

Report on Social Responsibility 2011-2012

University of Barcelona



Editorial Board:

Secretaria General
Universitat de Barcelona

Rector:

Dídac Ramírez Sarrió

President of the Board of Trustees:

Salvador Alemany i Mas

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Written by:

Oficina de Control Intern, Riscos i Responsabilitat Social

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1 List of abbreviations

ACCD	Catalan Agency for Development Cooperation
AdSS	Administrative and service staff
AECID	Spanish Agency for International Development Cooperation
CCOO	Comisiones Obreras (Spanish Workers' Commissions)
CEUCAT	Catalan University Student Council
EAPC	Catalan School of Public Administration
EHEA	European Higher Education Area
FBG	Bosch i Gimpera Foundation
FSUB	UB Solidarity Foundation
GREC	Current Research Information System
HR	Human resources
ICE	Institute of Education Sciences
IL3	Institute for Lifelong Learning
MUFACE	Spanish Civil Service Mutual Insurance Company
OCIRIRS	Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	Mobility and International Programmes
OSSMA	Health, Safety and Environmental Issues
PAT	Tutorial action plan
SR	Social responsibility
TRS	Teaching and research staff
UB	University of Barcelona
UdE	University of Experience

2 Foreword from the Rector

Throughout 2012, the economic crisis and its effects continued to be felt here at home. In response to these hardships, the response from different levels of government (the European Union, Spain, Catalonia) has been a policy of austerity, reining in public spending, and the result has been fewer resources and new legal frameworks for the public sector, particularly in relation to our university community and our activities.

For one more year, the Government of Catalonia has cut back on the ordinary economic funding of the University of Barcelona, in addition to the wage reductions experienced by all public employees in Spain. There is no doubt that these actions make it difficult for us to meet our objectives and mission as a public university. In addition, students were sent a notice from the governments of Spain and Catalonia announcing a sharp rise in university tuition fees, increasing by as much as 66 % from the academic year 2012-2013 onwards. This rise, compounded by a clear shortfall in the availability of public grants, could have a negative impact on access to higher learning and on the continued enrolment of our current students.

Given the shifting nature of academic and employment expectations, the University of Barcelona has responded with firm commitments, such as our provision of additional financial assistance so that no student with ability and merit faces the need to abandon studies or is unable to gain access to the University of Barcelona for economic reasons; our maintenance of the UB's permanent workforce and our renewal of contracts; and a favourable application of government resolutions and legislative reforms. Our people remain our top priority. Starting in 2012, this prioritization has pushed us to open and take the lead in profound debates about our future, our governance, the reform of the UB Statutes, our modernization, and more.

The concerns and responsibilities of our autonomy and governance translate into actions taken across all three dimensions of social responsibility.



In relation to the social dimension, we have made significant new advances in 2012 to consolidate our position as one of the most committed universities in Spain to the philosophy of social responsibility. Three key aspects of our commitment can be seen in the following steps:

- We have worked to include terms and conditions of a social nature in our public tenders, creating incentives so that our suppliers also develop their concern for social responsibility. Our aim for 2013 is to implement a definitive version of these terms and conditions gradually into our public tenders.
- We have created the Observatory on Students and Studies, which aims to gather and analyse the views and feelings of students in order to design university policies that better meet their needs.
- The UB Committee for Social Responsibility has agreed to prepare a code of social responsibility that explicitly sets out what we understand to be our social responsibility as an institution of higher learning and what our commitments are. We are working on finalizing the document by the end of 2013.

With the respect to the environment, the OSSMA continues to work hard, making progress toward the achievement of an ecologically sustainable university thanks to improvement programmes in waste management and recycling, audits designed to optimize energy efficiency, and sustainable mobility programmes.

Lastly, on the economic dimension, we have returned to a balanced budget despite adverse and restrictive economic circumstances, and we have seen the current four-year rector's term come to an end with a balanced budget on average over the period.

Given the dedicated work at all levels of the University of Barcelona amid trying times, we can be proud of our results. We can also draw an initial conclusion from the following *Report on Social Responsibility* for the year 2012 – that we are acting responsibly, making strides year after year in our exercise of and accountability for this responsibility, not only as a provider of higher learning, research excellence and transfer value, but also in our function as a public service and a social agent deeply involved in our local environment. In closing, I would like to extend my gratitude to everyone in our university community for their involvement and daily work, whether administrative or technical, teaching or research-oriented, or as students. Together we all make the UB what it is and what it will become.

3 Letter from the president of the Social Council

In our society, universities are among the principal driving forces behind social, economic and cultural change, and the University of Barcelona is committed to playing its part in supporting social progress. As such, social responsibility must be threaded through each of the areas of university activity, bringing with it the concern and commitment needed to ensure a positive impact on society, the economy and the environment.

Social responsibility occupies a prominent position at the University of Barcelona, illustrated in the diverse range of policies and initiatives covering different areas of the institutional action, the sheer number and variety of which require considerable efforts to be made to draw a coherent picture of their overall scope. I believe that this exactly what the *Report on Social Responsibility* achieves: it facilitates the coherent, integrated presentation of the series of policies and actions that the UB promotes in the different areas of social responsibility.

The *Report* is also a useful tool through which to give account of our actions to the University community, wider society, and all our stakeholders, setting out our commitments and detailing the objectives and outcomes of activities undertaken in teaching, research, and the transfer of knowledge and technology into the social fabric. This implicit evaluation of the actions carried out over the course of the academic year also serves as a basis for the ongoing improvement of our University.

I wish to place on record my acknowledgement of the efforts of the entire UB community in pursuing a commitment to constructing a university that is socially responsible in its teaching, research and management.



4

Social responsibility at the University of Barcelona

4 Social responsibility at the University of Barcelona

4.1. The UB Committee for Social Responsibility

The Committee for Social Responsibility set up by the University of Barcelona (UB) received ratification from our Governing Council on 12 April 2011. The committee, which is presided over by the Rector and draws on the involvement and participation of UB stakeholder groups, was created in response to a determination that sustainability is a key element in the UB Management Plan.

In 2012, the committee worked on the preparation of a UB code of social responsibility and drafted instructions for public tenders containing terms and conditions that were socially responsible. The final, formal approval of the code and of the instructions for public tenders is one of the committee's primary objectives for the coming year.

The code of social responsibility is a document that will serve to define clearly what the University of Barcelona understands by *social responsibility* and set down in writing what our commitments are in this area.

The aim of the instructions for public tenders is to provide a tool that incorporates socially responsible terms and conditions for broad use in the UB's tenders with third parties, specifying the evaluation criteria to be used in the tender process and what will be required of winning bidders.

This tool for socially responsible tenders is built on a broad-based notion of public contracts executed in service to public principles and interests that go beyond the direct objective of winning a bid and merely doing the job, providing a service or supplying an item.

4.2. Office for Internal Control, Risks and Corporate Social Responsibility

In addition to the Committee for Social Responsibility, the OCIRIRS is the UB's other unit responsible for matters linked to Social Responsibility. Set up in 2009, the OCIRIRS reports directly to the Rector and its functions are divided into two main blocks.

The first block, which is Internal Control and Risks, makes use of a comptroller in economic and financial areas in order to provide greater rigour in the management of the UB's resources.

The second block focuses on promoting the values of social responsibility at the University. In this respect, we should mention channels of communication that enable the University to enhance our social responsibility, as well as the introduction of the concept of transparency with regard to results achieved in the economic, social and environmental areas.

The OCIRIRS has a specialist who is exclusively in charge of social responsibility. This is uncommon among Spain's universities.

4.3. Dialogue with stakeholder groups

Since the UB took the decision to implement SR values in our governance, we have acted in accordance with our conviction that encouraging real and effective dialogue with our stakeholder groups is crucial if we want to meet our aim of achieving a socially responsible impact on our environment. Setting up the Committee for Social Responsibility is an important step in that direction. The Committee is made up of student, AdSS and TRS representatives, as well as leading members of the UB's governing bodies.

The year 2012 was particularly productive thanks to the opening of dialogue with the Barcelona City Council. In the initial meetings, the City Council, which is concerned as an institution to include terms and conditions of a social nature in its public tenders, has advised us on this question, providing legal tools for the UB to implement tenders that adopt these criteria.

In the near future, we would like to encourage greater communication with students. To meet this aim, we will open a space on our webpage in 2013 to enable any interested students (and members of any other stakeholder group) to send us their proposals for making the UB a model to follow in the area of social responsibility. The OCIRIRS will study all proposals that come in and push to implement any that are feasible and appropriate.

4.4. Social responsibility in our teaching and research activity

The growing importance of SR in the business world and in the public sector points to an increasing presence of SR in the curricula of bachelor's degrees and master's programmes in Spain.

Our aim at the UB is that all of our teaching activity be imbued with SR values. Precisely for this reason, most of our bachelor's degrees and master's programmes contain subjects in which students work on competences linked to SR principles. It is, in our view, absolutely essential for us to impart ethical principles to our students, because we are cognizant that today's university students will be the elites who take leadership of our society tomorrow.

In addition, one or more sessions are dedicated to a discussion of SR in several subjects in our bachelor's degrees, pre-EHEA degrees and diplomas, and master's degrees, particularly ones that are bound up closely with human resources, organization management or administration, or bioethics.

Nonetheless, the current number of specific subjects on SR in our curricula is still rather low. The table below shows the subjects with content addressing aspects of SR that have been taught at the UB during the academic year 2011-2012 in bachelor's degrees, pre-EHEA degrees or diplomas, master's degrees and doctoral programmes.

Subjects linked to social responsibility taught during the academic year 2011-2012	
Pre-EHEA degree / diploma ¹	<ol style="list-style-type: none"> 1. Business Ethics. Diploma in Business Studies 2. Economics of Cooperation. Diploma in Business Studies
Bachelor's degree	<ol style="list-style-type: none"> 1. Ethics and Corporate Social Responsibility. Bachelor's degree in Administration and Business Management² 2. Organization Management. Bachelor's degree in Administration and Business Management² 3. Corporate Social Responsibility. Bachelor's degree in Advertising and Public Relations of the School of Public Relations (UB-affiliated centre) 4. Public Relations Theory. Bachelor's degree in Advertising and Public Relations 5. Public Relations Techniques. Bachelor's degree in Advertising and Public Relations 6. Workshop on Advertising and Public Relations. Bachelor's degree in Advertising and Public Relations 7. Medical Statistics. Bachelor's degree in Statistics 8. Biostatistics and Public Health. Bachelor's degree in Podiatry 9. Bioethics and Podiatry Law. Bachelor's degree in Podiatry 10. Quality and Prevention. Bachelor's degree in Chemistry 11. Evaluation and Quality. Bachelor's degree in Information and Documentation 12. Practicum. Bachelor's degree in Information and Documentation 13. Applied Social Psychology. Bachelor's degree in Psychology 14. Psychology of Organizations. Bachelor's degree in Psychology 15. Psychology and Profession. Bachelor's degree in Psychology 16. Psychology and Marketing. Bachelor's degree in Psychology 17. Environmental Psychology. Bachelor's degree in Psychology 18. Cultural Psychology. Bachelor's degree in Psychology 19. Economic and Consumer Psychology. Bachelor's degree in Psychology 20. Placements linked to the "Right to Rights" project 21. Sample of relevant studies at the Faculty of Philology: <ul style="list-style-type: none"> History and Cultures of the United States Contemporary Arab World Feminist Literary Theory and Gender Studies Catalan Sociolinguistics Linguistic Variation and Language Policies Sociolinguistics of Spanish Literature and Thought in the Twentieth Century Language Ecology and Language Planning Linguistic Anthropology Literature and the Holocaust Sociolinguistics of Italian The Essay in France: In Search of Tolerance and Liberty





Subjects linked to social responsibility taught during the academic year 2011-2012

University master's degree	<ol style="list-style-type: none"> 1. Accessibility. Master's degree in management Systems for Digital Content 2. Corporate Social Responsibility. Master's degree in People and Teams Management and Development in Organizations³ 3. Business and Society. Master's degree in Health and Safety in the Workplace 4. Quality and the Environment. Master's degree in Health and Safety in the Workplace 5. Quality Management, Environmental Management, Risk Prevention and Social Responsibility Systems. Master's degree in Hotel and Restaurant Management of the University School of Hotel Management and Tourism-CETT (UB-affiliated centre) 6. Master's degree in Bioethics and Law 7. Master's degree in Business Law 8. Financing and Resources Attraction. Master's degree in Cultural Management 9. Business Analysis. Master's degree in Sport Business Management 10. Service Management and Planning. Master's degree in Sport Business Management 11. Business Management Systems. Master's degree in Business Research 12. Internationalization Strategies. Master's degree in Business Research 13. Ethical, Legal and Management Aspects of R&D. Master's degree in Biotechnology 14. Master's degree in Nutrition and Metabolism
Doctoral programme	<ol style="list-style-type: none"> 1. Doctoral programme in Business, addressing issues related to corporate social responsibility, with some theses on the topic

¹ The pre-EHEA diploma was phased out during the academic year 2011-2012. Students were therefore entitled to examination, but no teaching was given.

² This is a fourth-year subject in the bachelor's degree. It was not taught in 2011-2012 because the first intake of students had not reached the fourth-year stage of the degree course.

³ Teaching began for the academic year 2012-2013.

Source: OCIRIRS

In addition, the UB offers two master's degrees in conjunction with IL3: Corporate Social Responsibility: Social Accounting, and Auditing and Social Economy and Management of Non-Profit Organizations. The master's in Corporate Social Responsibility: Social Accounting and Auditing is a pioneering course, one of the only postgraduate programmes in Spain to focus exclusively on the subject of social responsibility.

Lastly, the Faculty of Economics and Business organizes an event aimed at building bridges of communication with social economy institutions and the non-profit sector. The objective is for students to gain first-hand knowledge of what social economy and the non-profit sector are and what they represent in today's economic environment.

The event, which is three weeks in length, features lectures and debates with specialists in various areas of SR and concludes with a Social Forum on the last day. At the Social Forum, organizations have the opportunity to talk about their plans with any interested students. (The Faculty of Economics and Business covers the organizational expenses of the event.)

The initiative is open to students from the University of Barcelona or from other universities. In addition, students who take an active participation can obtain free-elective credits and ECTS credits.

University of Barcelona Bioethics Committee

The Bioethics Committee is a collegiate body that oversees decisions relating to the UB's impact on wider society. It monitors and evaluates research carried out at the University and addresses emerging requirements and requests from researchers by designing new protocols and publishing procedural guides.

A commitment for the future

The UB is committed to a careful analysis of the role that social responsibility should play in our teaching. An accurate depiction of the situation will enable us to take steps to include SR where needed in our bachelor's degrees and university master's programmes, adding new subjects or new sessions within existing subjects.



5

Summary
of key figures

5 Summary of key figures

5.1. Who we are

The university community is made up of two broad groups: our staff and our students.

Our staff

There are two main groups of staff providing professional services to the University of Barcelona: teaching and research staff (TRS) and administrative and service staff (AdSS).

UB staff	2009	2010	2011	2012
TRS	4,853	4,995	5,247	5,306
AdSS	2,294	2,348	2,448	2,294
Total	7,147	7,343	7,695	7,600

Source: Planning and Analysis

Staff costs as a proportion of total costs	2009	2010	2011	2012
Staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	67.40%	65.26%	67.99%	65.86%
Staff costs over total costs (including only operating costs in total costs)	78.61%	76.92%	77.1%	75.32%

Source: Finance

The students

The main student groups are those enrolled in pre-EHEA degrees or diplomas, bachelor's degrees, university master's degrees or doctoral programmes.

Number of students by course type	2008-09	2009-10	2010-11	2011-12
Pre-EHEA degrees and diplomas	48,985	38,073	26,227	15,915
Bachelor's degrees	–	10,717	22,328	31,531
University master's degrees	3,905	4,993	5,235	5,484
Doctoral programmes	3,419	3,627	4,229	4,681

Source: Planning and Analysis

These enrolment figures mean that the UB is also among the Spanish universities with the largest number of graduates each year, at undergraduate, master's and doctoral levels.

Graduating students	2007-08	2008-09	2009-10	2010-11	2011-12	% variation with respect to 2007-2008
Pre-EHEA degree / diploma	6,811	7,051	7,510	8,016	5,432	–20.25
Bachelor's degree	–	–	–	–	950	–
University master's degree	821	1,326	2,136	2,115	2,765	236.78
Doctoral programme	531	503	469	467	327	–38.42
Total	8,163	8,880	10,115	10,598	9,474	16.06

Source: Planning and Analysis



5.2. What we do

The primary missions of the UB within Catalan society are to provide training to the next generations of young people through our educational offering and to conduct research clearly committed to progress.

Teaching

The UB offers a wide range of courses of study.

Course offering	2008-09	2009-10	2010-11	2011-12
Bachelor's degree	–	49	64	65
Pre-EHEA degree / diploma	76	20	6	6
University master's degree	115	130	146	150
Doctoral programme	68	68	71	71
Doctoral programme with Pathway to Excellence award	43	30	30	31
Postgraduate course	326	338	440	306
University extension course	56	71	56	53
Corporate training and open lifelong learning (IL3)	487	728	566	470

Source: Planning and Analysis

Research and knowledge transfer

The UB is internationally renowned for the quality of its research, as a university that promotes entrepreneurial projects and is effective at evaluating and transferring the results of research activities to society.

Research activity	2009	2010	2011
Doctoral theses read	533	528	593
Scientific publications (collated by the Instituted for Scientific Information, ISI)	3,679	3,723	4,068
Teaching staff involved in research and development (%)	62.1	69.0	75.5
Research fellows	979	989	907
Consolidated research groups (as recognized by the Government of Catalonia)	243	243	243
Active research projects	625	657	720
Priority claims	24	28	18
New technology-based spin-offs	5	2	3
UB research institutes and centres	23	23	24
Research institutes and observatories in which the UB participates	13	13	7
Inter-university institutes	2	2	2



Research activity	2009	2010	2011
Documentation centres	3	3	3
Observatories	9	10	10
Contracted research doctors	161	164	231
Research support AdSS	269	276	316
International patent extensions (PCT)	17	17	22

Source: Planning and Analysis

Income generated by research and technology transfer (thousands of euros)	2009	2010	2011
Research projects*	76,715	55,887	52,107
Research projects – FBG contracts	15,129	9,642	6,850
Infrastructure projects	1,605	–	1,659
Other grants	9,515	11,632	11,217
UB agreements	3,750	2,390	2,503
FBG agreements	1,966	1,655	2,002
Total	108,680	81,206	76,339

* This includes income generated by the University of Barcelona, the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), the Bellvitge Institute for Biomedical Research (IDIBELL), the Institute for Bioengineering of Catalonia (IBEC), the Catalonia Institute of Energy Research (IREC), the Institute of Biomedical Research (IRB) and the Barcelona Science Park Foundation (PCB).

Source: Planning and Analysis

5.3. How we compare to other universities

The UB has a strong ranking among universities worldwide.

Classifications

The UB continues to be one of the foremost universities in Spain, according to the most prestigious international rankings and classifications.

