 2023, [Smart Classroom Project](#) is dedicated to rethinking the learning spaces that are required to implement new educational methodologies and offer physical and emotion well-being to those who use them (contributing to SDGs 3 and 4), while Disrupt Therapeutics is dedicated to developing a drug for the prevention of cognitive decline that draws on the therapeutic capabilities of the medicinal use of cannabis (SDG 3).

Lastly, in the case of doctoral theses submitted, it has not yet been possible to make a link to the SDGs.

#### Contribution to SDG 8



**Target 8.3.** The newly created spin-offs help to promote development-oriented policies that give support to productive activities, the creation of decent work, entrepreneurship, creativity, and innovation. They also encourage the regularization of micro-enterprises and small and medium-sized enterprises.

6. The total of 6,285 contributions to the SDGs by UB publications can be explained by the fact that many of the 5,647 publications that have impact contribute to more than one SDG.



## Institutional actions for the promotion of interdisciplinary research

### Goals R1, R4 and CS9 of the UB's 2030 Agenda

Research in sustainable development, the SDGs and the promotion of sustainability is promoted in three ways: first, PREDOC UB and FI calls for predoctoral contracts include any contribution to the SDGs as a merit for which candidates are awarded extra points; second, Project Torch encourages the development of research projects related to the SDGs; and third, the Hub for Global Sustainability plays a part. Making links to the gender dimension, which also adds extra points for candidate applications to PREDOC UB and FI calls, contributes to training and raising awareness about equality between women and men among the university community and society.

The UB's own research institutes (**18** in total) have become well established in recent years as structures dedicated to the promotion and completion of interdisciplinary research activities. In some cases, they have also achieved an excellent external image that has strengthened the impact of UB research. The result has been more resources, an increase in the number of top-level research staff, and a clear improvement in the levels of research.

Also, in November 2022, the Area for Knowledge on the Executive Council presented the [UB research strategy with a focus on building synergies among the UB's various research structures and other research bodies in which the UB participates](#). The document not only offers additional actions to carry out, but also includes the creation of transversal partnerships (HUB) among research groups in diverse disciplines in order to conduct research adapted to meet new global challenges. With this aim in mind, the UB in 2023 has approved new [regulations on the creation and operation of internal research structures and transversal research partnerships \(HUB\)](#), which update the previous regulations, revise a number of essential aspects in the organization and operation of research structures, and regulate the creation and organization of the UB's transversal research partnerships (HUB).

In addition, a consultancy has conducted a strategic analysis of the UB's own research institutes (that is, structures created with the aim of conducting interdisciplinary research) in order to put forward a more competitive, more efficient organization with respect to the UB's research operations and potential.

As for younger research staff, both the [PREDOCS UB](#) and [FI](#) calls, which are managed by the UB (the UB assesses applications and proposes candidates) award extra points for applications that reflect the existence of interdisciplinary joint supervision, a contribution to one or more SDGs, and a link to the gender dimension in the project as a whole.

In terms of specific activities in 2023, highlights include:

- The creation and launch of the UB's [Food Action and Research Observatory](#) (FARO). The FARO team is made up of **36** individuals from **7** faculties and **10** departments of the UB. The team members work together on some of the major challenges of the twenty-first century: ensuring that all people can obtain decent food; building health, well-being and social justice; and tending and regenerating damaged ecosystems.
- The creation of the [Hub for Global Sustainability](#) and the organization of a [joint working session](#) to bring together all research staff who are part of the Hub. The event featured



multidisciplinary groups engaged in debates on topics such as sustainability in research and teaching, models of sustainable living, and how to promote such models at the UB.

- The creation of the Hub for Alternative Methods to Animal Experimentation, which includes research staff from different faculties who have complementary expertise.
- The publication on the UB website of a section dedicated to [citizen science](#).

In addition, Project Torch from the CHARM-EU alliance fosters interdisciplinarity at the international level and encourages the development of research projects directly related to the SDGs.

#### Contribution to SDGs 4, 5 and 17

The Hub for Global Sustainability helps...



**Target 4.7.** To ensure all learners acquire the theoretical and practical knowledge and skills needed to promote sustainable development.



**Targets 17.14, 17.16 and 17.17.** To enhance policy coherence for sustainable development. Also to enhance the global partnership for sustainable development, complemented by multistakeholder partnerships that mobilize and share knowledge, expertise, technologies and financial resources to support the achievement of sustainable development goals. Lastly, to encourage and promote effective public, public-private, and civil society partnerships, building on the experience and resourcing strategies of partnerships.



**Target 5.5.** Awarding extra points for the gender dimension in applications of candidates in PREDOC UB and FI calls helps to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.



**Target 17.16.** Institutional actions to promote interdisciplinary research contribute to enhancing the global partnership for sustainable development through the exchange of knowledge and expertise in order to support the achievement of the SDGs.

## Objectives for 2024

- [The objectives set out in the previous Report on Sustainability remain in place](#) and will be evaluated at the end of 2024.

## Objectives for 2025

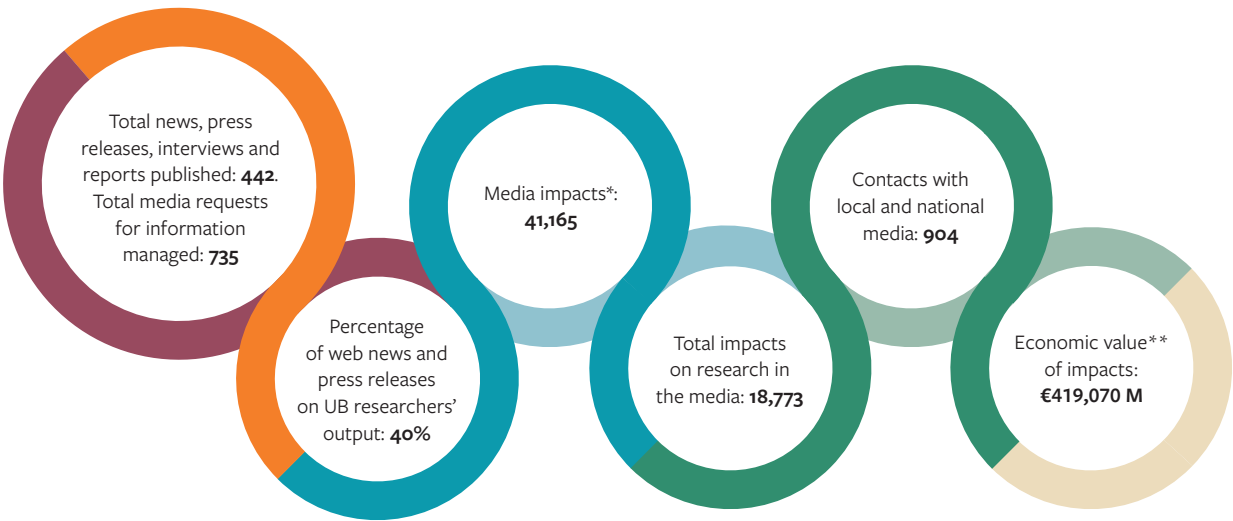
- To produce indicators with a gender perspective in the area of research in order to monitor gender trends in the hiring and retention of research staff.
- To set up a common space to provide attention and support to research staff, which will involve bringing together a variety of offices engaged in research support that have been operating separately.
- To create new UB research hubs.

# Scientific dissemination and communication

## Goal R1 of the UB's 2030 Agenda

The scientific dissemination and communication of results from research conducted at the UB contributes to the identification, promotion and visibility of research on sustainable development and the SDGs carried out at the UB and related centres.

In 2023, the UB's institutional and research-related communications online and in the media include:



\* Impact refers to any appearance of the UB or of a member of the UB's teaching staff or researchers in external media outlets (not including the UB's website).

\*\* The economic valuation of any informational impact through a media outlet is obtained by associating the allotted space with the outlet's advertising rates.



## UB EXPERT GUIDE

The [UB Expert Guide](#) is a UB tool furnished to media outlets so that they can contact PDI experts in any subject area. The guide now lists **904** experts and some **365** journalists are accredited to use it.

## SOCIAL MEDIA, THE UB BULLETIN *LA UB AL DIA* AND THE UB'S PODCAST CHANNEL

In addition to a web channel and dissemination through the media, the UB has a number of other institutional channels to disseminate research results or share any other type of communication.



The bulletin [La UB al dia](#) is sent weekly to **37,000** students, **6,300** members of PDI and **2,200** members of PTGAS.

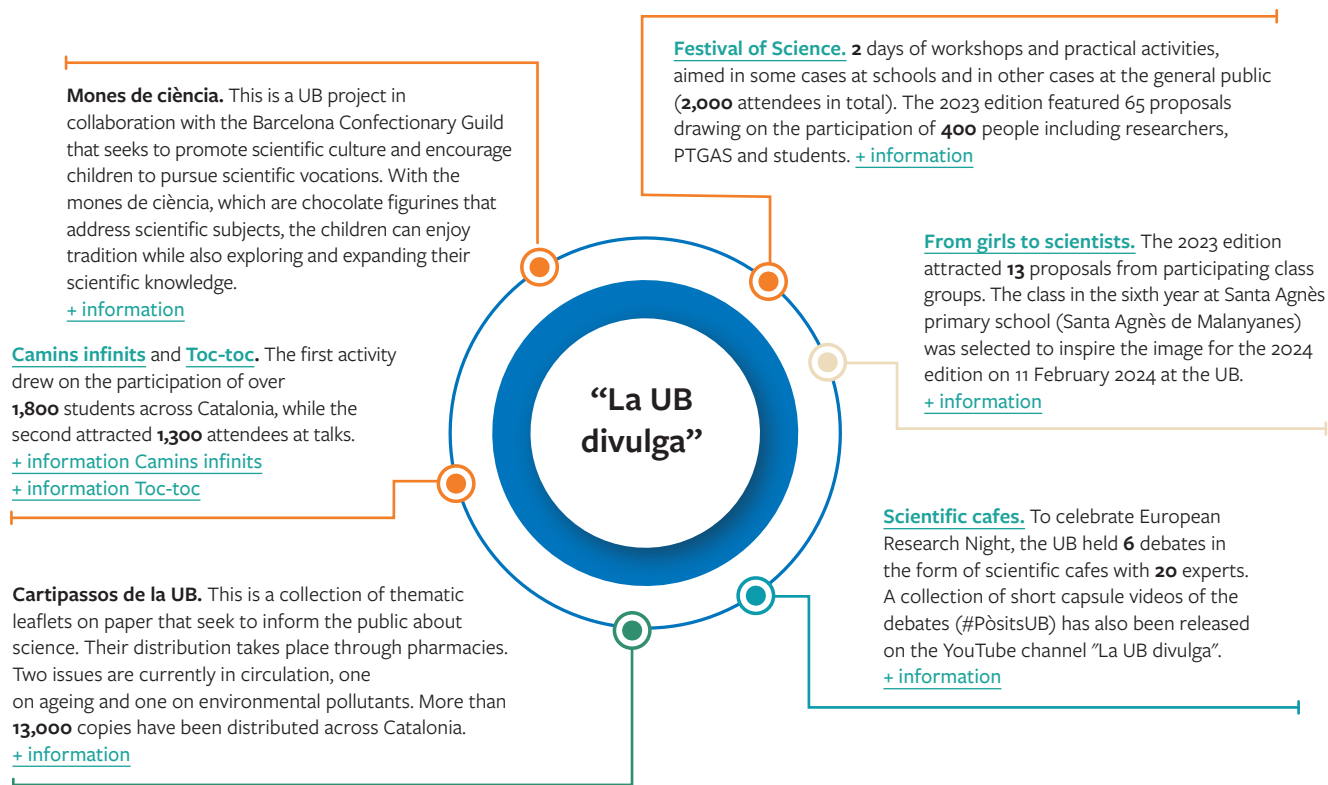
PROGRAMMES ON THE UB'S PODCAST CHANNEL (FIGURES FROM 2023)			
<b><a href="#">UB talkin' to me?</a></b> Episodes: <b>12</b> Total listens: <b>1,100</b>	<b><a href="#">Current UB news podcast</a></b> Episodes: <b>12</b> Total listens: <b>39,900</b>	<b><a href="#">The Rector's Office responds</a></b> No new episodes broadcast in 2023.	<b><a href="#">De vocació...</a></b> No new episodes broadcast in 2023.

Source: UB New Formats.

It is also important to mention the creation in 2023 of the digital channel called [La Uni](#), by La *Vanguardia* newspaper. The new channel, which is an outgrowth of a collaboration between the UB, the Autonomous University of Barcelona and the Universitat Politècnica de Catalunya, seeks to provide up-to-the-minute news coming out of the universities, broadcasting stories, doing reporting, conducting interviews and providing other content in an audiovisual format to anyone interested in universities today.

## “LA UB DIVULGA” DISSEMINATION PROGRAMME

The programme of activities that make up “La UB Divulga”, which is designed by the Scientific Culture and Innovation Unit, offers another significant tool to keep the public informed about research at the UB. The most prominent activities in 2023 are set out below:<sup>7</sup>



### Contribution to SDG 16



**Target 16.6.** The UB’s various activities to disseminate scientific knowledge contribute to making it an effective, accountable and transparent institution.

## Fulfilment of objectives 2023

- To implement a UB corporate WhatsApp to serve and respond immediately to media requests. Since it started in April 2023, 120 queries have been handled through the channel.

## Objectives for 2024

- To promote UB scientific dissemination in the media through existing channels and newly created channels.

<sup>7</sup> For projects that have already been described in previous editions of the report, a link is provided to their earlier description and the information here is updated solely with figures for 2023.

# How the UB compares to other universities

For up-to-date information on the UB's position in the foremost university rankings and a description of the rankings themselves, you can consult the following [webpage](#).

	2020		2021		2022		2023	
	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE	SPAIN	WORLDWIDE
<a href="#">Academic Ranking of World Universities</a>	1	168	1	168	1	185	1	201
<a href="#">Best Global Universities</a>	1	90	1	87	1	86	—*	—*
<a href="#">QS World University Rankings</a>	1	183	1	168	2	184	2	164
<a href="#">Times Higher Education World University Rankings</a>	3	198	3	192	1	182	1	152
<a href="#">NTU Ranking</a>	1	72	1	77	1	63	1	72
<a href="#">Center for World University Rankings (CWUR)</a>	1	133	1	131	1	132	1	134

\* No rankings for Best Global Universities were published in 2023.

Source: Strategic Institutional Projects Office.

In terms of achieving the SDGs, it is important to note that the UB once again appears between the top **101** and **200** universities in the world (out of **1,705**) in the rankings published by the specialist journal [Times Higher Education: THE Impact Rankings 2023](#). As for the rankings on different SDGs, the UB features between **101 and 200** for SDGs 3 and 5, in **93rd** place for SDG 4, in **63rd** place for SDG 9, in **98th** place for SDG 11, in **75th** place for SDG 13, in **47th** place for SDG 16 and between **201 and 300** for SDG 17. The number of universities participating in each of the SDGs varies from **735** for SDG 13 (the SDG with the least participants) and **1,625** for SDG 17.

In addition, the UB has reached **76th** place worldwide in the 2024 [QS University Ranking](#) on sustainability, which assesses roughly **1,400** institutions around the world.



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# Social responsibility and sustainable development in teaching and research activity

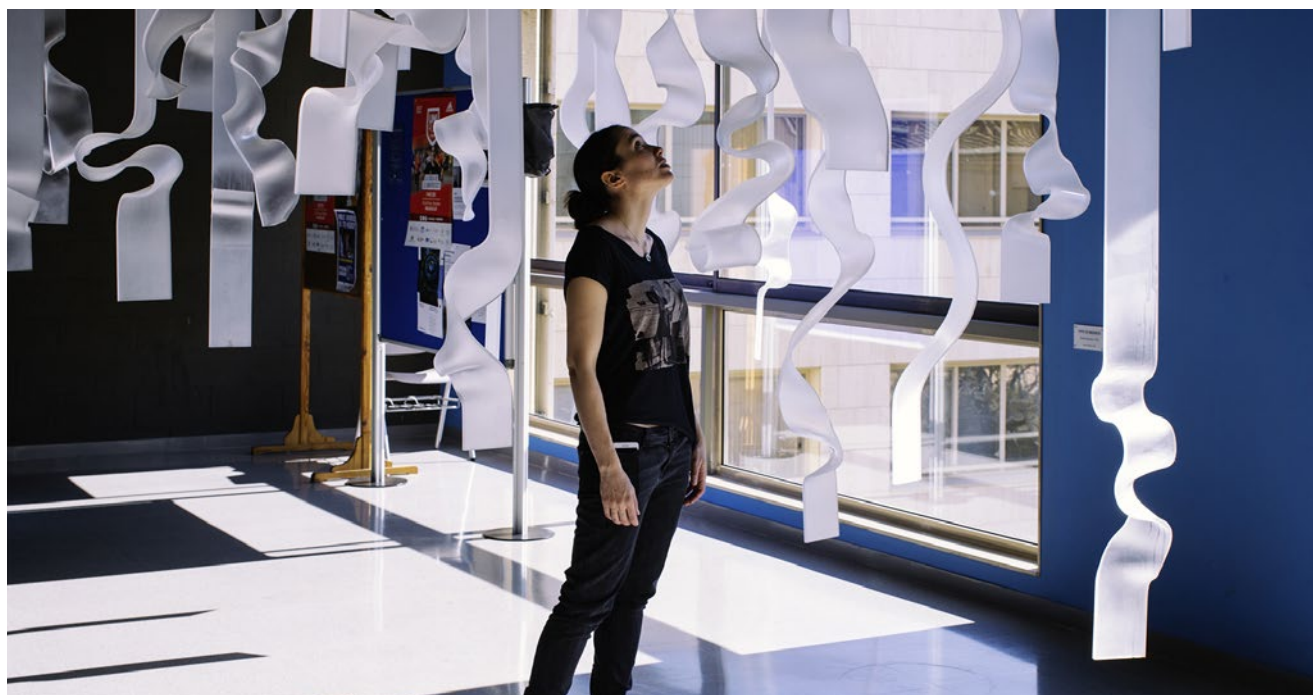
## Goals D1, D2, D3 of the UB's 2030 Agenda

The training offered by the IDP to PDI on the subject of the SDGs, the IDP's integration of a section on Community and Sustainability in its structure, the teaching innovation projects linked to sustainability, the campaigns to encourage TFGs and TFMs on the SDGs, and the preparation of teaching plans for subjects in the academic year 2022-2023 in accordance with the recommendations set out in the *Guide to mainstreaming gender in the teaching plans and subjects of the University of Barcelona* contribute to bolstering the training of UB staff in sustainable development and the SDGs (**D3**). The campaigns focusing on SDGs in TFGs and TFMs and on recommendations to mainstream gender in the teaching plans for UB subjects also help to strengthen education for sustainable development and the SDGs in all of the UB's bachelor's and master's degrees (**D1**). Lastly, teaching innovation projects linked to sustainability help to create and implement new forms of innovative, transversal learning that incorporate the principles of sustainable development (**D2**).

As organizations providing knowledge and training to our society's leaders of tomorrow, universities play a paramount role in the area of social responsibility. They must not only manage themselves in accordance with the objectives of social responsibility, but they must also disseminate ideas related to sustainable development to society as a whole, particularly among future generations.

At present, the UB has not yet conducted a rigorous analysis of all its teaching and research linked to sustainability because of the complexity of the process and the resources that would be required. Each year, however, a greater amount of teaching on sustainable development is taking place. In this respect, notable examples include the following:

- The UB has conducted a campaign to encourage all TFGs and TFMs to build in a reflection on the SDGs to which they respond, with the aim of raising awareness among students and



teaching staff. In a significant share of the UB's disciplines, the effort has already met with some success. Beginning in the academic year 2023-2024, it will be compulsory for all TFGs and TFMs to contain a section that reflects on the SDGs that are related to the project at hand.

- The teaching plans for subjects in the academic year 2022-2023 have been produced taking into account the recommendations set out in the [Guide to mainstreaming gender in the course plans and subjects of the University of Barcelona](#).

By contrast, the UB does already collect detailed information on training in sustainability and social responsibility in other areas, such as teacher training and proposals for service-learning projects, whose profile fits perfectly with the dissemination of social responsibility, not only among UB students but also among the social groups that collaborate with them on proposals of this sort.

Along these lines, the IDP has run **10** training courses that include aspects related to sustainability and the SDGs and, therefore, contribute to their dissemination among teaching staff at the UB. The IDP has also integrated a section on Community and Sustainability into its structure. The overall aim of the new section is to make progress in the areas of social, economic and environmental sustainability through the creation of tools, resources and training for different stakeholder groups.

Another highlight is the link between teaching innovation groups and projects<sup>8</sup> and sustainability. In 2023, there have been **133** recognized teaching innovation groups and **28 of them are pursuing improvement or innovation projects linked to sustainability** as recognized either by the RIMDA programme of the Office of the Vice-Rector for Teaching Policy or by other competitive calls.

<sup>8</sup> The teaching innovation projects recognized by RIMDA are actions to improve teaching and learning that are implemented by PDI and aimed at students enrolled in the subjects in which the actions are implemented. Teaching innovation groups, on the other hand, are stable structures formed by PDI who share improvement and innovation targets in relation to methodologies, academic areas, degrees or departments. The groups conduct projects, disseminate them, receive training, and produce teaching materials and resources.

In terms of specific improvement and innovation projects, the UB has recognized **3** projects in 2023 whose objectives involve aspects related to sustainability, **1** with objectives whose aspects are related to sustainability and the SDGs and **12** that work on some of the strategic lines related to the SDGs (**4** of the **12** focus on universal design for learning, **6** address gender issues and **2** involve service-learning projects).

There is also a [master's degree in Global Challenges for Sustainability](#), which is offered in the context of CHARM-EU and was referred to earlier, and there are workshops and courses organized by other UB units, such as the [Equality Unit](#), and by UB Group entities, such as the UB [Solidarity Foundation](#).

#### Contribution to SDGs 4 and 5



**Target 4.7.** The training offered by the IDP to PDI on the subject of the SDGs, the IDP's integration of a section on Community and Sustainability in its structure, the teaching innovation projects linked to sustainability, the campaigns to encourage TFGs and TFMs on the SDGs, and the preparation of teaching plans on subjects for the academic year 2022-2023 in accordance with the recommendations set out in the *Guide to mainstreaming gender in the teaching plans and subjects of the University of Barcelona* contribute to ensuring that PDI and students acquire the theoretical and practical knowledge and skills needed to promote sustainable development.



Following the recommendations in the *Guide to mainstreaming gender in the teaching plans and subjects of the University of Barcelona* contributes to the achievement of **SDG 5** in a general sense.

## SERVICE-LEARNING PROJECTS

#### Goals D1, D2, G4 and CS4 of the UB's 2030 Agenda

The UB's service-learning projects promote education in sustainable development and the SDGs within bachelor's and master's degree programmes (**D1**); create and implement new, innovative, transversal forms of learning that incorporate the principles of sustainable development (**D2**); build partnerships with other entities to achieve the SDGs (**G4**); and contribute to the improvement of sectors of society that face economic vulnerability, risk of social exclusion, and poverty (**CS4**).

Since 2013, the UB's working group on service-learning projects (known as the ApS Group) has focused on the dissemination and expansion of service-learning projects at the UB. The working group is completely interdisciplinary in nature, since its members include teaching staff from every UB faculty.

Service-learning projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs of their community in order to make real improvements. At present, practically all of the UB's faculties offer an opportunity to take part in ApS projects, including in over **30** bachelor's degree programmes.

During the academic year 2022-2023, the UB carried on with previously existing ApS projects, both in each faculty and in the inter-faculty project called “Sharing Ideas: The University Goes to School”. In the latter project, UB students lead a variety of [workshops](#) linked to different SDGs at secondary schools in the Barcelona area. In addition, the Faculty of Philosophy has now conducted a pilot with various primary schools to develop a similar project, but aimed at primary school students.

The current academic year has witnessed two important new developments in service-learning. The first is the approval of the teaching plan for a new subject called Learning-Service, Commitment and Transformation, which will be taught from the academic year 2023-2024. The subject, which is optional, will be available in a host of bachelor’s degrees across the UB (Biochemistry, Biomedical Sciences, Biology, Biotechnology, Environmental Sciences, Fine Arts, Human Nutrition, Nursing, Pharmacy, Social Work and Sociology). Students who enrol in the subject will join multidisciplinary teams that work in collaboration with a social organization to solve a socio-environmental problem. The new subject will be the first transversal course to be implemented by the UB across a variety of bachelor’s degrees.

The second development is the creation of a new [chair in service-learning at the UB](#), developed in collaboration with the Fèlix Llobet Foundation.

[+ information on service-learning at the UB](#)

#### Contribution to SDGs 3, 4, 5, 10 and 17



**SDG 3.** Some of the service-learning projects that have been carried out contribute to health and well-being in a general sense.



**Target 4.7.** Service-learning projects help to ensure that all UB students acquire the theoretical and practical knowledge needed to promote sustainable development.



**Target 5.5.** Some service-learning projects ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.



**Target 10.3.** Several of the service-learning projects (such as the Right to Rights project) help to ensure equality through the provision of legal advice to marginalized groups.



**Target 17.16.** The UB’s service-learning projects contribute to enhancing the global partnership for sustainable development, because they involve collaboration with other entities.

### Fulfilment of objectives for the academic year 2022-2023

- A new chair in service-learning has been set up at the UB.
- While the IDP does offer courses on the SDGs for UB teaching staff, no module on the SDGs has yet been built into the teacher training programme offered by the IDP. Therefore, the target has not yet been met.

- The target has been met to encourage all TFGs and TFMs to include reflections on the SDGs to which they correspond, to raise awareness among students and teaching staff.
- The UB has also met the target of implementing **3** transversal optional subjects with strong links to sustainability. The subject in Bioethics has had a total of **58** students from **5** different bachelor's degrees. The subject in Creativity, Innovation and Entrepreneurship has had a total of **29** students from **5** bachelor's degrees and **2** double bachelor's degrees. The subject in Gender, Science and Technology has had **34** students from **6** bachelor's degrees and **1** double bachelor's degree.

### Objectives for the academic year 2023-2024

- To design an online subject aimed at students in all UB bachelor's degrees to raise awareness and provide knowledge about sustainable development and climate change.
- To plan an interdisciplinary subject in service-learning to be offered in a variety of UB disciplines, either as an optional subject or as recognized credits.
- To organize a daylong session on service-learning for UB teaching staff in the context of teacher training courses offered by the IDP.
- To build a module on the SDGs into the teacher training programme offered by the IDP.
- To incorporate the interactive online activity "Welcome to the UB Campus" in the UB's Virtual Campus for all incoming students when they begin at the UB.