University rankings	2009	2010	2011	2012
Times Higher Education				
UB position worldwide	186	171	142	201-225
Overall score	56.4	57.2	52.1	–
Position among Spanish universities	1	1	1	2-3
Academic Ranking of World Universities				
UB position worldwide	152-200	201-300	201-300	201-300
Position among European universities	59-79	75-123	–	–
Position among Spanish universities	1	1-4	1-4	1-3



University rankings	2009	2010	2011	2012
QS World University Rankings				
UB position worldwide	171	148	176	187
Overall score	57.16	54.28	50.29	50.9
Position among Spanish universities	1	1	1	2

Source: Planning and Analysis

Awards and honours

Many members of the UB community have been recipients of awards and honours from different institutions, both for their academic and research activities and for their professional careers in general. In fact, in a number of cases, the UB had more than one recipient during the year.

Prizes and other distinctions for the academic year 2011-2012

- Carles Rahola Essay Prize
- Cum Laude Award
- Joaquim Bonal Prize
- National Prizes for Academic Excellence
- Women, Science and Technology Special Prize
- Honourable mention for staging Science in Action
- National Prize in Research
- *Sàpiens* Prize
- CPAN Competition for the Public Understanding of Science
- Prizes awarded by the Board of Trustees and the Bosch i Gimpera Foundation
- Joan Sardà Dexeus Prize
- Best Memorial at the Foreign Direct Investment International Arbitration Moot
- 2011 National Prize in Chemistry
- 2011 AMMI Award
- International Year of Forests Special Prize
- Catalan Prize in Economics
- First woman to be invested in the Spanish Royal Academy of Jurisprudence and Legislation
- Contribution to research behind the 2011 Nobel Prize in Physics
- 15th Annual Prize for Doctoral Theses of the UB
- *Gràffica* Awards 2011
- José Manuel Blecuá Prize
- Ramon Margalef Prize
- Antoni Caparrós Prize
- Josep Barberà i Farràs Memorial Prize
- Senén Vilaró Prize
- 5th fotoNAT-UB Nature Photography Competition
- Medal of Honour of the City of Terrassa
- 15th Royal Academy of Pharmacy of Catalonia Award
- Dexeus Foundation International Research Award
- Ramon Fuster Award
- 4th *Escola Normal de la Generalitat* Award of the Government of Catalonia
- Diz Pintado National Cancer Research Award
- GEPRONAT Award
- City of Barcelona Award
- Joan Oró Prize
- Barcelona Economic Society of Friends of the Country (SEBAP) Prize
- Gold Medal of the Government of Catalonia
- *Vanguardia* Award for Science
- Star of Europe Award 2011
- Award for Best Initiatives for 2011
- 2011 *La Lupa d'Or* Prize
- 2012 *ÉcoTrophéa* Espanya Award
- Cross of Sant Jordi
- One of the twenty best articles of the year 2011 in the *Journal of Biological Chemistry*
- Honorary doctorate, University of Girona
- 2011 ICREA Academia Awards
- 28th Valeri Serra i Boldú Prize for Popular Culture
- 2012 *Serra d'Or* Critics' Awards
- Amadeo Foz Prize
- Giovanni Pontiero Translation Prize
- Severo Ochoa Award for Biomedical Research
- 2012 Gruber Prize in Cosmology
- 2012 Llorenç Torrado Prize in Gastronomy
- Joan Palau Literature Prize of the Spanish Sports Federation for People with Physical Disabilities
- SusChem Young Researchers in Chemistry Prize
- The French-Spanish Catalan-Sabatier Prize
- The Narc's Monturiol Medal
- The Josep Trueta Medal of Merit in Health Care

Source: UB website

5.4. Who we work with

The UB is part of a wider collection of centres and organizations called the UB Group. It also works closely with many other national and international partners.

UB Group

The University of Barcelona Group (UB Group) is a group of entities with legal autonomy over their capital, at the heart of which is the University of Barcelona, the promoter, protector and founder of these entities.

The University of Barcelona also encompasses a series of foundations with which it has developed strong social connections as a result of their historical and traditional link with our institution. These are largely charitable educational foundations that allocate funds for grants programmes and other forms of financial aid for students.

UB Group members	Charitable-teaching foundations
Bosch i Gimpera Foundation (FBG)	Agusti Pedro Pons Foundation
Innovative and Scientific Culture (CIC-UB)	Guasch Coranty Foundation
Barcelona Science Park (PCB)	Montcelimar Foundation
Institute for Lifelong Learning (IL3-UB)	Amigó Cuyàs Foundation
Josep Finestres Foundation (FJF)	
UB Solidarity Foundation	

Source: Cabinet at the Rector's Office

Networks we belong to

The UB is a member of numerous university associations and networks that foster collaborative relationships between institutions with the aim of achieving common goals and targets.

Main associations to which the UB belongs (such as industry associations) and national and international organizations it supports

- Coimbra Group. European policies on joint programmes
- Agence Universitaire de la Francophonie (AUF)
- European Association for International Education (EAIE)
- European University Association (EUA). European policies on joint programmes
- International Association of Universities (IAU)
- Ibero-American University Association for Postgraduate Studies (AUIP)
- Inter-University Centre for Development (CINDA)
- Columbus
- Confucius Institute of Barcelona. Collaboration with China
- Tordesillas Group
- Observatory of European Union – Latin America Relations (EULARO)
- PEACE Programme (4). Collaboration with Palestine and Brazil
- Latin America and Europe Continuing Education Network (RECLA)
- Mediterranean Universities Union (UNIMED)

- European University Continuing Education Network (EUCEN)
- Vives University Network
- League of European Research Universities (LERU)
- International Research Universities Network (IRUN)
- Network of European Universities in Life Sciences (EUROLIFE)
- International Forum of Public Universities (IFPU)

Participation in different international institutions of research

- League of European Research Universities (LERU)
- International Research Universities Network (IRUN)
- Network of European Universities in Life Sciences (EUROLIFE)
- International Forum of Public Universities (IFPU)

Source: OMPI

5.5. Our installations and facilities

The UB has a wide range of installations and facilities for the provision of services and activities on offer.

UB Infrastructure

The University of Barcelona boasts extensive infrastructure which provides essential support for academic and research activities and makes life at the university a more pleasant and healthy experience.

UB Infrastructure	Number/area		
	2009-10	2010-11	2011-12
Centres (university faculties and schools)	19	19	19
UB-affiliated centres	5	5	5
Departments	106	106	106
UB research institutes and centres	23	23	24
Research institutes and observatories in which the UB participates	13	13	7
Inter-university institutes	2	2	2
Documentation centres	3	3	3
Observatories	9	10	10
The UB Library	18	18	18
Sports facilities	100,000 sq m	100,000 sq m	100,000 sq m

Source: Planning and Analysis

In recent years, the UB has not sold any assets of this kind, but we have made acquisitions. This shows that, despite the economic context, the UB has avoided entering into a spiral of decapitalization.



5.6. Our financial situation

Financial information

Transfers from government are the principal source of income at the UB each year.

Financial resources (euros)	2009	2010	2011	2011 excl. CM	2012 excl. CM
Net income*	443,909,598	457,649,182	422,348,524	406,652,119	404,172,336
Significant financial resources received from government**	337,828,438	341,356,731	284,489,235	284,489,235	260,030,868

* Includes *liquidated budgetary rights*: rights owed to the University by third parties, acquired within the budgetary year, by which the debtor is bound to pay monies by a specific due date according to conditions established in corresponding documentation.

** Includes current transfers and subsidies and capital subsidies received.

Source: Finance

The figures show that income received in loans represents a small percentage of total income. The recourse to loans is normally limited to covering any temporary needs for liquidity.

Percentage of income received in loans	2010	2011	2012
Total UB income	457,649,182.38	422,348,523.98	404,172,336.26
Total loan income	13,115,542.45	12,638,418.72	104,144.51*
Percentage of income received in loans	2.87 %	2.99 %	0.03 %

* This does not include a short-term line of credit, totalling 2 million euros, which was returned within the same financial year.

Source: Finance

Budget results

In spite of a difficult economic climate and widespread spending cuts, the UB has consolidated its efforts to achieve a balanced budget. Below are the budget results for the financial year, excluding the impact of final income and costs. To get a more accurate picture of the evolution of our budget, it is important also to look at the evolution of our accumulated deficit.

Budget results by year as indicated (euros):

	2009	2010	2011	2012
Budget outcome	238,220.66	7,448,002.12	-6,762,150.73	-2,045,969.18
Accumulated deficit at 31 December	-81,934,157.49	-58,007,643.90	-66,040,975.79	-61,698,664.84

Source: Finance



6

Governance at the University of Barcelona

6 Governance at the University of Barcelona

The University of Barcelona is a public, not-for-profit institution governed by collective bodies that represent the four groups of stakeholders in the University: teaching and research staff (TRS), administrative and service staff (AdSS), the students, and Catalan society. The first three groups constitute the university community.

The UB Statutes drive the participation of the university community in shaping the framework of academic learning, teaching and study, in research, and in transferring university activities into society.

6.1. Governing bodies¹

The Rector² and the Executive Council³

The Rector is the highest academic authority of the University and its legal representative. The Rector exercises his or her powers assisted by and presiding over the Executive Council, which is made up of the Vice-Rectors, the General Secretary and the General Manager.

1. A more detailed description can be found on pages 16–23 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

2. Articles 71-76 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

3. Article 74 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

Senate⁴

The University Senate is a collegial body and the highest representative body of the university community. The stakeholder groups that make up the university community elect their delegates to the Senate.

Governing Council⁵

The Governing Council is the collegial body for governance at the University of Barcelona. Its membership includes the Rector, the General Secretary, the General Manager, fifteen individuals appointed by the Rector, twenty individuals elected by the Senate from its members, ten individuals elected by the Deans, the directors of the university schools, five individuals elected by the heads of departments and of the university research institutes, and three members of the Board of Trustees who do not belong to the university community.

Board of Trustees⁶

The Board of Trustees is the body through which civil society participates in the University. Composition: of the fifteen members representing diverse stakeholder groups, eight come from outside the UB, representing Catalan society (plus an additional guest representative without official member status) and seven representatives come from the UB community.

In April 2012, Salvador Alemany i Mas began his term as President of the Board of Trustees, replacing Joaquim Coello Brufau.

Consultative bodies

Advisory Council

The Advisory Council is the body responsible for providing advice to the Rector and the Governing Council on academic matters.

Committee of Faculty Deans and School Directors

The Committee of Faculty Deans and School Directors is an advisory body responsible for providing counsel to the Rector and other governing bodies.

Ombuds Office⁷

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 University. It also acts in the permanent provision of information regarding the functioning of the University.

4. Articles 54-59 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

5. Articles 60-63 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

6. Articles 67-70 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

7. Article 66 of the UB Statutes, <http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294> (information in Catalan).

Administrative units

The administrative units have the following missions:

- To coordinate and manage the administrative and management units directed at the student body and the academic staff.
- To coordinate the management of research support activities, finances, site management and maintenance.
- To manage sites and repairs, monitoring the conditions of facilities with respect to maintenance, cleaning and security.
- To manage and monitor specific contracts with companies that have concessions.

Other mechanisms available to stakeholders for communicating with the University's highest governing body

In addition to the mechanisms set out in the UB Statutes, the UB also has more informal mechanisms to facilitate the participation of the university community in our decision-making. They include:

- Rector's page with blog. Basic Support for Cooperative Work.
- BSCW. A tool for collaborative online work, allowing interaction and information exchange without the barriers of time and distance.
- The UB website.

Throughout this report, various mechanisms of communication with stakeholder groups are described. With respect to students, for example, the aim is to create an observatory on students and studies, and for AdSS, satisfaction surveys are conducted.

Procedures carried out by the University's highest governing body⁸

The UB's performance in the area of sustainability has been evaluated by the Committee for Social Responsibility and specific remarks appear in relation to the various objectives set forth in this report.

In the economic area, we also monitor all units generating external income, as well as captive staff and consumption.

Significant changes during the period 2011-2012⁹

- Launch of the bachelor's degree in Communication and the Culture Industry.
- Full adaptation of overall course offering to EHEA requirements.
- Cutbacks in public funding awarded to the University and reduction of salaries imposed by an agreement of the Government of Catalan and Spanish royal Decree-Laws.

Objectives for the forthcoming years

- Beginning of statute reform process.
- Modernization of the UB through organizational and structural reforms.

8. Extended information can be found on page 23 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

9. Significant changes during the period 2008-2011 are detailed on page 24 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Operational structure of the University of Barcelona

The University of Barcelona has eighteen faculties and one university school, which are distributed over six campuses and five UB-affiliated centres.

6.2. Principal impacts, risks and opportunities

Activity/assessment	Priority	Impact	Risk	Opportunity	Indicator
Teaching	Successful adaptation to the European Higher Education Area (EHEA)	Development in knowledge areas currently in demand by markets and society	Failure to fully meet initial goals as a result of economic shortfalls and legal changes	Increase in student employability and improvement of academic performance	Enrolment of incoming bachelor's degree students / places offered
Research	Position among the top 150 universities worldwide	Greater attraction of resources and talent, and positive impact on scientific activity as a result of being an intensive research university	Financial difficulties of adding personnel and infrastructure	Greater scientific output and international projection	Scientific output
Transfer activities	Increased scientific output and improved transfer results	Higher self-generated income and external valuation of the University's activities	Excessive market-orientation of a public service (higher education)	Increased level of self-finance and greater autonomy in research and teaching	Income from patents and transfer activities
Management	Balanced accounts	Greater solvency	Cessation of growth projects	General improvement to financial position of the institution	Budget results

Source: Cabinet at the Rector's Office



Budget history. 2009-2012 (millions of euros)

Budget history	2009	2010	2011	2012
Statement of expenditure				
Staff costs	287.153	285.289	282.571	267.071
• TRS	174.172	171.892	170.522	–
• AdSS	90.943	91.388	89.357	–
• Others	22.038	22.009	22.692	–
Current expenditure: goods and services	60.547	64.072	62,551	61.418
Financial costs	0.14	0.20	0.179	0.74
Current transfers	17.414	21.322	21.204	25.373
Real estate investments	54.7	58.427	46.38	41.733
Capital transfers	4.694	6.154	1.673	1.192
Financial assets	0.01	0.857	0.299	0.174
Financial liabilities	1.367	0.829	0.731	7.823
Total	426.025	437.15	415.588	405.524
Statement of revenue				
Tuition fees, academic fees and other income	94.546	100.984	105.418	139.232
Current transfers	298.095	301.066	248.177	228.790
Income from equity	2.652	2.193	19.714	2.758
Capital transfers	39.734	40.29	36.312	31.241
Financial assets	0	0	0.089	0.047
Financial liabilities	8.883	13.116	12.638	2.104
Total	443.91	457.649	422.348	404.172

Source: Finance

The table above shows a sharp fall in total expenditure, arising from the need to curb spending in response to lower income. In the case of income, there has been a dramatic drop in current transfers and in capital received from the public administration, which is, as noted earlier, the main source of the UB's funding. On the other hand, we have seen a significant rise in income as a direct consequence of the mandatory increase established by recent legislation in the price of tuition for bachelor's and master's degrees.



7

Innovations in the area
of social responsibility
introduced during
the academic year

7 Innovations in the area of social responsibility introduced during the academic year

7.1. Principal social responsibility initiatives

Like any institution of a similar size, the UB contracts a considerable volume of goods and services over the course of a year. Given this reality and the UB's related desire to leave a positive footprint in society as a whole and in our immediate surroundings, we have taken the decision to put terms and conditions of a social nature in our contracts.

To satisfy this aim with maximum safety and effectiveness, we initiated contacts with the Barcelona City Council in 2012. As a public institution, the Barcelona City Council has demonstrated initiative in its inclusion of social terms and conditions and given the UB its support, advice and help in the implementation of a similar system at our university.

Since then, we have taken the appropriate steps to devise a set of rigorous social terms and conditions that can be put into operation as quickly as possible.

Objectives for 2013

Our objective is to put a set of socially responsible terms and conditions into operation during 2013.

7.2. Other proposals

The UB Committee for Social Responsibility has put in motion the creation of an SR code. This is a written document intended to set out our social responsibility as a public university, identifying our commitments in each aspect and spelling out how we will monitor our performance against each of these commitments.

Objectives for 2013 and 2014

Our objective is set up a working group to draft the SR code in 2013 and gain approval from the governing bodies in 2014.



8

Creating value
for society

8 Creating value for society

8.1. Quality training

The University of Barcelona provides quality training through an extensive course offering, fully adapted to the EHEA, using innovative methods of teaching and assessment. Our course offering is designed to meet students' lifelong education needs and is capable of interacting with and anticipating social demands to effectively train citizens and professionals.

Course type	2008-09	2009-10	2010-11	2011-12
Bachelor's degrees	–	49	64	65
Pre-EHEA degrees and diplomas	76	20	6	6
University master's degrees	115	130	146	150
Doctoral programmes	68	68	71	71
Doctoral programmes with Pathway to Excellence award	43	30	30	31
Postgraduate courses	326	338	440	306
University extension courses	56	71	56	53
Corporate training and open lifelong learning (IL3)	487	728	566	470

Source: Planning and Analysis

Area											
Courses of study by branch of knowledge for the academic year 2011-2012											
	Arts and humanities		Social sciences		Experimental sciences and engineering		Health sciences		Education sciences		Total
	Percentage of total	Percentage of total	Percentage of total	Percentage of total	Percentage of total	Percentage of total	Percentage of total	Percentage of total	Percentage of total		
Bachelor's degrees*	20	33.33	10	16.67	14	23.33	10	16.67	6	10.00	60
Pre-EHEA degrees and diplomas**	0	0.00	4	66.67	1	16.67	1	16.67	0	0.00	6
University master's degrees***	34	23.45	22	15.17	37	25.52	34	23.45	18	12.41	145
Doctoral programmes	23	32.39	8	11.27	20	28.17	15	21.13	5	7.04	71

* This does not include bachelor's degrees taught at affiliated centres.