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# Internationalization

## UB STRATEGY AND POLICY ON THE SUBJECT OF INTERNATIONALIZATION

The main elements of the UB's internationalization policy are set out explicitly in the [UB Governance Plan 2022-2024](#). The vision is modern and integrates the international and intercultural dimension into the UB's objectives, functions and structure, so that it has an impact on the entire organization. The objectives and actions of internationalization that originally appeared in the UB Governance Plan 2022-2024 have been enriched and expanded on the basis of input from the UB's centres as well as new opportunities and challenges that are emerging in a global world in constant transformation.

During the academic year 2022-2023, the UB has approved the creation of the Internationalization Commission, which will be the delegate committee of the UB Governing Council in charge of coordinating actions in the area of internationalization. One of the actions taken by the Internationalization Commission has been the presentation of a draft document that seeks to spark a debate on the definition of the UB's future internationalization strategy. At present, the document is undergoing review and discussion among members of the commission. Once consensus is reached, the document will set out the different core areas to be addressed by any working groups that are subsequently created. To this end, there will be a set of overall aims and specific objectives, as well as indicators to monitor and evaluate results in line with the obligations set out in [Organic Law 2/2023, of 22 March, on the university system \(LOSU\)](#).

## THE EUROPEAN UNIVERSITY: CHARM-EU

### Goals G4, R3, D1 and D2 of the UB's 2030 Agenda

Through CHARM-EU (and its successor project CHARM-EIGHT ∞) and Project Torch, the UB contributes to building and strengthening partnerships at all levels and with all actors necessary to achieve the SDGs (**G4**); builds partnerships with other entities to strengthen research in the SDGs (**R3**); and creates and implements new, innovative, transversal forms of learning that incorporate the principles of sustainable development (**D2**). In addition, thanks to the Master in Global Challenges for Sustainability, the UB is strengthening education for sustainable development and the SDGs in a UB master's degree (**D1**).

In response to the European Council's push in late 2017 to create European university networks, the [CHARM-EU](#) alliance came into being in November 2019. Led by the UB, the alliance initially drew on the participation of Trinity College (Dublin), Utrecht University, the University of Montpellier and Eötvös Loránd University (Budapest). The aim of the alliance was to create a new European university built on interdisciplinarity, transdisciplinarity and the student achievement of challenges. The intention was to adapt to the multidisciplinary reality of the twenty-first century and push beyond traditional methodology through the provision of a unique and innovative academic offering that revolves around the SDGs. As a result, CHARM-EU has been one of the most important initiatives in connection with the UB's policy of internationalization.

The key development in 2023 has been the launch of the successor project CHARM-EIGHT ∞, which carries on the initial CHARM-EU project. In the next phase of activity, the alliance has welcomed **3** new members: Åbo Akademi University (Finland), Julius Maximilian University of Würzburg (Germany) and the University of Applied Sciences Ruhr West (Germany). Now, the alliance has embarked on the process of integrating a ninth university: the University of Bergen (Norway).

In 2023, important advances have been made:

- The governance structure from the initial project has been kept. In the area of shared offices, the alliance has implemented a joint virtual technology office to be added to the joint virtual administrative office.
- The alliance has approved and rolled out its communication strategy and reviewed the alliance's logo. The alliance has also approved its marketing strategy for educational programmes.
- The alliance has signed an inter-institutional agreement on mobility, which will permit student, PDI and PTGAS exchanges among all member universities.
- The alliance has taken part in joint projects with other European universities, such as [ED-AFFICHE](#), to study the delivery of degrees with a European label, and [ESEU](#), to assess the legal status of European alliances.
- As for Project Torch, which is the research dimension of the alliance, the alliance has organized the second and third annual forums, drawing on the participation of various university alliances, the European Commission and other actors. Sustainability has always been an underlying focus of the forums. Also, as part of its [shared scientific agenda](#), the alliance has backed the development of a series of multidisciplinary research projects created around SDG 3 (health and well-being), SDG 10 (reduced inequalities) and SDG 13 (climate action), drawing on the participation of various members of the UB's research staff. In addition, the



alliance has taken steps to promote transdisciplinary collaboration among CHARM-EU universities through research projects that seek to respond to major social challenges, such as the [first edition of the CHARM-EU workshop on research and innovation to prepare proposals for multidisciplinary research on global water challenges](#).

- The students who were enrolled in the first edition of the Master in Global Challenges for Sustainability completed the academic year with a group presentation of their final master's projects at the UB. The event featured the presentation of **13** projects based on **12** challenges related to sustainability in fields as varied as the heritage and sustainability of cinema, the creation of a critical mass of sustainable enterprises, and social supermarkets and their contribution to sustainable food systems.

#### Contribution to SDGs 4 and 17



**Target 4.7.** Many of the teaching activities of the master's degree in sustainability that are taught in the context of the CHARM-EU alliance are designed to ensure that learners acquire the knowledge and skills needed to promote sustainable development.



**Targets 17.9 and 17.16.** CHARM-EU, Project Torch and the Master in Global Challenges for Sustainability contribute to enhancing the global partnership for sustainable development, because they involve intensive collaboration among different universities. They also involve collaboration and support among different countries and among universities in different cultural contexts in order to implement training in other territories that is aimed at applying all the SDGs.

### Fulfilment of objectives 2023

- As planned, Project Torch and the first edition of the CHARM-EU Project came to a close.
- The alliance has met the target of adding **3** new members: Åbo Akademi University (Finland), Julius Maximilian University of Würzburg (Germany) and the University of Applied Sciences Ruhr West (Germany). The alliance has also implemented its new governance model.
- The alliance has met the targets of taking part in the European Commission's pilot project to establish joint labelling for European degrees and of taking part in another European Commission pilot project to analyse the possibility of creating a legal entity as a possible option for European university alliances. In both cases, the projects will conclude in 2024.

### Objectives for 2024

- To produce the Strategic Plan 2024-2030 for the CHARM-EIGHT ∞ alliance.
- To integrate the research dimension into the alliance after completion of Project Torch.
- To prepare a guide on inclusion, diversity and non-discrimination for the CHARM-EIGHT ∞ alliance.
- To produce a transnational training catalogue.
- To design the welcome guide for the CHARM-EU alliance.
- To accredit the new version of the Master in Global Challenges for Sustainability and integrate the new members.

## Objectives for 2025

- To design a joint doctoral programme in Sustainability.
- To design the alliance's innovation hubs and create pilot activities.

## INTERNATIONAL STAFF: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL

	PTGAS BY NATIONALITY						PDI BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	2,334	98.48	1,492	98.68	842	98.14	5,880	92.92	2,877	93.26	3,003	92.60
Remaining EU	19	0.80	11	0.73	8	0.93	276	4.36	120	3.89	156	4.81
Rest of the world	17	0.72	9	0.60	8	0.93	172	2.72	88	2.85	84	2.59
<b>Total</b>	<b>2,370</b>		<b>1,512</b>		<b>858</b>		<b>6,328</b>		<b>3,085</b>		<b>3,243</b>	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office.

## INTERNATIONAL STUDENTS: ABSOLUTE NUMBERS AND PERCENTAGES OF THE TOTAL<sup>9</sup>

	BACHELOR'S DEGREE STUDENTS BY NATIONALITY						UNIVERSITY MASTER'S DEGREE STUDENTS BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	42,108	93.71	26,814	93.31	15,294	94.42	3,971	65.84	2,475	64.99	1,496	67.30
International	2,825	6.29	1,921	6.69	904	5.58	2,060	34.16	1,333	35.01	727	32.70
<b>Total</b>	<b>44,933</b>		<b>28,735</b>		<b>16,198</b>		<b>6,031</b>		<b>3,808</b>		<b>2,223</b>	

	POSTGRADUATE STUDENTS BY NATIONALITY						TRAINEE RESEARCHERS (DOCTORAL STUDIES) BY NATIONALITY					
	TOTAL		WOMEN		MEN		TOTAL		WOMEN		MEN	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
Spanish	6,936	63.09	5,068	65.89	1,868	56.57	3,282	65.77	1,892	66.29	1,390	65.07
International	4,058	36.91	2,624	34.11	1,434	43.43	1,708	34.2	962	33.71	746	34.93
<b>Total</b>	<b>10,994</b>		<b>7,692</b>		<b>3,302</b>		<b>4,990</b>		<b>2,854</b>		<b>2,136</b>	

Source: OCI based on information provided by the Technical Bureau at the Rector's Office and statistical data from the [Report on the Academic Year 2022-2023](#).

<sup>9</sup> This includes the UB-specific degree in Private Investigation in the case of bachelor's degree students and it includes students attending affiliated centres in the figures for bachelor's degree students and university master's degree students. In the case of postgraduate students, it includes all students in master's degrees, specialization/postgraduate diplomas, expert courses, advanced university courses and university extension courses taught in UB centres, in affiliated centres, by the IDP and by the IL3.

## INTERNATIONAL ACADEMIC OFFERING

The academic offering provided jointly with international universities is also an indicator of the degree of internationalization at the UB.

INTERNATIONAL ACADEMIC OFFERING	2019-2020	2020-2021	2021-2022	2022-2023
Double bachelor's degrees*	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus**	6	8	8	13
Double master's degrees *	1	1	1	1

\* These are bachelor's and master's degrees with course curricula approved by the UB in partnership with a foreign university. When students graduate, they obtain their official degree from both universities.

\*\* These are taught by two or more universities in different countries. Students receive part of their teaching in at least two of the participating universities.

Source: Academic Management.

To ensure that students can find out the language of instruction before enrolling in a course, the Language Services website [provides the relevant information for each class group](#). In addition, there is a [website](#) that specifies which bachelor's degree subjects are on offer in English and which bachelor's degrees, master's degrees and doctoral degrees have a percentage of instruction in English that is greater than 80%.

### Contribution to SDG 16



**Target 16.6.** The clarity and transparency of the language of instruction contributes to develop an effective, responsible and transparent institution in all areas.

## AGREEMENTS WITH FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS

### Goal G4 of the UB's 2030 Agenda

Agreements with foreign universities can help to build and strengthen partnerships at all levels and with all actors needed to achieve the SDGs.

In **2023**, the UB has signed **634** agreements, including **131** with foreign institutions. Of the **131** agreements, the most common types are the **55** research agreements, **32** academic agreements, **18** framework agreements and **13** exchange agreements.

Of the total number of current agreements (regardless of their year of signing), the UB has been a party in 2023 to **1,994**, including **539** with foreign institutions (**27.03%**). Of the **539** agreements with foreign institutions, **50** are framework agreements (**9.28%**), **91** are academic agreements (**16.88%**) and **244** are research agreements (**45.27%**)

### Contribution to SDG 17



**Target 17.16.** The UB's agreements with other institutions in the area of the SDGs or similar subjects contribute to enhancing the global partnership for sustainable development. Depending on the subject matter of each agreement, it may also address other SDG targets.



## MOBILITY

### International mobility of students, PDI and PTGAS

INTERNATIONAL MOBILITY OF STUDENTS, PDI AND PTGAS	WOMEN	MEN	TOTAL
Students who have completed stays abroad	985	434	1,419
PDI who have completed stays abroad	48	33	81
PTGAS who have completed stays abroad	19	3	22
Students who have completed stays at the UB	1,320	589	1,909
PDI who have completed stays at the UB	139	99	238
PTGAS who have completed stays at the UB	11	5	16

Source: [Statistical data from the Report on the Academic Year 2022-2023](#).

## LANGUAGES

Not only does the UB have a robust commitment to use, develop, study and promote the Catalan language, but it also has a strong determination to foster multilingualism among the members of the university community.

The [Plan for Languages 2022-2025](#) and the [Catalan Linguistic and Cultural Orientation Plan 2022-2025](#) are the two documents in force in this area. In 2023, it is notable that an increasing number of PDI have been accredited at level C1 in Catalan and a higher number of beginners courses in Catalan (level A1) have been run for students who do not come from Catalan-speaking areas.

It is also important to note the continued application in 2023 of the [plan to strengthen the Catalan language in the university and research system of Catalonia](#), which is sponsored by the Government of Catalonia and counts on the UB's strong commitment. As part of the plan, the UB has taken steps in 2023 to improve the gathering of data on language use in university teaching and ensure transparency and linguistic security in the use of languages in university teaching, and it has taken part in the production of a [guide on the preparation of plans to increase teaching in Catalan in the universities of Catalonia](#).

## Language of instruction<sup>10</sup>

	BACHELOR'S DEGREES				UNIVERSITY MASTER'S DEGREES				OVERALL DATA			
	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER	CATALAN	SPANISH	ENGLISH	OTHER
2022-2023	69.4	24.8	4.9	0.9	23.8	53.0	23.1	0.1	63.6	28.4	7.2	0.8
2021-2022	62.4	29.8	6.2	1.7	26.2	52.5	20.9	0.4	55.3	34.2	9.1	1.4
2020-2021	64.3	28.1	6.0	1.6	27.1	53.3	19.3	0.3	57.6	37.2	8.4	1.4
2019-2020	64.3	27.9	5.8	2.0	32.4	49.3	17.8	0.4	58.2	32.0	8.1	1.7

Source: Language Services website.

For a more in-depth analysis of the data, consult the [Language Services website](#).

Contribution to SDG 11	
	<b>Target 11.4.</b> The measures to protect and promote Catalan at the UB contribute to protect and safeguard the world's cultural heritage.

## Objectives for 2026

The objectives set out in the Plan for Languages 2022-2025 remain in effect. As a result, their fulfilment will be assessed in 2026.

10. The data differ from the previously published data as a result of a change in the calculation that was used initially.

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# COMMITMENT TO SOCIETY

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# Responsibility to staff

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# Our staff<sup>11</sup>

A total of **8,698** people work at the UB, of which **6,328 (72.75%)** are teaching and research staff (PDI) and **2,370 (27.25%)** are technical, management, and administrative and service staff (PTGAS). The tables below break down the UB's staff according to a variety of criteria.

## STAFF BY GROUP, EMPLOYMENT CATEGORY, GENDER AND AGE

PTGAS																						
	A1		A2		C1		C2		E		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL		% BY AGE	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN		
60 and above	8	10	6	27	27	81	6	31	1	0	22	20	17	8	20	20	18	29	125	226	14.81	
51-60	10	19	31	95	35	169	9	105	1	0	55	74	45	46	73	54	28	65	287	627	38.57	
41-50	2	7	14	37	12	43	35	116	0	0	34	43	29	20	72	63	25	23	223	352	24.26	
31-40	3	3	5	18	5	10	25	67	0	0	20	27	20	25	35	45	10	9	123	204	13.80	
30 and below	1	1	0	3	6	1	23	25	0	0	10	9	14	14	45	50	1		100	103	8.57	
Total per gender	24	40	56	180	85	304	98	344	2	0	141	173	125	113	245	232	82	126	858	1,512	100	
Total	64		236		389		442		2		314		238		477		208		2,370			

Source: Organization and Human Resources.

11. All the data in this section refer to 31 December 2022.

Of the **2,370** staff in PTGAS, **1,512 (63.80%)** are women. In terms of age, the most numerous group is between 51 and 60 years of age (**38.57%**). Among the PTGAS who are statutory employees (A1, A2, C1 and C2), the employment categories C1 and C2 are by far the most common (**389** and **442** staff, respectively). In the case of non-statutory staff, group III is predominant (**477** staff).

TEACHING AND RESEARCH STAFF (PDI)														
	FULL PROFESSORS		UNIVERSITY SCHOOL FULL PROFESSORS		ASSOCIATE PROFESSORS (TITULAR)		UNIVERSITY SCHOOL ASSOCIATE PROFESSORS (TITULAR)		NON-STATUTORY FULL PROFESSORS		ASSOCIATE PROFESSORS (AGREGAT)		ASSISTANT PROFESSORS (LECTOR)	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	235	94	3	3	211	136	17	14	17	7	56	37	1	6
51-60	85	48	0	1	146	147	16	16	29	25	146	147	25	26
41-50	4	1	0	0	16	10	0	1	21	4	138	174	110	112
31-40	0	0	0	0	3	0	0	0	1	0	12	10	81	86
30 and below	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total per gender</b>	<b>324</b>	<b>143</b>	<b>3</b>	<b>4</b>	<b>376</b>	<b>293</b>	<b>33</b>	<b>31</b>	<b>68</b>	<b>36</b>	<b>352</b>	<b>368</b>	<b>217</b>	<b>230</b>
<b>Total</b>	<b>467</b>		<b>7</b>		<b>669</b>		<b>64</b>		<b>104</b>		<b>720</b>		<b>447</b>	

TEACHING AND RESEARCH STAFF (PDI)															
	PERMANENT COLLABORATING TEACHING STAFF		ADJUNCT PROFESSORS		ADJUNCT MEDICAL PROFESSORS		RESEARCHERS		VISITING PROFESSORS		EMERITUS PROFESSORS		TOTAL		% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	
60 and above	5	10	134	89	97	45	3	0	2	2	58	17	839	460	20.53
51-60	8	14	337	318	147	145	3	8	0	0	0	0	942	895	29.03
41-50	8	8	377	434	117	206	55	44	3	5	0	0	849	999	29.20
31-40	0	0	252	341	45	90	108	98	4	8	0	0	506	633	18.00
30 and below	0	0	92	70	3	15	12	12	0	1	0	0	107	98	3.24
<b>Total per gender</b>	<b>21</b>	<b>32</b>	<b>1,192</b>	<b>1,252</b>	<b>409</b>	<b>501</b>	<b>181</b>	<b>162</b>	<b>9</b>	<b>16</b>	<b>58</b>	<b>17</b>	<b>3,243</b>	<b>3,085</b>	<b>100</b>
<b>Total</b>	<b>53</b>		<b>2,444</b>		<b>910</b>		<b>343</b>		<b>25</b>		<b>75</b>		<b>6,328</b>		

Source: Organization and Human Resources.

Of the **6,328** staff in that make up the PDI, **3,085** are women (**48.75%**). The most numerous groups by age are between 41 and 50 years of age (**29.20%**) and between 51 and 60 years of age (**29.03%**). The most common employment category is adjunct professor (**2,444** staff).

## PERMANENT AND TEMPORARY STAFF BY GROUP, CONTRACT TYPE, GENDER AND AGE

PTGAS										
	PERMANENT				TEMPORARY				% TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	41	124	61	65	7	25	16	12	18.40	16.37
51-60	66	282	157	168	20	106	44	71	22.30	28.23
41-50	18	71	49	33	45	132	111	116	69.96	70.45
31-40	2	17	1	4	36	81	84	102	97.56	89.71
30 and below	1	1	1	0	29	29	69	73	98.00	99.03
Total by group	623		539		510		698		53.73	49.40
Total	1,162				1,208				2,370 (50.97)	

Source: Organization and Human Resources.

The UB has **1,208** PTGAS who are temporary (**50.97%**). Notably, the percentage of temporary staff increases as age falls, and it is higher for men (**53.73%**) than for women (**49.40%**). When analysing the figures, however, it must be borne in mind that some jobs are temporary by nature. If PTGAS with specific funding (temporary by nature) are not counted in the figures, the percentage of temporary staff falls sharply. It is also important to note that PTGAS includes **1,133** civil servants (**47.81%**) and **1,237** non-statutory staff (**52.19%**).

TEACHING AND RESEARCH STAFF (PDI)										
	PERMANENT				TEMPORARY				% TEMPORARY STAFF BY AGE AND GENDER	
	STATUTORY		NON-STATUTORY		STATUTORY		NON-STATUTORY			
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	464	247	79	54	2	0	294	159	35.28	34.57
51-60	247	210	182	186	2	0	513	497	54.56	55.66
41-50	20	12	165	181	0	0	664	806	78.21	80.68
31-40	3	0	12	10	0	0	491	623	97.04	98.42
30 and below	0	0	0	0	0	0	107	98	100.00	100.00
Total by group	1,203		869		4		4,252		63.88	70.81
Total	2,072				4,256				6,328 (67.26)	

Source: Organization and Human Resources.

The UB has **4,256** staff in PDI who are temporary (**67.26%**). As the table above shows, the percentage of temporary PDI increases as age falls, and it is higher for women (**70.81%**) than it is for men (**63.88%**). When analysing the figures, however, it must be borne in mind that some PDI jobs are temporary by nature just as some PTGAS jobs are. If we exclude adjunct professors and adjunct medical professors (which are two temporary groups by definition), the percentage of temporary staff falls sharply. It is also important to note that PDI has **1,207** statutory staff (**19.07%**) and **5,121** non-statutory staff (**80.93%**).

## FULL-TIME AND PART-TIME STAFF BY GROUP, GENDER AND AGE

PTGAS						
	FULL-TIME		PART-TIME		% FULL-TIME BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	124	224	1	2	99.20	99.12
51-60	286	623	1	4	99.65	99.36
41-50	219	332	4	20	98.21	94.32
31-40	112	179	11	25	91.06	87.75
30 and below	68	79	32	24	68.00	76.70
<b>Total by gender</b>	<b>809</b>	<b>1,437</b>	<b>49</b>	<b>75</b>	<b>94.29</b>	<b>95.04</b>
<b>Total</b>	<b>2,246</b>		<b>124</b>		<b>2,370 (94.77)</b>	

Source: Organization and Human Resources.

TEACHING AND RESEARCH STAFF (PDI)						
	FULL-TIME		PART-TIME		% FULL-TIME BY AGE AND BY GENDER	
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
60 and above	450	291	389	169	53.64	63.26
51-60	423	416	519	479	44.90	46.48
41-50	348	355	501	644	40.99	35.54
31-40	208	200	298	433	41.11	31.60
30 and below	12	13	95	85	11.21	13.27
<b>Total by gender</b>	<b>1,441</b>	<b>1,275</b>	<b>1,802</b>	<b>1,810</b>	<b>44.43</b>	<b>41.33</b>
<b>Total</b>	<b>2,716</b>		<b>3,612</b>		<b>6,328 (42.92)</b>	

Source: Organization and Human Resources.

## LEVEL OF OFFICIAL STUDIES OF UB STAFF

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2020	2021	2022	2023
Doctoral studies	3,899	4,134	4,363	4,478
University master's degree	3,884	759	467	520
Bachelor's degree or equivalent		2,588	2,347	2,386
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent		540	470	441
% of all staff who are PhD holders	44.39%	46.49%	57.05%	51.48%

Source: Organization and Human Resources.

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2020	2021	2022	2023
Doctoral studies	3,754	3,979	4,188	4,326
University master's degree	2,621	634	281	317
Bachelor's degree or equivalent		1,639	1,417	1,452
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent		253	233	233
% of PDI who are PhD holders	58.89%	61.17%	68.44%	68.36%

Source: Organization and Human Resources.

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF	2020	2021	2022	2023
Doctoral studies	145	155	175	152
University master's degree	107	125	186	203
Bachelor's degree or equivalent	968	949	930	934
Pre-EHEA diploma ( <i>diplomatura</i> ) or equivalent	295	287	237	208
Upper secondary school education or equivalent	695	690	637	612
ESO or equivalent	198	181	296	258
% of PTGAS who are PhD holders	6.02%	6.49%	7.11%	6.41%

Source: Organization and Human Resources.

## NUMBER OF EXTERNAL STAFF ENGAGED IN PROFESSIONAL ACTIVITIES AT THE UB

The UB outsources a number of services. As a consequence, external staff work on the UB's premises. As the table below shows, there are **7** areas managed by external organizations.

EXTERNAL STAFF			
	MEN	WOMEN	TOTAL
Maintenance of large facilities	63	1	64
Minor repairs	18	0	18
Cleaning	51	301	352
Gardening	17	4	21
Bars	42	35	77
Copy centres and libraries	3	29	32
Security	73	11	84
<b>Total</b>	<b>267</b>	<b>381</b>	<b>648</b>

Source: Area for Infrastructure and General Services, Heritage Unit and Security Unit.

In 2023, **641** external staff have worked at the UB (**56.79%** women). As with the rest of the static data on employees, the information corresponds to 31 December 2022.

# New hires, staff turnover, retirements and resignations<sup>12</sup>

## NUMBER OF NEW HIRES BY GROUP, CONTRACT TYPE AND GENDER

PTGAS NEW HIRES																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
2	1	1	9	2	2	25	49	35	29	28	30	67	92	6	8	166	220
3		10		4		74		64		58		159		14		386	

Source: Organization and Human Resources.

Throughout 2023, **386** new hires have joined PTGAS: **220** women (**56.99%**) and **166** men (**43.01%**). Of the total, **91** (**23.58%**) are civil servants and **295** (**76.42%**) are non-statutory staff.

PDI NEW HIRES															
ASSOCIATE PROFESSORS (AGREGAT)		ASSISTANT PROFESSORS (LECTOR)		ADJUNCT PROFESSORS		ADJUNCT MEDICAL PROFESSORS		VISITING PROFESSORS		RESEARCHERS USING SPECIFIC FUNDING (ONLY POSTDOCTORAL)		SUBSTITUTE PROFESSORS*		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
2	0	10	7	73	97	27	81	1	3	33	25	74	124	220	337
2		17		170		108		4		58		198		557	

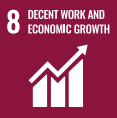
\* The role of substitute professor had not been created prior to 31 December 2022 and is therefore not included in some sections of the report.

Source: Organization and Human Resources.

12. All of the data on new hires, turnover, retirement and voluntary redundancies are cumulative throughout 2023.



Throughout 2023, **557** new hires have joined PDI: **337** women (**60.50%**) and **220** men (**39.50%**). The largest group of new hires is made up of substitute professors (**198**), followed by adjunct professors (**170**).

Contribution to SDG 8	
	<b>Target 8.5.</b> The UB's hiring of new staff contributes to employment.

## TURNOVER BY GROUP, EMPLOYMENT CATEGORY, AND GENDER

PTGAS ACTIVE IN 2023 AND NOT ACTIVE AT 31/12/2023																	
A1		A2		C1		C2		GROUP I		GROUP II		GROUP III		GROUP IV		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
7	2	1	6	6	17	10	24	24	32	18	30	60	74	8	12	134	197
9		7		23		34		56		48		134		20		331	

Source: Organization and Human Resources.

A total of **331** members of the PTGAS who worked at the UB during 2023 have left the UB by the end of 2023. By employment category, the most affected are non-statutory staff in group III (**134**) and group I (**56**). In terms of gender, more women (**197**) have left the UB than men (**134**).