** These are second-cycle courses under the former higher education system.

*** This does not include master's degrees taught at affiliated centres.

Source: Planning and Analysis

Students	2009-10	% women	2010-11	% women	2011-12	% women
Pre-EHEA degree / diploma						
Total students	38,073	60.8	26,227	60.3	15,915	57
FTE students	28,628	61.7	19,100	59.8	10,159	56
Incoming students	4,061	51.2	804	52.4	725	49
Graduates	7,510	68.8	8,016	68.2	5,432	63
International students	1,909	66.9	1,232	69	802	68
Bachelor's degree						
Total students	10,717	68.5	22,328	63.7	31,531	63.2
FTE students	9,727,70	68.7	20,714	64.2	29,312	64
Incoming students	7,869	67.8	10,911	60.7	11,014	62
Graduates	-	-	-	-	950	74
International students	783	69.42	1,482	68.62	2,040	69
University master's degree						
Total students	4,993	65	5,235	64	5,484	64.6
Incoming students	3,101	64.2	3,366	63.1	3,240	64.5

Students	2009-10	% women	2010-11	% women	2011-12	% women
Graduates	2,136	64.4	2,115	63.5	2,765	65
International students	1,525	63.94	1,434	61.36	1,620	62
Doctoral programmes	3,627	58	4,229	58.2	4,681	58
Postgraduate students	9,520	74.1	10,175	73.51	8,577	72
University extension students	1,304		1,229		925	
Lifelong learning IL3 students	28,535	59.2	24,019	71.4	17,371	69
School of Modern Languages (EIM)	4,204	65	4,315	64.4	5,284	64
Hispanic Studies	2,544	65.8	2,471	67.6	2,239	67.9
Catalan courses (Lang. Services)	3,471	66.9	3,027	68.9	1,540	69.2
Summer courses	2,234	66.2	1,624	61.1	1,169	61.1
Institute of Education Sciences	10,708	63.5	8,032	66	9,314	69
Courses for Senior Citizens (AUGG)	4,000	78	3,685	78	3,663	78
University of Experience	No data	No data	169	64	283	64
Students at UB-affiliated centres (bachelor's degree, pre-EHEA degree / diploma, university master's degree)	3,376	58.2	3,219	59.2	3,164	57

Source: Planning and Analysis

Area											
Number of students by branch of knowledge for the academic year 2011-2012											
	Arts and humanities	Percentage of total	Social sciences	Percentage of total	Experimental sciences and engineering	Percentage of total	Health sciences	Percentage of total	Education sciences	Percentage of total	Total
Pre-EHEA degree / diploma	2,722	17.10	8,177	51.38	1,720	10.81	2,332	14.65	964	6.06	15,915
Bachelor's degree	6,538	20.74	9,051	28.71	4,798	15.22	6,751	21.41	4,393	13.93	31,531
University master's degree	1,543	28.14	722	13.17	1,015	18.51	1,319	24.05	885	16.14	5,484
Doctoral programme	1,156	24.70	469	10.02	1,151	24.59	1,549	33.09	356	7.61	4,681

Source: OCIRIRS

Area											
Incoming students by branch of knowledge for the academic year 2011-2012											
	Arts and humanities	Percentage of total	Social sciences	Percentage of total	Experimental sciences and engineering	Percentage of total	Health sciences	Percentage of total	Education sciences	Percentage of total	Total
Pre-EHEA degrees and diplomas	6	0.83	715	98.62	1	0.14	2	0.28	1	0.14	725
Bachelor's degrees	2,575	23.38	3,188	28.94	1,581	14.35	2,054	18.65	1,616	14.67	11,014
University master's degrees	720	22.22	388	11.98	686	21.17	794	24.51	652	20.12	3,240

Source: OCIRIRS

8.2. Quality teaching

Academic performance and student employability

The University of Barcelona has continued to implement actions aimed at improving the academic performance and employability of its students, through which it has:

- implemented new teaching methodologies;
- implemented teaching management systems, including the use of smaller groups within highly populated courses;
- increased the use of teaching materials available in electronic format through the UB Virtual Campus;
- further developed tutorial activities;
- launched courses designed to help new students make the transition from high school to university; and increased the number of courses taught in English.

Academic performance of students		2008-09	2009-10	2010-11	2011-12
Standard credits completed / credits enrolled in (%)		71.10 %	73.90 %	75.20 %	77.9 %
Percentage efficiency rate for graduates (credits passed / credits taken)	Officially recognized degrees:	76.5 %	80.8 %	79.4 %	78.7 %
	UB-specific degrees:	83.7 %	84.6 %	82.6 %	78.6 %
Withdrawals / enrolment		11.98 %	11.95 %	11.24 %	9.1 %
		(5,802/48,431)	(5,650/47,283)	(5,291/47,063)	(4,304/47,229)

Source: Cabinet at the Rector's Office

As the table above shows, there has been a continual rise in the percentage of credits completed out of credits enrolled in since the academic year 2008-2009. Similarly, there has been a continual fall in the percentage of withdrawals, dropping to 9.1% in the academic year 2011-2012.

Comments on the objectives set for 2012

- The UB Management Plan set the objective of a 10% increase in the ratio of credits completed to credits enrolled in, from the academic year 2007-2008 to the academic year 2011-2012. This improvement required a rise from 68.90% to 75.79% over the period. Bearing in mind that the ratio has climbed to 77.9% for 2011-2012, we have been successful in achieving this objective.
- It was also our aim to increase the efficiency for graduates by 10% over the same period. Although we do not yet have data for this indicator for the academic year 2011-2012, the forecast suggests that our improvement will be insufficient to achieve our initial objective.
- Lastly, we sought to reduce the rate of student withdrawals by 20% in relation to the academic year 2007-2008. This would involve pushing the rate of withdrawals down from 11.30% in 2007-2008 to 9.04% in 2011-2012. We have broadly achieved this objective, as the withdrawal figure for 2011-2012 is only 9.1%.



Objectives for forthcoming years

The next academic year falls within the 2013-2016 Management Plan.¹ Our objectives for the year 2016 or the academic year 2015-2016 are as follows:

General objective	Specific actions	Indicators	Targets
Improvement of academic results and teaching coordination	Identification and promotion of teaching teams at a level higher than subjects, and introduction of recognition measures	Number of teams	64 teaching teams
	Improved indicators for withdrawals and academic performance	First-year withdrawals	Improvement of 12%
		Academic performance rate	Improvement of 12%
	Strengthening and reformulation of tutorial action plans (TAP)	Expansion of TAP across disciplines	TAP in all 64 bachelor's degrees
	Strengthening cross-disciplinary competences	Presence of cross-disciplinary competences in disciplines	Cross-disciplinary competences in the curricula of 64 bachelor's degrees
Completion of steps envisaged in PICUB project		100% of steps completed	
	Identification and incentivization of talent by means of special actions and programmes, greater flexibility in rules over enrolment and credits, access to competitions, access to special grants	Number of UB graduates with an average mark above 9	700 students

Working to increase the proportion of students who complete professional practice as part of their training

The University of Barcelona encourages students and graduates to make the all-important step from the university into the workforce in the best way possible through a series of actions.

The Feina UB programme is set up to do this and works in two distinct areas: labour insertion and careers guidance. It has a team of guidance professionals and access to in-company work placement offerings and job listings.

Student employability	2008-09	2009-10	2010-11	2011-12
Students and graduates in work placements	23.5%	25.3%	22.8%	32.0%
	(1,660/7,051)	(1,898/7,510)	(1,831/8,016)	(2,043/6,382)
Career guidance courses (vocational and professional) (<i>real number of students</i>)	3,683	3,793	3,805	3,287

Source: Cabinet at the Rector's Office

1. A more detailed description can be found at http://www.ub.edu/pladirector/ca/pla_director_2013-16.html (information in Catalan).

During the academic year 2011-2012

- 3,287 career guidance courses were offered, which represents a considerable decrease from the total for 2010-2011.
- 2,043 students completed professional placements, 212 fewer than the previous year. This figure indicates that 32% of students graduating in 2011-2012 completed placements at some time during their studies.

Comments on objectives for 2011-2012

- Our target for external work placements was 30% for students graduating in the academic year 2011-2012. In the table, the actual figure reached 32%, showing that the target was surpassed. This increase is especially commendable bearing in mind that the figure only represents external work placements, which are not compulsory within undergraduate syllabuses. Our bachelor's degrees do have compulsory work placements that must be completed by all students and these placements are increasing each year as the pre-EHEA degrees and diplomas are gradually replaced by new bachelor's degrees.
- In the case of career guidance courses, the target was to reach 4,000. Given the economic situation, however, the resources devoted to this type of activity had to be curtailed. As a result, it became impossible to meet the planned target.

Objectives for forthcoming years²

General objective	Specific actions	Indicators	Target
Improvement of student employability	Employment map for UB students	Survey design and assessment	Minimum 7/10
	Design, implementation and assessment of a professional support service focused on new job opportunities, self-employment and entrepreneurship for part-time teaching and research staff, grant-holders and administrative and service staff	Number of users assisted by the UB JOBSUPPORT service	Service to 100 people per year
		Survey design and assessment	Satisfaction survey 7/10
	Design and implementation of cross-disciplinary actions to improve employability, job finding and entrepreneurship specifically taking a gender-based perspective for women who are UB students or alumnae.	Percentage of graduating women finding jobs (AQU survey)	80%
Number of women in positions of responsibility (AQU survey)		50%	

2. Objectives of the new Management Plan 2013-2016.

Improvements in teaching innovation

The University of Barcelona has made every effort to take advantage of the opportunities brought by the mandatory re-organization of its courses to the on-going construction of the European Higher Education Area (EHEA), with a view to taking a leading role in teaching improvement and innovation. The new courses of study are arranged in three stages: bachelor's degrees, master's degrees and doctoral studies. This structure is in line with the approaches taken by the vast majority of European universities, and satisfies the terms of all major agreements on the construction of the EHEA.

Since the academic year 2009-2010, all UB faculties, schools, departments and academic councils have worked simultaneously with two types of syllabus: those of the pre-EHEA programmes and those newly designed to conform to EHEA requirements. As a result of these changes, the pre-EHEA degrees and diplomas (the *licenciatura* and *diplomatura* courses) are gradually being phased out, and the new bachelor's degrees and university master's degrees are being configured and rolled out.

This effort to implement new studies alongside the existing courses is being done without any additional financial resources and draws on the selfless efforts of academic, administrative and service staff and on all those involved in the process.

The implementation of the EHEA has also resulted in the simultaneous offering of two types of master's degrees: EHEA-adapted university master's degrees, the first of which were launched in the academic year 2007-2008, and UB-specific master's degrees, which have been offered for over twenty years and are available in a wider range of subject areas.

Implementation of the EHEA	Academic year				Objective
	2008-09	2009-10	2010-11	2011-12	2012-13
Bachelor's degree	0	49	64	65	65
University master's degree	115	130	146	150	150
Favourably assessed TRS / potential TRS in teaching assessment calls (standard calls)	50.9%	65.3%	73.0%	73.3%	75.0%
	(265/521)	(322/493)	(340/466)	(321/438)	
	calls for 2008	calls for 2009	calls for 2010	calls for 2011	

Source: Cabinet at the Rector's Office

In the academic year 2011-2012 the UB offered a total of 65 bachelor's degrees and 150 university master's degrees. In addition, 73.3% of teaching and research staff received positive outcomes in teaching assessment calls.

Comments on objectives for 2011-2012

- We have adapted our course offering to the new EHEA within the time period envisaged, consolidating 65 bachelor's degrees and 150 university master's degrees.
- The percentage of teaching and research staff receiving favourable assessments has increased year after year, but we have not yet reached our target of 75%.

Objectives for forthcoming years³

- For the forthcoming years, we aim to increase the percentage of teaching and research staff to receive favourable assessments.

General objective	Specific actions	Indicators	Target
Improved support to centres in order to ensure that they are not overwhelmed by increased numbers of places available	Development of a project for the comprehensive management of the UB's educational offering (Gestió Integral d'Ensenyaments, or GIE) to provide complete coverage for all cycles of studies offered, both official and UB-specific	Indicators for completion of phases	Project completed
	Development of an application for integrated management of professional and in-company placements	Phases and users	Project completed, over 20,000 placements managed
	Map of UB undergraduate and master's courses, taking into the account their demand and strategic need	Indicators for completion of phases	Map completed
	Support to UB centres for accreditation and validation activities	Success rate for qualifications that are evaluated and re-evaluated by AQU and ANECA	1
	Promotion of the teaching contract programme as a fundamental coordination tool with the centres, prioritizing teaching objectives in bachelor's and master's degrees with the overall aim of raising variable funding indicators by 10% with respect to teaching objectives	Teaching indicators and success of assessment model	Above 90%

Promotion of the use of Catalan as the specific and official language of the UB

The University of Barcelona actively promotes the use of Catalan and is firmly of the view that this promotion helps us to stand out, create a sense of involvement, improve our services and, ultimately, create value for all members of the university community.

Actions: Through the Catalan language promotion network XDL (Xarxa de Dinamització Lingüística), comprising team members from governing bodies of each of the UB's faculties and schools, activities and promotional initiatives are organized to achieve this goal.

Use of Catalan	Academic year		
	2009-10	2010-11	2011-12
Teaching carried out in Catalan	62.60%	70.2%	73.0%

Source: Cabinet at the Rector's Office

3. Objectives of the new Management Plan 2013-2016.

The use of Catalan as a language of instruction at the UB has risen steadily since the academic year 2009-2010 and reached 73 % for the academic year 2011-2012.

Challenge: Given the current new policies of internationalization and the promotion of third languages (basically English) within the university community, we need to achieve a genuine balance between Catalan as the UB's own language, Spanish as an official language, and third languages. We must ensure, however, that balanced use does not come into conflict with our responsibility to promote and safeguard Catalan as a language of instruction and an object of study.

Comments on objectives for 2011-2012

- We wanted to maintain the percentage of teaching in Catalan at 70 %. Given that 73 % of teaching at the UB took place in Catalan in the academic year 2011-2012, we have surpassed this goal by a healthy margin.

Objectives for forthcoming years⁴

General objective	Specific actions	Indicators	Target
Increase in use of Catalan in teaching and research	Increase of transparency on use of Catalan in teaching and research	Percentage of teaching in Catalan	Improvement of 12%
		Percentage of scientific articles in Catalan	Improvement of 12%
	Promotion of Catalan through activities organized by the Language Exchange	No. of activities	1 per year
		Number of exchanges involving Catalan organized through the Language Exchange	1,000 per year
	Closer collaboration with the Institute for Catalan Studies, the Ramon Llull Institute, the Directorate-General for Language Policy of the Government of Catalonia and the Vives University Network	Agreements and joint activities	Agreement signed

Internationalization

The full-fledged incorporation of the international perspective and dimension at the UB has never been more critical than it is today. University education and research are global arenas in which different countries and their respective universities compete to attract the best teaching and research faculty, students and management personnel.

The fundamental objectives that need to guide the UB's international policy can be grouped in three broad areas: expanding the reach of the UB's international activity; giving UB students the greatest possible international experience and making the UB more attractive to international students; and building the international perspective into the UB's internal and external processes.

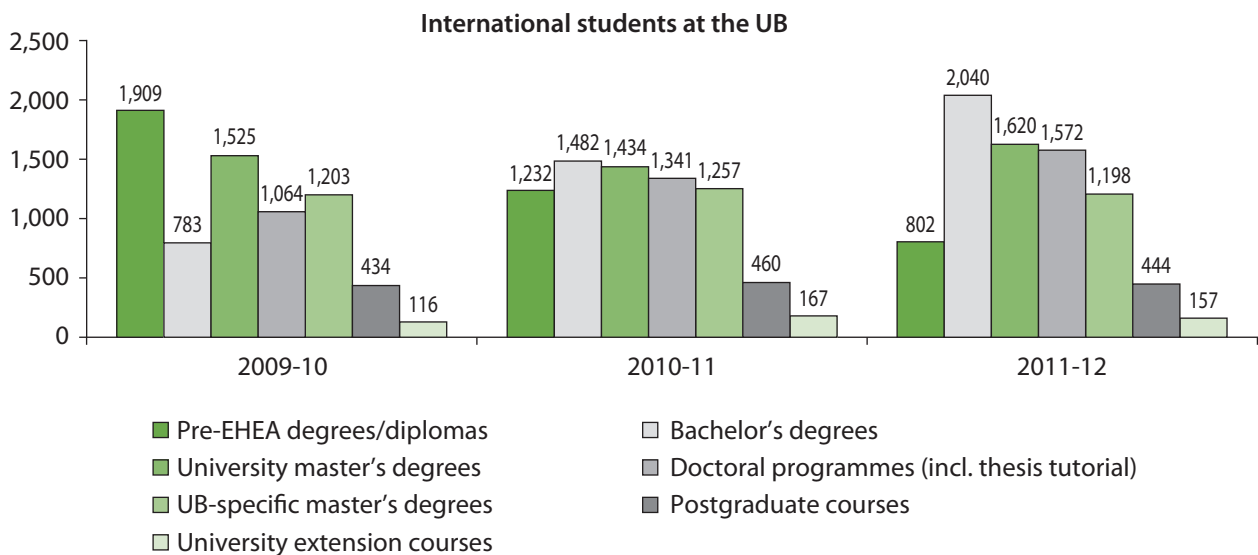
4. Objectives of the new Management Plan 2013-2016.

Objectives for forthcoming years⁵

- The UB needs to expand the number of international partners and collaborations both in education and in research.
- The UB needs to have systematic and up-to-date information on the research agreements and ties between our teaching and research faculty and other international centres.
- The UB needs to gain maximum benefit from membership in international networks.
- The UB is in a privileged situation to be able to strengthen Summer School programmes and attract international students who wish to combine high-quality studies with the cultural and life experience of living in Barcelona.
- The UB needs to become better established in rapid-growth countries where there is a strong demand for higher education.

Current figures on internationalization

The University of Barcelona has a large number of international students who are attracted by the high quality of the University's academic offering.

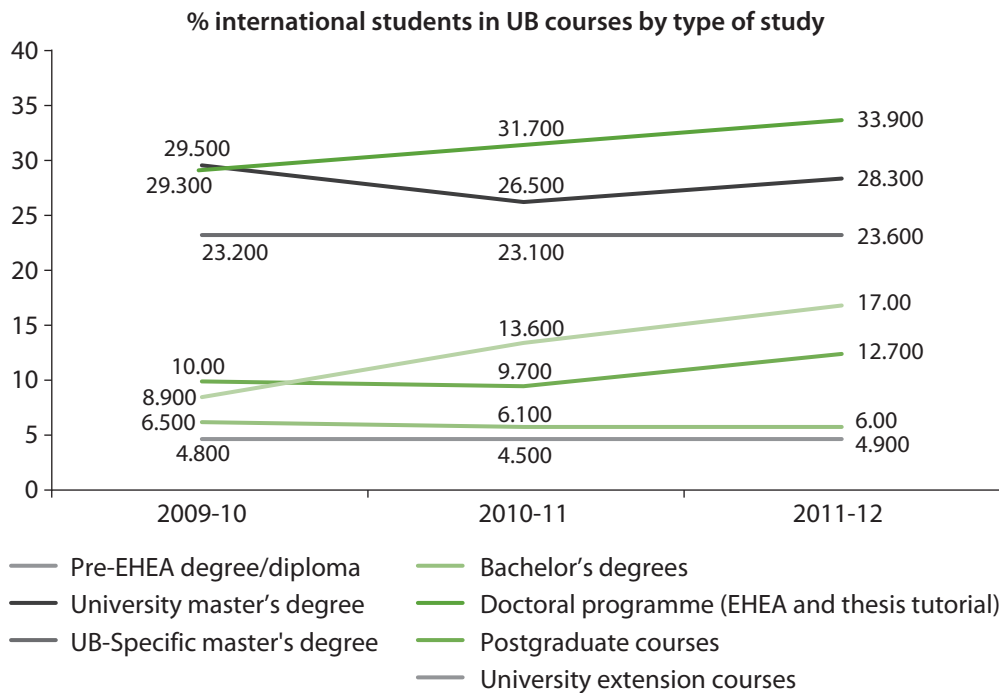


Source: Mobility and International Programmes

As the figure above shows, there has been significant drop in the absolute number of international students pursuing a pre-EHEA degree or diploma. However, this is not a surprising piece of data, given that the UB has been gradually replacing the pre-EHEA degrees and diplomas with new bachelor's degrees. As can be seen, the number of international students enrolled in the new bachelor's degrees has risen sharply.

Another interesting piece of data is the sharp rise in the number of international students in doctoral programmes. While there were 1,064 doctoral students in the academic year 2009-2010, the number shot up to 1,572 in 2011-2012.

5. Objectives of the new Management Plan 2013-2016.



Source: Mobility and International Programmes

The figure above shows the high proportion of international students in UB doctoral programmes and university master's degrees, 33.9% and 28.3%, respectively. The other trends in the figure are relatively steady, with the exception of a sharp rise in the proportion of international students in university extension courses, which reached 17% in 2011-2012.