PDI ACTIVE IN 2023 AND NOT ACTIVE AT 31/12/2023													
FULL PROFESSORS		UNIVERSITY SCHOOL FULL PROFESSORS		ASSOCIATE PROFESSORS (TITULAR)		UNIVERSITY SCHOOL ASSOCIATE PROFESSORS (TITULAR)		NON-STATUTORY FULL PROFESSORS		ASSOCIATE PROFESSORS (AGREGAT)		COLLABORATING PROFESSORS	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
6	6	1	1	26	13	2	4	1	1	5	2	0	1
12		2		39		6		2		7		1	

PDI ACTIVE IN 2023 AND NOT ACTIVE AT 31/12/2023															
ASSISTANT PROFESSORS (LECTOR)		ADJUNCT PROFESSORS		ADJUNCT MEDICAL PROFESSORS		SUBSTITUTE PROFESSORS*		VISITING PROFESSORS		RESEARCHERS WITH SPECIFIC FUNDING		EMERITUS PROFESSORS		TOTAL	
MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN
3	5	160	176	29	79	5	7	0	3	75	58	19	5	332	361
8		336		108		12		3		133		24		693	

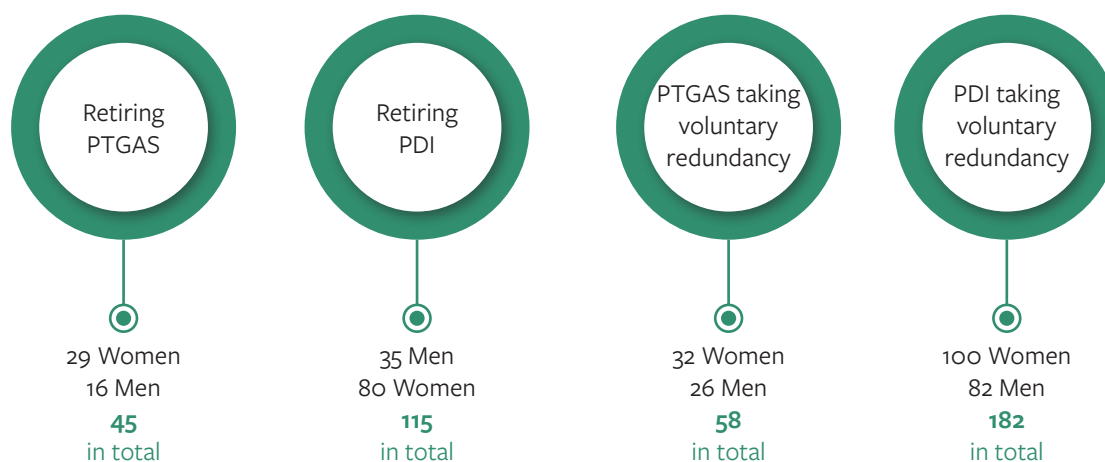
\* The role of substitute professor had not been created prior to 31 December 2022 and is therefore not included in some sections of the report.

Source: Organization and Human Resources.



A total of **693** people in PDI left the UB in 2023. By employment category, the most affected are adjunct professors (**336**) and researchers with specific funding (**133**). In terms of gender, more women (**361**) have left the UB than men (**332**).

## RETIREMENTS AND VOLUNTARY REDUNDANCIES\* BY GROUP AND GENDER



\* The figure includes staff who have taken voluntary redundancy and are no longer active at 31 December 2023.

Source: Organization and Human Resources.

Of the **160** retirements in 2023, **45** are PTGAS and **115** are PDI. Among PDI, associate professors (*titular*) are the group with the most retirements (**37**), followed by emeritus professors (**23**) and adjunct professors (**16**). Among PTGAS, the highest figures for retirements relate to group III (**10**), group C1 (**8**) and group I (**7**). In total, the number of retiring men (**96**) is higher than the number of retiring women (**64**).

Of the **240** voluntary redundancies in 2023, **58** are PTGAS (**29** refer to statutory group C2 and **11** relate to non-statutory group III), while **182** are PDI (**74** relate to researchers with specific funding and **68** are adjunct professors). The number of women taking voluntary redundancy (**132**) is much higher than the number of men who did so (**108**), while the largest amount by age is for staff between 31 and 40 years of age (**116**), especially among the PDI (**100**).

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# Working conditions, remuneration and workplace management tools

<b>Goal CS8 of the UB's 2030 Agenda</b>
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The UB's various actions to improve working conditions (work-life balance, personal days, maternity and paternity leave, telework, etc.) help to promote healthy habits and emotional well-being in the UB community.
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This section sets out information on the working conditions of UB staff, including remuneration and workplace management tools.

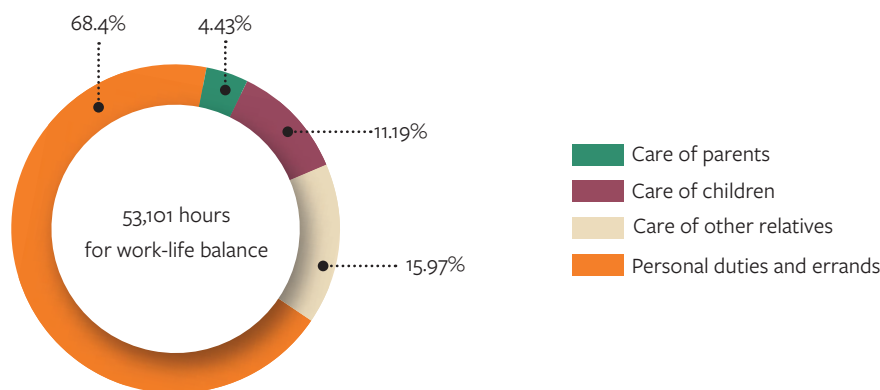
## TEMPORARY STAFF

The proportions of temporary staff are as follows: **50.97%** in PTGAS and **67.26%** in PDI. For more detailed information, consult the data in the section [Permanent and temporary staff by group, contract type, gender and age](#).

## POLICIES FOR BETTER WORK-LIFE BALANCE

Under current rules, PDI have **6** personal days. By contrast, PTGAS have a pool of **42 hours** for personal matters and **30 hours and 30 minutes** for [better work-life balance](#) in 2023.

The hours for work-life balance can vary from year to year, since they are calculated on the basis of **1,462** working hours a year. When using these hours, PTGAS members must indicate whether the time is for personal duties and errands, taking care of children, taking care of parents or taking care of other relatives.



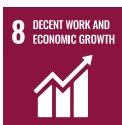
In 2023, PTGAS have used a total of **53,101** hours for work-life balance (with **65.41%** of the amount requested by women and **34.59%** by men).

#### Contribution to SDGs 5 and 8

Policies for better work-life balance...



**Targets 5.4 and 5c.** Recognize and value unpaid care and domestic work and promote gender equality.



**Target 8.8.** Contribute to the promotion of a safe and secure working environment.

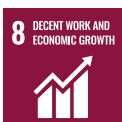
## TELEWORK

In late 2022, the UB approved regulations to integrate telework as an accepted work option for PTGAS at the university. In October, the UB's Governing Council approved the [regulatory basis for telework](#) and the general manager subsequently issued [instructions for implementation](#).

Accordingly, 2023 has been the first year in which telework is a permanent option (previously telework was approved only provisionally in the context of the Covid-19 pandemic). To choose the telework option, staff must submit a personal work plan between the applicant and his or her manager and, subsequently, obtain permission from the centre administrator or area director. It is also necessary to complete specific training courses. Permission can be given for between one and three days of telework a week, provided that the applicant meets certain requirements (such as having tasks that can be done through telework, having a minimum of a year's seniority, etc.) and the needs of the service are covered

#### Contribution to SDG 8

Telework...

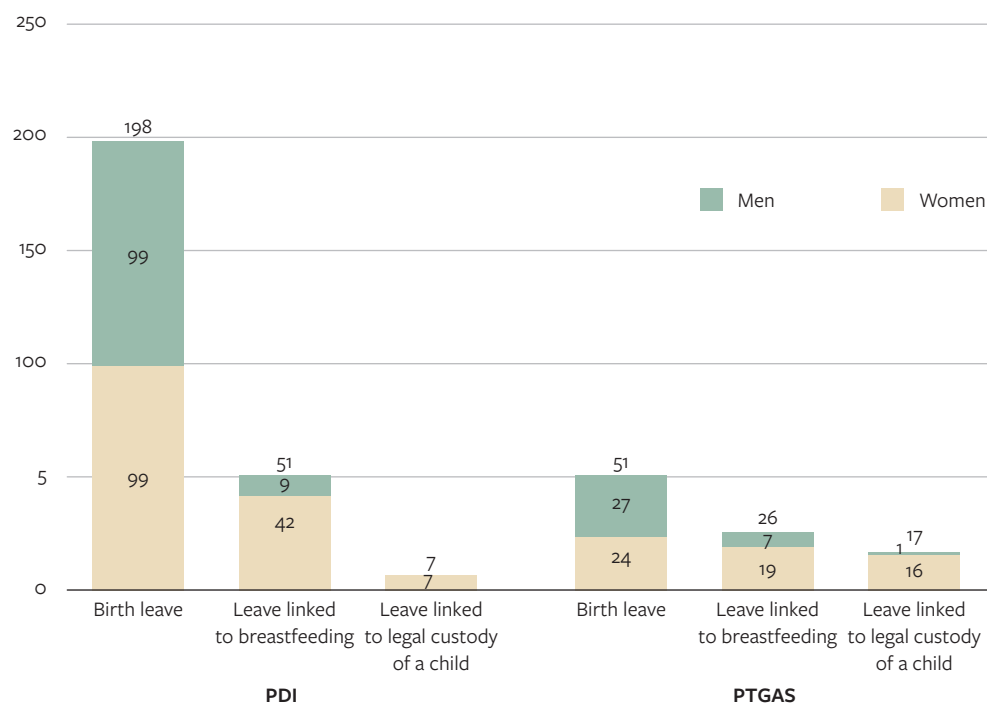


**Target 8.8.** Contributes to the fostering of a safe and secure working environment.

## LEAVE FOR MATERNITY AND PATERNITY

In addition to maternity and paternity leave, the UB also offers a [wide range of related leave](#) including leave for breastfeeding (with shorter workdays and more compact working weeks) and reductions in the length of workdays because of legal guardianship of children below the age of 12.

The graph below shows the data for 2023.



Source: Organization and Human Resources.

It should be noted that all leave among PDI has been granted to non-statutory staff. This is because access to statutory teaching positions occurs at higher ages. As in previous years, all staff who took leave have returned to their jobs, since the UB's policy ensures absolute respect for the use of any leaves on offer.

### Contribution to SDGs 3, 5 and 8

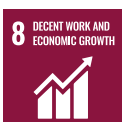
Maternity and paternity leave...



**Target 3.7.** Ensure access to reproductive health services and family planning.



**Targets 5.4, 5.6 and 5c.** Recognize and value unpaid care and unpaid domestic work, ensure access to reproductive health and rights, and help to promote gender equality and empower women



**Target 8.8.** Protect employment rights and promote a safe and secure working environment.

## MINIMUM NOTICE PERIODS REGARDING CHANGES TO WORKING CONDITIONS

The UB does not have specific regulations on the minimum notice periods required in the case of making changes to working conditions. Formally, collective bargaining agreements and the pertinent Catalan and Spain-wide regulations apply.

## ADJUSTING THE OFFICIAL LIST OF STAFF POSITIONS TO THE UB'S REALITY

The UB has established a system to adjust the official list of staff positions to emerging needs: administrative units propose any changes that they deem pertinent and then the changes are negotiated with staff representatives and submitted to the PTGAS delegate committee that reports to the Governing Council. As a last step, the Governing Council and the Board of Trustees approve any changes.

## REMUNERATION

### Highest, lowest and average staff remuneration

This section shows the average remuneration for the 5% of staff with the highest pay, the 5% with the lowest pay, and the average for the workforce as a whole. The data correspond to the annual gross salary received by full-time UB staff in 2023.<sup>13</sup> Only staff active between 1 January and 31 December who received 12 monthly salary payments have been included.

	PTGAS ANNUAL SALARY			PDI ANNUAL SALARY		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Average remuneration for the highest paid 5%	69,927.01	68,149.81	68,828.26	106,901.45	101,325.88	105,086.15
Average remuneration for the lowest paid 5%	24,712.36	25,532.07	24,733.29	17,132.78	17,628.18	17,621.74
Average remuneration for as a whole	37,727.59	35,720.62	36,462.53	59,691.86	55,889.44	57,924.05

Source: Organization and Human Resources.

As the table shows, men have slightly higher average salaries than women in both PDI and PTGAS. As a result, there remains room for improvement, especially among PDI, where the gap is bigger.

<sup>13</sup>. Only fixed periodic payments are taken into account, including pro-rated additional payments. Therefore, one-off payments (to cover school fees, master's degree/postgraduate programme enrolment, consideration for specific tasks, work clothing, recovery of delayed additional payments from previous years, etc.) are not included.

## Salary differences among employees

RATIO BETWEEN HIGHEST AND LOWEST SALARIES								
	2020		2021		2022		2023	
	PTGAS	PDI	PTGAS	PDI	PTGAS	PDI	PTGAS	PDI
Ratio of the gross annual remuneration for the highest paid 5% to the gross annual remuneration for the lowest paid 5%	2.92	5.96	3.03	5.97	2.97	5.93	2.78	5.96
Ratio of the gross annual remuneration for the highest paid 5% to the average gross annual remuneration for all staff	1.91	1.72	1.91	1.73	1.94	1.77	1.89	1.81
Ratio of the average gross annual remuneration for all staff to the gross annual remuneration for the lowest paid 5%	1.53	3.46	1.58	3.46	1.53	3.34	1.47	3.29

Source: Organization and Human Resources.

## MANAGEMENT OF THE WORK ENVIRONMENT<sup>14</sup>

### Goal CS8 of the UB's 2030 Agenda

Actions to improve the workplace environment help to promote healthy habits and emotional well-being in the UB community.

The [Support and Mediation Office](#) confidentially listens to and helps any members of the university community who may have concerns or issues. It is therefore an ideal tool for the resolution of interpersonal conflicts that can arise at the UB.

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In 2022, a new [law on university life](#) enacted a legal framework to promote the use of mediation as a tool to resolve any situations contrary to the rules of living together in harmony that all universities have in place. Against this backdrop, the UB has approved a set of regulations in 2023 that cover [the rules of university living at the University of Barcelona and address the mechanisms for conflict resolution](#).

### Cases addressed

CASES ADDRESSED	2020	2021	2022	2023
Total cases	11	10	10	17
% cases resolved	100	100	90	88.24
Total number of people helped	20	16	21	22
% PDI	10	12.50	14.29	40.91
% PTGAS	30	31.25	52.38	31.82
% students	60	56.25	33.33	27.27
% women	50	56.25	42.86	50
% men	50	43.75	57.14	50

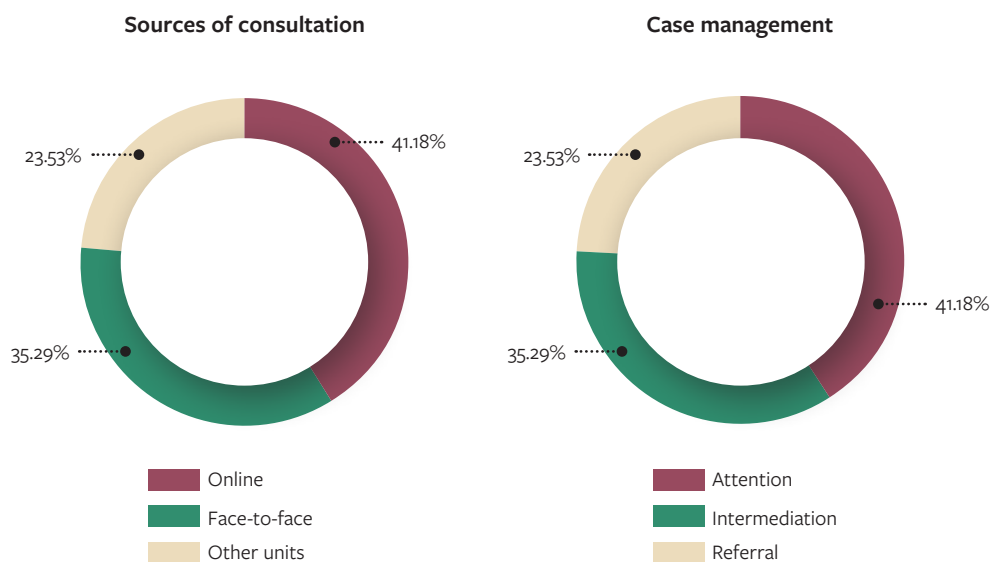
Source: Support and Mediation Office

14. While information on the Support and Mediation Office appears in the section [Responsibility to staff](#), students can also use the services.





The **17** cases addressed by the Support and Mediation Office in 2023 have involved a total of **22** people. For the first time, the PDI group (**40.91%**) has made the greatest use of the service.

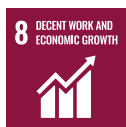


Source: Support and Mediation Office.

The new law on university life in Spain has had a direct effect on the sources of consultation for the services of the Support and Mediation Office. In particular, the number of cases has gone up only in the case of UB managers (**35.29%**). In any event, direct access by the person affected continues to make up the largest group (**41.18%**)

As for case management in 2023, the most common categories are once again attention (**41.18%**) and intermediation (**35.29%**).

## Contribution to SDGs 3, 5 and 8



**Target 8.8.** The Support and Mediation Office contributes to the fostering of a safe and secure working environment



**Targets 16.6 and 16.7.** The Support and Mediation Office also contributes to creating institutions that are effective, accountable and transparent at all levels, and to ensuring responsive, inclusive, participatory and representative decision-making at all levels.

### Fulfilment of objectives 2023

- The UB has met the target of raising awareness among students about the usefulness of mediation, thanks to the delivery of **4** editions of a course on the UB's protocol against sexual harassment and sexist and anti-LGBTQI+ violence. The course is heavily focused on content provided by the Equality Unit, but it also includes content about the new law on university life and the Support and Mediation Office.
- To instigate new communication channels with any offices, bodies and units that are created or adapted as a consequence of the new law on university life.

### Objectives for 2024

- To hold a specific course on mediation for PTGAS and PDI that addresses the importance of the function of facilitating agreements and resolving minor disputes.
- To improve the ease of use and the confidentiality that users receive by creating a dedicated place to provide attention, mediation and intermediation.

### Objectives for 2025

- To keep the [objectives for 2025](#) that were originally set out in the previous report on sustainability.

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# Training<sup>15</sup>

Goal D3 of the UB's 2030 Agenda
Some of the training programmes offered by the IDP and Corporate Training bolster the training of UB staff (both PDI and PTGAS) in sustainable development and the SDGs.

UB staff receive ongoing training to improve and refresh their skills for use in their daily work. The training can be synchronous (that is, in person or by videoconferencing) or asynchronous (through the Virtual Campus). There are also mixed models that combine videoconferencing with face-to-face sessions.

In 2023, Corporate Training, which provides training to PTGAS, has offered **203** courses as part of its various training plans (general plan, custom training and outside training). A total of **360** editions of Corporate Training courses have taken place. They are organized into **14** thematic areas. Attendees have given an average rating of **8.75** points out of **10** to the courses that they attended. In the same period, the [IDP has offered 113 training activities](#) organized in different programmes that reflect the three functions performed by instructors over the course of their professional career: teaching, research and management (attendees evaluated **102** of the activities in question, giving them an average of **8.5** points out of **10**). It is also necessary to mention the programme for young researchers, which is organized jointly with the Doctoral School and aimed at PhD students. In addition, the IDP offers a Master in University Teaching, which has a duration of **2** years.

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15. In the tables on PTGAS and PDI training hours, the calculation of the average for each staff member uses the figures at 31 December 2023 (**6,137** PDI and **2,617** PTGAS). By contrast, in the remainder of the report, the data on staff for 2023 correspond to 31 December 2022. The change in criteria is due to the fact that it makes little sense to take the average hours of training for PDI and PTGAS throughout 2023 based on the number of staff at 31 December 2022.

In addition, **27** training activities have been organized jointly by Corporate Training and the IDP for both PTGAS and PDI.

Lastly, it should be noted that each faculty organizes additional training activities for its PDI that are merely accredited by the IDP and do not appear in this section.

[+ information on Corporate Training \(report for 2022\)](#)

[+ information on the IDP \(Report on the Academic Year 2022-2023\)](#)

## PTGAS HOURS OF TRAINING

BREAKDOWN OF PTGAS HOURS OF TRAINING BY GENDER*												
	2020						2021					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED
Women	28,349	18.71	2,566	11.05	1,730	16.39	34,204	22.01	2,516	13.59	1,608	21.27
Men	8,909	10.22	912	9.77	748	11.91	11,016	12.09	723	15.24	440	25.04
<b>Total</b>	<b>37,258</b>	<b>15.61</b>	<b>3,478</b>	<b>10.71</b>	<b>2,478</b>	<b>15.04</b>	<b>45,220</b>	<b>18.35</b>	<b>3,239</b>	<b>13.96</b>	<b>2,048</b>	<b>22.08</b>

Source: Corporate Training.

BREAKDOWN OF PTGAS HOURS OF TRAINING BY GENDER*												
	2022						2023					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED
Women	50,262	33.2	2,935	17.13	928	54.16	49,033.50	29.86	3,794	12.92	1,299	37.75
Men	14,181	16.38	858	16.55	321	44.18	15,561.50	15.96	1,235	12.60	583	26.69
<b>Total</b>	<b>64,443</b>	<b>27.08</b>	<b>3,793</b>	<b>16.99</b>	<b>1,249</b>	<b>51.6</b>	<b>64,595</b>	<b>24</b>	<b>5,029</b>	<b>12.84</b>	<b>1,882</b>	<b>34.32</b>

\* The calculation of the average hours per staff member uses PTGAS staff figures at 31 December of the year in question. In 2023, for example, the average hours of training for all PTGAS is the result of dividing the PTGAS total training hours in 2023 by the number of PTGAS staff members at 31 December 2023.

Source: Corporate Training.





## PDI HOURS OF TRAINING

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR\*

	2020						2021					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED
Women	28,284	9.06	2,708	10.44	1,468	19.27	29,471	9.97	2,912	10.12	1,301	22.65
Men	14,885	4.4	1,472	10.11	891	16.71	17,560	5.55	1,796	9.78	914	19.21
<b>Total</b>	<b>43,169</b>	<b>6.64</b>	<b>4,180</b>	<b>10.33</b>	<b>2,359</b>	<b>18.3</b>	<b>47,031</b>	<b>7.69</b>	<b>4,708</b>	<b>9.99</b>	<b>2,215</b>	<b>21.23</b>

BREAKDOWN OF PDI TRAINING HOURS BY GENDER AND YEAR\*

	2022						2023					
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER REGISTRATION	TOTAL STAFF TRAINED	AVERAGE NUMBER OF HOURS PER STAFF TRAINED
Women	31,721	10.2	2,772	11.44	1,890	16.78	40,444	11.31	3,979	10.16	3,666	11.03
Men	19,313	5.92	1,760	10.97	1,180	16.37	24,316	6.73	2,194	11.08	2,051	11.86
<b>Totals</b>	<b>51,034</b>	<b>8.01</b>	<b>4,532</b>	<b>11.26</b>	<b>3,070</b>	<b>16.62</b>	<b>64,760</b>	<b>9.01</b>	<b>6,173</b>	<b>10.49</b>	<b>5,717</b>	<b>11.33</b>

\* The calculation of the average hours per staff member uses PTGAS staff figures at 31 December of the year in question. In 2023, for example, the average hours of training for all PDI is the result of dividing the PDI total training hours in 2023 by the number of PDI staff members at 31 December 2023.

Source: IDP.

## COSTS OF STAFF TRAINING

This section looks in detail at the costs of staff training for PDI and PTGAS at the University of Barcelona.

TRAINING COSTS (IN EUROS)	2020		2021		2022		2023	
	PTGAS	PDI	PTGAS	PDI	PTGAS	PDI	PTGAS	PDI
Training costs covered by the UB (trainers and materials)	58,075.53	33,675.47	77,977	28,666.26	111,681.54	37,130	104,838.15	41,236.71
Subsidized costs	121,766	106,356.52	99,186.18	99,186.17	132,977.60	132,977.60	136,881.29	136,881.29
<b>Total</b>	<b>179,841.53</b>	<b>140,031.99</b>	<b>177,163.18</b>	<b>127,852.43</b>	<b>244,659.14</b>	<b>170,107.60</b>	<b>241,719.44</b>	<b>178,188</b>
<b>Average cost per staff member (in euros)*</b>	<b>75.34</b>	<b>21.53</b>	<b>71.90</b>	<b>20.89</b>	<b>102.80</b>	<b>26.70</b>	<b>92.37</b>	<b>24.79</b>

\* The calculation of the average for each year uses the figure at 31 December of that year. For example, the average euros per staff member in 2022 is calculated by dividing the total cost of the trainers delivering training to PDI during 2023 by the number of PDI staff at 31 December 2023.

Source: Corporate Training and IDP.

## Fulfilment of objectives 2023

- As planned, the UB has rolled out an initial teacher training programme aimed at new UB instructors.
- Also, the UB has run **22** specific workshops in thematic areas related to digital teaching competences. More generally, the IDP is taking part in an interuniversity project (UNIDIGITAL) that is paid for with Next Generation Funds. The aim of the project is to produce online training that helps in the development of digital competences among PDI and PTGAS. The target to contribute to the development of digital skills and competences in PDI training has, therefore, been amply met.

## Objectives for 2024

- To offer the first phase of the initial teacher training programme aimed at new UB instructors in an online format.

# Occupational health and healthy habits<sup>16</sup>

## Goals D1, CS7 and CS8 of the UB's 2030 Agenda

UB Sports, UB Healthy University and the measures carried out by OSSMA to ensure staff security and safety contribute to the promotion of health in society at large (**CS7**) and foster healthy habits and emotional well-being in the UB community (**CS8**). The second call for TFM/TFG awards in the area of promoting health in relation to the SDGs helps to strengthen education for sustainable development and the SDGs in all UB bachelor's and master's degrees (**D1**).

## SAFETY AND OCCUPATIONAL RISK PREVENTION

Actions to promote occupational health and safety, which are led by OSSMA, focus on prevention. The core activities of occupational risk prevention are:

TYPE OF ACTION	DESCRIPTION	FIGURES IN 2023
Evaluations	They can be initial or periodic. Periodic examples may include oceanographic campaigns or field outings, evaluations of buildings or parts of a building, or evaluations of individual risks.	44
Reports on working conditions and technical reports	Reports on working conditions are typically conducted at the request of UB medical services, the administrators of the unit in question, or a particular worker. Technical reports stem from the need to institute corrective measures, make adaptations in workplaces or undertake changes in facilities.	23
Security and safety visits	Visits are carried out to oversee the implementation of corrective measures or as a monitoring effort to ensure that preventive measures are taken as required in given situations, working procedures or activities.	16

<sup>16</sup> While the promotion of healthy behaviours and habits appears in the section [Responsibility to staff](#), students also have access to the services of UB Healthy University, UB Sports and some of the health services offered by OSSMA.