The growing internationalization of our university is also reflected in an increase in the number of international agreements signed, the number of international teaching staff and the number of double degrees and Erasmus Mundus master's degrees offered jointly with international universities.

Internationalization	2010-11	2011-12
Number of international agreements	1,630	1,730
Number of international students*	9,202	9,759
Number of international teaching staff	173	187

* This figure includes international students and international exchange students.

Source: Mobility and International Programmes

Double degrees are bachelor's degree courses with a syllabus approved jointly by the UB and a foreign university: graduating students receive an official degree from each of the participating universities.

Erasmus Mundus master's degrees and doctorates are taught by two or more universities in two or more countries. Students receive part of their training in at least two of the participating universities (which must be in different countries). The number of master's degrees of this type has increased considerably.

International course offering	2009-10	2010-11	2011-12	2012-13
Double degrees	2	2	2	2
Inter-university master's degrees: Erasmus Mundus	2	4	5	6
Inter-university doctorates: Erasmus Mundus	1	1	1	3

Source: Mobility and International Programmes

Comments on objectives for 2012-2013

- In last year's report, we set the objective to continue working together with other European universities within the framework of the Erasmus Mundus Programme. It is our view that we have achieved this objective and strengthened the presence of the UB.
- Another objective was to consolidate the presence of the UB as a coordinator of Erasmus Mundus programmes. Once again, we have been able to satisfy this objective, coordinating six projects within the Erasmus Mundus action programme.

Mobility

The University of Barcelona promotes exchanges with foreign and Spanish universities for our teaching and research staff, our administrative and service staff and our students. Our belief is that these stays provide significant value added for the University and for the individuals who take part.

Student mobility in exchange programmes with Spanish universities

The table below shows that there is a much greater number of students from other Spanish universities coming to the UB on exchange programmes than there are UB students who spend time studying at other Spanish universities.

Student mobility under Spanish exchange programmes	2008-09	2009-10	2010-11	2011-12
UB students on exchange programmes at other Spanish universities	153	181	164	153
Students from other Spanish universities on exchange programmes at the UB	313	447	513	451

Source: Mobility and International Programmes

Student mobility in exchange programmes with foreign universities

The Erasmus programme is the main source of full-time exchange options for students at European universities. However, other programmes also enable students to take part in exchanges with other universities around the world.

Student mobility in all exchange programmes	2008-09	2009-10	2010-11	2011-12
UB students on exchange programmes outside Spain	790	894	1,070	1,187
Visiting students participating in exchange programmes, Study Abroad or specific agreements with the US	1,748	1,599	1,829	1,926

Source: Mobility and International Programmes

As the table above shows, more and more UB students are choosing to complete a temporary period of study at a university outside Spain. The number of international students coming to the UB on exchange programmes also continues to rise.

The table below shows the various destinations of UB students on exchange programmes abroad, as well as the home countries of international students at the UB here on exchange programmes. The table also includes students on programmes such as Study Abroad and students taking part in specific agreements with the US. These students come to the UB for a short period to pursue specific studies. Because these programmes are not strictly exchange programmes, no UB student goes in the opposite direction.

Geographic area	2009-10		2010-11		2011-12	
	UB students	International students	UB students	International students	UB students	International students
Europe – Erasmus	741	1,042	922	1,090	903	1,122
Europe (EU, excluding Erasmus)	81	14	18	46	–	–
Europe (non-EU)	0	7	16	21	58	43
United States and Canada	16	301	34	312	38	360
Latin America	44	193	69	303	69	317
The Mediterranean (including Arab countries) and Sub-Saharan Africa	0	19	0	25	–	12
Asia and Oceania	12	23	11	33	17	18
Total	894	1,599	1,070	1,829	1,187	1,926

Source: Mobility and International Programmes

Objectives for the academic year 2012-2013

- Maintenance or increase in the academic mobility of students within Europe in the framework of the Erasmus programme and outside Europe through bilateral agreements enabling the international mobility of students. We want to achieve this objective despite the decline in financial assistance for mobility and the difficulty posed by the general economic situation.
- Promotion of other types of mobility programmes, such as international placements and participation in summer schools.
- Conclude new exchange agreements in leading geographical areas, such as the BRIC countries, various industrialized countries, Australia, the US, Canada and various countries in Asia.

Mobility of UB staff

Members of the UB's workforce (both the administrative and service staff and the teaching and research staff) are also offered the chance to take up placements abroad to encourage greater exchange of knowledge. Administrative and service staff complete shorter placements that lecturers and researchers, in most cases lasting just one week (Staff Week initiatives).

Mobility of teaching and research staff (TRS)	2008-09	2009-10	2010-11	2011-12
UB TRS abroad	256	314	220	170
International TRS visiting the UB under exchange programmes	185	138	137	187
UB TRS on Erasmus Mundus placements	–	–	4	0
International TRS visiting the UB on Erasmus Mundus placements	–	–	7	2

Source: Mobility and International Programmes

The academic year 2011-2012 was the first time that the number of international TRS visiting the UB under exchange programmes exceeded the total number of UB TRS taking up mobility offers abroad.

Mobility of administrative and service staff (AdSS)	2008-09	2009-10	2010-11	2011-12
UB AdSS on exchange programmes	10	8	10	26
International AdSS visiting the UB under exchange programmes	1	10	22	28

Source: Mobility and International Programmes

Mobility is lower among AdSS than among TRS, largely because the number of available places is much lower. However, this number is gradually rising.

Geographic area	2009-10				2010-11				2011-12			
	UB		International		UB		International		UB		International	
	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS	TRS	AdSS
Europe – Erasmus	67	8	0	10	64	10	0	22	53	15	39	27
Europe (EU, excluding Erasmus)	0	0	3	0	0	0	1	0	0	0	1	0
Europe (non-EU)	0	0	0	0	2	0	0	0	0	0	0	0
United States and Canada	5	0	0	0	6	0	3	0	1	0	0	0
Latin America	203	0	100	0	105	0	99	0	98	11	120	1
The Mediterranean (including Arab countries)	33	0	31	0	26	0	22	0	13	0	22	0
Sub-Saharan Africa	6	0	4	0	14	0	12	0	5	0	5	0
Asia and Oceania	0	0	0	0	3	0	0	0	0	0	0	0
Total	314	8	138	10	220	10	137	22	170	26	187	28

Source: Mobility and International Programmes



In recent years, AdSS exchanges have been limited to European countries, both for UB employees going abroad and for international staff visiting the UB. By contrast, TRS exchanges more typically involve Latin America as destination or origin.

Objectives for the academic year 2012-2013

- Increase the participation of UB teaching and research staff in exchange programmes.
- Make visible the mobility of UB teaching and research staff carried out as part of academic and research collaboration programmes.
- In the case of AdSS, consolidate the staff week to welcome staff from international universities on mobility programmes, diversifying the units that take part in these exchange programmes.

Improvement of infrastructure to avoid classroom overcrowding

UB Infrastructure	Area		
	Year		
	2009	2010	2011
Faculties and university schools	19	19	19
UB-affiliated centres	5	5	5
Departments	106	106	106
UB research institutes and centres	23	23	24
Research institutes and observatories in which the UB participates	13	13	7
Inter-university institutes	2	2	2
Documentation centres	3	3	3
Observatories	9	10	10
The UB Library	18	18	18
Sports facilities	100,000 sq m	100,000 sq m	100,000 sq m

Source: Planning and Analysis

The University spends a significant amount annually on the maintenance and modernization of our facilities. The difference between 2011 and the two prior periods is that the capital expenditure plan was not approved until November 2011, with the result that there was a substantial delay in capital expenditure into 2012.

	2010	2011	2012
Investment in maintenance and modernization of facilities	9,815,814.64	4,353,470.83	9,131,490.55

Source: Finance

In addition, the UB has invested in the acquisition of assets to enable us to continually improve the quality of our services. The increase recorded in 2011 relates to 2 million euros corresponding to commitments that appear in items in the 2009 or 2010 financial statements. It is a point of pride that the UB has been able to avoid selling any fixed assets in our efforts to tackle the economic difficulties arising from cutbacks in the public sector.

Income from and expenditure on fixed assets*	2010	2011	2012
Income from sales of assets (€)	0	0	0
Spending on acquisitions of assets (€)	12,333,715.01	15,804,753.50	12,172,405.87

* Fixed assets refers to real estate and any other non-consumable assets.

Source: Finance

Halls of residence	2010-11	2011-12
Number of places offered in UB halls of residence	880	880
Number of places taken in UB halls of residence	880	879
% occupancy	100	99.88

Source: Office of the Vice-Rector for Students and Language Policy

As the table above shows, the UB has an offering of 880 places in halls of residence and the occupancy has stood at or near 100%.

Objectives for the forthcoming academic years⁶

Our objective is always to achieve maximum occupancy, but it is worthwhile mentioning the following issues:

- There are universities in every region of Catalonia, making it unnecessary for all Catalan students to move to Barcelona for their studies.
- Improvements in transportation networks mean that it is often unnecessary for UB students from other towns and cities to live in Barcelona.

6. Objectives of the new Management Plan 2013-2016.

- Even though the price of accommodation is reasonable in light of the quality and quantity of services offered, it is beyond the range of some budgets.
- Many students decide to live in private accommodation because of the greater freedom it offers.

English and tuition

	2009-10	2010-11	2011-12
Percentage of teaching in English*	6.88 % (third languages)	4.80 %	5.76 %
Percentage of teaching staff with a sufficient level of linguistic competence to provide tuition in English**	No reliable data available	64.30 %	64.20 %

* This figure incorporates bachelor's and master's degrees as a percentage of total hours.

** To be included in this figure, teaching staff must have a certification attesting to the fact that they have a sufficient level to provide instruction in English or it is assumed they have these abilities because they currently work in English.

Source: Office of the Vice-Rector for Students and Language Policy

Objectives for the forthcoming academic year: 2012-2013

The UB needs to improve how data on the linguistic competence of teaching staff are recorded in GREC, to identify the corresponding training requirements.

8.3. Participation, communication and support aimed at students

Communication and student participation

The role of students at the University is twofold. Firstly, each student is the beneficiary of training services provided by the University of Barcelona, as well as a range of additional services of all kinds (sports, accommodation, language school, libraries, financial aid, etc.) that complement and facilitate full-time study. Secondly, students have a crucial role to play in their own governance through participation in the University's governing bodies and in decision-making at the University through representation, as defined in the Statutes.

Student representation is channelled through biannual elections for associations or groups formed ad hoc to represent the student body in the various governing bodies, such as the Senate (30% representation), faculty and university school boards (30%), and academic councils (50%). Department councils are selected from among the students on the academic councils, and the delegate committees of the Governing Council and faculty and university school boards are selected from the Senate and the Advisory Board, but they do not have an additional electoral process.

The students elected to the Senate form the Student Council at the UB. Its operation is organized and governed by its own regulations, with the approval of the Governing Council. The University, through the vice-rectors responsible for the Student Support Service (SAE), organizes elections for representatives in the various governing bodies and oversees the process.

Observatory on Students and Studies

In April 2012 the UB started work on the creation of the Observatory on Students and Studies, which promotes and carries out studies and analyses of various aspects of university life.

The results of these studies have provided the university community as a whole with new information that is readily accessible through the Observatory's webpage observatoriestudiant.alumnatub.cat/observatori (information in Catalan). With a broader knowledge of UB students, it has also been possible to improve policies that are aimed at them.

In order to carry out these studies, the role of students is central, both as a driving force for ideas and in the completion of the studies themselves.

In line with the EHEA purpose of making higher education more equitable and inclusive in terms of access, academic careers and results, the aim of the Observatory is to be a tool for participation that can respond to social needs and foster the principles of solidarity, inclusiveness, excellence and fairness. This project is an outgrowth of the University of Barcelona's commitment to social responsibility and balanced and sustainable development.

Participation and dialogue with students

It is the responsibility of the Office of the Vice-Rector for Students, deans, directors and heads of study to encourage participation of the maximum number of students in the governance of the University. For this reason, we have set up a variety of channels of communication with students, especially the elected student representatives.

In 2011, the University hired a platform manager to work with the websites of any groups or associations that may request assistance. This resource is highly necessary in the technological world in which we live, because it facilitates communication with other students.

In addition, two videos were produced, one on participation and the other on the recently approved Statutes of the University Student. They are accessible on the UB website and on the websites of the faculties and university schools.

Two relevant documents have also been produced: the *UB Student Handbook* and the *Guide for Student Representatives*, which are available for download on the Virtual Campus. The *Handbook* collates students' rights and obligations, as extracted from the UB Statutes and the Statutes of the University Student, and presents a basic list of points relating to coexistence and consideration at the university. The *Guide for Student Representatives* provides a brief compilation of what is expected of an elected student representative in each of the governing bodies.

These two documents are now set for in-depth review and amendment based on more recent reports, such as the reports submitted by CEUCAT, and in light of more recent statutes of other universities.

The UB has also prepared a guide on complaints, claims and suggestions, and the committee on coexistence has produced a proposal for review and approval.

Key concerns, matters of interest and channels of communication

There are various forms of student participation in the University's governing bodies that enable the communication of key concerns and interests. First, a level of participation is available in the most immediate bodies, such as faculty and university school boards and

the Academic Council. Beyond that, greater involvement is possible in bodies such as the Governing Council and the University Senate.

Many students are also actively involved in social and cultural groups and organize meetings, conferences, exhibitions, publications, etc. that are addressed at the student body.

Comments on objectives for the academic year 2011-2012

- As planned, the Observatory was set up and activity has begun within a variety of working groups. The subjects addressed by the working groups were chosen by the students themselves: information and communication, healthy lifestyle, academic performance, political participation, social and economic issues, social and labour integration, employability and social entrepreneurship.
- To do its work, the Observatory on Students has created a network of students to take charge of its research efforts. Also, an advisory council and a technical committee have been set up to provide assistance. Lastly, the Observatory has devised a web-page to keep the university community informed of its work.

Objectives for the academic year 2012-2013

- The Office of the Vice-Rector for Students will launch two programmes to encourage participation and improve communication with students. These two initiatives, which are called “Involucra’t” and “El teu company respon” in Catalan, will be led by students and have two objectives in mind: first, to train students to manage the programmes and, second, to provide a point of reference for students, helping them clarify where and how to send their complaints and suggestions.
- A second objective is to obtain the first student-generated reports and studies.
- A third objective is to produce a report on the concerns and requirements that students think should be reflected in the new UB Statutes. To prepare the report, a specific committee has been set up.

Student Support Service (SAE)

The Student Support Service was created as a channel for specialized personal attention for to prospective students, current students, and students with special, temporary or cross-cultural needs. This service aims to offer the information, guidance, advice, support and assistance they need throughout their time at the University, and also to ensure that all students have the opportunity to learn the general guidelines relating to university policy at the UB.

The SAE is housed in the Adolf Florensa building, where students can come for personal attention or to make use of a self-service room.

Among other activities, the SAE operates four integration programmes:

- The Fem Via Programme
- The Diversity Support Programme
- The Temporary Support Programme
- The Viure i Conviure Programme



The **Fem Via** programme: this programme addresses the special requirements of students with any kind of disability (who currently number 584). The aim is to promote equal opportunities and to fully include disabled students in academic life, as well as to raise awareness among other members of the university community. The programme provides personalized attention, personnel and technical support, assistance with accessibility and employment, awareness-raising and training.

The **Diversity Support Programme** aims to facilitate the incorporation and social and educational inclusion of all students, to foster a climate of co-existence and respect, and to make the most of the advantages that cultural diversity brings to the University. This initiative is especially important because the number of newcomers to Catalonia is increasing at a considerable rate. The programme provides personalized attention, personnel support, general information and awareness-raising.

The **Temporary Support Programme** provides temporary support to students experiencing personal difficulties that may affect their performance and prevent them from carrying out their academic activities as they would wish. It is designed to assist in each specific case as an active and inclusive element of the education process.

Launched in September 1997, the **Viure i Conviure Programme**⁷ is the result of an agreement reached by several public and private institutions in Catalonia, including the University of Barcelona. The initiative, which is sponsored by the Obra Social arm of Caixa Catalunya, gives UB students (and students of other participating universities) the opportunity to lodge in the home of an elderly person, encouraging intergenerational contact and solidarity. The intention is twofold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

7. A more detailed description can be found at www.ub.edu/sae/serveis/allotjament/en/index.html.

In addition, the UB is taking steps to tackle architectural barriers to accessibility, one of the typical issues facing the University because of the age of our facilities. In this respect, a programme of visits is underway to evaluate the accessibility of all facilities and assess potential needs. The Catalan government organizes an annual grant programme (UNIDISCAT) to assist in the financing of material, technical and personnel resources to ensure equal opportunities for disabled students.

Agreements

In addition, the UB has signed two agreements that should be singled out:

Collaboration agreement between the UB, the Hospital Clínic de Barcelona and the Catalan Institute of Oncology

Currently, these three institutions have an agreement aimed at helping UB students who, for medical reasons, are undergoing long-term hospitalization.

The goal of the assistance is to ensure that students do not lose their ties to the University. The agreement involves the provision of academic support and cultural seminars during hospitalization, minimizing the loss of contact between students and their university studies and ensuring their continued training.

Depending on the patients' studies and their interests, the seminars may be individualized. Each seminar will last thirty minutes and take place five days a week (or less, according to each patient's needs and interests). Efforts will also be made to provide online tutorial support.

All participating collaborators will be graduates and current postgraduate or doctoral students at the University of Barcelona.

Participating collaborators will receive financial aid in return for their services. This aid does not entail any kind of labour relation, nor does it entail any cost for the Catalan Institute of Oncology or the Hospital Clínic. For the first year of the programme, the maximum amount of the contribution from the University of Barcelona will be 6,000 euros.

A monitoring committee has been set up to design, plan, coordinate and evaluate the agreed actions.

Agreement with the NGO Projecte Home

In collaboration with the NGO Projecte Home, the UB organizes workshops aimed at giving UB students a comprehensive view of the reality of drug addiction and other addictions. Although the initiative is mainly intended for UB students, it is also open to secondary school teachers and parents associations.

The workshop in 2011-2012, which was the fourth held by the organization, focused on alcohol abuse and was attended by 95 participants. Although there is no statistical data on the assessment for this year, the fact that the number of enrolled students remains steady each year reflects the student interest generated by this initiative.

UB library services

Through the Learning and Research Resources Centre (CRAI), the University of Barcelona provides the university community with a network of nineteen libraries located on the vari-

ous campuses and in the faculties and schools of the University. The UB Library's collection includes around two million books and specialized journals in print and/or electronic formats, and it is one of the leading libraries in Catalonia and Spain.

Material available online (CRAI)	Academic year				Objective
	2008-09	2009-10	2010-11	2011-12	2012
Books	11,864	20,683	21,803	30,899	14,500
Journals and periodicals	16,520	21,502	20,702	20,713	20,000
Databases	335	373	370	389	400
Total	28,719	42,558	42,875	52,001	34,900

Source: Cabinet at the Rector's Office

Comments on the objectives set for 2012

- For 2012 the aim was to achieve a 10% improvement with respect to the academic year 2008-2009 in three categories (books, journals and periodicals, and databases). The target figures were therefore 14,500 books, 20,000 journals and periodicals, and 400 databases for the academic year 2011-2012. From the table above, we can see that these targets have been comfortably met for books and for journals and periodicals. Indeed, in 2011, we increased our objectives for these two categories to 20%, because we had already surpassed the initial target of 10%. In the case of databases, we came very close to our target of 400, concluding the academic year 2011-2012 at 389.

Objectives for forthcoming years⁸

General objective	Specific actions	Indicators	Target
Improvement of services and facilities at the university libraries	Development of improvement actions identified in the self-assessment to achieve EFQM quality accreditation	Number of EFQM accreditations obtained	1 accreditation per year
	Improvement in access to online resources through a new single-user ID system	User access performance	100% user access recorded
	Permanent location for the Romance languages section of the CRAI Philology Library within the UB's Historic Building and for study and team-working spaces	Actions	Move completed
	Increasing the visibility of the UB's bibliographic heritage and raising the level of co-funding for its conservation and enlargement	Digitization of bibliographic heritage	
		Number of libraries	Increase to 25 libraries

8. Objectives of the new Management Plan 2013-2016.

8.4. Cost of studies and grants

Tuition fees

Average price per credit	2009-10 (€)	2010-11 (€)	2011-12 (€)	2012-13 (€)
Bachelor's degrees	17.41	18.68	20.11	35.52
University master's degrees	24.15	26.76	27.72	52.00

Source: Office of the Vice-Rector for Students and Language Policy

Since the academic year 2009-2010 the average price per credit has risen steadily. 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. The UB has minimal input in this matter.

Grants and financial aid⁹

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

- For bachelor's degrees
- For university master's degrees
- For UB-specific master's degrees and postgraduate courses
- For doctoral studies

General and mobility grants for students enrolling in pre-EHEA degrees, bachelor's degrees and university master's degrees

	2009-10	2010-11	2011-12
Applications	12,671	14,811	17,153
Grants awarded	6,983	8,463	9,696
Percentage of successful applications	55.11 %	57.14 %	56.50 %

Source: Planning and Analysis

Grant for university master's degrees

The academic years 2010-2011 and 2011-2012 saw a considerable increase in the price per credit of university master's degrees. As a result, students who enrolled in 90- or 120-credit master's degrees at the beginning of the academic year 2010-2011 found that the financial demands of their course of study were far greater the following year, and those with less advantageous economic situations had considerable difficulty paying their fees.

To compensate for the increase in fees, the UB has created a specific grant for students who meet a series of financial conditions and have successfully completed the 60 credits of the first year of their university master's degree course, to reduce the burden of second-year enrolment costs.

9. A more detailed description can be found at http://www.ub.edu/web/ub/en/estudis/suport_estudi/beques_ajuts/beques_ajuts.html.

Grants for master's degree students	2011-12
Total number of recipients	171 persones
Total cost to the UB	€ 18,861.00

Source: Office of the Vice-Rector for Students and Language Policy

The difficult economic situation currently affecting the country, together with the rising price of university studies, has prompted the UB to take a series of measures aimed at preventing any students from withdrawing from their studies for strictly economic reasons.

Actions implemented for 2012-2013

1. Set a price per credit for first-time enrolment in university master's degrees equivalent to a discount of 28.69%.

The Economic Committee of the Board of Trustees met on 13 July 2012 to establish a price per credit of 45 euros for first-time enrolment in university master's degrees that are not aimed at enabling students to carry out regulated professional activities. This is equivalent to a discount of 28.69% on the established price and is available to students from the European Union, countries in the European Economic Area, Switzerland and Andorra. It is also available to students who have a residents' permit of longer than one academic year.

2. The UB will facilitate the provisional enrolment of students holding a general grant, initially assuming up to 40% of the total enrolment fee.

Students who have applied for the general university grant will be provisionally enrolled while their applications are being considered. Once the grants have been awarded, students must complete the enrolment by paying any remaining fees. The UB will initially assume the proportional cost of enrolment not covered by the grant, which can be up to 40% of the total enrolment fee.

3. The UB provides access to various finance options through agreements with financial partners and other organizations.

Equity grants are awarded on a means-tested basis according to a fixed set of income thresholds. They are awarded for values of up to 50% of the total enrolment fee.

4. Changes to arrangements for payment in instalments.

For the academic year 2012-2013, the number of instalments for payment of enrolment fees has been increased from two to three (broken down as 40%, 30% and 30% of the total fees) and the payment deadlines have been extended:

- First instalment: up to one week after enrolment.
- Second instalment: up to two months after completion of the enrolment procedure.
- Third instalment (only available to students enrolling for the full academic year): payable until 15 December.

Students who fail to pay their enrolment fees by the stipulated deadlines will be given two months in which to make the outstanding payment. After this, a surcharge of 5% will be added to total fee for each month or fraction of month in which payment remains outstanding.

5. Discount of 10% on UB-specific master's degrees for members of the UB Alumni association.

Members of Alumni UB are entitled to a discount of 10% on UB-specific master's degrees and postgraduate diplomas.

6. The UB provides access to various finance options through agreements with financial partners and other organizations.

Students can also apply for a loan from the Agency for the Administration of University and Research Grants (AGAUR), which enables them to pay their enrolment fees in 10 monthly instalments at an annual interest rate of 6.5%.

7. The UB has agreements with a range of companies and institutions for the provision of grants.

Students can apply for study grants from any of the companies and public or private institutions with which the UB has signed an agreement.

8. Call for financial assistance to alleviate the rise in university tuition fees.

In October 2012, the UB held a call for financial assistance. The aim was to counteract any financial impact from the mandatory rise in university fees. The initial fund amounted to 600,000 euros and recipients were selected on the basis of criteria broken down into household income (40%), work and academic performance (40%) and other individual and family-related criteria (20%).

The funds will also help those students who have to repeat one or more subjects by enabling them to pay the standard fee without the surcharge for repeat enrolment (covering up to 18 credits). First-year students who meet the general economic criteria entitling them to a standard grant but who have found themselves excluded from the list of recipients as a result of last-minute changes to the academic requirements will also be eligible for this alternative form of financial assistance. Finally, funds will be made available to support students who have suffered an unexpected change in the financial stability of their family unit and are unable to pay tuition fees.

Objectives for 2013-2014

Continue introducing further improvements regarding the payment of enrolment fees.

8.5. The University and research

The University of Barcelona is internationally renowned for the quality and the innovative nature of its research in all areas of knowledge, and as a university that promotes entrepreneurial projects that is effective in evaluating and transferring the results of research activities to society.

Research and knowledge and technology transfer

Income generated by research and technology transfer (thousands of euros)	2009	2010	2011
Total	108,680	81,206	76,339
Research projects*	76,715	55,887	52,107
Research projects – FBG contracts	15,129	9,642	6,850
Infrastructure projects	1,605	–	1,659
Other grants	9,515	11,632	11,217
UB agreements	3,750	2,390	2,503
FBG agreements	1,966	1,655	2,002

* This includes income generated by the University of Barcelona, the August Pi i Sunyer Biomedical Research Institute (IDIBAPS), the Bellvitge Institute for Biomedical Research (IDIBELL), the Institute for Bioengineering of Catalonia (IBEC), the Catalonia Institute of Energy Research (IREC), the Institute of Biomedical Research (IRB) and the Barcelona Science Park Foundation (PCB).

Source: Planning and Analysis

Research activity	2009	2010	2011
Doctoral theses read	533	528	593
Scientific publications (collated by the Instituted for Scientific Information, ISI)	3,679	3,723	4,068
Teaching staff involved in research and development (%)	62.10	69.00	75.50
Research grant-holders	979	989	907
Consolidated research groups (as recognized by the Government of Catalonia)	243	243	243
Active research projects	625	657	720
Priority claims	24	28	18
New technology-based spin-offs	5	2	3
UB research institutes and centres	23	23	24
Research institutes and observatories in which the UB participates	13	13	7
Inter-university institutes	2	2	2
Documentation centres	3	3	3
Observatories	9	10	10
Contracted research doctors	161	164	231
Research-support AdSS	269	276	316
International patent extensions (PCT)	17	17	22

Source: Planning and Analysis

UB research funding obtained from competitive sources (contracts and agreements signed with companies and institutions and managed by the UB or FBG)	2009		2010		2011	
	Number	Amount (€)	Number	Amount (€)	Number	Amount (€)
International funding (mainly European projects)	29	8,862,811	17	6,664,288	25	5,422,885
State funding (projects of different ministries or infrastructure)	415	33,122,500	303	21,002,846	451	26,313,235
Regional funding (consolidated research groups, infrastructure projects and other financial aid)	117	1,889,165	140	3,694,595	93	1,265,750
Local funding (city and area projects and aid)	2	7,600	–	–	–	–
Others	18	38,771,133	129	25,758,105	49	21,871,146

Source: Planning and Analysis

UB research funding obtained from non-competitive sources (contracts and agreements signed with companies and institutions and managed by the UB or FBG)	2009		2010		2011	
	Number	Amount (€)	Number	Amount (€)	Number	Amount (€)
Non-competitive UB contracts	2	5,181,543	–	10,399,479	–	–
UB agreements with institutions, universities and companies	166	3,750,315	105	2,389,919	102	2,503,420
FBG contracts	–	15,128,708	–	9,642,317	–	6,849,682
FBG collaboration agreements	247	1,965,713	221	1,654,872	241	2,002,422

Research outcomes	2009	2010	2011
Patent applications	44	47	47
Priority claims	24	28	18
New technology-based spin-offs	5	2	3

Source: Planning and Analysis

Science and Technology Centres

The University of Barcelona creates value for society through 36 highly specialized units that make use of 12,000 sq m of facilities to provide services and advice to some 1,200 different users, including 900 researchers (50% are UB researchers) and 300 clients from the private sector or other institutions.

Science and Technology Centres	2009	2010	2011
Internal users (principal investigators)	442	453	453
External invoicing (thousands of euros)	3,630	4,250	4,848
Value of scientific equipment (thousands of euros)	40,490	41,110	41,110

Source: Research

Our University, as a leading research institution, works in accordance with a code of good practice and under the supervision of ethics committees.¹⁰

8.6. Collaboration with our local environment

The University encourages cooperation with organizations in the immediate vicinity of our facilities. Our aim is to be socially involved and collaborate with local authorities in order to foster the development of these locations. In this respect, two collaborations in the neighbourhood of the Raval are particularly noteworthy:

Tot Raval Foundation¹¹

Not only does the UB foster close relationships with major cultural institutions in the area (MACBA, CCCB, Library of Catalonia, Blanquerna, etc.), but we also take a strong part in the activities of the Tot Raval Foundation and have a place on the foundation's board of trustees.

The Tot Raval Foundation, which brings together 60 associations, institutions, individuals and enterprises with links to the Raval, was created in 2002 with the shared aim of enhancing the quality of life in the neighbourhood through the coordination and networking of local agents in social, cultural and economic, and commercial areas.

Xicra

The UB is also a highly active participant in setting up the Xicra network of cultural institutions in the Raval. At present, the text of the founding protocol is at the approval stage and Xicra's functions and objectives have been defined.

10. More detailed information on these sections can be found on page 51 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

11. A more detailed description can be found at www.totraval.org (information in Catalan).



9

How we compare
to other universities

9 How we compare to other universities

9.1. Rankings

The UB continues to be one of the foremost universities in Spain, according to the most prestigious international rankings and classifications.

The Times Higher Education World University Rankings*	2009	2010
UB position worldwide	186	171
Evaluation scores		
Peer review	77	77
Employer review	52	53
Lecturer/student	19	17
Citations/lecturer	60	66
International staff	24	24
International students	38	37
Overall score	56.4	57.2
UB position in Spain	1	1

* An explanation of this ranking is given on page 51 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Source: Planning and Analysis

Times Higher Education World University Rankings	2011	2012
UB position worldwide	142	201-225
Evaluation scores		
Teaching	34.1	24.5
Research	33.7	22.2
Citations	91.9	71.9
Revenue	30.0	29.5
Internationality	22.3	44.1
Overall score	52.1	-
UB position in Spain	1	2/3

Source: Planning and Analysis

Academic Ranking of World Universities (Shanghai Jiao Tong University)*	2009	2010	2011	2012
UB position worldwide	152-200	201-300	201-300	201-300
Evaluation scores				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	7.3	7.2	10.2	10.2
N&S	14.5	14.0	13.8	10.6
PUB	50.0	51.4	49.8	50.4
PCP	24.2	15.9	15.3	15.7
UB position in Europe	59-79	75-123	-	-
UB position in Spain	1	1-4	1-4	1-3

* An explanation of this ranking is given on page 52 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Source: Planning and Analysis

QS World University Rankings*	2009	2010	2011	2012
UB position worldwide	171	148	176	187
Ranking by subject areas				
Social sciences and management	137	118	143	149
Natural sciences	66	54	87	84
Life sciences and medicine	107	68	74	86
Engineering and technology	147	139	175	162
Arts and humanities	106	72	89	98
Overall score	57.16	54.28	50.29	50.90
UB position in Spain	1	1	1	2

* An explanation of this ranking is given on page 53 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Source: Planning and Analysis

9.2. Campuses of International Excellence

The BKC, a joint initiative of the UB and the Polytechnic University of Catalonia (UPC), was granted Campus of International Excellence (CEI) status by the Spanish Ministry of Education in 2009 in the inaugural CEI call. Additional funding was secured under the 2010 call to strengthen the actions of the BKC.

The HUBc, which is a new initiative, was also granted CEI status in the 2010 call.

BKC knowledge campus

The Barcelona Knowledge Campus, a project presented jointly by the UB and the Universitat Politècnica de Catalunya. BarcelonaTech (UPC), merges the two universities' training, research and innovation potential on a single site located on one of Barcelona's main thoroughfares, Avinguda Diagonal.

HUBc health sciences campus

The HUBc is devoted to training, research and knowledge transfer, and it brings together two faculties, two university schools and six hospitals working in all fields of health science.



10

Our staff

10 Our staff

10.1. Employment history and staff profile

Employment history

The public administration often seeks to make the necessary cuts in the deficit by means of reducing the number of employees. The UB is firmly opposed to this policy. However, the current economic crisis poses considerable difficulties for growth and even for the maintenance of the UB's present workforce.

UB staff	Year			
	2009	2010	2011	2012
TRS	4,853	4,995	5,247	5,306
AdSS	2,294	2,348	2,448	2,294
Total	7,147	7,343	7,695	7,600

Source: Planning and Analysis

Administrative and service staff

The change in the number of AdSS staff is not the result of forced redundancies, but the product of other factors described below.

On the one hand, we have seen the retirement or departure of a total of 49 staff whose positions were supported by general funding. Given the current economic situation and the legal constraints in force, these vacated positions have been covered by employees on contracts for specific periods depending on the particular needs involved.

On the other hand, we have needed to take into account that the staff total also includes contracts with specific research funding that varies depending on the extent of the grants received by research groups and researchers from the Government of Catalonia, the European Union, and other bodies.

Teaching and research staff

The number of TRS staff has risen, but an analysis of this increase must take two significant variables into account:

- A high number of TRS staff are part-time, essentially adjunct teaching staff, which is a contractual status motivated by the need to cover retirements and departures and to meet the teaching requirements involved in implementing the new bachelor's degrees. The staff number appears in absolute terms, but as noted above it is important to bear in mind that a portion of these employees are part-time and that the number of full-time equivalent TRS would be lower.
- In addition, the TRS staff number includes grant-holders with employment contracts. From 2011 to 2012, there was an increase of 100 in the number of contracted grant-holders.

Composition of UB staff

There are two main groups of staff providing professional services to the University of Barcelona: AdSS and TRS. In 2012, TRS represented 69.82 % of all staff and AdSS personnel accounted for 30.18 % of staff directly employed by the University of Barcelona.

AdSS and TRS	Year			
	2009	2010	2011	2012
TRS	4,853	4,995	5,247	5,306
AdSS	2,294	2,348	2,448	2,294
Total staff	7,147	7,343	7,695	7,600
TRS / total staff (%)	67.90	68.00	68.19	69.82
AdSS / total staff (%)	32.10	32.00	31.81	30.18

Source: Planning and Analysis

In 2012, the AdSS/TRS ratio was 0.43. In other words, for every hundred TRS working at the UB, there are only 43 AdSS.

Ratio of administrative and service staff in relation to teaching and research staff	2009	2010	2011	2012
Number of TRS	4,853	4,995	5,247	5,306
Number of AdSS	2,294	2,348	2,448	2,294
AdSS/TRS ratio	0.47	0.47	0.47	0.43

Source: Planning and Analysis

Men and women

The ratio of men and women among our teaching and research staff has remained very stable in recent years. In 2012, 55.6 % of TRS were men, while 44.4 % were women.

TRS by gender	2009	2010	2011	2012
Total staff	4,853	4,995	5,247	5,306
Total men	2,756	2,818	2,921	2,950
% men	56.80	56.40	55.67	55.60
Total women	2,097	2,177	2,326	2,356
% women	43.20	43.60	44.33	44.40

Source: Planning and Analysis

The administrative and service staff are mostly women, and the ratios have remained practically unchanged since 2008, with some 65 % women and 35 % men.

AdSS by gender	2009	2010	2011	2012
Total staff	2,294	2,348	2,448	2,294
Total men	803	813	859	810
% men	35.00	34.60	35.09	35.31
Total women	1,491	1,535	1,589	1,484
% women	65.00	65.40	64.91	64.69

Source: Planning and Analysis

Age

TRS by age group (%)	2009	2010	2011	2012
Less than 25 years	0.30	0.30	0.30	0.30
25–34 years	12.00	12.20	12.50	11.40
35–44 years	24.80	24.10	24.10	24.20
45–54 years	32.20	31.30	30.30	29.90
55 years or above	30.60	32.00	32.80	34.20

Source: Planning and Analysis

University teaching and research staff are individuals who have gained their positions after long and intensive training, which typically leads to their attainment of the qualification of doctor. As a result, the number of TRS employees who are less than 25 years of age is negligible. For the same reason, few TRS employees at the University of Barcelona are between 25 and 34 years either.

The percentage of TRS between 35 and 44 years of age is 24.2%. The figure for 45-54 years is 29.9% and the figure for 55 years and older is 34.20%. In recent years, these three age groups have remained quite stable, although there is a perception of ageing, because the group of staff who are 55 years and older grows each year with the arrival of individuals from the group that is 45-54 years of age.

AdSS by age group (%)	2009	2010	2011	2012
Less than 25 years	0.40	1.40	1.20	0.90
25–34 years	17.80	16.90	17.20	13.90
35–44 years	34.40	31.60	29.70	28.60
45–54 years	31.00	32.50	33.80	36.30
55 years or above	16.30	17.50	18.10	20.30

Source: Planning and Analysis

The administrative and service staff are undergoing a process of ageing. In recent years, the AdSS staff between 45 and 54 years of age or 55 years and older have continued to grow in percentage terms. At the same time, the three younger age groups are becoming smaller in size relative to the total AdSS numbers.

Staff by age group, 2012		
	Number of staff	Percentage of total (%)
Less than 25 years	36	0.47
25–34 years	924	12.16
35–44 years	1,939	25.51
45–54 years	2,420	31.84
55 years or above	2,281	30.01
Total staff	7,600	100

Source: Planning and Analysis

Looking at the workforce as a whole, we can see that the largest group is made up of individuals between 45 and 54 years of age, who account for almost 32% of the total. The group that is 55 years or above, which is now the second largest group, accounts for 30% of the total. Staff between 35 and 44 years of age also represent a high percentage, of 25.51%.