## Other steps taken

**Actions arising from risk notices.** This involves a procedure to inform the direct managers and OSSMA of the existence of a risk or an unsafe activity that could lead to an accident. The main aim is to detect risks in order to adopt preventive measures and encourage the active participation of workers in the prevention of risks. In 2022, a total of **21** risk notices have been issued.

**Delivery of personal protection equipment.** In 2023, the UB has delivered a total of **139**. The most common kit is protective eyewear with or without prescription lenses, FFP2 face masks, and respirator masks for all types of gases, vapours, fumes, dust and particles.

**Actions on self-protection and emergency plans.** In 2023, the UB has completed **1** report on fires and evacuations (there was an outbreak of fire in a laboratory of the Faculty of Biology during a process of ethanol sterilization) and **5** reports on fire drills, which have resulted in the detection of a series of actions, strengths and weaknesses, together with suggestions for improvement. Steps were also taken to improve the evacuation signage in the Faculty of Information and Audiovisual Media.

**Actions on business coordination.** A total of **245** actions have been taken in the area of business coordination.

**Documented queries.** OSSMA receives queries on how to prevent workplace risks throughout the year. In the past year, a total of **57** queries have been registered. Their content varies widely (**10** focused on the area of biosecurity, as the report notes in greater detail below).

**Actions on biosecurity.** In 2023, the UB has produced **2** technical reports on biosecurity,<sup>17</sup> **2** certifications and **3** initial evaluations. As noted above, the UB has also responded to **10** queries on the subject of biosecurity.

## Work-related accidents and illness

At the time of preparing the current report on sustainability, the information on work-related accidents and illness was not yet available for 2023. Information for 2022 appears in the [previous report on sustainability](#).

## The UB's medical service

At the time of preparing the current report on sustainability, the information from the UB's medical service was not yet available for 2023. Information for 2022 appears in the [previous report on sustainability](#).

To obtain more information on health and safety at the UB, consult the [OSSMA report on activity for 2023](#).

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17. These are certification reports for research projects. They include reviews of facilities and activities to be carried out during projects. They also verify compliance with any requirements for biosafety and biocontainment that are currently in place.

## Social assistance

OSSMA also has a unit responsible for social attention. Some of the most prominent actions in 2023 include the following:

- As part of the UB's membership in the business solidarity programme of the Spanish Association against Cancer (AECC), OSSMA has put out monthly communications through the PDI and PTGAS intranet and through digital screens located in the UB buildings since 2018. The communications include tips for health and healthy lifestyles.
- Through OSSMA, the UB has shared with the entire university community a project to raise awareness in the area of prevention. The project, which was designed for delivery through the UB's third calendar in 2023, was framed as part of the effort to achieve the SDGs and 2030 Agenda. The selected subject was "Organize your workplace" and it involved giving tips to optimize workspaces at home and in the office in ten steps. The communications, which came through the PDI and PTGAS intranet, took place each month with the delivery of the monthly calendar. Communications also appeared on the digital screens located in UB buildings.
- The University of Barcelona has called for smoke-free spaces inside and outside UB centres to coincide with World No Tobacco Day. OSSMA has prepared a video aimed at the entire university community. The video uses short, sharp messages that aim to raise everyone's awareness about how important it is to stop smoking.
- The 17th Christmas toy drive. The physical campaign to collect toys has been replaced by a virtual campaign to raise money so that the Red Cross can go out and buy new toys for families with limited resources (the drive raised **1,350** euros).
- Collecting plastic bottle tops in solidarity with the ForçAME Association, which is a non-profit organization set up to fund research on spinal muscular atrophy. The collection points are located in the UB's CRAI libraries and the Adolf Florensa building. The campaign has collected a total of **215** kg of plastic bottle tops in 2023.
- The UB has carried out management and assessment activities in the selection processes for PTGAS tenders aimed at offering adaptations to any staff with disabilities as determined formally by the Government of Catalonia's team on workplace assessment and guidance (EVO).<sup>18</sup>

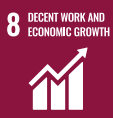
### Contribution to SDGs 3, 8, 10 and 12

The health and safety measures implemented at the UB (prevention of occupational risks, the UB's medical service, the actions of UB's social attention unit, reports on biosecurity, etc.)...



Contribute to **SDG 3** broadly, because they protect the health and well-being of the university community.

<sup>18</sup> The Government of Catalonia has a section (occupational EVO) that is responsible for workplace assessments for people who have a physical, psychological, sensory or mental disability.



**Targets 8.5 and 8.8.** All health and safety measures implemented at the UB protect labour rights and promote safe and secure working environments for all workers. In addition, the management and assessment of selection processes for tenders to offer adaptations to any PTGAS with disabilities contribute to achieving full and productive employment and decent work for all women and men and ensuring full and productive employment and decent work for all, including people with disabilities.



**Targets 10.2 and 10.3.** The toy drives and plastic bottle top collections empower and promote the social, economic and political inclusion of all, irrespective of economic status or disability. The management and assessment of selection processes for tenders to offer any adaptations to PTGAS who have disabilities also help to promote the social and economic inclusion of all, irrespective of disability. These adaptations help to ensure equal opportunity and reduce inequalities of outcome.



**Target 12.5.** The project to collect plastic bottle tops reduces waste through recycling.

## UB HEALTHY UNIVERSITY

As an organization committed to the SDGs, the UB places great importance on both physical and emotional health (SDG 3). Through UB Healthy University, which has been part of UB Sports since February 2023, the UB sponsors actions to promote health in the fields of teaching, research and transfer, and build partnerships and create networks to offer services, programmes and activities that aim to foster the health of students, PDI and PTGAS, and society at large.

The specific actions for 2023 are as follows:

- Courses and workshops

COURSES/WORKSHOPS		
NAME/SUBJECT	TARGET GROUPS	NUMBER OF PARTICIPANTS
Training capsule on self-care and emotional management (in conjunction with the Office of the Vice-Rector for Students)	Students	62
Yoga (Training Unit)	PTGAS	26
Meditation (Training Unit)	PTGAS	10
Self-knowledge through energy centres	PTGAS	18
Activa't course (physical exercise and health)	PTGAS	60
Gymnastics course for the pelvic floor (physical exercise and health)	PTGAS	30
Pilates courses (physical exercise and health)	PTGAS	30

Source: Training Unit and UB Psychology Clinic.

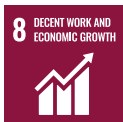
- Fostering the values of responsible consumption and solidarity, on one hand through tips posted on the website of [UB Healthy University](#) and on the other hand with short videos posted on social media, on the UB webpage, and in staff and student newsletters.
- The UB, as presiding university in the Catalan Healthy Universities Network, has taken responsible for the following actions:
  - organizing the second call for TFM/TFG prizes in the area of **promoting health in relation to the SDGs**, under the Catalan Healthy Universities Network
  - organizing the Health Week of the Catalan Healthy Universities Network (17-21 April) with the talk “The Lenses of Happiness: Learning Emotional Intelligence” by Rafael Santandreu
  - finalizing the webpage of the [Catalan Healthy Universities Network](#).
- Starting on the procedure to obtain the seal of [FISU Healthy Campus](#), the only international seal dedicated to university health projects. Obtaining the FISU certification, which will reflect all the work now being done at UB centres, faculties and services, aims to improve the well-being of the university community in all aspects.
- Participating in the Non-Smoking Week from 25 to 31 May, under the motto **“Better to move than to smoke or vape”**. During the week, steps were taken in some UB campuses to promote the elimination of smoking and vaping.
- Participating in the Suicide Prevention Week, **with the motto “#trio la vida” [in English, “#I choose life”]**. During the week, various actions were taken on the Mundet Campus and information on the subject was provided on other UB campuses. The activity was run jointly with the Government of Catalonia’s Department of Health.
- The group on emotional well-being in the Spanish Healthy Universities Network has prepared a [document with a set of resources for emotional well-being](#). The UB took part through the [Psychology Clinic](#).

### Contribution to SDGs 3, 4 and 8

UB Healthy University and the activities that it pursues...



Contribute to **SDG 3** broadly, although they do not match any specific target.



**Target 8.8.** Contribute to the promotion of a safe and secure working environment.



**Target 4.7.** The second call for TFM/TFG prizes in the area of promoting health in relation to the SDGs, as part of the Catalan Healthy University Network, contributes to ensuring all learners acquire the theoretical and practical knowledge and skills needed to promote sustainable development.

## Objectives for the academic year 2023-2024

- To obtain the international certification “FISU Healthy Campus” for the UB Healthy University project.

## UB SPORTS

UB Sports has **100,000 square metres** of sports facilities dedicated to the promotion of healthy habits and positive values. UB Sports also fosters a sense of belonging among the UB community through sporting competitions and other physical activities. The university community has priority access to the activities of UB Sports and receives discounts on any related fees.

During the academic year 2022-2023, key data and events including the following:


- A total of **19,333** people have used the facilities or services of UB Sports.
- The UB has received an award from Spain’s National Sports Council in recognition of the institution’s achievement as the **most active university in Spain in the dissemination of a healthy and active life**. The award was made as part of the European Week of Sport (“#BeActive”), sponsored by the European Commission.
- In the area of competition, **4,015** individuals (**1,507** women and **2,508** men) in the UB community have taken part in a variety of competitions during the academic year, including the Barcelona University Leagues, the university championships of Catalonia and Spain, and Unirun). The **Barcelona University Leagues**, which are the largest amateur recreational university sporting competition in Spain, drew on the participation of **1,805 students** representing every university in the city.
- UB students have taken part in a variety of official university competitions in Catalonia, Spain and Europe, featuring the participation of **706 students** in total and **109 medals** won.
- The UB has organized the ninth edition of Unirun, which drew a total of **1,504** runners from the UB (**792** women and **712** men). The UB has won the university race for the eighth time, including both the male and female categories.

- Throughout the academic year, **648** students and **477** members of PTGAS and PDI have been involved in specific activities for **the promotion of health** through a variety of programmes, such as courses offering ECTS credits, special events (Non-Smoking Week, Nordic Walking, World Health Week, and European Week of Sport) and courses offered by UB Training and UB Seniors. In the latter case, the training is aimed at individuals who are 55 years of age or older.

### Tutoresport UB: a support programme for elite student athletes

The aim of the programme is to help top-flight student athletes at the UB to achieve a balance between their involvement in sports and their academic responsibilities, ensuring access, monitoring and completion of university studies.

In the academic year 2022-2023, the programme has helped **154** students (**83 men** and **71 women**).

Contribution to SDG 3	
	UB Sports contributes to <b>SDG 3</b> broadly, although it does not match any specific target.

### Fulfilment of objectives for the academic year 2022-2023

- The UB has not met the target to create a network of healthy walks on the university's campuses due to technical issues in the implementation of the technology systems. The app with healthy walking routes will not be available until the end of 2024.
- The UB has only partially met the target to promote and facilitate physical activity on the Mundet Campus. Only the courses on physical exercise and health for PTGAS (**30** participants) took place.

### Objectives for the academic year 2023-2024

- To roll out the project **Activities in Nature** to encourage the university community to engage in physical exercise in nature, including:
  - two outings for hiking
  - two outings for climbing
  - publication of an **app with healthy walking routes**.

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# Diversity

<b>CS5 of the UB's 2030 Agenda</b>
Diversity in the UB's governing bodies and among UB staff contributes to ensuring respect for diversity, equality of opportunity, and decent work for all UB groups.

## DIVERSITY OF GOVERNING BODIES AND EMPLOYEES<sup>19</sup>

The table below compares the degree of diversity (by gender, age and functional diversity) in the UB groups that have the greatest decision-making power with the degree of diversity among the broader UB workforce. First, the Senate is compared with the whole workforce, because it is regarded as the most representative of all UB governing bodies. Second, the heads of PTGAS (who have the most decision-making power) are compared with all PTGAS employees. Lastly, the governing team<sup>20</sup> is compared with all PDI employees.

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19. The data are from 31 December 2022.

20. The governing team is included because the PDI on the governing team have the greatest decision-making power (but cannot be equated with the heads of PTGAS).





DIVERSITY IN THE UB'S WORKFORCE						
	SENATE*	ALL STAFF (PDI AND PTGAS)	HEADS OF PTGAS	PTGAS EMPLOYEES	EXECUTIVE COUNCIL**	TEACHING AND RESEARCH STAFF (PDI)
% who are 60 and above	26.58	18.97	18.18	14.81	29.41	20.53
% between 51 and 60	46.84	31.63	63.64	38.57	52.94	29.03
% between 41 and 50	23.42	27.86	13.64	24.26	17.65	29.20
% between 31 and 40	3.16	16.85	4.55	13.80	0	18.00
% of people 30 and below	0	4.69	0	8.57	0	3.24
% men	45.57	47.15	54.55	36.20	52.94	51.25
% women	54.43	52.85	45.45	63.80	47.06	48.75
% persons with disabilities	0	1.45	0	3	2.94	0.87

\* These figures do not include the student representatives on the Senate, because the aim of the table is to compare the composition of employees with the greatest decision-making power to the composition of all employees.

\*\* Rector, vice-rectors, Rector's delegates, General Secretary and Head of Cabinet at the Rector's Office.

Source: OCI based on data from Organization and Human Resources.

The data clearly show that women are under-represented among the heads of PTGAS. Also, leading decision-makers (Senate representatives, heads of PTGAS and members of the Executive Council) are much older than the UB workforce as a whole. Lastly, while there are fewer people with disabilities in the Senate than in the workforce as a whole, and among the heads of PTGAS than in the PTGAS group as a whole, the Executive Council bucks the trend because it has more people with disabilities than the PDI group as a whole.

#### Contribution to SDGs 10 and 16

The diversity of people with the greatest decision-making power at the UB...



**Targets 10.2 and 10.3.** Empowers and promotes the social, economic and political inclusion of all, ensuring equality of opportunity.




**Target 16.7.** Ensures the adoption of inclusive, participatory and representative decisions. However, work remains to be done in fully achieving this target.

## PTGAS AND PDI WHO HAVE NOTIFIED THE UB OF THEIR FUNCTIONAL DIVERSITY<sup>21</sup>

	BETWEEN 33% AND 64%				BETWEEN 33% AND 64% WITH THIRD-PARTY HELP				MORE THAN 65%				TOTAL BY GROUP AND AGE	
	PTGAS		PDI		PTGAS		PDI		PTGAS		PDI		PTGAS	PDI
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN		
60 and above	3	15	6	4	0	0	1	1	0	4	1	2	22	15
51-60	7	18	2	12	0	0	0	0	3	4	1	2	32	17
41-50	3	5	2	4	0	0	1	0	1	1	2	2	10	11
31-40	1	1	6	5	0	1	0	0	0	2	0	1	5	12
30 and below	1	0	0	0	0	0	0	0	1	0	0	0	2	0
Total by gender and degree of functional diversity	15	39	16	25	0	1	2	1	5	11	4	7	71	55
Total by group and degree of functional diversity	54		41		1		3		16		11		126	
By degree of functional diversity	95				4				27				126	

Source: Organization and Human Resources.

As of 31 December 2022, **126** staff had notified the UB of their functional diversity. Most of them are PTGAS (**56.35%**), women (**66.67%**), between 51 and 60 years of age (**38.89%**), and they have indicated that their disability is between 33% and 64% (**75.40%**).

Contribution to SDG 10	
The presence of PTGAS and PDI with functional diversity ...	
	<b>Target 10.2.</b> Contributes to empowering and promoting the social and economic inclusion of all.
	<b>Target 10.3.</b> Seeks to ensure equal opportunity.

## REMUNERATION OF MALE AND FEMALE STAFF AND GLASS CEILINGS

The table below shows the remuneration for different employment categories of PTGAS and PDI in descending order. The information is accompanied by the number of women and men and the percentage of women in each category. As a result, the table helps to identify where there may be glass ceilings, that is, whether there is a lower percentage of women in the highest-paid employment categories. Categories are ordered according to the gross annual salary full-time employees (active at 31 December 2023 and during the whole of 2023). Remuneration linked to seniority or to teaching/research merits is not included.

21. The data are from 31 December 2022.

## PTGAS

CATEGORY	REMUNERATION BY PAY BANDS	MEN	WOMEN	% WOMEN
General Manager	118,320.94	0	1	100
Directors of area	86,569.92	10	11	52.38
Statutory PTGAS in group A1	53,952.01	8	28	77.78
Non-statutory PTGAS in group I	46,761.03	133	161	54.76
Statutory PTGAS in group A2	43,781.67	57	182	76.15
Non-statutory PTGAS in group II	38,375.94	122	97	44.29
Statutory PTGAS in group E	33,291.20	2	0	0
Non-statutory PTGAS in group III	32,275.36	208	179	46.25
Statutory PTGAS in group C1	32,098.62	84	292	77.66
Statutory PTGAS in group C2	26,810.53	120	388	76.38
Non-statutory PTGAS in group IV	25,443.76	84	126	60.00

Source: Organization and Human Resources.

## PDI

CATEGORY	REMUNERATION	MEN	WOMEN	% WOMEN
Statutory full professor	50,736.52	275	139	33.57
Non-statutory full professor	50,247.36	50	36	41.86
Associate professor (agregat)	41,244.10	341	377	52.51
Associate professor (titular)	40,318.14	305	269	46.86
University school full professor	40,318.14	2	3	60
International adjunct professor	40,318.14	1	0	0
Assistant professor (lector)	37,385.28	229	235	50.65
University school associate professor (titular)	35,552.68	31	24	43.64
Permanent collaborating teaching staff (PhD)	34,170.46	14	19	57.58
Permanent collaborating teaching staff	31,596.98	3	8	72.73
SECTI postdoctoral researcher (own R&D&I)	26,866	2	3	60
Trainee research staff grants (APIF)	19,559.145	62	62	50.00

\* Spanish Science, Technology and Innovation System

Source: Organization and Human Resources.

As the tables show, men continue to enjoy a notably greater presence in the highest-paid posts within the PDI. As a result, it is necessary to continue working towards the achievement of equality.

# Responsibility to students

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# Cost of studies, grants and financial aid

## COST OF STUDIES

It is important to bear in mind that the prices of university credits are fixed in the [Decree on prices](#) approved by the Government of Catalonia.

TUITION FEES (IN EUROS)	2019-2020	2020-2021	2021-2022	2022-2023
Average price per credit for bachelor's degrees	33.52	23.47	23.47	18.18
Average price per credit for university master's degrees*	43.98	37.47	27.67	23.06

\* This price reflects the application of a discount to the first course from the UB Board of Trustees for all master's degrees not leading to professional practice, which has been in force since the academic year 2012-2013. From the academic year 2020-2021 onwards, given the fall in prices, the UB has not applied the discount.

Source: Academic Management.

## GRANTS AND FINANCIAL AID

### Goals CS4 and CS6 of the UB's 2030 Agenda

The grants and financial aid available to UB students contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**), and guarantee equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**).

UB students have access to the following grants and financial aid:

- [For bachelor's degrees and university master's degrees.](#)
- [For doctoral studies.](#)




FINANCIAL ASSISTANCE AWARDED	2019-2020		2020-2021		2021-2022		2022-2023	
	NUMBER	TOTAL VALUE (€)	NUMBER	AMOUNT (IN EUROS)	NUMBER	TOTAL VALUE (€)	NUMBER	TOTAL VALUE (€)
General grants	11,369	26,963,815.68	11,661	30,088,156	11,153	30,197,503	9,805	28,257,989
Departmental collaboration	114	228,000	114	228,000	112	224,000	114	228,000
Collaboration with UB services	521	1,936,491	612	2,684,825	298	1,296,902	306	1,093,711
Collaboration with UB faculties/schools	273	720,556	117	356,585	136	424,242	100	429,169
<b>Grants awarded</b>								
DRAC programme	9	3,003	–	–	23	4,911	26	7,003
Mobility programme	555	220,600	465	176,900	462	110,000	384	109,600
Ibero-America grants (Banco Santander)	29	87,000	9	27,000	–	–	–	–
bkUB programme	336	152,905	427	123,296	422	132,190	334	–
Master+ UB grants	38	145,118	–	–	–	–	–	–
Connecta UB grants	317	–	228	–	184	–	174	–
Santander Progreso grants	31	31,000	23	23,000	23	23,000	23	23,000
Equity grants	10,484	–	10,086	–	9,660	–	2,229	–
Supplementary Master+ UB grants (first call)	–	–	–	–	19	63,304	–	–
Santander Tecnología-Connecta grants	–	–	–	–	90	31,500	–	–
Santander grants for Erasmus studies	–	–	–	–	51	25,500	56	26,500
Santander Bank grants for NEE	–	–	–	–	2	4,000	2	2,000
Erasmus grants for language courses at the UB's School of Modern Languages	–	–	–	–	312	111,384	138	51,890

Source: UB reports on the academic years 2019-2020, 2020-2021, 2021-2022 and 2022-2023.

Lastly, the UB students' [BkUB](#) programme encompasses a series of measures aimed at ensuring that financial difficulties do not prevent anyone from studying at the University. Within the framework of this programme, over **13,000** bachelor's degree students took advantage of flexible payment options and **334** grants were awarded.

	2019-2020	2020-2021	2021-2022	2022-2023
Study grants for extraordinary circumstances	57	86	57	43
Grants for repeat subject enrolment	147	136	161	140
University master's degree grants	27	9	53	–
Foreign-language study grants	105	196	151	151
<b>Total</b>	<b>336</b>	<b>427</b>	<b>422</b>	<b>334</b>

Source: UB reports on the academic years 2019-2020, 2020-2021, 2021-2022 and 2022-2023.

Contribution to SDG 10	
	<p><b>Targets 10.2, 10.3 and 10.4.</b> The grants and financial aid offered to students empower and promote social and economic inclusion, and guarantee equality of opportunity. They are also social protection policies that progressively achieve greater equality.</p>



# Students with special educational needs

## Goals CS4, CS5, CS6 and CS8 of the UB's 2030 Agenda

Initiatives to help students with special educational needs to cope with daily life at the UB; and other support programmes and activities for students (such as the collaboration agreement with the Fundación Gresol Projecte Home, the UB Connecta grant programme, and the grant and placements programmes of the ONCE Foundation, CRUE and PSAU) contribute to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**); guarantee respect for diversity, equality of opportunity and decent work for all groups at the UB (**CS5**), and ensure equality of access to the UB for economically marginalized people and groups at risk of exclusion (**CS6**). Also, providing telephone support for emotional well-being promotes emotional well-being within the UB community (**CS8**).

This section addresses students with special educational needs, which may arise for a variety of reasons, such as functional diversity, health problems or other issues.

## NUMBER OF STUDENTS WITH FUNCTIONAL DIVERSITY<sup>22</sup>

	STUDENTS WITH A CERTIFICATE OF DISABILITY		STUDENTS WITH SPECIAL NEEDS, BUT NOT A CERTIFICATE OF DISABILITY		
	MEN	WOMEN	MEN	WOMEN	NON-BINARY
Bachelor's degree	298	366	161	354	1
Master's degree/ postgraduate studies	52	57	11	15	0
Doctoral studies	30	29	4	4	0
<b>Total</b>	<b>378</b>	<b>449</b>	<b>174</b>	<b>372</b>	<b>1</b>
	<b>827</b>		<b>547</b>		

Source: SAE.

22. The difference between students with or without a certificate of disability is important, because the tally of the former is much more reliable than the tally of the latter, who are only counted when they turn to the SAE for assistance.

The UB meets the requirement to reserve **5%** of places in bachelor's degrees, university master's degrees and doctoral studies for students with a recognized level of disability equal to or greater than 33% as established by Organic Law 2/2023, of 22 March, on the university system (LOSU). The new law involves the incorporation of doctoral studies to the same extent previously stipulated for bachelor's and master's degrees. The UB also complies with Decree 128/2022, which establishes that students with a disability equal to or greater than 33% are exempt from the payment of public fees and prices.

Also noteworthy is the [Futurs UB](#) unit, which disseminates the UB's training offer to secondary-school students, publicizes support programmes for students with special educational needs, and directs any students who may need such programmes to people who can assess their needs and provide advice.

## INITIATIVES TO HELP STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN DAILY LIFE AT THE UB

Providing assistance to students with special educational needs is the responsibility of the SAE's Integration Programmes Unit. The specific programmes on offer include:

<p><b>Fem Via</b></p> <p>Aimed at students with a certificate of disability equal to or greater than 33% who need support for their academic activity.</p>	<ul style="list-style-type: none"> <li>– <b>Organization or participation in training, campaigns, studies, workshops, etc. to raise awareness and promote best practices among the university community and society at large:</b> a total of <b>5</b> training sessions on inclusion were held in the academic year, <b>4</b> for teaching staff and <b>1</b> for students.</li> <li>– <b>Hands-on, personalized attention:</b> the UB carried out <b>4,509</b> actions to provide advice and intervention (<b>3,259</b> for students, <b>998</b> for PDI, and <b>252</b> externally). In addition, <b>282</b> new individual plans have been prepared.</li> <li>– <b>Advice on special resources and procedures; proposals for academic adaptations or adjustments; provision of resources such as support products and support staff:</b></li> </ul> <p>Meetup UB offers an activity to support students on the autism spectrum (with <b>25</b> participating students from a total of <b>18</b> different disciplines). The UB has also worked in collaboration with <b>16</b> support classmates, who have provided <b>735</b> hours of sign-language interpretation to <b>2</b> students with hearing difficulties, and one applicant has been awarded a grant for students with reduced mobility who need help from third persons. Lastly, the UB has managed the loan of support products to <b>79</b> students and granted <b>22</b> software licences for UB libraries to help with reading.</p> <ul style="list-style-type: none"> <li>– <b>Promotion of the employability of students with special educational needs in collaboration with entities working in the area of employability.</b></li> <li>– Promotion of physical and digital accessibility.</li> </ul>
<p><b>Avança</b></p> <p>Aimed at students without a certificate of disability, but with special educational needs that have been medically accredited.</p>	

The UB has also held a [conference on the issue of creating an inclusive university system, noting the UB's high points and low points](#).

Contribution to SDGs 4, 8 and 10	
	<p><b>Target 4.5.</b> The measures and assistance aimed at students with special educational needs help to ensure equal access to education for people with disabilities.</p>
	<p><b>Target 8.5.</b> The training and hiring of people with disabilities helps them to gain employment and ensures decent work.</p>
	<p><b>Target 10.2.</b> Providing assistance to students with special educational needs contributes to empowering the social inclusion of all, irrespective of their conditions or circumstances.</p>

## SPECIFIC PROGRAMMES AIMED AT HIGH-ACHIEVING STUDENTS

A description of SAE policy intended to address the needs of high-achieving students appears in the [Report on Sustainability 2019-2020](#). Nonetheless, it is interesting to note that most of the accredited high-achieving students who have been helped during the academic year also face other circumstances that require special support. In this respect, there are very few cases where actions have been taken in response to a main diagnosis related to high achievement.