10.2. Working conditions

Job stability

Over time we have developed different direct contractual relationships with people who provide professional services for the University of Barcelona.

Teaching and research staff fall into two categories at the UB: civil service staff, and those under a contract based on labour law or an employment contract. Members of civil service staff have a permanent relationship with the UB; other members of staff may have either a permanent or a temporary relationship with the institution.

The categories of civil service TRS are university professor, university school professor, tenured university lecturers and tenured university school lecturers.

Breakdown by professional category / Percentage of total TRS	2010			2011			2012		
	Total TRS	% total TRS	% women	Total TRS	% total TRS	% women	Total TRS	% total TRS	% women
University professor	542	10.85	20.20	545	10.39	21.28	593	11.18	21.60
University school professor	37	0.74	54.00	31	0.59	61.29	26	0.50	57.70
Tenured university lecturer	1,449	29.01	42.10	1,382	26.34	42.69	1,295	24.41	43.60
Tenured university school lecturer	298	5.97	57.70	263	5.01	57.03	237	4.47	56.10
Contracted LOU professor	1	0.02	0	1	0.02	0	1	0.02	0
Tenure-track 2 lecturer	194	3.88	42.80	238	4.54	44.96	266	5.01	46.60
Tenure-track 1 lecturer	231	4.62	59.30	241	4.59	55.60	206	3.88	58.30
Temporary lecturer	48	0.96	66.00	15	0.29	66.67	19	0.36	68.40
Full-time temporary lecturer	31	0.62	71.00	66	1.26	66.67	66	1.24	66.70
Adjunct lecturer	1,234	24.70	45.90	1,426	27.18	48.04	1,503	28.33	47.6
Adjunct medical lecturer	463	9.27	44.30	479	9.13	44.05	487	9.18	43.7
Assistant lecturer	152	3.04	57.90	120	2.29	61.67	93	1.75	58.1
Researcher	120	2.40	42.50	169	3.22	44.38	202	3.81	49.5
Other*	195	3.90	40.50	271	5.17	40.96	312	5.88	42.9
Total UB (real number)	4,995	4,995	2,177	5,247	5,247	2,326	5,306	5,306	44.4

*All other categories of TRS, including substitute staff.

Source: Planning and Analysis

The data show a clear trend toward temporary work among TRS at the UB. Since 2009, the percentage of TRS with a temporary contract has steadily risen in relation to the percentage of TRS with a permanent contract. Now significant, the disparity in 2012 reached 6.38 percentage points.

The predominance of temporary contracts of employment among recent recruitments is a direct consequence of stringent new regulations brought in to address the current economic crisis.

TRS. Types of contractual relationship with the UB	2009	2010	2011	2012
Total TRS	4,853	4,995	5,247	5,306
Total number of permanent TRS*	2,594	2,552	2,526	2,484
Total number of temporary TRS	2,259	2,443	2,721	2,822
% total permanent TRS	53.45	51.09	48.14	46.81
% total temporary TRS	46.55	48.91	51.86	53.19

*Includes civil service TRS and permanent university-contracted TRS.

Source: Planning and Analysis

AdSS by Category									
	2010			2011			2012		
	Total number	% total AdSS	% women	Total number	% total AdSS	% women	Total number	% total AdSS	% women
Group A/I*	381	16.23	55.64	405	16.54	54.32	399	17.39	54.89
Group B/II	426	18.14	60.56	443	18.10	60.20	427	18.61	60.89
Group C/III	980	41.74	65.51	997	40.73	65.10	957	41.72	65.52
Group D/IV	553	23.55	76.31	596	24.35	75.80	504	21.97	74.80
Group E/V	8	0.34	12.50	7	0.29	14.29	7	0.31	14.29
Total AdSS (real number)	2,348	2,348	1,535	2,448	2,448	1,589	2,294	2,294	1,484
% women / total AdSS		65.38	65.38		64.90	64.90		64.70	64.70

*This group includes casual employees.

Source: Planning and Analysis

AdSS staff are mostly women. However, the table above shows that the percentage of women falls as the labour category rises, dropping to 54.89% among AdSS employees in group A/1. By contrast, the highest percentage of women (74.80%) appears in group D/IV.

AdSS. Types of contractual relationship with the UB	2009	2010	2011	2012
AdSS	2,294	2,348	2,448	2,294
Total number of permanent AdSS	1,595	1,598	1,615	1,605
Total number of temporary AdSS	699	750	833	689
% total permanent AdSS	69.53	68.06	65.97	69.97
% total temporary AdSS	30.47	31.94	34.03	30.03

Source: Planning and Analysis

Nearly seven out of every ten AdSS have a permanent contractual relationship with the organization. The other three out of ten have temporary contracts. In 2012, the upward trend in the number of permanent AdSS finally came to a halt.

	2010	% women	2011	% women	2012	% women
Total AdSS	2,348	65.40	2,448	62.60	2,294	64.70
Civil service AdSS*	1,055	82.70	1,096	82.20	996	81.90
University-contracted AdSS**	1,293	51.50	1,352	50.90	1,298	51.50
AdSS/TRS ratio	0.47		0.47		0.43	

* Civil servants and interim staff.

** Permanent, temporary and casual staff.

Source: Planning and Analysis

Remuneration of UB staff¹

Salaries have been lowered across the whole of the UB's workforce. The reductions were dictated by the governments of Spain and Catalonia as part of wider spending cuts in the public sector. Logically, the table below shows the declining costs resulting from the impact on staff costs relative to total expenditure.

Staff costs relative to total expenditure (millions of euros)	2010	2011	2012
Staff costs	285.289	282.571	267.071
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	437.150	415.588	405.524
Total expenditure (including only operating costs in total costs)	370.883	366.505	354.602
Staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	65.261	67.993	65.858
Staff costs over total costs (including only operating costs in total costs)	76.922	77.099	75.316

Source: Finance

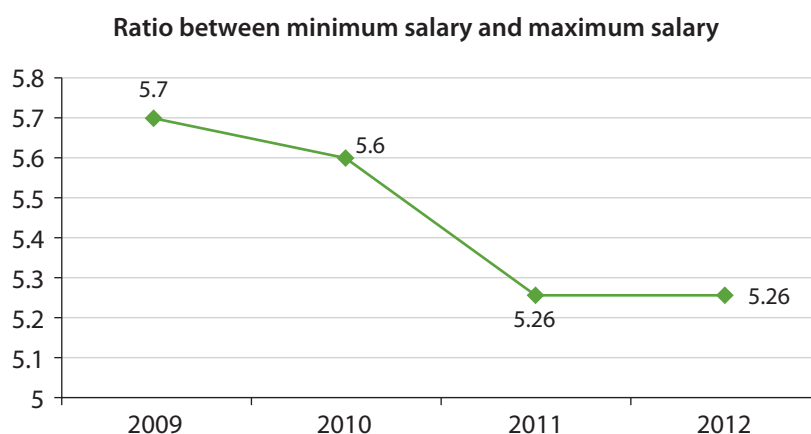
1. Pages 63 and 64 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Salary differences among employees

Ratio between minimum salary and maximum salary*				
	2009	2010	2011	2012
TRS Maximum salary	5.70	5.60	5.26	5.26

*Ratio calculated from the official table of base salaries for each professional category, not including three-yearly increments or performance-related bonuses.

Source: Human Resources



The UB, like any other public institution, has an extremely wide range of salary levels across its overall workforce. The ratio between the minimum and maximum salaries has stood at around 5 in recent years, meaning that the University's highest earner receives a salary five times that of those at the lowest end of the pay-scale.



10.3. Social security and health benefits²

Retirement benefits

Retirements and retirement benefits awarded	Year			
	2009	2010	2011	2012
No. of recipients	48	31	42	22
Retirements	114	154	143	124

Source: Human Resources

Approval of Law 1/2012, 22 February, on the budgets of the Catalan government for 2012, and approval of Law 5/2012, 20 March, on fiscal, financial and administrative measures and the creation of a tourist tax, rule out the provision of retirement benefits. During 2012, only 22 individuals received retirement benefits and each case preceded the legislations' entry into force.

Therefore, we are required by law to stop offering this social benefit to our staff.

Other social benefits recognized in UB regulations for employees

Social benefits awarded to UB staff (number of recipients)	2009	2010	2011	2012*
Pension plans**	7,463	7,632	0	0
Social Action Funds***	1,216	2,407	2,496	2,285
Financial aid for enrolment	1,080	1,068	1,177	1,061
Maternity/paternity leave	134	136	166	147
Disability compensation	7	4	5	1
Survivor's benefits	0	2	4	0

* In 2012, applications for Social Action Funds, financial aid for enrolment, disability compensation and survivor's benefits were only processed prior to the entry of the new regulations into force.

** Article 32 of Law 1/2012 (22 February), regulating the budgets of the Government of Catalonia, establishes that: "In the fiscal year 2012, no contributions will be made to pension plans or group insurance contracts that include coverage of retirement contingencies".

*** While the data for the other benefits refer to number of recipients, the data for Social Action Funds refer to the number of awards of financial assistance.

Source: Human Resources

2. See pages 57–59 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf.

Maternity/paternity leave	Year			
	2009	2010	2011	2012
Total women	103	100	112	117
Total men	31	36	54	30

Source: Human Resources

10.4. Safety and occupational risk prevention³

Main occupational health and safety associations to which the UB is affiliated

- European Agency for Safety and Health at Work (1998)
- Committee for Environmental Quality, Sustainable Development and Risk Prevention of the conference of rectors of Spanish universities CRUE (2003)
- Waste return network Xarxa Retorna (2011)

Staff represented on health and safety committees

All employees are represented on the Committee in accordance with obligations established under articles 34 and 35 of Law 31/95 of 8 November on the prevention of occupational risks, with which the UB fully complies. Management representatives also represent all groups, but they are chosen by the Rector.

Employee group	Number of staff representatives	Number of institutional representatives	Number of employees (approximate)*	% of group representation on Committee
Civil-service teaching and research staff	7	–	2,124	44
University-contracted teaching and research staff	1	–	3,155	6
Civil-service administrative and service staff	4	–	1,056	25
University-contracted administrative and service staff	4	–	1,305	25
Total	16	16	7,640	100

* Data taken from the *Report on the Academic Year 2010-2011*, which establishes the total number of UB employees as 7,695 (5,247 TRS and 2,448 AdSS). The total number of TRS is equivalent to 3,881 FTE staff.

The Law on the prevention of occupational risks establishes in article 35 that the number of employee representatives (prevention delegates) on the Health and Safety Committee in any company with more than 4,000 employees must be 8, which can be interpreted according to specific regulations. The regulations that govern how the Committee operates were approved on 19/10/2004 and establish the figure as 16 representatives, increasing the

3. The source for all information in section 10.4 is OSSMA.

number by 8 as shown in the table above. The regulations also stipulate the required number of representatives by group in the Committee.

Rates of absenteeism, work-related illness, lost days and total number of work-related fatalities

UB employees have two different schemes for the management of work-related accidents and illness. Civil-service teaching and research staff are covered by MUFACE, which provides occupational and general health insurance, including benefits in the case of common accidents or illness and in the case of work-related accidents or illness. The remaining employees (university-contracted TRS, all AdSS and all grant-holders) are affiliated to the Social Security Administration for non-work-related accidents and illness and to Mutua Universal for work-related accidents and illness.

This section shows a summary of the work-related accidents and illness at the UB in 2012 only for the staff affiliated to Mutua Universal. No data appears from MUFACE, which does not provide information on a periodic basis. As a result, the existing data are based on information drawn from the Mutua Universal reports on work-related accidents.

The table below shows cases involving sick leave among UB staff affiliated to Mutua Universal:

	Cases of accident or illness	Leave granted in days*	Degree of severity			
			Mild	Severe	Very severe	Grave
In the workplace	21	720	21	0	0	0
In transit	22	953	22	0	0	0
Work-related illness	1	61	1	0	0	0
Total	44	1,734	44	0	0	0

* In the information presented the number of days leave granted is measured in calendar days, and as the number of "lost days" in each case is not known these figures are considered to be equivalent. Lost days are counted from the date a doctor approves sick leave until the date of discharge. There are no figures on the concept of absenteeism, which would imply adding the total sick days granted for work-related incidents to the total number of sick days taken relating to general illness or accidents not related to work, data which is not available to OSSMA.

For the information on **accident rates**, we have used the formulas recommended by the International Labour Organization and used in Spain. These are:⁴

- **Incidence:** Represents the number of accidents during working hours resulting in sick leave per thousand workers exposed to risk.

$$In = (\text{total no. accidents} / \text{average no. people exposed to risk}) * 10^3$$
- **Frequency:** Represents the total number of accidents per million hours worked.

$$Fr = (\text{total no. accidents} / \text{total no. hours worked}) * 10^6$$

4. The formulas proposed in the document have not been evaluated, because they are official in Spain at present. In addition, the number of hours worked and working weeks, in the case of the UB, clearly do not correspond to the indicated formulas. However, the figures can easily be converted, if necessary.



- **Severity:** Represents the total number of days lost due to work-related accidents per thousand hours worked.

$$Sv = (\text{no days lost} / \text{total no. hours worked}) * 10^3$$

	2012
Incidence	6.99
Frequency	6.38
Severity	0.25

Notification of all work-related accidents involving sick leave is sent by the UB and by Mutua Universal to the appropriate authority (the local office of the government of Catalonia's Department of Labour).

Health and safety issues covered in formal agreements with trade unions

Subject	Content
Formal agreements with trade unions regarding health and safety	In art. 18, the Law on the prevention of occupational risks establishes the obligation to inform, consult and enlist the participation of employees on all questions of workplace health and safety through employee representation. This is done through the Health and Safety Committee, which has equal representation from institutional and employee groups.
	Whether or not it is required by law, any subject relating to workplace health and safety that needs to be addressed is referred to the Health and Safety Committee and, if necessary, an agreement on action is reached. By way of example, the UB Prevention Plan envisages that OSSMA establishes a plan with annual objectives that is to be approved by the Committee. The OSSMA plan is to include: subjects relating to self-protection plans, risk assessments, training, health surveillance, follow-up in cases relating to the protocol for managing psychosocial risks, etc.
Health and Safety Committee meetings	The Health and Safety Committee meets every three months, as stipulated by the Law on the prevention of occupational risks. Four meetings were held in 2012
	Specific meetings of special subcommittees of the Health and Safety Committee may be called, as established in the rules of operation approved by the Committee itself, although such meetings are not customary

Subject	Content
Participation of employee representatives in action carried out by the Prevention Service	<p>Prevention delegates take an active part throughout the assessment process for psychosocial risks, joining working groups and discussion groups dealing with data interpretation and proposing preventive measures</p> <p>Prevention delegates can take part in all other risk assessments addressing safety, industrial hygiene, ergonomics and psycho-sociology. While participation in assessments can occur on specific occasions, the involvement of prevention delegates is not customary</p> <p>OSSMA has permanent contact with the prevention delegates to address a wide range of subjects</p> <p>Prevention delegates can legally halt the activity of employees affected by a serious and imminent risk, if the UB has not adopted the appropriate preventive measures</p> <p>OSSMA conducts periodic inspections (safety-related visits and various reports on bio-safety for research projects, safety advice, coordination of preventive activities)</p>
Personal protective equipment (PPE)	<p>The University provides all staff with the necessary equipment for personal protection. In the course of risk assessments, OSSMA proposes, where needed, the type of PPE required and provides the equipment, which is charged to the existing budget item. If the request is made by an employee or the head of a unit, OSSMA verifies the need and, where deemed necessary, provides the employee with the requested PPE</p> <p>The annual cost of PPE provided by OSSMA for 2012 was approximately €7,000, which is in addition to the costs assumed by the corresponding units</p>
Information and complaints mechanisms	<p>A document called <i>Communication of Risks</i> (CR) is available to all members of the university community for use in informing OSSMA of the possible presence of a risk. When OSSMA receives a CR, the problem is investigated</p> <p>OSSMA has a website where it provides a variety of information on the prevention of occupational risks. The Health and Safety Committee has an intranet to share specific information among its members.</p> <p>A document called <i>Notification of Accidents</i> (NA) is available to all members of the university community for use in informing OSSMA of any incident or accident. When OSSMA receives an NA, the problem is investigated and, where deemed necessary, preventive measures are taken and/or the occupational accident is managed. Employees do not always use this document when there is an accident</p> <p>There is no formal complaints document for complaints against OSSMA relating to the prevention of occupational risks. In general, when steps have not been implemented, complaints go directly to prevention delegates, to superiors within OSSMA or to the Labour Inspectorate</p>
Other actions for the university community	<p>Guidance is given to students on a variety of subjects: chemical safety cards, process safety, safety in cultural activities</p> <p>Each term, training workshops are provided for postgraduate students in the experimental centres who use the research laboratories</p> <p>Training courses on safety are also provided for undergraduate students</p>
Agreements and structures for the resolution of problems	<ul style="list-style-type: none"> – Protocol for the management of psychosocial risks – Protocol for the management of cases requiring special sensitivity

10.5. Level of official studies of employees⁵

The UB employs staff with different levels of academic achievement. The differences are particularly marked when comparing TRS and AdSS. The three tables below reflect the relevant data:

Level of official studies of all employees	2011	2012
PhD holders	3,812	3,853
Holders of pre-EHEA degrees	2,929	3,209
Total staff	7,855	8,025

Source: Human Resources

Given its role as a leading public university, the UB has employees with a high level of official studies.

Level of official studies of teaching and research staff (TRS)	2011	2012
PhD holders	3,704	3,738
Degree and diploma holders	1,855	2,026
Ratio of PhD holders to total TRS	0.67	0.65
Total TRS	5,559	5,761

Source: Human Resources

Most TRS at the UB are PhD holders. The remaining TRS are predominantly bachelor's degree holders, as this is the minimum educational requirement for a permanent teaching position.

The ratio of PhD holders to total TRS is 0.65.

Level of official studies of administrative and service staff (AdSS)	2011	2012
PhD holders	108	115
Degree and diploma holders	1,066	1,183
Upper secondary school education	607	454
Vocational training	40	235
Obligatory secondary school	475	274
Total AdSS	2,296	2,261

Source: Human Resources

Slightly more than half of AdSS have a degree or diploma. Individuals in the second largest group count upper secondary school as their highest level of official studies.

5. Data taken from a different period to the reporting period for the first four sub-sections.

10.6. Employees with recognized disabilities⁶

	2009	2010	2011	2012
Percentage of AdSS with recognized disabilities	2.16	2.19	2.34	2.34
Percentage of TRS with recognized disabilities	0.74	0.72	0.71	0.73
Percentage of total staff with recognized disabilities	1.18	1.17	1.20	1.18

Source: Human Resources

The UB has employees with various kinds of recognized disabilities. Data for this indicator have been obtained by the UB through voluntary self-report declarations by employees for the purposes of applying tax deductions to their pay, as provided for in the pertinent fiscal legislation.

The table shows that the percentage of employees with recognized disabilities is much higher among AdSS than among TRS.

10.7. Training⁷

PPD permissions*	2009	2010	2011	2012
Total women	8	14	10	6
Total men	5	6	7	3

* The University of Barcelona grants permissions (PPD) to teaching and research staff to allow them to improve their qualifications through additional training. TRS applicants are required to be full-time employees. The length of this permission is one semester per academic year (from 01/09 to 28/02 or from 01/03 to 31/08) and it is for short stays at other institutions.

Source: Human Resources

Training for TRS

The purpose of the ICE⁸ is to train and develop the skills of university teaching and research staff. In order to fulfil this aim, the ICE takes the responsibility for establishing mechanisms to uncover the needs of this group and for providing a specific response to any concerns that are raised.

In this context, the ICE organizes and conducts institutional training at the request of the UB's faculties and university schools, and the ICE collaborates in the organization of any specific training activities which they consider appropriate. The training activities on offer can take the format of courses, workshops, roundtables and blended or online activities.

6. Data taken from a different period to the reporting period for the first four sub-sections in chapter 10.

7. Data taken from a different period to the reporting period for the first four sub-sections in chapter 10.

8. More information on the ICE can be found on pages 72 and 73 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

The ICE gives special attention to staff engaged in research that addresses teaching. In this case, the ICE acts as a coordinator and central support bringing together the consolidated teaching innovation groups (GIDc) at the University of Barcelona. On behalf of the groups, the Institute edits the e-journal *REIRE (Revista d'Innovació i Recerca en Educació)* as a vehicle for disseminating their activity. The ICE also organizes information-sharing days for the groups and coordinates specific advice and guidance regarding research on teaching. Also of note is the REDICE call for research on university teaching. Hosted, published and decided by the Institute, REDICE is a response to the needs for teaching research voiced by the groups.

Training. Teaching and research staff		2008-09	2009-10	2010-11	2011-12
TRS receiving training	Women	930	1,322	1,396	1,516
	Men	580	850	1,059	1,059
	Total	1,510	2,172	2,455	2,537
Hours of training, TRS	Women	24,252	27,534.5	34,548	31,942.75
	Men	11,884	18,016.5	22,823	19,510.25
	Total	36,136	45,551	57,371	51,453
Average total training hours per TRS member per academic year	Women	26.01	20.83	24.75	21.04
	Men	20.49	21.20	21.55	19.15
	Total	23.93	20.97	23.37	20.28

Source: ICE

The table above shows that the total number of TRS receiving training has gone up, but the total hours of training received has fallen. This reflects a decline in the average total training per person, which fell from 23.37 hours per year in 2010-2011 to only 20.28 hours per year in 2011-2012. For women, the average total training per year is slightly higher than the equivalent figure for men.

The costs of TRS training can be broken down as follows:

Costs of UB's TRS training	2009 (€)	2010 (€)	2011 (€)	2012 (€)
Direct costs				
Training costs covered by the UB	122,339.75	154,431.94	125,309.25	188,880.03
Training costs covered by subsidies	0.00	13,508.00	19,242.20	45,942.24
Total direct costs	122,339.75	167,939.94	144,551.45	234,822.27
Indirect costs				
ICE management (1/3 salary + 100% position)	47,587.13	50,562.84	47,811.74	48,041.07
2 ICE section heads (3/4 salary + 100% position)	35,027.34	59,014.12	52,860.74	39,545.30
1/4 salary of 3 instructors dedicated to TRS staff	19,169.62	26,468.84	35,676.76	43,665.30

Costs of UB's TRS training	2009 (€)	2010 (€)	2011 (€)	2012 (€)
100% cost of 3 specialists in labour group II	115,258.38	120,193.05	111,720.51	113,373.73
50% cost of specialist in labour group I	22,481.49	23,586.20	21,195.30	21,577.86
50% cost of web specialist (specialist labour group II)	19,796.87	19,628.63	17,641.23	14,554.86
1/3 operating expenses	10,986.30	10,436.99	7,871.10	7,644.48
Cost of 5 administrative staff + 50% cost of manager	170,553.72	174,650.07	164,771.65	198,660.77
Rental of classroom space	4,136.00	4,982.00	3,920.00	5,040.00
Total indirect costs	444,996.85	489,522.74	463,469.03	492,103.37
Total costs for training of TRS	567,333.60	657,462.68	608,020.48	726,925.64

Source: ICE

Training for AdSS

Training programmes on occupational health and safety

The UB runs an annual training programme for administrative and service staff, consisting primarily of the basic course in occupational risk prevention, prepared in accordance with OSSMA guidelines. The course is 36 hours in length, but it is delivered in shorter modules. Staff who successfully complete all modules are awarded a certificate for the full thirty-six hours.



In addition, non-compulsory courses address the prevention of illness and health problems. Courses for the academic year 2011-2012 are listed below.

“Basic course in Occupational Risk Prevention”. The course is divided into the following modules:

- Basic concepts of health and safety in the workplace
- Ergonomics
- Industrial hygiene: Controlling exposure to contaminants in a work environment
- The environment
- Safety at work
- Monitoring health (first aid)

The non-compulsory courses are:

- “Physical activity for those over 55”
- “Psychosocial risks and stress”
- Refresher workshop on “Monitoring health (first aid)” course

Non-compulsory courses for TRS aimed at the prevention of health problems		
2009-10	2010-11	2011-12
<ul style="list-style-type: none"> – Basic nutrition and dietetics – Psychosocial risks and stress – Prevention of musculoskeletal disorders: back pain 	<ul style="list-style-type: none"> – Basic nutrition and dietetics – Psychosocial risks and stress 	<ul style="list-style-type: none"> – Physical activity for those over 55 – Psychosocial risks and stress – Refresher workshop on “Monitoring health (first aid)” course

Source: AdSS Training

From the table above, we can see that the course “Basic nutrition and dietetics” was no longer offered in 2011-2012 after being offered in previous years. By contrast, two new courses have replaced it. They are “Physical activity for those over 55” and the refresher workshop on “Monitoring health (first aid)”. As in previous years, the course “Psychosocial risks and stress” was again offered.

Objectives for the academic year 2012-2013

- The aim is to keep the “Basic course in Occupational Risk Prevention” and repeat the course “Psychosocial risks and stress” and the refresher workshop on the course “Monitoring health (first aid)”.

Anti-corruption courses

The UB organizes a course for management called “Managing the risks of corruption: a management responsibility”. The course is designed to combat corruption and its specific aims are:

- To raise our awareness of how ethical values are constructed in everyday contact in any environment or sphere in which we move as public-sector professionals.
- To identify the responsibility that we have as managers with respect to the professional integrity of our team and the contribution of our leadership to the institutional ethics of the unit/organization where we work.

- To have tools to combat corruption, diagnosing risks and applying preventive and contingent actions plans.
- To identify how the Anti-Fraud Office can contribute to strengthening our integrity.

In 2011, this five-hour course was held twice. In total, 27 UB managers attended.

In 2012, the course was held again, this time with 14 attendees. In addition, a second-level course was implemented for people who have already completed the first course. The new course, which involves five additional hours of training, is called "Analysing risks of corruption and designing prevention plans". A total of 13 managers attended.

Objectives for 2013 and 2014

- Our aim is to continue organizing courses jointly with the Anti-Fraud Office. At present, we are running only the two courses mentioned above.

Hours of training. Administrative and service staff by professional category

The following table shows the total number of registrations for training courses offered by the Corporate Training Unit, broken down by professional category and gender. It also shows the total hours of training for each of the categories.

2012 Professional category	Women		Men	
	Registrations	Total hours of training	Registrations	Total hours of training
TRS*	1	100	0	0
Other positions	13	82	7	42
Civil servant, group A	85	1,179.5	9	79.5
Civil servant, group B	194	3,344	34	380
Civil servant, group C	477	8,156	98	2,107.5
Civil servant, group E	152	3,092	34	543
Civil servant, group D	0	0	3	22
F Substitute B	13	394	14	264
F Substitute D	130	2,979	14	381
F Substitute E	5	86	0	0
University-contracted staff, group 1	62	1,004.5	37	844
University-contracted staff, group 2	35	671	27	654
University-contracted staff, group 3	75	1,597	43	1,149
University-contracted staff, group 4	39	1,073	20	377
Temporary university-contracted staff, group 1	24	836	3	265
Temporary university-contracted staff, group 2	26	572	8	964





2012	Women		Men	
Professional category	Registrations	Total hours of training	Registrations	Total hours of training
Temporary university-contracted staff, group 3	60	1,630.5	32	714.5
Temporary university-contracted staff, group 4	16	308	8	344
Total	1,407	27,104.5	391	9,130.5

* Although Corporate Training organizes courses for AdSS staff, teaching and research staff sometimes also request to join the courses. This occurs through a cooperation agreement reached between the ICE and Corporate Training, which allows for any unfilled places to be offered to another unit.

Source: AdSS Training

The table below shows the total hours of training for civil servants and UB-contracted staff, as well as the average hours of training received by members of each group.

	2009		2010		2011		2012	
	Total	Average	Total	Average	Total	Average	Total	Average
Civil servants	40,392	38.58	38,927.50	36.90	60,999	57.71	23,231.50	22.43
UB-contracted staff	23,962.50	19.22	26,189.50	20.25	25,803	19.96	13,003.50	10.47
Total	64,354.50	28.05	65,117.00	27.73	86,802	36.94	36,235	15.02

Source: AdSS Training

In 2012, there was a sharp decline in the number of courses offered and in the hours of training. This occurred for two reasons:

- There was a **reduction of 50% in the UB budget allocation** for training as well as a reduction in the subsidy received from the EAPC for lifelong learning.
- In the first semester, prior to beginning the training, we waited on approval of the **new administrative structure**. Funds were held in reserve for any training expenses that might originate as a result of work transfers. In the end, however, the new administrative organization model was not approved and the delay in starting the training was so great that it was practically possible to conduct training only in the second semester.

Objectives for 2013

- To raise the subsidy from the Lifelong Learning Fund to bring it back to the figure recorded in 2010.

The increased budget will enable us to conduct more courses and attend better to the training needs of our employees. As such, **the objective for 2013 is to return to 2010 levels**. It is not our aim to reach 2011 levels, because that was an extraordinary year in which a large portion of AdSS staff needed training in the SAP program.

Hours of training. Administrative and service staff, by gender

	2011		2012	
	Total hours of training	Average hours of training	Total hours of training	Average hours of training
Women	67,511	43.63	27,104.50	17.36
Men	19,291	23.41	9,130.50	10.72

Source: AdSS Training

The figures again confirm that women devote considerably more hours to training than men among administrative and service staff. In 2012, the average hours of training were 17.36 for women and only 10.72 for men. The overall number of employees involved in training activities was also higher for women (650) than for men (206).

AdSS registrations for training activities, by gender

	2012	
	Total number of registrations for training activities	Total number of employees registered for training activities*
Women	1,407	650
Men	391	206

* The number of registrations is not the same as the number of employees, since the same employee can register for more than one training activity.

Source: AdSS Training.

Budget for AdSS training

There are many ways of measuring investment in training. You can measure the direct costs of the trainers or you can measure both direct and indirect costs (including the costs of employees not working while they receive training, classroom costs, the AdSS remuneration to Corporate Training, photocopies of manuals, etc.).

The budget section on AdSS training costs only reflects the costs of trainers. Total investment in 2012 was clearly much lower than in the two previous years, due to general budget cuts.

	2010	2011	2012
Cost of staff training (€)	260,729	271,213	134,807
Average cost per employee	111.04	114.39	55.89

Source: AdSS Training

Objectives for 2013

Our aim is to increase the investment in training per employee. This increase should come from the increase in the subsidy for lifelong learning in 2013.

Evaluation of courses taken by AdSS⁹

Subject area	2011		2012	
	Course evaluation	Teaching evaluation	Course evaluation	Teaching evaluation
Computer Science	7.15	7.63	6.75	7.42
Written communication	7.26	7.51	6.97	7.40
Organizational techniques	6.85	7.43	7.10	7.70
Communication (techniques and interpersonal communication)	6.81	7.46	6.97	7.40
Occupational risk prevention and the environment	–	7.34	7.07	7.41
Occupational Health (Safety and the Environment)*	–	–	–	–
Languages	6.88	7.54	7.13	7.75
Laboratories				
Management skills and personnel management	7.20	7.70	–	–
Financial management	6.90	7.34	7.25	7.77
Research management	–	–	6.40	6.75
Programme improvement and evaluation	–	–	–	–
Legal studies	7.05	7.13	7.16	7.30
Personal Development	6.81	7.61	–	–
Support for teaching**	–	–	–	–
University education	–	–	–	–
Various	6.70	7.90	–	–
Library studies	7.10	7.58	7.10	7.30
Academic management and performance assessment (SED)	6.43	7.00	6.75	7.45

* Occupational safety is included in the area for occupational risk prevention and the environment.

** This area is included in academic management and performance assessment (SED).

Source: AdSS Training

Performance assessment and professional development

The University of Barcelona has no established system for evaluating the performance of AdSS. However, for members of teaching and research staff, there are standard procedures subject to regulation for the assessment of teaching, research and management activities.

9. Survey results by subject area (on a scale of 1 to 8):

10.8. Commitment to equal opportunities¹⁰

The steps taken during the academic year 2011-2012 by the UB's Gender Equality Committee include the following:

Action 1

Development of a uniform protocol for action at the UB in order to establish a policy for the prevention and eradication of sexual and gender harassment and to institute and standardize our complaints procedure and our coordination of support structures (e.g., health care personnel, legal services, victim support) to assist the victims of gender-based violence.

To date, the UB has a variety of protocols designed by faculties to handle their own potential cases of harassment. Now, however, the decision has been made to take the additional step of creating a working group within the UB's Equality Committee. The working group's objective is to draft a UB protocol for prevention and action against situations of sexual or gender harassment, including in cases of sexual orientation. The new protocol will serve as a uniform resolution procedure and contribute to improving the quality of work and health for everyone in the university community.

Objectives

- To approve and apply the "Protocol of the University of Barcelona for prevention and action against situations of sexual or gender harassment, including cases of sexual orientation".
- To establish complaints procedures and procedures for the coordination of support structures assisting victims.
- To create victim support structures.
- To create indicators to measure the effectiveness of actions taken and to optimize the mechanisms established to meet the objectives for the prevention and approach to sexual and gender harassment.

Action 2

Promotion of campaigns to raise awareness on the prevention of harassment.

Objectives

- To incorporate the perspective of gender in the promotion of every category of activities at the UB.

In this respect, we could mention the activities promoted for 25 November, **International Day for the Elimination of Violence against Women**, and for 8 March, **International Women's Day**. During the academic year 2011-2012 the following actions were carried out:

- Promotion of the "Competition for the Eradication of Male Violence against Women".
- "Awareness Campaign for the Prevention of Violence against Women".
- Participation in the manifesto of the Red de Unidades de Igualdad de Género para la Excelencia Universitaria (RUIGEU) 8 March 2012.

10. Extended information can be found on page 72 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf.

- Joint activity with the Centre for Women’s Studies of the University of Alicante to celebrate 8 March 2012.
- Conference on 25 November 2011: “Making the Invisible Visible: Challenges and Opportunities of Magnetism on the Nano-scale”.

Action 3

- Collaboration and participation in the creation of courses and training offerings for the UB summer school “Els Juliols”.
- Promotion of gender equality awareness in secondary schools.

Objectives

- Training and awareness-raising on gender issues for all employees in the university community and, more broadly, for the general public.
- Collaboration with secondary schools in the application of specific actions to promote the selection of unconventional bachelor’s degrees dealing with gender.

We would like to highlight the UB summer courses offered each year as part of Els Juliols. These courses are targeted at giving training and raising awareness on gender-based issues for all employees in the university community and, more broadly, for the general public in line with the objectives set out in the UB’s current Equality Plan, which seeks to build the perspective of gender into education. The UB’s Equality Committee and teaching staff on faculty committees collaborate on the programming and planning of these courses.

In addition, UB research groups addressing gender organize and conduct workshops and seminars. These events are part of the activity aimed at introducing gender-based viewpoints in the institution.

Action 4

- Collaboration with other universities for the integration of good practices on equal opportunities.
- Collaboration in the organization and implementation of specific actions to promote equal opportunities.
- Representation of the Inter-University Council of Catalonia on the National Committee for Coordinated Intervention against Male Violence, convened by the Government of Catalonia.

Objectives

- To establish links with public and private entities at the local, regional, national and international levels which are committed to equal opportunities for women and men and non-discrimination based on sex.
- To exchange experiences and resources with other entities in order to raise visibility for the defence of equality opportunities for women and men in universities and to create common policies and actions to overcome the obstacles that stand in the way of attaining effective equality.

The UB is represented in LERU’s work to prepare a document with all the activities being undertaken by member universities to give heightened importance to gender in research. The UB contributes our good practices and successful programmes so that other universities may gain benefit from them.



The UB's Equality Unit is a member of the Spanish university network RUIGEU "Red de Unidades de Igualdad de Género para la Excelencia Universitaria". Currently, RUIGEU has 39 members. The main objective of members is to promote equality in the universities and to share advice and resources.

10.9. Work-life balance¹¹

The UB is committed to giving its staff every opportunity to maintain a healthy work-life balance. At the time of writing, this commitment has led to the signing on 19 February 2013 of new agreements on work-life balance, time management, flexitime and other measures. At the beginning of March, the main outcomes of these agreements were published via the UB intranet. The initial results were posted on the staff intranet at the beginning of March.

The impact will be measured at the end of 2013 and published in a report prepared by a joint committee set up on 12 March 2013 to coordinate and oversee compliance with the resolutions.

10.10. Office for Conflict Resolution and Mediation¹²

The Office for Conflict Resolution and Mediation responded to 23 requests for intervention in 2012 and provided ongoing support for 4 cases received in previous years.

11. A description of the concept of work-life balance can be found on pages 72 and 73 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf.

12. A general description of the Office for Conflict Resolution and Mediation and its aims can be found on page 79 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

In the table below, the users of the Office for Conflict Resolution and Mediation are broken down by type of activity (TRS, AdSS or students) and by sex (men or women):

Cases addressed

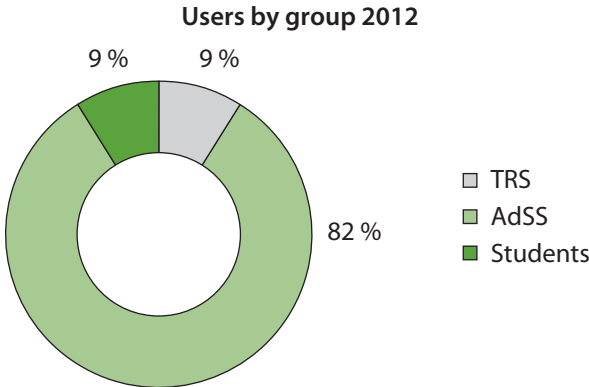
	2009*	2010	2011	2012
Total cases	7	30	24	23
% cases resolved	100	70	71	89
TRS	1	7	6	2
AdSS	6	23	18	19
Students	-	-	-	2***
Total women	3	18	19**	17
Total men	4	12	8**	6
TRS, women	0	4	5	2
AdSS, women	3	14	14	14
Students, women	-	-	-	1
TRS, men	1	3	3	0
AdSS, men	3	9	5	5
Students, men	-	-	-	1

* September-December 2009.
 ** The total number of users requesting intervention (men and women) was 27. This is not the same as the total number of cases (24) because some cases involved more than one person.
 *** These cases have always been referred to the Office of the Vice-Rector for Students, because the Office for Conflict Resolution and Mediation does not deal with student issues.