## OTHER STUDENT SUPPORT PROGRAMMES AND ACTIVITIES<sup>23</sup>

In addition to the previously mentioned programmes, other student support actions have been carried out in the academic year 2022-2023. They are described below.

Enhancing employability
<p><b>UB outbound and inbound academic placement programmes.</b> The programmes facilitate both the admission of students from other academic institutions who want to do placements at the UB and the management of external academic placements by UB students. A total of <b>9,737</b> students have done <b>11,144</b> placements in companies and institutions, including <b>8,942</b> curricular placements and <b>2,802</b> are non-curricular placements.</p>
<p><b>Grant and work placements programme of the ONCE Foundation and CRUE.</b> The programme enables university students with a disability to complete external academic placements in companies (both within and outside the curriculum). The call in the academic year 2022-2023 drew on the participation of <b>3</b> students, who have carried out three-month work placements.</p>
<p><b>Odisseu Programme for external academic work placements in rural organizations in Catalonia.</b> The programme is promoted by Catalonia's Directorate-General for Youth and the Secretariat for Universities and Research to incentivize university students to return to their rural areas of origin. The aim is to promote business competitiveness, the creation of economic wealth and repopulation and, at the same time, to encourage young people to return to rural areas and settle there. In the present academic year, <b>20</b> UB students have taken part.</p>
<p><b>Rural Campus Programme of the Spanish Ministry for the Ecological Transition and the Demographic Challenge.</b> For the first time, the UB has taken part in the Rural Campus Programme with university placements in rural settings. A total of <b>15</b> UB students have received grants. In addition, a total of <b>135</b> students from other state and foreign educational institutions also completed placements at the UB, including <b>74</b> from other universities and <b>61</b> from secondary schools.</p>
<p><b>Attendance at higher education fairs.</b> During the current academic year, the UB's participation has been limited to Catalonia, the Balearic Islands and Andorra in order to reduce the institution's carbon footprint.</p>

23. Nearly all of the programmes involve SAE organization or participation. The sole exception is the PSAU, which is run by the Faculty of Education in conjunction with the UB Solidarity Foundation.



#### Contribution to SDG 4



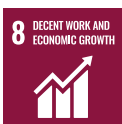
**Target 4.4.** Measures to improve student employability, especially external placements, help to increase the number of young people who acquire the skills and competences needed to obtain a decent job.

#### Contribution to SDGs 4, 8 and 10

The grant and work placement programme of Fundación ONCE and CRUE...



**Target 4.5.** Helps people with disabilities to gain access to higher education.



**Target 8.5.** Helps them to achieve employment and ensures decent work.



**Target 10.2** Empowers the social inclusion of all, irrespective of their conditions or circumstances.

#### Contribution to SDG 11



**Target 11.a.** The external placements of the Odisseu Programme and the Rural Campus Programme of the Spanish Ministry for the Ecological Transition and the Demographic Challenge support positive economic, social and environmental links between urban, peri-urban and rural areas.

### Social Policy

**Connecta UB grant programme.** During the home lockdowns resulting from the Covid-19 pandemic, the UB created the programme to facilitate equal opportunity by ensuring connectivity to the internet and providing the temporary loan of laptops for students with financial difficulty.

The three types of grants available provide for the temporary loan of a laptop, or access to a basic internet connection (40 Gb monthly), or both at once. During the academic year, a total of **166** laptops on loan and **76** SIM cards have been provided to **184** students.

**The Viure i Conviure Programme.** The programme, which is managed by the Roure Foundation in collaboration with the Interuniversity Council of the Government of Catalonia and the Barcelona municipal government, helps university students to find accommodation in the homes of seniors and fosters intergenerational relations, exchange and solidarity. The entire process is supervised by a team of professionals who seek to ensure that the experience is profitable for everyone. In the academic year 2022-2023, **31** UB students have taken part.

**La UB s'apropa.** The aim of the initiative is to reduce the amount of travel made to give talks at secondary and upper secondary schools and institutes and at other institutions of higher learning. Any talks for centres outside the province of Barcelona take place online.

**PSAU.** In operation since the academic year 2011-2012, PSAU is a volunteer programme that promotes access to university admissions among traditionally excluded groups.<sup>24</sup> Since its inception, the programme has given support to **over 100** upper-secondary school students from highly complex backgrounds, primarily through UB student mentors. In the academic year 2022-2023, the programme has participated actively in the Smile Programme, which focuses on inclusion and diversity in the university setting, engaging in reflection and dialogue on inclusion processes at the UB and seeking to move in the direction of a more equitable system. The PSAU has also rolled out the Office of Equity, Inclusion and University Access, bringing on technical support staff, to act as a key point of contact for present and future students as well as PTGAS and PDI at the UB who find themselves in a vulnerable situation. In order to publicize the new office, work has begun on an advertising campaign. There has also been work on strategies to unblock services by inviting retired professionals and volunteer mentors.

### Contribution to SDGs 10, 11 and 13



**Targets 10.2 and 10.3.** The PSAU programme, the Santander Tecnologia/Connecta grant programme and the Connecta UB grant programme promote social and economic inclusion and therefore help to ensure equality of opportunity. They aim, therefore, to achieve greater equality.

24. PSAU is a programme linked to the UB's Faculty of Education, but the young people who receive mentoring do not enter only the Faculty of Education or even the UB.



**Target 11.6.** “La UB s’apropa” programme helps to reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality.



**Target 13.2.** “La UB s’apropa” programme collaborates to integrate climate change measures into national policies, strategies, and planning.

### Prevention of addictive behaviours

**Collaboration agreement with the NGO Projecte Home.** The collaboration, which seeks to bring the NGO Projecte Home closer to the UB, focuses on the prevention and treatment of drug dependency. To this end, it involves the organization of an annual awareness day (169 people attended online in the current academic year), the encouragement of volunteering, the provision of guidance and treatment to any UB students who seek it, scheduled tours of Projecte Home, and collaboration in UB research projects related to drug dependency.

**Collaboration in the dissemination of materials for the Promotion and Social Development Association.** All UB faculties have received graphic materials on the **El Teu Punt** programme, which is aimed at encouraging processes of critical reflection on addictive behaviours and fostering preventive messages among peers.

### Contribution to SDG 3



**Target 3.5.** The two described actions linked to the prevention of addictive conduct contribute to strengthening the prevention and treatment of substance abuse and addiction.

### Emotional well-being

The Office of the Vice-Rector for Students and Participation has put in place a [support line for the emotional well-being](#) of students. The phone line, which is managed by the UB’s Psychology Clinic, is operational from 5 a.m. to 5 p.m.

A professionally oriented course has been organized on the subject of **emotional competences and healthy lifestyles** to help participants identify and work on emotions and their impact on thinking, behaviour, interpersonal relations and well-being (22 attendees).

**SAE counsellors hold personalized orientation meetings.** The counsellors give support and advice to students at different stages of university life: adaptation to university, academic failure, change of degree, transition into the labour market, etc. In the current academic year, 136 students have been recipients of the service.

## Contribution to SDG 3



The support telephone for the emotional well-being of students, the course on emotional competences and healthy lifestyles, and the guidance from SAE counsellors contribute to **SDG 3** broadly, since they contribute to psychological health.

**Training in skills and competences for students in secondary and obligatory upper-secondary school**

**Secondary School and Obligatory Secondary School Debating League.** The league promotes students' abilities to use words to defend a position on a current issue in competitive debates against other teams. In the current academic year, the competition has addressed the question "Is it necessary to regulate social media to combat disinformation?" Students from **24** schools took part.

**Objectives for the academic year 2023-2024**

- To instigate a programme of paid external placements.
- To set up an external placements programme on women in leadership in order to enhance employability by increasing the number of women on leadership teams in companies and organizations.
- To develop a specific protocol for educational support aimed at students with special needs.
- To build partnerships with different external foundations and entities to improve the education and employability of students with disabilities.
- To sign a new collaboration agreement between the UB and Hospital Clínic for the delivery of seminars and the organization of support activities for UB students who cannot attend class for temporary health reasons.
- To implement asynchronous virtual courses so that all UB students can complete basic training on finding a job in order to assist in their employability (the courses would run as part of the "Orienta't en un clic" programme).



## Goals CS9, D1, CS8 and CA9 of the UB's 2030 Agenda

The Equality Unit and its actions in 2023, the Third Equality Plan, and the protocol against sexual harassment and sexist and anti-LGBTQI+ violence contribute to educate and raise awareness among the university community and society at large in relation to equal opportunities for women and men and in opposition to sexist violence (**CS9**).


The Clara Campoamor, Rosalind Franklin and Badia i Margarit prizes for best TFG, TFM and doctoral thesis, respectively, empower education for sustainable development and the SDGs in all bachelor's degrees, master's degrees and doctoral studies at the UB (**D1**).

The UB's guide on caregiving, work-life balance and time management fosters healthy habits and emotional well-being among the university community (**CS8**).


The UB's participation in the Sustainable Menstrual-Friendly Toilet Network is aligned with the objectives of achieving spaces free of single-use plastics (**CA9**).

The [UB unit dedicated to gender equality](#) works together with the delegate equality committee of the Governing Council and the [equality committees in the UB's faculties](#) to promote, coordinate and implement the gender perspective in all activities carried out by the UB in order to achieve equality between men and women in the UB community. To attain this goal, the UB has two tools:

<sup>25</sup> Even though the Equality Unit appears in the section [Responsibility to students](#), UB employees can also make use of its services.



[Third Equality Plan  
of the UB \(2020\)  
\(short version\)](#)



[Protocol against sexual  
harassment and sexist  
and anti-LGBTQI+  
violence \(2022\)\\*](#)

\* The University of Barcelona's Protocol for Prevention, Detection and Action against Sexual Harassment and Harassment Based on Gender, Gender Identity or Sexual Orientation, and Other Sexist Behaviour.

Prominent actions in 2023 include the following:

- Negotiations over a key area of focus in the Third Equality Plan that addresses equality in work and academic life has finally been concluded. Previously it had not been possible to reach agreement. Now, a set of priority actions has been defined.
- The UB has organized different editions of courses to provide training on how to act at *punts lila* (information points for sexual harassment and gender-based violence) during the university holidays, how to apply the institution's protocol against sexist and anti-LGBTQI+ violence at the UB, and an introduction to self-defence for women.
- With the collaboration of Language Services and the Office of the Vice-Rector for Equal Opportunities and Gender, the UB has published a new version of the [glossary on gender equality](#), which contains terms from the UB's Third Equality Plan.
- At the Faculty of Medicine and Health Sciences, the Barcelona Science Park and the Bellvitge Campus, the UB has set up a [well-being space](#) (reserved for breastfeeding on a priority basis, but also for resting if anyone feels unwell, etc.). The UB is also adapting lavatories for menstrual cups (40 lavatories are now adapted). More spaces of these types will soon open.
- The UB has begun to open [punt vermell](#) **menstrual health support points** as part of an initiative to raise awareness and provide information about menstrual issues. These points are fixed locations set up around the UB's faculties, such as at information desks.
- The information points can offer different material options for menstrual health that are available on the market. They can also provide a map from the [Network of Sustainable Menstrual-Friend Toilets](#) in the city of Barcelona, which seeks to promote access to toilets where it is possible to follow menstrual hygiene habits using sustainable products, that is, products that are toxic-free, accessible and reusable. Of the three challenges that students had to address on [Innovation Day](#) in 2023, one was sustainable menstruation. The [winning proposal](#) was a collapsible container to clean menstrual cups when there is no access to toilets. The project was selected by a panel of judges to represent the UB at the European finals, where it won [third prize](#).
- The UB has once again organized communication actions and institutional events for commemorative dates such as [11 February](#) (International Day of Women and Girls in Sciences), 8 March (International Women's Day), [25 November](#) (Day for the Eradication of Violence against Women) and the monthly publication of [eFEMENISTèrides](#).
- Several actions have been taken in relation to mainstreaming gender in university teaching, research and transfer:

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- Recognizing the winners of the [Clara Campoamor, Rosalind Franklin and Badia i Margarit prizes for best TFG, TFM and doctoral thesis](#), respectively.
- Organizing a [modular course on mainstreaming gender in teaching, research, transfer and quality processes](#).
- Publication and dissemination of a [document laying out rubrics for the introduction of the gender perspective in teaching plans in UB bachelor's degrees and master's degrees](#).
- Approval and publication of the [guide for caregiving, work-life balance and time management for the university community](#), prepared by the Working Group on Care-giving, the Office of the Vice-Rector for Equal Opportunities and Gender, and the Office of the Vice-Rector for Labour Relations.

## CASES OF DISCRIMINATION

The UB's tool to address cases of sexist or anti-LGBTQI+ violence is the protocol against sexual harassment and sexist and anti-LGBTQI+ violence. In 2023, the Equality Unit has assisted **41** people in the context of the current protocol or its previous version. Depending on the particular circumstances, a formal procedure has been opened in some cases, but not in others. Assistance can include advice and support, most notably from legal counsel provided by UB Legal Services when statements are taken, psychological help provided by a psychologist with the Equality Unit, and additional outside psychological support services provided through collaboration agreements with the Equality Unit. Specifically, the **41** cases in 2023 are:

QUERIES: 10	COMPLAINTS: 9	REPORTS: 22
<ul style="list-style-type: none"> <li>• Access to grants: 2</li> <li>• Available resources: 2</li> <li>• How the protocol works: 4</li> <li>• Sexual harassment: 1</li> <li>• Transphobia: 1</li> </ul>	<ul style="list-style-type: none"> <li>• Xenophobic language: 1</li> <li>• Exclusion on ethnic grounds: 1</li> <li>• Inclusive language: 2</li> <li>• Sexism: 2</li> <li>• University spaces: 1</li> <li>• How to apply the protocol: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse of power: 2</li> <li>• Exhibitionism: 1</li> <li>• Harassment on the grounds of gender: 2</li> <li>• Transphobia: 1</li> <li>• Sexual harassment: 7</li> <li>• Digital violence: 1</li> <li>• Partner violence: 1</li> <li>• Physical violence: 2</li> <li>• Sexual violence: 4</li> <li>• Sexual and digital violence: 1</li> </ul>


Of **41** total cases, the interested parties in **22** cases have come to the decision to proceed to a formal report in accordance with the protocol in effect at the time.

### Contribution to SDGs 5, 8 and 10

The Equality Unit, the Third Equality Plan, the protocol against sexual harassment and sexist and anti-LGBTQI+ violence, and the various other actions described in this section, such as the preparation of a guide on caregiving, work-life balance and time management for the university community...




**Target 5.1.** Collaborate to end all forms of discrimination against women.



**8** DECENT WORK AND ECONOMIC GROWTH

**Target 8.8.** Foster a safe and secure working environment.



**10** REDUCED INEQUALITIES

**Target 10.2.** Promote social inclusion.

## Fulfilment of objectives 2023

- The UB has organized a modular course on mainstreaming gender in teaching, research, transfer and quality processes and it has published [rubrics for the introduction of the gender perspective in teaching plans in UB bachelor's degrees and master's degrees](#).
- The UB has organized specific training for PTGAS on the Third Equality Plan.
- The UB has approved and published a [guide on caregiving, work-life balance and time management for the university community](#).
- The UB has organized the planned workshops on gender and health to commemorate the sesquicentenary of the Historic Building.

## Objectives for 2024

- To update the [name change procedure for trans and non-binary individuals at the University of Barcelona](#) and improve related services.
- To review the protocol against sexual harassment and sexist and anti-LGBTQI+ violence in order to adapt it to the perspective of due diligence from the [overarching protocol governing universities prepared by the Government of Catalonia](#).
- To review and close the Third Equality Plan of the UB and draft the Fourth Equality Plan.



The [Ombuds Office](#) is responsible for upholding the rights and freedoms of the student body, teaching and research staff and administrative and service staff before the various entities and services of the UB. It also acts in the permanent provision of information regarding the functioning of the UB.

## Queries received and cases addressed

CASES ADDRESSED*	2019-2020	2020-2021**	2021-2022	2022-2023
<b>Total cases</b>	<b>110</b>	<b>142</b>	<b>102</b>	<b>106</b>
% cases resolved	90	98	94.2	94.34
% PDI	17.27	10.64	10.7	20.75
% PTGAS	2.73	7.09	3.9	11.32
% students	66.36	74.47	67	60.38
% other	13.64	7.80	18.4	7.55
% women	55.45	42.55	42.7	47.17
% men	37.27	47.52	49.5	49.06
% group cases	7.27	9.93	7.8	3.77

\* Any group cases are only categorized by gender if everyone involved is of the same gender. Similarly the cases are only categorized by group (PDI, PTGAS or students) if everyone involved belongs to the same group.

\*\* One of the cases was opened in response to an anonymous request; therefore, the percentage by group and gender was calculated out of a total of **141**.

Source: *Ombuds Office*.

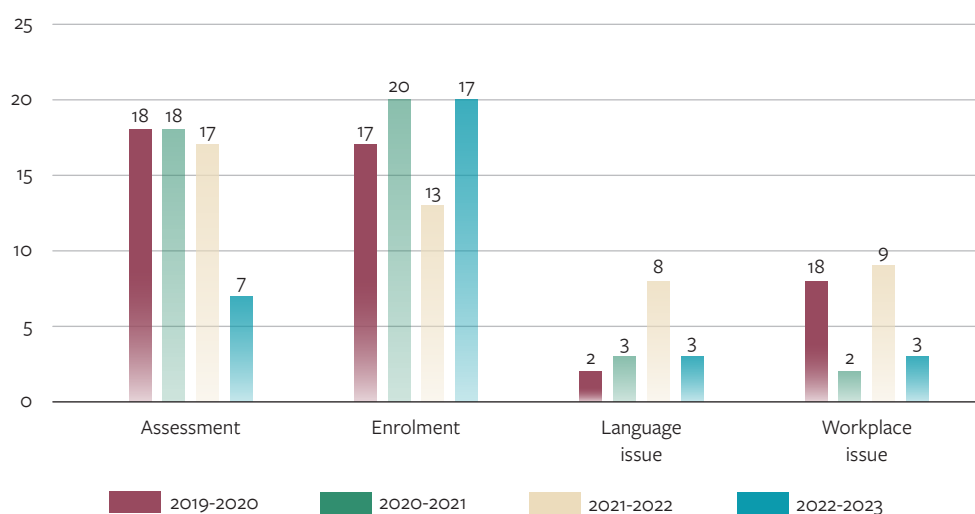
26. Even though the UB's Ombuds Office appears in the section [Responsibility to Students](#), UB employees can also make use of its services.





Of the **106** total cases, the Ombuds Office has referred **44** because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In **21** of the cases addressed, the Ombuds Office ruled in favour of the individual filing the complaint.

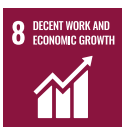
## Types of dispute



Source: Ombuds Office.

During the academic year 2022-2023, the top issues concerned enrolment (**17**) and assessment (**7**).

## Contribution to SDGs 8 and 16



**Target 8.8.** The UB's Ombuds Office protects labour rights and fosters a safe and secure working environment for all workers.



**Target 16.6.** The UB's Ombuds Office seeks to protect the rights and freedoms of students, PDI and PTGAS, contributing to the development of a more effective, accountable and transparent university in all areas.

### Fulfilment of objectives for the academic year 2022-2023

- Visits have been made to a variety of UB centres (specifically **5**) in order to raise awareness about the Ombuds Office among the university community and offer an opportunity to make queries and respond to complaints on the spot. Specifically, meetings have been held with centre authorities and, in **2** cases, with student representatives. Bookmarks with basic information about the Ombuds Office have also been distributed (totalling between **300** and **400** per centre).



# Responsibility to the local community

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# University impact on the local community

The University of Barcelona has **7** campuses and **10** affiliated centres located in the city of Barcelona and its environs.

Many of the facilities and services offered by the UB to the university community are also open to the public. In this respect, a member of the public can take advantage of the services offered by UB Sports, the School of Modern Languages, and Publications and Editions, though rates and fees for the public are different from the rates and fees for the university community. Members of the public can also use any of the CRAI libraries. However, while they do have access to all library services, the use of the libraries may be restricted to members of the university community at certain times of the year (such as exam periods).

In addition, the UB runs a variety of programmes that have an impact on the surrounding area beyond the university community. For example, the UB offers [cultural activities](#) that are open to the public, runs a Social Policy and University Admission (PSAU) programme, puts on the activities in the “La UB divulga” programme, engages in many programmes through the UB Solidarity Foundation, and conducts activities in the context of the UB Healthy University.

Contribution to SDG 11	
	<b>Target 11.1.</b> By opening the UB’s libraries and sports facilities to the public, the institution is collaborating to ensure access for all to adequate, safe and affordable basic services.



## INFRASTRUCTURE

UB INFRASTRUCTURE	
Faculties	17
Affiliated centres	10
Departments	60
UB libraries	16
Surface area	661,821 sq m
UB research institutes	16
Halls and residence and other university accommodation	2

Source: [UB Report on the academic year 2022-2023](#).

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2019-2020	2020-2021	2021-2022	2022-2023
Places offered by the UB	1,331	1,227	1,239	865
Places filled	922	731	871	772
Occupancy (%)	69.27	59.58	70.30	89.25

Source: Common Services and UB Group.

Prior to the academic year 2021-2022, the UB had **4** halls of residence or other university accommodation: Sant Jordi, Penyafornt-Montserrat and Ramon Llull, all managed directly by the UB, and the Aleu University Residence, managed by a private company. Starting in the academic year 2022-2023, however, there have been major changes, since the building that housed the Sant Jordi hall of residence has been sold and will cease activity. Similarly, the Ramon Llull hall of residence has ceased operations because the UB's concession from the Barcelona provisional government has come to an end. As a result, the UB now has only the Penyafornt-Montserrat hall of residence and the Aleu University Residence.

ASSETS	2020	2021	2022	2023*
Income from sales	€4,132.24	€0	€9,000,000	€7,780,000
Spending on acquisitions	€12,125,272.00	€11,643,618.55	€23,588,738,07	€12,553,345.70

\* Provisional data.

Source: Finance.

The income for 2022 and 2023 corresponds to assets liquidated through the sale of the Sant Jordi hall of residence, while the spending primarily relates to research equipment purchased with the Recovery and Resilience Facility of the EU Next Generation funds. In addition to spending on the acquisition of assets, in 2023 there is further spending of **12,902,158.87 euros** (provisional data) on the refurbishment and improvement of UB buildings and infrastructure facilities.

### Objective for the academic year 2023-2024

- To open a new hall of residence for students on the Bellvitge Health Sciences Campus on land that has been transferred to the UB as a public concession by the municipal government of L'Hospitalet de Llobregat.

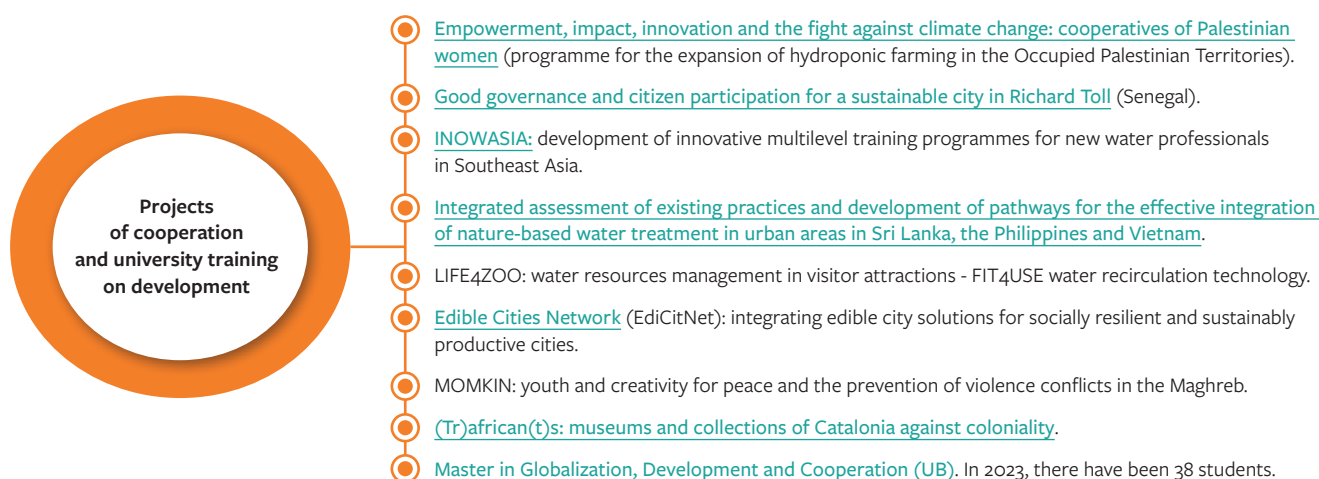
# Solidarity and volunteering

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## Goals CS1, CS2, CS3 and CS4 of the UB's 2030 Agenda

Through its activities, the UB Solidarity Foundation contributes to the promotion and expansion of international cooperation towards the achievement of the SDGs (**CS1**); promotes education and increased awareness of sustainability, human rights, the culture of peace and global citizenship among the university community and society at large (**CS2**); facilitates the safe, orderly migration of people who are forced to flee their countries, seek asylum or face similar situations (**CS3**), and contributes to the improvement of sectors of society in a situation of economic vulnerability, risk of social exclusion, and poverty (**CS4**).

The [UB Solidarity Foundation](#) promotes solidarity and social action at the national and international levels, as well as volunteering activities among the university community. The activities in 2023 have been organized into 4 core areas of work that are set out below.<sup>27</sup>



27. For a more detailed description, consult the [report on activities for the year 2023](#).

## Contribution to SDGs 4, 6, 11, 16 and 17



**Target 4.7.** The Master in Globalization, Development and Cooperation provides training in human rights, the culture of peace and non-violence, global citizenship and the valuing of cultural diversity, which contribute to ensuring all learners acquire the theoretical and practical knowledge and skills needed to promote sustainable development.



**Target 6.a and 6.4.** The cooperation projects undertaken in Palestine, Senegal and Southeast Asia, such as Life4ZOO, give capacity-building support in water- and sanitation-related activities and programmes in order to increase water-use efficiency.



**Targets 11.3, 11.4 and 11.6.** Both the Senegal project and EdiCitNet aim to enhance inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and to reduce the adverse per capita environmental impact of cities, while the (Tr)african(t)s project is involved in protecting and safeguarding the world's cultural heritage.



**Targets 16.1, 16.7 and 16.a.** The MOMKIN and (Tr)african(t)s projects aim to contribute to ensuring responsive, inclusive, participatory and representative decision-making that respond to needs and, especially in the case of the second project, contribute to creating more effective, accountable and transparent institutions.



**Target 17.16.** Development cooperation in collaboration with a wide range of institutions (governments, organizations, universities, schools, cooperatives, etc.)



- [Research for global citizenship \(Recercapau\)](#). In 2023, **9** public schools took part, involving **502** students.
- [Pandemic, migrations and climate change](#): a course was run online throughout the year with a focus on the SDGs and research in upper secondary school (**14** participants).
- [Towards committed upper-secondary school research](#). In 2023, **92** students, **8** teachers and **27** library specialists in **19** municipalities took part.
- [Workshops on comics for human rights and global citizenship](#). In 2023, there were **14** workshops attended by **355** primary school students.
- [Eighteenth research prize in peace for upper-secondary school research projects](#). In 2023, **96** students and teachers took part.
- [Fourth annual prize for posters on sustainability and human rights for bachelor's degree, postgraduate and master's degree students at the UB](#). In 2023, **38** students and teachers took part.
- [UB Volunteering](#).

## PARTICIPATION IN UB VOLUNTEERING IN 2023

Organizations with which UB Volunteering has collaborated	25
Calls for volunteering	53
Number of people volunteering	69
Total social impact (people who benefit)	294

Source: UB Solidarity Foundation.



#### Contribution to SDGs 4, 10 and 17



**Target 4.7.** The education project for global citizenship involves training in human rights, the promotion of a culture of peace and non-violence, global citizenship, and an appreciation of cultural diversity, which contribute to learners acquiring the knowledge and skills needed to promote sustainable development.



**Targets 10.2 and 10.3.** Volunteering activities in which the university community takes part help to empower and promote social and economic inclusion and reduce inequalities.



**Target 17.16.** These volunteer activities are carried out in collaboration with a wide array of associations, foundations, etc., which strengthens the global partnership for sustainable development.

#### Projects to promote peace and democratic memory

- [European Observatory on Memories \(EUROM\)](#).
- [Route to Exile](#): travelling educational project that seeks to introduce recent Spanish history to younger generations by means of itineraries through places of memory for Republican exiles as well as training and sociocultural activities. In 2023, 40 participants took part around Spain.
- [Rap for memory](#): project to inform upper-secondary school students of Europe's recent past through rap music and urban art. In 2023, 60 participants focused on urban art and LGBTQI+ memories.
- Subaltern memories: project to give voice to memories related to certain social groups who have been silenced or marginalized.
- Trans-Atlantic Racial Redress Network: project dedicated to mapping and defending reparations for people or groups that suffer or have suffered historical injustices on the grounds of race. A report has been produced to bring together **46** initiatives and demands for reparations related to colonialism and slavery in Spain.
- [FORCED](#): Portuguese and Spanish Forced Labourers under National Socialism: History, Memory and Citizenship.
- [REMENCHILD](#): Remembering Childhood in European Wartimes.
- [My City Through Time \(MCT\)](#): exploring our cities through historic and civic education.



### Contribution to SDGs 4 and 16



**Target 4.7.** The UB Solidarity Foundation's projects to promote peace and democratic memory foster a culture of peace and non-violence, which contributes to learners acquiring the knowledge and skills needed to promote sustainable development.



**Targets 16.3 and 16.7.** These projects seek to promote the rule of law and equality of access to justice, as well as ensuring the adoption at all levels of inclusive, participatory and representative decisions that respond to needs.

Projects to promote and defend human rights, inclusion and refuge

- [UB support programme for refugees and people fleeing conflict zones.](#)
- [Project Prometheus:](#) in 2023, **52** students took part.
- [Social and educational intervention in the northern part of the Nou Barris district and the Besòs axis.](#)
- [SMILE:](#) Social Meaning Impact through Lifelong Learning Universities in Europe.
- [STEAMigPOWER:](#) STEAM approaches in higher education for mIGrants, refugees and asylum seekers' emPOWERment.
- [COMMUNITY:](#) Creating community and promoting social inclusion between refugees and the host community through physical activities and sport.
- [Include Me +:](#) Inclusion, Participation and Peacebuilding through Mediation in Digital Media.
- [Food Includes:](#) reaching, recruiting and engaging excluded learners by harnessing the power of food.

### Contribution to SDGs 4, 10 and 11



**Target 4.3.** The UB support programme for refugees and people fleeing conflict zones and Project Prometheus contribute so that people in a situation of vulnerability can gain access to university and complete studies in conditions of equality.



**Targets 10.2 and 10.3.** The UB Solidarity Foundation's projects to promote and defend human rights, inclusion and refuge empower and promote social and economic inclusion, and help to ensure equal opportunities and reduce inequalities.



**Target 11.1.** The social and educational intervention in the northern part of the Nou Barris district contributes to ensuring access to adequate, safe and affordable housing and basic services to improve the neighbourhood.

## Goal CS10 of the UB's 2030 Agenda

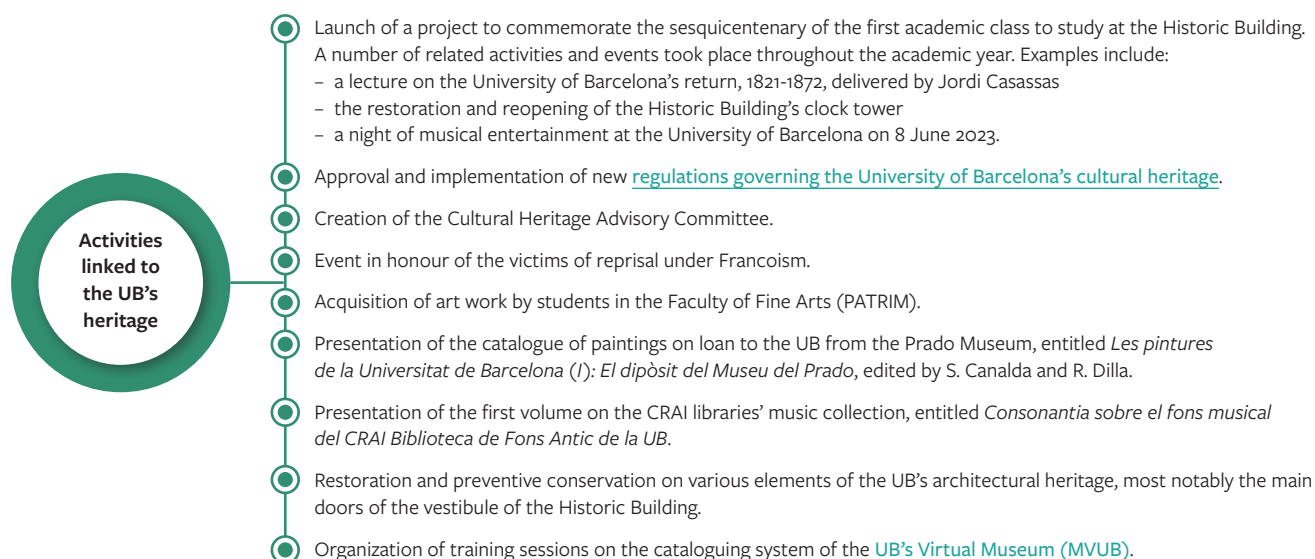
The activities of the Office of the Vice-Rector for Heritage and Cultural Activities described below contribute to the protection and safeguarding of the cultural and natural heritage of the UB's surrounding community.

During the academic year 2022-2023, the Office of the Vice-Rector for Heritage and Cultural Activities has continued to pursue a policy of revitalizing and disseminating the UB's cultural heritage, taking part in a wide range of cultural activities either in an organizational capacity or in collaboration with others. The vast majority of the activities are free and open to the general public. Below are many examples.

### Cultural activities

- The UB has held its Twelfth Contemporary Dance Season focusing on contemporary dance and women.
- The 35th Season of Music at the UB has presented a programme of **16** concerts.
- The UB has put on a variety of exhibitions, such as "The Historic Building of the University of Barcelona: 150 Years in Images" on the occasion of the building's sesquicentenary; "Maseras, the first of many", "The history of electromagnetism" (permanent exhibition at the Faculty of Physics), and an exhibition on crime at the Museum of the History of Catalonia.
- A collaboration with the Office of the Vice-Rector for Equal Opportunities and Gender has led to a host of activities in the context of International Women's Day on 8 March. For example, there was a daylong event on health sciences and women in the Aula Magna of the Historic Building.
- The UB has collaborated with Publications and Editions on the organization of a reading of texts from the book *Mons secrets: L'Edifici Històric de la Universitat de Barcelona en la literatura. Antologia*, edited by N. Montetes-Mairal and J. Santanach. The reading took place in the Montserrat Roig Courtyard to celebrate St. George's Day.
- The UB has collaborated with the Faculty of Physics and the Faculty of Chemistry in an event to commemorate the fiftieth anniversary of the first performance of the New University Theatre Group (NGTU).
- Over **90** news items on exhibitions, concerts, guided tours and other cultural activities have been posted on the culture website [Soc cultura](#).
- The Instagram account [@ubcultura](#) has grown its number of followers to nearly **1,500**.

In addition, the Office of the Vice-Rector for Heritage and Cultural Activities has carried out a variety of activities related to conservation, analysis and dissemination of the UB's heritage. For example:



#### Contribution to SDG 11



**Target 11.4.** The cultural promotion and conservation activities carried out by the Office of the Vice-Rector for Heritage and Cultural Activities help to preserve and safeguard cultural heritage.

### Fulfilment of objectives for the academic year 2022-2023

All targets for the academic year have been met, including opening the clock tower of the Historic Building to guided tours for the public; celebrating the sesquicentenary of the admission of M. Elena Maseras to the UB as the first women embarking on university studies in all of Spain; and organizing an institutional event to honour UB people who suffered reprisals at the hands of the Francoist dictatorship. The UB has also created a new section on the website of the Virtual Museum (MVUB), which is called "The MVUB Blog", and it has constituted the new UB Choir as a non-profit association.

### Objectives for the academic year 2023-2024

- To promote commemorations of the following individuals within the context of the UB: Pau Casals, Victòria dels Àngels, Antoni Tàpies and Lluïsa Granero.

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# Former students and teaching staff

[UB Alumni](#) is an entity created to enable anyone who has been part of the UB to maintain their ongoing association as members of the university community. At present, there are **9,427** active members.

The UB values the experience of all these people and seeks to encourage their ongoing connection as members of the UB community in order to grow and improve as an institution. At the same time, the UB wants to help them in their pursuit of lifelong learning and in their professional careers.

The Alumni Council<sup>28</sup> (featuring **48** members in 2023) works together with an administrative support unit to coordinate UB Alumni. Along with **12** [clubs](#)<sup>29</sup> created by members, UB Alumni offers a variety of activities and services.

## ACTIVITIES

In 2023, UB Alumni organized **53** activities (down from **101** in 2022) representing two broad types: activities organized as part of one of the subject clubs, including: film societies, cultural visits, lectures on topical issues, talks, etc.; activities associated with the development of members' professional careers and employability, including informational days, company presentations, attendance at fairs, information about job portals, talks, and activities connected to the job bank, such as the review of CVs, careers guidance and enhanced professional competences.

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28. The Alumni Council is made up of former students who have led distinguished careers and can contribute to raising the quality and excellence of the UB.

29. The Alumni Clubs are groups of former students who share the same sector or functional interests and concerns or, in some cases, who reside in the same area. They promote the creation of professional networks and organize leisure activities, such as dinners and outings.

## Development of professional careers and employability

Activities related to career development and employability can be divided into three areas: group activities that provide knowledge to enhance employability, efforts to build the job bank, and individualized careers guidance.

	2020	2021	2022	2023
Group activities to enhance employability	8	22	30	15
Open positions advertised in the job bank	1,129	2,198	23,451*	23,502
Individualized careers guidance	90	82	89	150

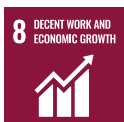
\* The sharp increase from 2022 onwards is due to a change in the new platform that hosts the job bank.

Source: UB Alumni.

## ATENEU UB

The Ateneu UB, which came into existence in 2020, is an institutional gathering place open to all retired members of the UB teaching staff. The aim is to create an opportunity for the UB to gain from their experience and knowledge in order to improve relationships and collaboration between the teaching staff, students and society at large. The Ateneu UB promotes activities aimed at the entire university community as well as the public at large, using online and face-to-face formats. A full list of the activities in 2023 is [available here](#).

### Contribution to SDG 8



**Target 8.5.** UB Alumni contributes to employment through activities to enhance employability, the job bank and personalized career guidance.

### Contribution to SDG 10



**Target 10.2.** The Ateneu UB empowers and promotes the social inclusion of everyone, regardless of age.

## Objectives for 2024

The UB will keep the objectives set for the year 2024 as they appear in the [Report on Sustainability 2019-2020](#).

# University of Experience

Since the academic year 2010-2011, the [University of Experience](#) has offered a series of university courses aimed at learners aged 55 years and older. They offer in-depth training that does not require any previous studies. The programmes are one, two or three academic years in length.

The University of Experience also offers an opportunity for part-time or retired UB teaching staff to stay involved in the institution's projects. In the academic year 2022-2023, the University of Experience has drawn on the participation of **445** members of the teaching staff (**50.6%** women and **49.4%** men).

NUMBER OF PROGRAMMES, COURSES AND STUDENTS				
	2019-2020	2020-2021	2021-2022	2022-2023
Programmes	14	14	14	12
Courses	32	38	41	48
Students	1,512	1,110	1,321	1,768

Source: University of Experience.

In the academic year 2022-2023, the total number of students was **1,768** (**65.50%** women and **34.50%** men), of which **909** (**51.41%**) have started a programme and **859** (**48.59%**) have embarked on the second or third year of a programme.

## Complementary activities and advanced seminars

In addition to its programmes of study, the University of Experience also organizes seminars and activities that are open to the general public. During the academic year 2022-2023, well-established activities from earlier years have continued (chorus, theatre, courses at the Liceu Conservatory, library tours of CRAI with visits to the historical archives, qigong and creative writing), and a few new activities have been added. There are also new advanced seminars to deepen students' knowledge in the sciences, humanities, and social sciences. Below are three examples from each area:

### Sciences:

- Current trends for future food
- Do we know how to read food labelling?
- Beginner's seminar on information technologies: welcome to the Internet

## Humanities:

- Reading and censorship: an unfinished history
- Contemporary art and mysticism: drawings and embroidery by visionary women
- The open cracks of America: conflicts, diversities and unofficial histories

## Social sciences:

- Consciousness, a scientific challenge
- Cinema and law
- Forensic and criminal psychology

## Courses for seniors at the UB's School of Modern Languages (EIM)

Since the academic year 2016-2017, the UB's [EIM](#) has offered [courses in English and French for people over 55 years of age](#). The courses, which are quarterly and extend for **20** hours in length, aim to improve mastery of the language and initiate learners into English-speaking and Francophone cultures. The courses follow a special methodology for senior learners, which does not include assessment. The courses are open to the general public. They are also linked to the University of Experience and the Ateneu UB. In the academic year 2022-2023, the EIM delivered **37** English courses and **9** French courses, to a total of **571** senior students.

### Contribution to SDG 10



**Target 10.2.** The courses and activities of the University of Experience empower and promote the social inclusion of seniors.

## Fulfilment of objectives for the academic year 2022-2023

- The UB has met the target of creating advanced seminars in university programmes. Specifically, there are **33** advanced seminars in **3** different areas (**8** in the sciences, **20** in the humanities and **5** in the social sciences).
- The UB has met the target of adjusting all programmes so that they have the same academic structure (**2** subjects in the first semester and **2** subjects in the second semester) and the same number of hours (**112** hours per subject).
- As planned, the UB has created a new transversal programme in the scientific area (with material from different scientific disciplines).

## Objectives for the academic year 2023-2024

- To create a new multidisciplinary programme so that the University of Experience promotes intergenerational exchange in the classrooms: students enrol in an offering of bachelor's degree subjects in different areas (**2** per semester).
- To set up regional clubs of UB alumni who work and live in a given geographical area.



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# Suppliers

<b>Goal CA8 of the UB's 2030 Agenda</b>
The environmental criteria that guide UB procurements contribute to the promotion of green procurement and responsible consumption within the university community.

The UB tender procedure and its transversal conception of public procurement are described in previous editions of the Report on Sustainability.

## PROPORTION OF SPENDING ON LOCAL SUPPLIERS

Defining local suppliers has been done on three levels. First, the total amount in euros spent on Spanish suppliers has been compared with the same figure for foreign suppliers. Second, the amount spent on Catalan suppliers has been compared to the amount spent on Spanish suppliers. Third and last, the spending on suppliers in the province of Barcelona has been compared to the same figure for the whole of Catalonia. The table below sets out the figures and shows that the University's spending is highly local. The percentage of the UB's total spending in the province of Barcelona in 2023 (**72,600,614.11** euros) out of total spending (**113,716,448.05** euros) stands at **63.84%** (down from **65%** in 2022).

SPENDING ON SUPPLIERS (IN EUROS)*						
	€		%		TOTAL	
	2022	2023	2022	2023	2022	2023
Spanish suppliers	74,855,196.91	104,422,921.13	91.92	91.83	81,438,698.98	113,716,448.05
Suppliers outside Spain	6,583,502.07	9,293,526.92	8.08	8.17		
Catalan suppliers	56,191,226.56	74,926,408.15	75.07	71.75	74,855,196.91	104,422,921.13
Suppliers from the rest of Spain	18,663,970.35	29,496,512.98	24.93	28.25		
Suppliers from the province of Barcelona	52,937,813.44	72,600,614.11	94.21	96.90	56,191,226.56	74,926,408.15
Suppliers from the rest of Catalonia	3,253,413.12	2,325,794.04	5.79	3.10		

\* The information comes from invoices logged in the UB's accounting and financial software each year. Excluded are invoices corresponding to supplies of water, electricity and gas, which totalled **5,171,114.61 euros** in 2022 and **9,982,396.65 euros** in 2023, because these suppliers distort the overall information by geographic area, given that they issue the greatest number of invoices (and always for the same service) and they have a very high volume of billing.

Source: Purchasing Unit.

## SOCIAL AND ENVIRONMENTAL ASSESSMENT OF SUPPLIERS

The environmental criteria in tender documents take one of the following forms: (a) requirements for sound environmental management; (b) criteria for the evaluation of the bids, and (c) special performance conditions related expressly to social and/or environmental aspects.

The results of contracts awarded in 2023<sup>30</sup> appear in the table below.

TYPE	PROCEDURE	NUMBER OF CONTRACTS	% OF CONTRACTS THAT CONTAIN ENVIRONMENTAL ASPECTS	% OF SUCCESSFUL NEW BIDDERS (WITH NO PREVIOUS UB WORK)
Building works	Open	13	100%	7.69%
	PNSP*	0	-	-
<b>Total building works</b>		<b>13</b>	<b>100%</b>	<b>7.69%</b>
Services	Open	44	38.64%	27.73%
	PNSP*	22	9.09%	18.18%
<b>Total services</b>		<b>66</b>	<b>28.78%</b>	<b>25.76%</b>
Utilities	Open	60	60%	11.67%
	PNSP*	21	19.05%	19.05%
<b>Total utilities</b>		<b>81</b>	<b>49.38%</b>	<b>13.58%</b>
<b>Total contracts</b>		<b>160</b>	<b>45%</b>	<b>16.25%</b>

\* PNSP refers to a negotiated procedure without a public call.

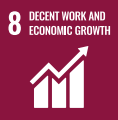

Source: Purchasing Unit.

<sup>30</sup> The information in this section does not include contracts based on framework agreements, extensions or modifications to contracts awarded prior to 2023, or minor contracts, which are contracts lower than **40,000 euros** in the case of building works and lower than **15,000 euros** in the case of services and supplies.



As the table shows, **45%** of all contracts awarded in 2023 have included environmental criteria. It is also important to note that **16.25%** of all successful bidders are new (having not worked previously with the UB), which shows a growing ability to diversify the economic impact of working with the UB.

As for social aspects, they are taken into account in the form of tiebreakers between two bidding companies with the same score or through a statement of responsibility submitted by bidders in which they are required to have met the rules pertaining to the integration of individuals with disabilities and to have drafted and instituted an equality plan between women and men. In addition, the UB has been introducing criteria for solvency and items related to social and labour aspects during the 2023 financial year.

Contribution to SDGs 8 and 12	
	<b>Target 8.4.</b> The high percentage of consumption of local products ( <b>63.84%</b> of spending is done in the province of Barcelona) contributes to high global efficiency in the consumption of natural resources.
	<b>Target 12.7.</b> The assessment and selection of suppliers based on social and environmental criteria is a clear practice of sustainable public procurement.

## Fulfilment of objectives 2023

- As planned, the UB has drafted a new travel policy. However, it is not yet in effect because it is still going through the review process. The first draft contained sustainability criteria recommended by CRUE, which are based on the essential or non-essential nature of trips and the use of means of transport that cause less pollution than air travel.

- The UB has met the target to inform UB units of sustainability criteria that can be incorporated by adding a new training course on how to make purchases within framework agreements and dynamic acquisition systems. The new course includes specific recommendations on how to conduct more efficient, more sustainable purchasing.
- The UB has met the target of making joint purchases more sustainable, adding special conditions on environmental management for suppliers (especially in relation to new framework agreements for the purchase of reagents and paper). Suppliers will then be required to verify compliance.
- Criteria and indicators that enable monitoring against mandatory sustainability criteria (such as types of materials, packaging and transport) and take action in the case of non-compliance, applying sanctions have not been established. This objective has been postponed to 2024.
- As planned, the UB has added criteria in tender documents to promote and contribute to economic and environmental sustainability.
- The action protocol or guide aimed at encouraging units to incorporate environmental or social criteria and help them in the procedures involved in awarding such contracts has not been prepared.
- All tenders for building works in 2023 contain environmental criteria.
- The UB has included a variety of labels (quality certifications, environmental certifications, etc.) in the conditions of tender documents as evaluation criteria, sound management criteria and/or special performance conditions.

## Objectives for 2024

- To include environmental criteria in all framework agreements and dynamic acquisition systems<sup>31</sup> to be prepared in 2024 as special performance conditions that must be fulfilled by successful bidders.
- To offer a specific course on sustainable purchasing.
- To monitor the oversight and follow-up process for the application of environmental criteria for different purchasing units.

31. These are systems to rationalize public purchasing as set out in the legislation on public sector contracts.

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# COMMITMENT TO THE ENVIRONMENT

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# Key environmental actions undertaken by OSSMA

In 2023, the Environment Unit of [OSSMA](#) has taken action in a number of different projects, which are described below.

## COMMUNICATION AND AWARENESS RAISING

Goals CA1 and CA3 of the UB's 2030 Agenda
Some of OSSMA's communication and outreach activities described below correspond to the aim of taking steps to share information and raise awareness among the university community about energy consumption and efficiency ( <b>C3</b> ), specifically in relation to water consumption ( <b>CA1</b> ).

The communication activity has focused on energy savings because of the issue's strategic importance for the UB as a result of the projected rise in the cost of energy. Along the same lines, the institution has prepared a [plan to promote energy savings at the UB](#). As part of the plan, the UB has launched a campaign called "[We are responsible!](#)", which includes making a video to demonstrate best practices on energy saving. Also, the OSSMA webpage features news and information posted on the evolution of energy and water consumption at the UB. The information appears quarterly in the form of a more detailed analysis by faculty in order to enable faculty deans and centre administrators to share the results (on their webpage, through social media, on screens, etc.).

Other news posted on the OSSMA website in connection with the campaign "We are responsible!" include the roll-out of [new wallpaper on all UB computers](#) with energy saving messages and the [new photovoltaic installation for self-consumption](#) at the Faculty of Economics and Business.



Environmental best practices are presented through a series of **green tips 3.0** including infographics, first on OSSMA's Twitter and Instagram feeds (@mediambient\_ub) and then by providing a compilation of all the information on OSSMA's webpage. In 2023, the focus has been on energy savings.

Lastly, the UB has put forward a sustainability challenge on energy savings through a new mobile app, which starts by calculating respondents' individual carbon footprint based on a set of questions about their personal life habits. The new app also offers a wide range of sustainability best practices and a host of training courses. By completing courses and designing a commitment plan on best practices that is updated every week, users receive points that can be used in auctions, where they can get a variety of prizes. UB students obtain 1 bachelor's degree credit after completion of the training courses and participation in the weekly commitments on best practices for energy savings.

The initiative has had **370** participants, who have taken on a total of **5,126** weekly energy saving habits (**85.2%** of challenges completed), with a savings of emissions equivalent to **149.1 tonnes of CO<sub>2</sub>**. As for the training courses, the participants have completed **13,657** training capsules, achieving a correct response rate of **82%**.

#### Contribution to SDGs 4, 12 and 13

OSSMA's communication and environmental awareness activities...



**Target 4.7.** The sustainability challenge helps to ensure all learners acquire the theoretical and practical knowledge and skills needed to promote sustainable development.



**Target 12.8.** Contribute to ensuring that people have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.



**Target 13.3.** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

## WASTE

#### Goals CA4, CA9 and CA10 of the UB's 2030 Agenda

The UB's actions on selective waste collection contributes to the university community's awareness of the need to reduce the amount and risk of UB waste (**CA10**) and to reduce the environmental impact of university activity (**CA4**). The UB's expansion of the network of water fountains and its participation in the Network of Sustainable Menstrual-Friendly Toilets are aligned with the aim of achieving spaces free of single-use plastics (**CA9**). The new ReUBtilitzem also helps to reduce the environmental impact of university activity (**CA4**) and the amount of waste (**CA10**).





The UB's activities have focused on prevention in order to make headway toward the goal of zero waste. The UB is now expanding the network of water fountains available in campus buildings in order to give the entire university community easy access to hydration points and contribute to the reduction in waste from single-use plastic.

The US has also created a new space called [ReUBtilitzem](#), which is available on the OSSMA webpage. The new space is a meeting point for UB units to exchange products by filling in a simple form and searching for reusable products as an alternative to purchasing new ones. The aim is to extend the useful life of products and materials.

Lastly, it is also important to note the UB's participation in the [Network of Sustainable Menstrual-Friendly Toilets](#), which has been discussed earlier in the report.

#### Contribution to SDG 12



**Target 12.5.** The UB's actions linked to the Residu Zero initiative for zero waste and the measures to reduce the use of single-use plastics contribute to substantially reducing waste generation through prevention, reduction, recycling and reuse.

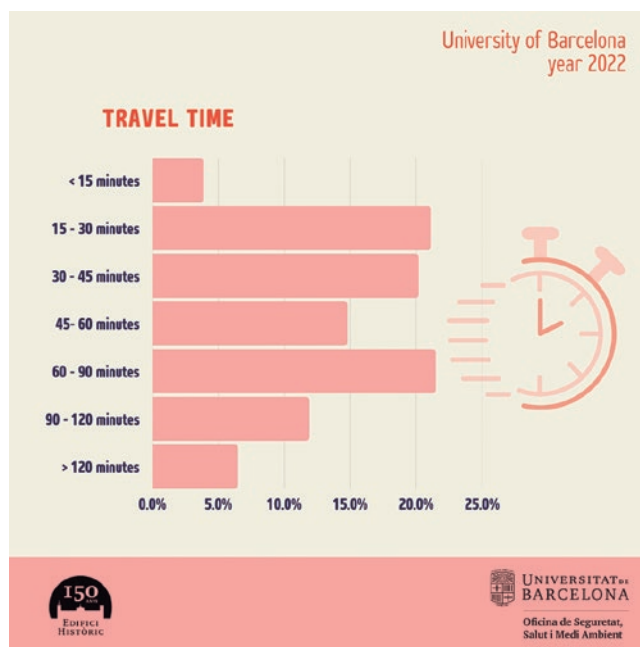
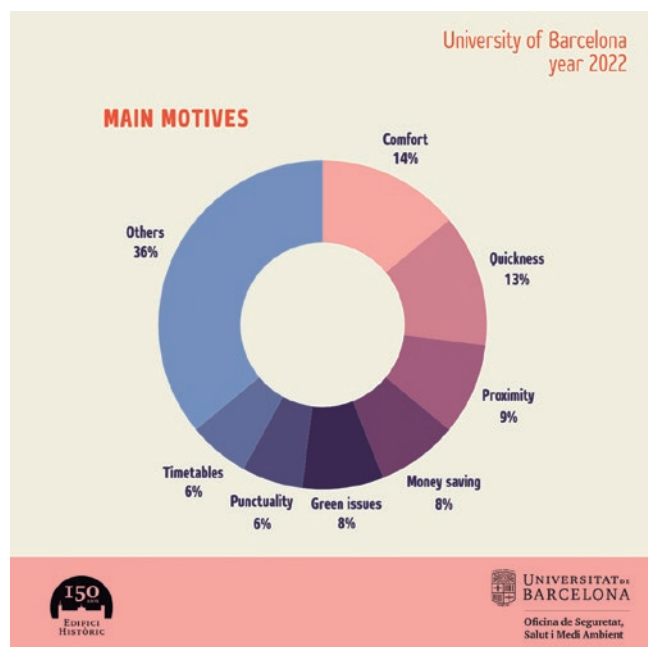
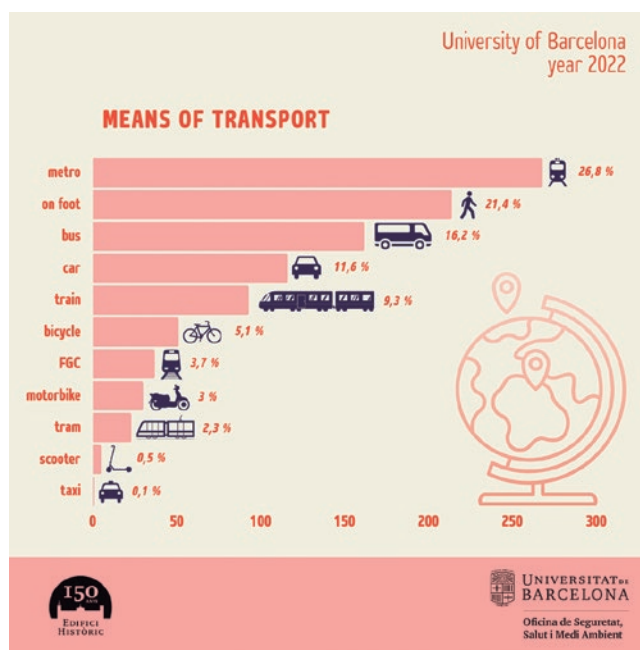
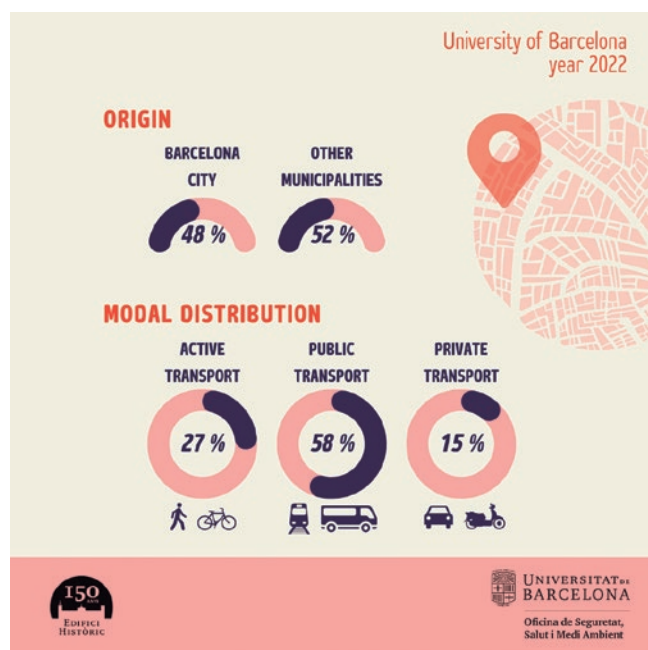
## SUSTAINABLE MOBILITY

#### Goals CA4 and CA7 of the UB's 2030 Agenda

The UBici fleet of bicycles and the improvements in parking for personal mobility vehicles on UB premises promote sustainability among the entire UB community (CA7) and help to reduce the environmental impact of university activity (CA4).

## Mobility survey

The UB has published the [results of the third mobility survey](#), which was conducted in 2022 to find out more about how members of the university community travel to and around the UB's campuses in order to plan for more sustainable mobility. The highlights of the results appear in the figures below.



Source: [Report on OSSMA activity 2023](#).

In addition, it is necessary to highlight the fact that online teaching and telework have reduced in-person attendance at the UB among all groups. As a result, the number of trips has also declined. (In 2023, the weekly figure was **63,113** trips fewer than it was in 2018.)

## UBici fleet of bicycles

The UBici project (with a total fleet of **20** bikes), which is explained in the [Report on Sustainability 2021-2022](#), has received recognition from the Barcelona Citizen Council for Sustainability as one of [ten good ideas to change the world](#).

## Improving the parking for personal mobility vehicles at UB buildings

The UB has concluded the campaign begun in 2021 to instal lockers in additional areas of the UB premises. The lockers are free and vehicles can be kept in them during the day.

### Contribution to SDG 11

The various initiatives to promote sustainable mobility...



**Target 11.2.** By 2030, will have contributed to providing access to safe, affordable, accessible and sustainable transport systems.

## GREENHOUSE GAS EMISSIONS

### Goals CA2 and CA4 of the UB's 2030 Agenda

The UB's participation in the programme of voluntary agreements to reduce greenhouse gas emissions, sponsored by the Catalan Office of Climate Change under the Government of Catalonia, contributes to reducing the environmental impact of university activity (**CA4**) and improving the energy efficiency of buildings and integrating renewable energies (**CA2**).

OSSMA has coordinated an emissions inventory and an action plan to reduce greenhouse gas (GHG) emissions as a member of the programme of voluntary agreements to reduce GHG emissions, sponsored by the Catalan Office of Climate Change under the Government of Catalonia.

The inventory, which has been carried out in accordance with **UNE-EN ISO 14064-1:2019**, shows that the UB's total emissions of **31,224** equivalent tonnes of CO<sub>2</sub> in 2022 are up **41%** from 2020 as a result of the resumption of activity in the wake of the Covid-19 pandemic.

Direct emissions, which include the consumption of gas, the combustion of private vehicles and the fugitive emissions of refrigerants have amounted to **3,769** equivalent tonnes of CO<sub>2</sub> (up to a **4.5%** less than the previous year).

Indirect emissions have totalled **31,224** equivalent tonnes of CO<sub>2</sub> (up **50%** from 2021). The increase can be explained primarily by the **10,000 additional tonnes** corresponding to travel by the university community on their daily journeys to and from UB faculties and workplaces. It also important to bear in mind that new parameters were added to the inventory in 2022, resulting in an additional **1,038 tonnes** in the total calculation (corresponding to the production of purchased electricity and data cloud services).

**Contribution to SDG 13**

Agreements to reduce greenhouse gases and steps taken by the UB to that effect...



**Target 13.1.** Contribute to strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.

## OTHER ACTIONS

**Goal CA4 of the UB's 2030 Agenda**

The UB document setting out basic criteria to make conferences and other events in UB spaces more sustainable, together with the sustainability toolkit for UB libraries, contributes to reducing the environmental impact of university activity (**CA4**).

OSSMA has produced a **document setting out basic criteria to make conferences and other similar events more sustainable** in UB spaces, and the organizers of the activities can integrate the criteria to make them more sustainable.

OSSMA has also designed a project to build **a sustainability toolkit for UB libraries** to integrate good practices on sustainability in their daily activity.

**Contribution to SDG 13**

The document setting out basic criteria to make conferences and other events in UB spaces more sustainable, together with the sustainability toolkit for UB libraries, contributes...



**Targets 13.2 and 13.3.** To integrate climate change measures into policies and strategies. Also, to improve institutional education and awareness raising on climate change mitigation and impact reduction.

# Environmental impact indicators

CONSUMPTION OF PAPER				
	2020	2021	2022	2023
Total paper consumption (kg)	42,408	55,687	57,418	57,478
% recycled paper	22.7	17.7	17.5	16.5
% totally chlorine-free paper	78.2	72.3	64.4	60.0
% paper with certification for sustainable forestry operations	66.9	72.1	65.9	67.9

Source: Report on OSSMA activity 2023.

WATER CONSUMPTION				
	2020	2021	2022	2023
Total consumption (m³)	105,227	124,491	145,005	127,982
Consumption per surface area unit (litres/sq m)	184	219	255	224

Source: Report on OSSMA activity 2023.

ENERGY CONSUMPTION				
	2020	2021	2022	2023
Electricity consumption (MWh)	29,453.6	33,681.7	36,015.3	33,365.1
Consumption per surface area unit (kWh/sq m)	51.4	58.9	62.9	58.4
Gas consumption (thousands of m³)	973.7	1,304	1,092.3	825.1
Gas consumption per surface area unit (m³/sq m)	1.70	2.29	1.91	1.45

Source: Report on OSSMA activity 2023.



GENERATION OF RENEWABLE ENERGY				
	2020	2021	2022	2023
Production of photovoltaic solar energy from the solar atrium in the faculties of Physics/Chemistry	27,609	23,607	22,796	110,359

Source: Report on OSSMA activity 2023.

MUNICIPAL WASTE				
	2020	2021	2022	2023
<b>Total amount of municipal waste generated daily in UB buildings (kg daily)</b>	<b>2,438</b>	<b>4,615</b>	<b>5,978</b>	<b>5,490</b>
General waste (kg daily)	1,043	2,004	2,877	2,608
Organic matter (kg daily)	328	471	769	654
Paper and card (kg daily)	641	1,367	1,494	1,347
Light packaging (kg daily)	109	197	219	250
Glass (kg daily)	317	576	619	630
<b>% municipal waste in selective collection</b>	<b>57.2</b>	<b>56.6</b>	<b>51.9</b>	<b>52.5</b>

Source: Report on OSSMA activity 2023.



SPECIAL WASTE				
	2020	2021	2022	2023
<b>Total amount of special waste (kg)</b>	<b>54,930</b>	<b>81,608</b>	<b>73,725</b>	<b>91,756</b>
Chemical waste (kg)	32,954	53,488	51,969	63,364
Sanitary waste (kg)	14,989	18,610	15,374	21,834
Animal experimentation waste (kg)	6,987	9,711	6,382	7,935

Source: Report on OSSMA activity 2023.

OTHER WASTE				
	2020	2021	2022	2023
Electronic equipment (kg)	10,923	19,483	15,155	12,844
Batteries (kg)	278	555	197	717
Fluorescents (kg)	1,233	1,502	1,424	867
Ink and toner cartridges (kg)	n.a.	341	807	n.a.

Source: Report on OSSMA activity 2023.

INVENTORY OF EMISSIONS (IN TONNES OF CO <sub>2</sub> )				
	2020	2021	2022	2023
<b>Total emissions</b>	<b>15,419.4</b>	<b>24,754.6</b>	<b>34,993.2</b>	<b>n.a.</b>
<b>Direct emissions</b>	<b>3,266.8</b>	<b>3,947.7</b>	<b>3,768.8</b>	<b>n.a.</b>
Combustion from fixed sources (gas)	2,038.4	2,769.1	2,372.2	n.a.
Combustion from mobile sources (private vehicles)	19.6	41.1	37.4	n.a.
Fugitive emissions (refrigerants)	1,208.8	1,137.5	1,359.2	n.a.
<b>Indirect emissions</b>	<b>12,152.5</b>	<b>20,806.9</b>	<b>31,224.4</b>	<b>n.a.</b>
Acquired energy (electricity)	0	130.4	0	n.a.
Transport for distribution	4.3	5.2	4.7	n.a.
Commuting to work (PTGAS and PDI)	2,094.8	2,929.4	9,520.9	n.a.
Customer and visitor transport (students)	4,516.8	11,716.5	13,557.1	n.a.
Business trips	166.9	288.9	1,619.5	n.a.
Municipal waste treatment	140.8	327.0	581.1	n.a.
Treatment of other waste	11.2	85.1	16.1	n.a.
Water consumption	42.9	49.6	58.8	n.a.
Other services (cloud)	-	-	71.6	n.a.
Purchase of materials and products (paper)	33.0	42.2	29.3	n.a.
Production of acquired electricity	-	-	966.2	n.a.
Capital goods (construction of buildings, purchase of electrical and electronic equipment)	5,142.3	5,232.7	4,799	n.a.

Source: Report on OSSMA activity 2023.

+ information on the UB's impact on the environment in the [Report on OSSMA activity 2023](#).



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# FINANCIAL RESULTS

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# Bodies included in the consolidated financial statements

The UB Group, under the clear leadership of the UB, is made up of a group of bodies with legal and financial autonomy

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES
<a href="#">Bosch i Gimpera Foundation</a>	<a href="#">Agustí Pedro i Pons University Foundation</a>	UB Innovative and Scientific Culture
<a href="#">Josep Finestres Private Foundation</a>	Private Foundation R. Amigó Cuyàs Private Foundation	
Barcelona Science Park Foundation (PCB)	<a href="#">UB Solidarity Private Foundation</a>	
<a href="#">UB Institute for Lifelong Learning Private Foundation</a>	<a href="#">Montcelimar Private Foundation</a>	
UB Halls of Residence Foundation	<a href="#">Guasch Coranty Private Foundation</a>	

Source: Finance.

The UB Halls of Residence Foundation, which is a new addition, entered into operation in January 2023. Also, the Barcelona Observatory of Public Law (IDP) has been removed from the entities in the UB Group, even though it was added only a year ago. This is because it was considered wrong to distinguish it from the UB on legal and budgetary grounds.

The Report on Sustainability provides information exclusively about the UB, not about the entire UB Group. In some cases, however, the report mentions organizations in the UB Group. For example, the activities of the UB Solidarity Foundation appear throughout the section on solidarity.

# Monetary flows

MONETARY FLOWS FOR 2023 (IN EUROS)	
Income	
Income from public sector transfers*	451,384,673.91
Other income	4,685,954.37
Academic fees	83,231,736.10
Services rendered	25,889,533.51
Additions to capital	15,056,592.01
Loans and financial assets	2,935,842.30
Expenditure	
Purchases of goods and services from third parties	70,602,999.45
Staff salaries before withholding taxes and social security contributions	353,203,381.14
Investment	67,688,559.60
Grants awarded	17,638,392.35
Other costs**	5,567,893.17

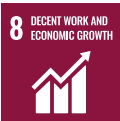
\* Transfers from the Government of Catalonia, the Spanish state, territorial bodies, the UB Group, and other sources abroad.

\*\* Includes financial expenses, amortization of loans and expenses arising from financial assets.

Source: Finance.

## STUDIES ON THE UB'S ECONOMIC IMPACT

Information relating to studies on the UB's economic impact appears in the [Report on Sustainability 2019-2020](#).

Contribution to SDG 8	
	<p><b>Targets 8.1 and 8.5.</b> The UB has an enormous direct and indirect impact on its surroundings that undoubtedly contribute to the economic growth of the country, resulting in an increase in employment and a reduction in the proportion of young people who are neither working nor studying.</p>

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# CONTENT OF THE REPORT ON SUSTAINABILITY 2022-2023

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# References and process to define the content of this report

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## REFERENCES

The 3 references for the Sustainability Report are the [Adaptation of the GRI Standards for the Preparation of University Sustainability Reports](#), the [17 SDGs](#) established by the United Nations, and the [UB's 2030 Agenda](#).


## PROCESS TO DEFINE THE CONTENT OF THE REPORT

The process to define the content of the Report is unchanged from previous editions.

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- In 2018, a team from the UB and Pompeu Fabra University adapted the original version of the [Consolidated Set of GRI Sustainability Reporting Standards](#) to the reality of universities in the Catalan public sector. The adaptation established the basic content that should be included and is the principal reference for the preparation of the UB's Sustainability Report.
- The OCI, which is the unit responsible for preparing the reports, asked a representative of each of the main stakeholder groups at the UB (PDI, PTGAS, students and society) and the Delegate of the Rector for Sustainability to analyse the [Adaptation of the GRI Standards for the Preparation of University Sustainability Reports](#) from the perspective of their group or specific responsibilities and to review the previous edition of the Report, corresponding to the academic year 2021-2022. This was used as the basis to decide which content would be included in the Report and what could be omitted, and to determine whether it was necessary to ask the units supplying information for the Report to provide details of any aspects not covered by the adaptation.
- The Sustainability Committee, made up of representatives of each stakeholder group, has approved the content of the *Report on Sustainability 2022-2023*. The Committee has the

editorial authority to remove content from the finished report and to request the incorporation of new content if publication deadlines allow.

Contribution to SDG 16	
	<b>Target 16.7.</b> The participation of UB's stakeholder groups in the process to define the contents of the <i>Report on Sustainability 2021-2022</i> has contributed to inclusive, participatory and representative decision-making.

## LIST OF REPORTED CONTENT

The content included in the [Report is unchanged from previous editions](#).

## GENERAL CHARACTERISTICS OF THE DOCUMENT

In order to substantiate the claim that the Report has been prepared *in compliance* with GRI standards, a series of basic sections must be included, indicated in column “OC” (compliance option) of the list of adapted GRI standards. Of the two possible compliance options, the UB has chosen to meet the requirements of the most demanding: “exhaustive”.

Presented below are three lists. The first contains information on the content of the relevant GRI standards, identifying the page on which the corresponding content is provided or indicating that the reader should consult the [Notes](#) section when the content does not appear in the main body of the Report. The following symbols are used:

- ✓ Content provided
- NM Non-material content<sup>32</sup>
- Disclosure reported in Notes section

The second list identifies any SDGs (and their targets) on which the UB has had a positive impact. It also indicates the page number where the reader can find the action, activity or unit responsible for the impact.

The third list describes contributions to the UB's 2030 Agenda and the page(s) where the related activities can be found.

32. Non-material content is content that is regarded as important neither by the University of Barcelona nor by its stakeholder groups; therefore, no information is provided.

# List of adapted GRI standards in this report

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STANDARD	OC	CODE	CONTENT	STATUS	PAGES
<b>Series 100. Universal standards</b>					
101. Fundamental principles	This establishes the reporting principles that must be followed to prepare a Report on Social Responsibility, defining the report content and report quality. They also explain the basic process for using the GRI Standards in sustainability reports. In this respect, they cannot be pinpointed to a specific disclosure, but rather pervade the entire document.				
	<i>University profile</i>				
102. General disclosures	*	102-1	University name	✓	→
	*	102-2	Services provided by the university	✓	12
	*	102-3	University's principal address	✓	→
	*	102-4	Countries where the university operates	✓	→
	*	102-5	Legal form of the university	✓	→
	*	102-6	Branches of knowledge and types of students	✓	13
	*	102-7	University size	✓	14-15
	*	102-8	Information on staff and other workers	✓	72-76
	*	102-9	Supply chain	<b>NM</b>	
	*	102-10	Significant changes	✓	16-17
	*	102-12	Statutes, charters and principles to which the university subscribes	✓	→
	*	102-13	Associations and organizations to which the university belongs	✓	→
	*	102 New disclosure 1	University infrastructure	✓	122-123
	*	102-New disclosure 2	Quality	✓	35-38




STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102. General disclosures	*	102 New disclosure 3	University internationalization	✓	63-69
	*	102-New disclosure 4	University ownership	✓	→
	<i>Strategy</i>				
	*	102-14	Statement from the Rector and from the Board of Trustees	✓	6-8
	*	Comb. 102-15 and 102-11	Precaution, impacts, opportunities and risks	✓	18-20
	*	102 New disclosure 5	Structures and strategy for social responsibility	✓	21-22
	<i>Ethics and integrity</i>				
	*	102-16	Values, principles, standards and codes of conduct at the university	✓	23-24
		102-17	Mechanisms for advice and ethical concerns	✓	24-25
	<i>Governance</i>				
	*	Comb. 102-18, 102-19 and 102-20	Governing body of the University and executive responsibility in economic, environmental and social issues	✓	26-27
		102-21	Stakeholder inclusiveness in economic, environmental and social areas	✓	→
		102-22	Governing bodies	✓	26-27
		102-23	Duties of the Rector	✓	→
		102-24	Nominating and selection of the governing bodies	✓	→
		102-25	Governing bodies and conflicts of interest	✓	→
		102-26	Functions of governing bodies in setting up University purposes, values and strategy	✓	→
		102-27	Collective knowledge of governing bodies	✓	→
		102-28	Evaluating the strategic directives of the University	✓	→
		Comb. 102-29, and 102-31	Identifying, managing and evaluating economic, environmental and social impacts	✓	→
		102-30	Effectiveness of risk management processes	✓	→
		102-32	Bodies for revision and approval of Sustainability Report	✓	→
		Comb. 102-33 and 102-34	Communicating concerns	✓	→
		102-35	Remuneration policies of the governing bodies	✓	→
		102-36	Processes for determining remuneration	✓	→
		102-37	Engagement of stakeholder groups in remuneration issues	✓	→
		102-38	Comparison of remuneration	✓	83-84
		102-39	Percentage increase in annual total compensation ratio	✓	→
	<i>Stakeholder inclusiveness</i>				
	*	Comb. 102-40, 102-42, 102-43 and 102-44	Stakeholder groups	✓	28-29


STANDARD	OC	CODE	CONTENT	STATUS	PAGES
102. General disclosures	*	102-41	Collective bargaining agreements, laws and other regulations	✓	→
	<i>Practical work to prepare sustainability reports</i>				
	*	102-45	Organizations included in the consolidated financial statements of the University	✓	149
	*	102-46	Organization and processes used to define the contents of the report on sustainability and the coverages of the topic	✓	152-153
	*	102-47	List of material topics in the report	✓	153
	*	102-48	Restatements of information from previous reports	✓	→
	*	102-49	Significant changes since previous reports	✓	153
	*	102-50	Reporting period	✓	→
	*	102-51	Date of most recent previous report on sustainability	✓	→
	*	102-52	Reporting cycle	✓	→
	*	102-53	Point of contact at the University	✓	→
	*	102-54	Claims of reporting in accordance with the GRI standards	✓	→
	*	102-55	GRI content index	✓	154-158
	*	102-56	External assurance	✓	→
103. Management approach		103-1	Explanation of the material topic and its boundary	✓	30
		103-2	The management approach and its components	✓	30
		103-3	Evaluation of the management approach	✓	30
<b>Series 200. Economic standards</b>					
201. Accomplishment and direct economic impact	Comb. 201-1 and 201-4		Monetary flows and direct economic impact	✓	150 →
	201-2		Financial implications and other risks and opportunities arising from climate change	✓	→
203. Indirect economic impact	Comb. 203-1 and 203-2		Indirect economic impact of infrastructure investments resulting from changes in the location of infrastructure and other indirect economic impacts	✓	→
204. Procurement practices	204-1		Proportion of spending on local suppliers	✓	134-135
205. Anti-corruption	Comb. 205-1 and 205-3		Anti-corruption measures, confirmed incidents of corruption and their consequences	✓	→
	205-2		Communication and training about anti-corruption policies and procedures	✓	→
206. Unfair competition	206-1		Legal actions for anti-competitive behaviour, anti-trust, and monopoly practices	✓	→
<b>Series 300. Environmental standards</b>					
307. Environmental compliance	307-1		Non-compliance with environmental laws and regulations	✓	→
Except for information on the UB's compliance with environmental laws and regulations, which has been furnished by UB Legal Services, all other environmental information is based on the OSSMA annual report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from the environmental standards in the reference document Adaptation of GRI Standards for the Preparation of University Sustainability Reports.				Environmental information pp. 138-147	

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
Series 400. Social standards					
401. Employment	401-1	Number of new employee hires, employee turnover and retirements		✓	77-79
	401-2	Social benefits provided to full-time, contracted employees that are not provided to other employees		✓	→
	401-3	Parental leave		✓	82
402. Employee/ university relations	402-1	Minimum notice periods regarding changes to working conditions		✓	83
	402 New disclosure 1	Fit of formal list of jobs with university reality		✓	83
	402 New disclosure 2	Temporary staff		✓	80
	402 New disclosure 3	Creation of a good working environment		✓	84-86
	402 New disclosure 4	Policies for better work-life balance		✓	80-81
403/416. Occupational health and safety at the University	The information on health and safety is based on the OSSMA report of the UB's main impacts on safety, health and the environment and it is, therefore, decoupled from this standard.			Health and safety information pp. 91-94	
404. Staff training and education	404-1	Average hours training per staff member and annual economic cost		✓	88-90
	Comb. 404-2 and 412-2	Programmes for upgrading employee skills, employability and transition assistance		✓	87-88
	404-3	Assessment of teaching staff and professional development		✓	→
405. Diversity and equal opportunities	405-1	Diversity of governing bodies and employees		✓	98-99
	405-2	Ratio of basic salary, remuneration of women compared to men and glass ceilings		✓	100-101
	405 New disclosure 1	Cost of studies, grants and other inclusion measures		✓	103-105
	405 New disclosure 2	Employees and students with functional diversity, special educational needs and high levels of ability		✓	100, 106-108
	405 New disclosure 3	Students who need teaching adjustments		✓	97, 108
406. Anti- discrimination	406-1	Incidents of discrimination and corrective actions taken		✓	115-116
	406 New disclosure 1	Anti-discrimination protocols or units		✓	113-119
413. University environment	Comb. 413-1 and 413-2	University impact on local environment		✓	121
	413-New disclosure 1	University environment		✓	→
	413 New disclosure 2	Role of the University as an opinion and debate-generating space		✓	131
	413 New disclosure 3	University services offered to the general public		✓	121, 124-133
414/308. Social and environmental assessment of suppliers	Comb. 414/308 and 414/308-2	Suppliers and new suppliers that were screened using social and/or environmental criteria		✓	135-137
417. Transparency and marketing of academic offering	Comb. 417-1 and 417-2	Transparency in information on the academic offering		✓	38-39
	417-3	Incidents of non-compliance concerning marketing communications		✓	→
418. Privacy of members of the university community	418-1	Complaints concerning breaches of confidentiality and loss of data lodged by members of the university community		✓	→

STANDARD	OC	CODE	CONTENT	STATUS	PAGES
419. Regulatory compliance		419-1	Non-compliance with laws and regulations	✓	→
<b>Series 500. Teaching, research, transfer and innovation standards</b>					
501. Teaching		501 New disclosure 1	Main dimensions related to teaching	✓	32-39, 57, 68-69
		501 New disclosure 2	Other dimensions of teaching related to social responsibility	✓	58-62
502. Research, transfer and innovation		502 New disclosure 1	Main dimensions related to research	✓	40-43, 57
		502 New disclosure 2	Other dimensions of research related to social responsibility	✓	47-53
		502 New disclosure 3	RRI at the University	✓	44-47

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CODE	NOTES
<a href="#">102-1</a>	University of Barcelona
<a href="#">102-3</a>	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
<a href="#">102-4</a>	The three main activities of the UB (teaching, research, and technology and knowledge transfer) are basically carried out in Spain. This does not detract, however, from an increase in the UB's international activity in the context of various international alliances and networks that often involve teaching and research in other countries, especially in the areas of postgraduate teaching and competitive research.
<a href="#">102-5</a>	Articles 1 to 11 (title I) of <a href="#">the UB Statute</a>
<a href="#">102-12</a>	<p>Through the principles and initiatives that it has adopted, the UB has sought to consolidate its commitment to sustainability. Since May 2023, for example, the UB has been a member of the standing committee of the Barcelona municipal government's Sustainability Council.</p> <p>Also important is the ad hoc group on sustainability set up by LERU, which is a group of major research-intensive universities across Europe including the UB. The ad hoc group has prepared a final document setting out good practices in education for sustainable development for LERU member universities.</p> <p>In addition, the UB has taken part in the preparation of a list of <a href="#">ten strategies to promote sustainable, healthy and active mobility</a> sponsored by the Spanish Network of Healthy Universities.</p> <div>  <p><b>Target 17.16.</b> The sustainability principles and initiatives to which the UB has signed up contribute to enhancing the global partnership for sustainable development.</p> </div>
<a href="#">102-13</a>	At present, the list of associations and organizations to which the UB belongs is being updated. Over the course of the academic year 2024-2025, it is expected that a new digital search tool will be published. At the moment, it is only possible to refer to the information provided in the <a href="#">Report on Sustainability 2018-2019</a> .
<a href="#">102 new disclosure 4</a>	The UB is a public university within the Catalan university system. Based on provisional data for the calendar year as of 30 June 2024, <b>77.40%</b> of the funds received by the UB in 2023 were public in origin.
<a href="#">102-21</a>	Stakeholder groups can consult, participate in and influence the decision-making process on economic, environmental and social issues through their participation in the UB's governing bodies, which are multistakeholder bodies that have representatives of the main stakeholder groups.
<a href="#">102-23</a>	The Rector is the UB's highest academic authority and its legal representative. As a one-person governing body, the Rector is responsible for the direction and management of the University. The Rector also presides over the Senate, the Governing Council and the Advisory Board, sits on the Board of Trustees, and enforces all agreements. The Rector is also the ex-officio chair of the entities in the UB Group. The Rector's powers and duties are stipulated in <a href="#">articles 71 to 76 of the UB Statute</a> .

CODE	NOTES
102-24	<p>The appointment of members to the governing bodies is carried out in accordance with <a href="#">title III</a> (articles 54 to 83) of the UB Statute.</p> <p>In the selection of non-elected officers and senior officers, the <a href="#">Code of Conduct for Officers and Senior Officers of the University of Barcelona</a> establishes in Article 4 that all officers must be individuals of proven trustworthiness and probity. The following may not be appointed to be non-elected officers or senior officers of the University or to carry out any assignment:</p> <ul style="list-style-type: none"> <li>• Persons convicted by a final judgement for committing offences of forgery or offences against the socio-economic order, persons, public institutions or public order, until their criminal record is expunged.</li> <li>• Persons sanctioned as a result of disciplinary proceedings, depending on the provisions of the decision reached in those proceedings.</li> </ul> <p>No person can be nominated if they have been found to contravene the <a href="#">UB's Code of Ethics on Integrity and Best Practices</a> or any other regulations on integrity at the UB.</p> <p>It is also important to point out the <a href="#">UB's general regulations on elections</a> establish that all slates of candidates must have parity and priority will be given those that maintain parity in the order of candidates.</p>
102-25	<p>Specifically, the UB has established a series of obligations for members of its community in relation to the detection and prevention and management of conflicts of interest, with the approval of an <a href="#">Anti-fraud policy</a>, the <a href="#">Code of conduct for officers and senior officers</a> and the <a href="#">Mechanisms for compliance with regulations on institutional integrity (described in this report)</a>. The obligation that non-elected officers and senior officers engaged in management sign up to the UB code of conduct (elected office-holders can sign up voluntarily), given that it is necessary to ensure:</p> <ol style="list-style-type: none"> <li>1. Impartiality in the decision-making process, safeguarding the conditions necessary for independent action unaffected by conflicts of interest; equal treatment of all persons, avoiding any kind of discrimination or arbitrariness in decision-making; the performance of the office solely on behalf of the public interest, without carrying out any activity that may be in conflict with the public interest; and the use of information to which they have access in their office only for the benefit of the public interest, without seeking any special advantage for themselves or others.</li> <li>2. The obligation, established in the anti-fraud policy, that all formal requests for spending in excess of <b>15,000</b> euros (in the case of grants) plus VAT (in the case of tenders) include a declaration of absence of conflicts of interest, in the matter of grants and public-sector bids, notification of proposals and awarding of tenders. Any situation of apparent, potential or real conflict of interest must be reported to the Rector.</li> </ol> <p>In 2023, no cases of fraud or conflicts of interest have been identified.</p> <p>The IDP (for PDI) and Corporate Training (for PTGAS) have organized two sessions of a workshop linked to, but not specifically about, conflicts of interest. The workshop is called "Support for ethical reflection: identifying and resolving dilemmas or other ethical concerns", run in collaboration with the Anti-Fraud Office of Catalonia. In total, <b>135</b> participants attended the two sessions. As part of the PTGAS training plan, there have also been <b>3</b> courses on subjects related to conflicts of interest, which are called "Compliance for UB managers" (<b>12</b> hours and <b>7</b> students), "Transparency, right of access and good governance" (<b>2</b> editions of <b>10</b> hours each and a total of <b>81</b> students), and "Next Generation Funds: Changes of Perspective" (<b>7.5</b> hours and <b>28</b> students). Lastly, as part of the training plan of the School of Public Administration of Catalonia, there have been workshops on successfully maintaining an updated code of ethics for the daily activity of public services in Catalonia and on new developments in the area of whistleblower protections in light of the recent Spanish state law on the matter. In each case, the UB sent one participant.</p> <p>In addition, the UB's anti-fraud policy and the code of conduct for non-elected officers and senior officers set out a requirement for UB staff and officers to be informed on the matters involved.</p> <p><b>Contribution to SDG 16</b></p> <p>The sessions organized by the IDP (for PDI) and Corporate Training (for PTGAS) linked to conflicts of interest...</p> <div data-bbox="325 1749 421 1843">  </div> <p><b>Targets 16.5. and 16.6.</b> Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.</p> <p><b>Fulfilment of objectives 2023</b></p> <ul style="list-style-type: none"> <li>• As indicated above, the UB has provided training courses on conflicts of interest. The UB has also collaborated with OCI in the working group created as part of the UB's anti-fraud policy, which in 2023 has produced a risk map. Lastly, the UB has offered training sessions on transparency, good governance and institutional integrity, as indicated last year.</li> </ul>


CODE	NOTES
<a href="#">102-26</a>	<p>The UB's Executive Council is the body responsible for the approval in 2022, after feedback from the General Manager's team and the Conference of Deans, of the <a href="#">Governance Plan 2022-2024</a>, which is the strategic document that will orient the UB's action over the three-year period in question. The Executive Council has presented data on the achievement of the Governance Plan 2022-2024 to the UB Senate as an exercise in transparency and accountability. With the election results of December 2023 and the consequent continuation of Rector Joan Guàrdia and the Executive Council, the Governance Plan 2022-2024 remains the strategic touchstone for any action to be taken.</p> <p>The UB's values, mission and vision are set out in <a href="#">articles 3 and 4 of the UB Statute</a>. As noted throughout the report, the UB Statute was prepared and approved in 2003 by the Senate, which is a UB governing body that has representatives of the UB's stakeholder groups.</p>
<a href="#">102-27</a>	<p>No specific steps have been taken to improve the knowledge of members of the UB's governing bodies regarding the economic, social and environmental reality of the University or the impact of its decisions. However, the governing bodies are aware of the UB's impact in the three areas because of their unique characteristics:</p> <ul style="list-style-type: none"> <li>• On the one hand, the governing bodies are multistakeholder bodies. This enables them to take a broader view of consequences when they make decisions. The presence of representatives of the employees, students and society ensures that decision-making takes into account not only economic criteria and other important internal criteria, as happens in other organizations, but also any external impacts that may be significant.</li> <li>• In addition, whenever documents must be approved or resolutions adopted, it is first necessary to present the case. As a result, the members of the governing bodies become more familiar with the situation and can cast a negative vote if they believe that the external impact will be harmful, or they can make additions or changes to ameliorate the impact.</li> </ul> <p>In addition, the existence and the dynamics of elections encourage candidates to expand their knowledge in the economic, social and environmental areas in order to maximize their chances of winning. Lastly, it is also necessary to mention the regular campaigns to raise awareness in the environmental area pursued by OSSMA, which have an impact on the entire university community, including the different governing bodies.</p> <p><b>Fulfilment of objectives for 2023</b></p> <p>As planned, the UB has rolled out an energy savings plan that gives energy-saving tips to the university community and therefore to members of the UB's various governing bodies.</p>
<a href="#">102-28</a>	<p>The UB's actions through 2024 will be based fundamentally on the <a href="#">UB Governance Plan 2022-2024</a>, which includes a system of indicators that enable the Technical Bureau at the Rector's Office to monitor the execution of the plan and measure the impact of its actions.</p> <p>The strategic lines of the plan serve as the foundation for a quality strategic plan for the institution as a whole, which can then also serve as a framework for the UB's various faculties and centres to develop their own strategic and management plans. In order to link together the cascading structure of the UB's governance plan and the strategic plans of UB centres and faculty, the Executive Council activated a working group made up of experts in the area of quality to define a quality model and strategy for the institution as a whole. As a result of the working group's efforts and the victory of Rector Guàrdia in the elections of 2023, the Executive Council has added the Office of the Vice-Rector for Quality, which will take charge of rolling out the UB's own model.</p> <p>It is also important to note that the Government of Catalonia conducts an external assessment of the UB through the Catalan University Quality Assurance Agency (AQU). The AQU assessment, however, does not relate to the objectives set out in the UB Governance Plan 2022-2024. Rather, it is based on a set of data and results on specific variables relating to the different academic degrees on offer in order to evaluate the quality of education. AQU oversees the accreditation process for all degrees on offer. In addition, teaching activity is evaluated using teaching assessment manuals, which AQU certifies every five years.</p>
<a href="#">Comb. 102-29 and 102-31</a>	<p>In the case of risk monitoring, it is necessary to distinguish between the work of the UB's units and the work of its governing bodies, which address the issue from two different perspectives, the former from the viewpoint of administrative competence and the latter from the viewpoint of good governance.</p> <p>In the case of administrative competence, it is important to note the final approval of a risk map that is focused on the prevention of fraud, corruption and conflicts of interest. The new focus on risk management is a direct consequence of legislative requirements at the European level. The management of risks oriented towards prevention not only has economic impacts, by anticipating a whole set of risks and thereby avoiding the misuse of public resources, but also has social impacts, as a result of introducing, empowering and sensitizing the entire community that interacts with the UB to build a culture of combating fraud. This aspect contributes to societal advancement in the management of public resources, greater transparency and heightened confidence in institutions.</p> <p>Additional highlights include the creation of an Anti-Fraud Committee and a public mailbox to communicate any instances or suspicions of fraud. These items are described in <a href="#">other parts of the report</a>. Daily management of the risk map corresponds to OCI, which provides regular updates to the Anti-Fraud Committee, the Governing Council and the Board of Trustees.</p>

CODE	NOTES
<a href="#">Comb. 102-29 and 102-31</a>	<p>The two units that specialize in risk monitoring are:</p> <ul style="list-style-type: none"> <li>• OCI, which prepares an updated risk map</li> <li>• The executive team, which is centralized and coordinated by the Head of Cabinet at the Rector's Office.</li> </ul> <p>Based on conclusions set forth by the General Manager's Office and OCI, the UB takes any corrective or palliative measures that may be deemed appropriate.</p> <p>In the case of the governing bodies, the following is important to remember:</p> <ul style="list-style-type: none"> <li>• The Governing Council takes decisions relating to the provision of public services. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA.</li> <li>• The Committee for Sustainable Development monitors environmental and social sustainability.</li> <li>• The Board of Trustees is the body responsible for the economic sustainability and financial sufficiency of the UB and the UB Group.</li> </ul> <p>Both the Governing Council and the Board of Trustees meet periodically. The regular analysis of economic impacts, risks and opportunities primarily occurs when the previous year's budget is closed and the coming year's budget is presented.</p> <p>Lastly, it is important to note that the UB's Executive Council is divided into various areas (governance, academic, knowledge, people and shared areas). In the context of regular meetings among the vice-rectors in each area, risks and opportunities of an environmental, social and economic nature typically come up.</p> <p>It can therefore be concluded that the UB's operational dynamics, its units and its governing bodies informally establish permanent mechanisms for the identification of impacts, risks and opportunities of an economic, social and environmental nature.</p>
<a href="#">102-30</a>	No formal analysis of the effectiveness of the risk management process is carried out. However, the UB's operational system has integrated such an analysis into its own work dynamics as explained in the section <a href="#">Precaution, impacts, opportunities, risks</a> of the <a href="#">Report on Sustainability 2021-2022</a> .
<a href="#">102-32</a>	The Report is assessed and approved by the Committee for Sustainability.
<a href="#">Comb. 102-33 and 102-34</a>	<p>The UB has a multistakeholder model of governance: the UB's stakeholder groups form part of its governing bodies. That is, stakeholder groups convey their concerns to the UB through the activity of their representatives on the governing bodies.</p> <p>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> <li>• institutional <a href="#">website</a></li> <li>• managers of administrative units (through any contact or channelling of concerns, complaints, etc.)</li> <li>• communication channels offered by the PDI, PTGAS and student intranets</li> <li>• a complaint system established at the UB centres within the IQAs of different departments</li> <li>• a <a href="#">mailbox for ethics, institutional integrity and university life, and a mailbox for whistleblowers and anti-fraud reports</a></li> <li>• <a href="#">protocol against sexual harassment and sexist and anti-LGBTQI+ violence (2022)</a>.</li> </ul> <p>There are also indirect mechanisms, such as the <a href="#">Observatory on Students and Studies</a>, the <a href="#">satisfaction surveys</a> (for teaching staff, PTGAS, bachelor's degree and master's degree students, and graduates) and the <a href="#">Ombuds Office</a> (for the entire university community).</p> <p>In addition, the UB has a <a href="#">Transparency portal</a> that is accessible to the public. On a permanent basis, the Transparency Portal hosts a great deal of the information that may be of interest. In addition, any member of the public can request information that does not appear there.</p>
<a href="#">102-35</a>	There is no specific remuneration policy for the governing bodies.
<a href="#">102-36</a>	PDI and PTGAS remuneration is established by the national and regional regulations on public bodies, the list of employment posts (for PTGAS) and the corresponding collective bargaining agreement.
<a href="#">102-37</a>	Stakeholder groups are not involved in any way in the process of setting PDI and PTGAS remuneration. The reason is explained in disclosure 102-36.
<a href="#">102-39</a>	<p>In 2023, the pay increase for PDI and PTGAS was <b>2.5%</b> with effect from 1 January 2023. There were also two additional rises of <b>0.5%</b>, also with effect from 1 January 2023, as established by Article 19.2 of Law 31/2022, of 23 December, on the general budgets of the State for 2023, linked to the harmonized consumer price index and the gross domestic product.</p> <p>As a result, the overall pay increase for PDI and PTGAS for 2023 was <b>3.5%</b> with effect from 1 January 2023.</p>



CODE	NOTES
<a href="#">102-41</a>	<p>The percentage of staff covered by collective bargaining agreements, laws and other regulations is 100%.</p> <div>  <p><b>Targets 8.5 and 8.8.</b> The fact that all UB staff are covered by collective bargaining agreements, laws and regulations contributes to the protection of labour rights, the promotion of a safe and secure working environment, and the guarantee of decent work.</p> </div> <div>  <p><b>Target 16.7.</b> The agreement between staff or their representatives and the UB ensures inclusive, participatory and representative decision-making.</p> </div>
<a href="#">102-48</a>	Information is only changed when the figures from previous reports are provisional.
<a href="#">102-50</a>	From the calendar years 2019 to 2020 or from the academic years 2020-2022 to 2023-2023 (data are available on four calendar or academic years. In the case of contents for which there are figures only until 2023 (that is, when the figures for 2022 are not yet available), the figures for 2019 are provided in order to continue reporting a period of four years.
<a href="#">102-51</a>	The <a href="#">Report on Sustainability 2021-2022</a> was published in Catalan on <a href="#">19 July 2023</a> . The versions in Spanish and English were published prior to the close of 2023.
<a href="#">102-52</a>	Annual
<a href="#">102-53</a>	Office for Internal Control (OCI) (email address: <a href="mailto:responsabilitatsocial@ub.edu">responsabilitatsocial@ub.edu</a>   tel.: 934 031 388)
<a href="#">102-54</a>	This report has been prepared in accordance with the GRI standards (comprehensive option). <sup>33</sup>
<a href="#">102-56</a>	The UB does not externally verify the Report on Sustainability. Priority has assigned to internal verification of the document through the Committee for Sustainable Development, which is made up of representatives of the UB's various stakeholder groups.
<a href="#">Comb. 201-1 and 201-4</a>	The information on conceptual impacts arising from public activity undertaken by the University of Barcelona has not varied in <a href="#">recent years</a> .
<a href="#">201-2</a>	<p>The risks of climate change relate not only to the economic consequences (e.g. the rising cost of ordinary operations because of more extreme conditions) but also to potential regulatory changes (i.e. the UB may not be ready to respond to laws that require universities to make changes in their operations). In both cases, the financial consequences could be very negative: the operations of the UB might have to adapt rapidly to new environmental legislation, for example. In this respect, the UB is aligned with the 2030 Agenda to mitigate such negative effects and it is at work to formalize a series of measures aimed at minimizing the impact of its carbon footprint in a number of areas (utilities, services and suppliers; mobility; responsible consumption; restaurant and bar services, and waste). The UB is already carrying out a number of actions, such as the <a href="#">roadmap to implement sustainability actions at the UB</a>, <a href="#">measures to promote responsible ecological conduct</a> and the <a href="#">energy saving plan</a>, which came into effect in early 2023.</p> <p>In terms of opportunities, climate change may open up new lines of research and even lead to new start-ups to address the issue. In the teaching area, climate change has led to the design of content that is adapted to meet new environmental and local realities (the transversal optional subjects created to this end are a clear example), which will make the UB more attractive to students, especially if it becomes a leader in the field. In this direction, it is necessary to point out that the UB is starting to implement measures to promote increased awareness among teaching staff and make the links between UB subjects and the SDGs clearer to students. This consideration also affects the area of research and any consequent transfer. Addressing the climate emergency as a key challenge in the area of sustainability calls for transversal efforts that are far from the rigid structures typical of universities. To overcome this obstacle, the UB has developed a special transversal structure for the area of sustainability: the <a href="#">UB Sustainability Hub</a>. In the economic area, the measures taken to tackle climate change may have economic benefits, for example, through reduced consumption of energy, paper and water.</p>
<a href="#">Comb. 203-1 and 203-2</a>	Studies on the UB's economic impact were explained in the <a href="#">Report on Social Responsibility 2017-2018</a> and later expanded on in the <a href="#">Report on Sustainability 2019-2020</a> .

33. As noted in the section [Reference documents and process for determining the content of this report](#), the report is prepared using the GRI standards adapted for universities, not the original version of the GRI standards.

CODE	NOTES
<a href="#">Comb. 205-1</a> <a href="#">i 205-3</a>	<p>The UB does not carry out a specific analysis of risks associated with corruption. The UB works with a scenario of overall risks associated with management. The management of the UB as a public institution is characterized by being wholly governed in accordance with general legislation and regulations, supplemented by internal regulations. Based on these regulations, the UB adheres to management processes in which the various responsible units take part according to a clear distribution of powers. In turn, these processes have implicit control systems that may not be designed specifically to combat corruption, but do serve as a system for the prevention, detection and response to hypothetical cases of corruption. One recent highlight is the creation an anti-fraud mailbox, which is a tool to submit anonymous reports that can help in the review of any potential cases of fraud or any shortcomings in oversight that could increase the UB's vulnerability to fraud.</p> <p>No cases of corruption have been detected at the UB in 2023</p>
<a href="#">205-2</a>	<p>In 2023, the UB has carried out <b>3</b> training activities related to combating fraud.<sup>34</sup> On one hand, the Anti-Fraud Office of Catalonia has organized <b>2</b> sessions of <b>1.5</b> hours in length to provide <a href="#">support in ethical reflection and the identification and resolution of dilemmas or other ethical concerns</a> (<b>135</b> participants). On the other hand, Corporate Training (for PTGAS) has organized <b>2</b> sessions on <a href="#">transparency, the right of access and good governance</a>, lasting <b>10</b> hours in length each and drawing on a total of <b>81</b> participants. The first session targeted administrators, heads of unit and management staff, while the second was for the rest of PTGAS. The other course, which looked at the use of <a href="#">Next Generation Funds</a>, lasted <b>7.5</b> hours and drew <b>28</b> participants, who learned about the UB's anti-fraud measures.</p> <p><b>Contribution to SDG 16</b></p> <p>The training activities related to anti-fraud...</p> <div>  <p><b>Targets 16.5. and 16.6.</b> Help to reduce substantially the forms of corruption and bribery that might arise at the UB and to develop an effective, responsible and transparent institution at all levels.</p> </div> <p><b>Fulfilment of objectives 2023</b></p> <ul style="list-style-type: none"> <li>As planned, the UB has organized internal training on anti-fraud policy in collaboration with OCI. Specifically, to carry out the training, the UB has collaborated with a working group set up in the framework of the UB's anti-fraud policy. The working group is led by OCI.</li> </ul>
<a href="#">206-1</a>	In 2023, the UB has faced no legal actions for possible violations of unfair competition or violations of the legislation on competitive behaviour, anti-trust and monopoly practices.
<a href="#">307-1</a>	In 2023, there has been no fine or non-monetary sanction for non-compliance with environmental regulations.
<a href="#">401-2</a>	The budgetary legislation of the Government of Catalonia for 2023 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban (started in 2012), the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.
<a href="#">404-3</a>	<p>No assessment of job-specific training needs is conducted. Simply put, Corporate Training delivers tailored courses based on the particular immediate needs of new staff so that they can do their jobs effectively (e.g. tailored courses on SAP).</p> <p>The UB does not have an assessment system that regularly reviews employees' fulfilment of their work objectives or their career development. Nor does the UB have a professional career development programme.</p>
<a href="#">413-New disclosure 1</a>	<p>All information related to studies available on the UB's economic impact were explained in the <a href="#">Report on Social Responsibility 2017-2018</a> and later expanded on in the <a href="#">Report on Sustainability 2019-2020</a>.</p> <p>No specific studies address the UB's social impact on its environment, but the present report does contain some descriptive accounts of its social impact in the section <a href="#">Commitment to society</a>.</p> <p>Information on the UB's environmental impact is available primarily at the OSSMA website and in the <a href="#">OSSMA report on activity 2023</a>.</p>
<a href="#">417-3</a>	In 2022, the UB unit Corporate Image and Marketing, which is in charge of managing the promotion and advertising of the UB brand and its products and services (teaching offer, merchandise, etc.), primarily through marketing campaigns, has not identified any incidence of non-compliance with the regulations or voluntary codes related to marketing communication, such as advertising, promotions and sponsorship.






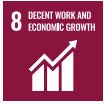
34. The anti-fraud activities are the same ones listed in disclosure 102-25, which have been considered as linked to conflicts of interest.










CODE	NOTES
418-1	<p>In the academic year 2022-2023, the Catalan Data Protection Authority has not initiated any sanction procedures against the UB.</p> <p>However, the UB has received complaints from <b>5</b> people who consider that their right to personal data protection has been infringed. Similarly, <b>13</b> individuals have requested to exercise their rights as recognized in the regulations on data protection (access, rectification, deletion, objection, restriction and portability).</p> <p>In terms of security violations involving personal data, the UB has logged <b>4</b> cases internally but none has been notified to the Catalan Data Protection Agency.</p> <p>In 2023, the UB has carried on with a basic online course on personal data protection aimed at PDI and PTGAS, which was originally offered in the previous year. Specifically, the UB delivered <b>3</b> editions to PDI, with a total enrolment of <b>116</b>, and <b>3</b> editions to PTGAS, with a total enrolment of <b>121</b>.</p> <p>The UB has also delivered <b>3</b> courses specifically on data protection aimed at PTGAS (focusing on data protection in the areas of research management, academic management and human resource management, respectively).</p> <p><a href="#">+ information</a></p> <p><a href="#">Fulfilment of objectives for the academic year 2022-2023</a></p> <ul style="list-style-type: none"> <li>The UB has met the <b>5</b> targets for the year, specifically the UB has offered in-person training courses with specific content in the areas of research management, academic management and human resources management; the UB has prepared and circulated an informational note to comply with the regulations on data protection in the organization of graduations; the UB has prepared and circulated a new policy on information security; the UB has ensured participation of the data protection delegate on the UB's Bioethics Commission; and the UB has updated its website on personal data protection to include information that is more useful for the university community.</li> </ul> <p><b>Objectives for the academic year 2023-2024</b></p> <ul style="list-style-type: none"> <li>To publish a guide on personal data protection in relation to the management of seminars, conferences, workshops and similar activities.</li> <li>To organize sessions specifically on personal data protection in scientific research in the context of the UB faculties and research institutes that present the greatest risks in the area.</li> </ul>
419-1	<p>In 2023, there have been no fines or non-monetary sanctions because of non-compliance with legislation.</p>

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35. The list only shows Agenda 2030 targets to which the UB has made some contribution in the academic year 2022-2023.

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