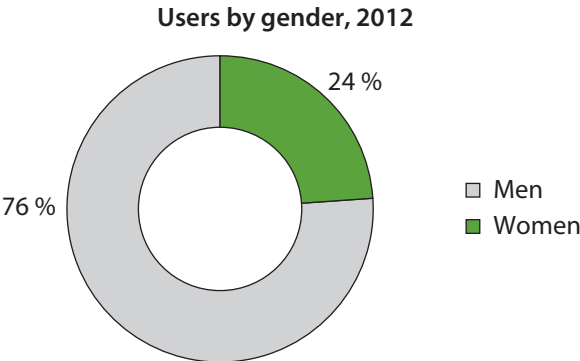
Source: Office for Conflict Resolution and Mediation

Of the 23 new conflicts, 21 were successfully resolved. Similarly, 3 of the 4 pending cases from previous years have been resolved.

As the table above shows, the group that made the greatest number of requests to the Office for Conflict Resolution and Mediation was AdSS employees. In terms of percentage, AdSS requests accounted for 82% of users.



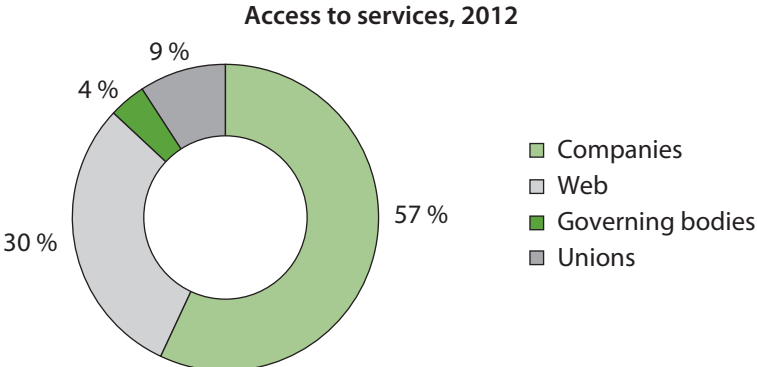
Breaking down the results by gender gives the following percentages:



As in the three preceding years, women represented the larger user group (76%) in 2012.

Units or sources of cases

The chart below shows the units or sources of cases received by the Office for Conflict Resolution and Mediation.



The chart reflects a sharp rise in the percentage of cases reaching the Office for Conflict Resolution and Mediation directly from the affected person on the advice of the colleagues. These cases, which are identified in the chart under the category *colleagues*, rose from 21% of total cases in 2011 to 57% in 2012.

The webpage was the second most common source, totalling 30% of the cases reported. In third place came the unions at 9%, followed by the governing bodies, which accounted for 4% of cases. There is a notable absence of other units which have given rise to conflicts in previous years.¹³

Conflict management

Support: the user only states the situation to the Office and decides not to go any farther.

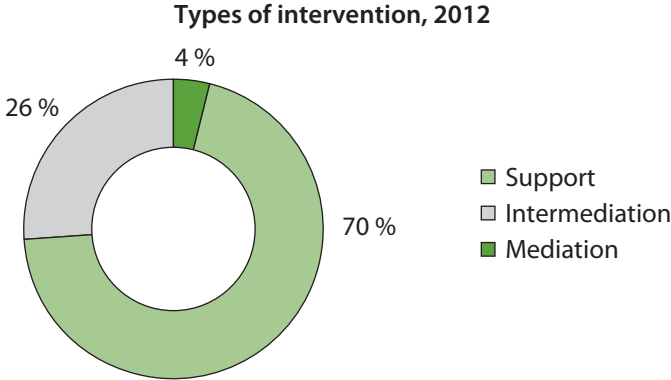
Intermediation: the Office intervenes in the conflict on behalf of both parties separately and

13. **2009-2011:** Faculty or university school administrator, 14%; Equality Committee, 3%; SiE Committee, 5%; SSiMA Committee, 3%; department head, 1%; colleagues, 33%; dean’s office, 3%; Human Resources, 3%; unions, 9%; vice-rector’s office, 3%; Labour Relations, 1%; website, 22%; immediate manager, 4%.

2011: Faculty or university school administrator, 16%; SSiMA Committee, 8%; colleagues, 21%; dean’s office, 4%; Human Resources 4%; unions, 14%; website, 29%; immediate manager, 4%.

the parties do not sit down together to agree a solution. In these cases, the solution is overseen by the mediators.

Mediation: after identifying and working on the conflict separately with the involved parties, the parties agree to meet and find a joint solution in the presence of mediator(s).



Comments on the objectives set for 2012

Our objective in last year’s report was to launch a training course on conflict resolution through mediation, which was intended for new TRS and AdSS managers. In the end, however, budget constraints meant that only new AdSS managers were able to take advantage of this opportunity. For the academic year 2013-2014, the aim is for TRS managers also to participate in this course.

Our second objective from last year was to introduce mediation as a fully standardized management tool in the UB’s organization system. We think that this objective is slowly being achieved, because more individuals are registering each year in the courses on conflict resolution through mediation and our perception is that this option is gradually spreading as a channel for conflict resolution.

Objectives for forthcoming years

- **Diffusion.** First, there is a need to invest more resources and time on the dissemination of a culture of mediation within UB administrative units and services and in the teaching area. We want managers and supervisors to understand the scope of the conflict resolution tool and to become aware of how they can use it.

To this end, two highly specific actions are envisaged:

- Organization of a meeting with managers and supervisors, in close collaboration with the Office of the Vice-Rector for Teaching Staff and the Office of the Vice-Rector for Administration and Organization.
- Training courses on mediation aimed at teaching staff.
- **Staffing.** The Office was created without any staff. At this point, after completion of what could be called a “pilot” period, this conflict resolution tool has been consolidated and it is time to provide the basic staff needed: a supervisor and a mediator.



11

Our commitment
to the environment

11 Our commitment to the environment¹

11.1. The UB Sustainability Plan: Participation Strategies²

Main associations to which the UB belongs (such as industry associations) and national and international organizations it supports

- European Agency for Safety and Health at Work (1998)
- Committee for Environmental Quality, Sustainable Development and Risk Prevention of the conference of rectors of Spanish universities CRUE (2003)
- Waste return network Xarxa Retorna (2011)

Externally developed social, environmental and economic principles or programmes, and other initiatives to which the organization subscribes or endorses

- CRE Copernicus Charter – University Charter for Sustainable Development (1993)
- Public commitment to Barcelona's Agenda 21 initiative (2002)
- The Catalan Strategy for Sustainable Development (2010)
- The Catalan Zero Waste Strategy Residu Zero (2011)
- UNESCO Sustainability Commitment Rio+20 (2012)
- The People's Sustainability Treaty on Higher Education (2012)

1. The source for all information in Chapter 11 is OSSMA.

2. The UB Sustainability Plan is described in detail on pages 88–92 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

Direct energy consumption by primary source

Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
2010	2011	2012			
0 GJ	0 GJ	0 GJ	The UB does not consume primary energy; it acquires and consumes intermediate energy from external sources. As such, only direct solar energy is applicable for this indicator. However, as the energy produced is viewed comprehensively, the end result for this indicator is always zero	Atri Solar photovoltaic installation of the Faculties of Physics and Chemistry, in operation since 2004	Administration at Physics and Chemistry

	2010	2011	2012*
Direct energy acquired (EPDA)	0 MWh	0 MWh	0 MWh
Direct energy produced (EPDP)	46.0 MWh	34.9 MWh	–
Direct energy sold (EPDV)	46.0 MWh	34.9 MWh	–

* At the time the report was written, the Administration of the Centre at Physics and Chemistry had not provided data on electrical energy generated by the photovoltaic installation.

Indirect energy consumption by primary source³

	Results			Comments (trend, objectives, etc.)	Source
	2010	2011	2012		
Electricity (GJ)	183,560	173,327	171,225	As the UB does not consume fossil fuels in order to generate intermediate energy, the only available data relates to the acquisition and consumption of intermediate energy	Building Works and Maintenance, from supplier invoices
Natural gas (GJ)	70,338	50,631	57,914	A decrease has been recorded in the last two years, thanks to greater awareness among the university community and efforts for responsible consumption, including a series of specific measures and the closure of UB buildings in holiday periods (Christmas, Easter and August)	

3. These statistics do not include the energy consumption of the Cúpules Building, as the faculties of Philosophy and of Geography and History left this space in 2006 and its energy consumption now corresponds to the Barcelona Science Park.

Initiatives for the provision of energy-efficient or renewable energy-based products and services, and reductions in energy consumption as a result of these initiatives⁴

Action	Description	Energy saving (kWh/year)	Economic saving (€/year)
Reconfiguration of lighting system in the research library of the Faculty of Economics and Business	Removal of 40% of fluorescent bulbs installed in the reading room to correct an excessive level of artificial light	10,855	1,500
Reconfiguration of lighting system in the library at the Faculty of Medicine	Turning off fluorescent bulbs during daytime hours, replacement of incandescent bulbs with low-energy bulbs in the lamps on reading tables, turning off fluorescent bulbs in bookcases and segmenting power lines	30,000	4,200
Installation of LED lighting in the Historic Building	Replacement of 34 fluorescent bulbs in common areas with LED tubes	5,930	830
Replacement of outside lighting at the Faculty of Biology (phase 1)	Replacement of 15 floodlights of 160 W with 13 LED floodlights, including 9 that are 80 W with 50% lower luminous flux at times of low activity and 4 that are 40 W	21,495	3,009
Installation of a capacitor bank	Installation of a capacitor bank in the Baldiri Reixac Building, with sufficient capacity according to the building's energy-consumption study on reactive power compensation	–	–
Installation of LED lighting in the Faculty of Law	Replacement of 146 low-energy bulbs in the vestibule of the main building of the Faculty of Law with LED lamps	8,867	1,216
Installation of LED lighting in the Faculty of Geology	Replacement of fluorescent bulbs with LED fluorescent lamps on the ground floor and staircases of the Faculty of Geology	13,462	1,885
Installation of LED lighting in the Faculty of Economics and Business	Replacement of 205 fluorescent bulbs with LED fluorescent lamps on the ground floor of the Faculty of Economics and Business (building at Diagonal 690)	15,475	2,166
Efficiency improvements to the lighting for the Historic Building car park	Replacement of 12 existing floodlights that offer vertical lighting and no reflectors (160 W) with a similar style of mercury vapour lamps that are positioned horizontally and have aluminium reflectors (70 W)	6,326	885

4. The data below correspond to a range of energy-saving actions carried out in 2011 and 2012. Additional information is available on the Sustainability Plan blog www.ub.edu/plasostenibilitat (information in Catalan).

Initiatives to reduce indirect energy consumption and the reductions achieved by these initiatives

No data on energy consumption is available in relation to the consumption of energy-intensive materials, outsourced production or business trips. No new mobility analysis has been conducted. As such, the only available data are estimated figures on journeys to and from work at the Diagonal Knowledge Gateway Campus or the Mundet Campus, which appear in the 2009-2010 report.⁵

Total water withdrawal by source

	Results			Comments (trend, objectives, etc.)	Source
	2010	2011	2012		
m ³ /year	300,441	278,569	289,110	Total water consumption is equivalent to the quantity provided by our supplier A decrease has been recorded in the last two years, thanks to greater awareness among the university community and efforts for responsible consumption, including a series of specific measures and the closure of UB buildings in holiday periods (Christmas, Easter and August)	Building Works and Maintenance, from supplier invoices

Percentage and total volume of water recycled and reused

	Results			Comments (trend, objectives, etc.)
	2010	2011	2012	
m ³ /year	0	0	0	All water is discharged into the sewage system as the UB has no water recycling or reuse systems in any building. The only water collected separately is contaminated water from laboratories, which is managed through authorized agents as special waste

Strategies and actions implemented and planned for management of impacts on biodiversity

This indicator has no clear application in the university context. For additional information, see the actions envisaged in the strategic line of natural values in the Sustainability Plan (approved by the UB Senate on 12 July 2012). These actions may relate to this section of the report: www.ub.edu/ossma/index.php?pagina=mediambient/PdS/linia_1.php (information in Catalan).

5. More information on this study can be found on page 79 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatocial/docs/en/Memoria%200910%20angles.pdf.

Total direct and indirect greenhouse gas emissions by weight

2010	Results		Comments (trend, objectives, etc.)	Source
	2011	2012		
14,701	15,869	17,720	<p>These figures, expressed in tons of CO₂ per year, correspond exclusively to indirect energy consumption, since the UB does not consume direct energy</p> <p>Although UB energy consumption fell in 2011 and 2012, the mix of energy production led to a rise in emission factors</p>	Calculated by applying the emission factors of electrical energy and natural gas production published annually by the OCC of the Government of Catalonia

Other indirect greenhouse gas emissions, by weight

No new mobility analysis has been conducted. As such, the only available data are estimated figures on journeys to and from work at the Diagonal Knowledge Gateway Campus or the Mundet Campus, which appear in the 2009-2010 report.⁶ No data on energy consumption is available in relation to the consumption of energy-intensive materials, outsourced production or business trips.

SO₂, NO_x and other significant gaseous emissions, by type and weight

Values for SO₂ and NO_x emissions associated with electricity consumption, calculated by applying the emission factors for electrical energy production published each year by the WWF Electricity Observatory.

	Results			Comments (trend, objectives, etc.)	Source
	2010	2011	2012		
SO ₂	12,951.2	20,028.9	24,494.7	<p>These figures, expressed in kilograms per year, relate exclusively to electricity consumption</p> <p>Although UB energy consumption fell in 2011 and 2012, the mix of energy production led to a rise in emission factors</p>	Calculated by applying the emission factors of electrical energy production published annually by the WWF Electricity Observatory
NO _x	11,064.6	15,166.1	17,360.3		

6. More information in this study can be found on page 79 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf.

Total weight of waste generated, by type and treatment method⁷

Waste generated		Results			Source
CER code	Description	2010	2011	2012	
200301	General waste	870,034	754,938	756,944	Estimates based on information provided by cleaning and catering contractors on volumes of waste collected at UB Faculties and schools. From 2010 to 2011, the data gathering methodology was changed to obtain a more accurate calculation of the waste generated in food and drink establishments. The data for 2012 are provisional figures pending review
200108	Organic material	810,563	223,200	414,773	
150101-200101	Paper and cardboard	556,070	863,228	842,070	
150102-150104	Light packaging	60,032	93,225	86,196	
150107	Glass	73,448	137,118	100,659	
200121	Fluorescents	2,626	1,527	1,824	Ambilamp
161604	Batteries	347	794	–	Pilagest
080318	Ink and toner cartridges	1,645	2,167	1,687	Dr Trueta Humanitarian Foundation for the 3rd and 4th Worlds
200135-200136	Electric and electrical equipment	6,770	7,180	5,025	Barcelona City Council, Ecocat
140602	Halogenated compounds	11,689	12,122	11,203	Ecocat, GRS
140603	Non-halogenated compounds	13,845	12,553	10,507	Ecocat, GRS
0601XX	Inorganic acids	7,663	4,854	5,923	Ecocat, GRS
0602XX	Inorganic bases	2,113	4,563	2,937	Ecocat, GRS
160508	Organic or high COD solvents	1,018	1,408	1,517	Ecocat, GRS
160507	Inorganic compounds	1,711	2,489	2,944	Ecocat, GRS
1302XX	Oils	57	415	160	Ecocat, GRS
160403-160509-1609XX	Hazardous waste	2,953	2,128	852	Ecocat, GRS
160506	Expired reagents	774	1,079	3,446	Ecocat, GRS

7. All values are expressed as kg/year. At the time of preparing this report, the data corresponding to battery waste have not yet been received. In the case of municipal waste, the waste is managed through a system of municipal collection. For other categories of waste, collection and treatment is carried out by operators authorized by the Catalan Waste Agency (ARC) (see the information in the "Source" column above).

Waste generated		Results			Source
CER code	Description	2010	2011	2012	
150202-090199	Contaminated solids	1,882	2,203	2,052	Ecocat, GRS
150110	Contaminated packaging	4,060	5,428	5,720	Ecocat, GRS
090103	Photographic developer	360	540	420	Biotur
090104	Photographic fixer	360	120	180	Biotur
180101-180103-180201-02	Bio-hazardous material (group III)	26,283	25,921	26,401	Cespa, GRS
180108-180207	Cytotoxics (group IV)	16,464	12,477	13,784	Cespa, GRS
180202-03	Animal remains	14,121	13,292	13,218	Seiaco, Sereca-Bio

Initiatives to mitigate the environmental impact of products and services, and the extent of mitigation

Following the action plan drawn up by OSSMA in 2012, a number of measures designed to improve sustainability are being carried out:

Objective	Action
Control and monitoring of environmental management	Periodic updating of sustainability indicators for different areas of University activity
	Compilation of indicators on health, safety and sustainability for the <i>Report on Social Responsibility 2011-2012</i>
	Complete the INE waste survey
	Implementation of the tasks identified by the technical secretariat of the UB Senate's Executive Committee on Sustainability
	Creation and maintenance of a management database for the Sustainability Plan
Raise awareness of the UB's natural heritage in the university community and society in general	Incorporate content on the gardens of the Historic Building in the virtual tour developed by Institutional Activities and Protocol (→LE1.21)
	Include the green spaces of the UB in the register of environmental resources of public institutions (LE1.23)
Information on sustainability standards applicable to buildings	Design and install signage at building entrances, stating sustainability and energy savings standards (LE2.22)
Promote the use of bicycles as a mode of transport at the University	Provision of secure bicycle parking at all buildings (LE3.21)
Raise awareness on the responsible use of energy and natural resources	Design a communication template to inform of any efficiency actions being taken (→LE5.24)
	Diffusion among the University community of figures on energy consumption by building and the associated environmental impacts (LE5.25)



Objective	Action
Participate in existing social networks engaged in the definition of the zero waste model	Sit on the board of the waste return network Xarxa Retorna and participate in the Catalan Zero Waste Forum (LE6.21)
	Coordinate the zero waste network Xarxa d'Universitats Residu Zero, in collaboration with the UPC, to promote and implement the zero waste model (LE6.22)
Improvement of waste management	Standardization of special waste management procedures for the Faculty of Pharmacy (→ LE6.33)
Promotion of participation by members of the University community in the creation and implementation of the Sustainability Plan	Create a website for the Sustainability Plan, incorporating a permanent virtual space for opinions and an information system to share good practices on sustainability at faculties and university schools (LE7.21)
	Organization of presentation sessions to raise awareness of the Sustainability Plan (→LE7.22)
Integration of sustainability into the institutional communication strategy	Preparation and monthly circulation of information on good environmental practices on the UB website (→LE7.31)
	Design and distribution of informational posters to raise awareness of selective waste collection, informing the different UB faculties and universities schools of the results from each of their buildings for 2011 (→LE7.31)
	Incorporate basic information on sustainability in a joining manual for new employees (LE7.32)

In the above table, the designations in brackets show links between the above actions in the OSSMA plan and the UB Sustainability Plan. An arrow indicates that the action is part of the corresponding Sustainability Plan action, while the absence of an arrow indicates that the action fully overlaps with an action in the Sustainability Plan.

Significant environmental impact of transporting products and other goods and materials used in the organization's activities and personnel

Information on mobility impacts and other actions activities proposed in the strategic area on mobility of the Sustainability Plan have been presented under indicators EN7, EN17 and EN20.



Total environmental expenditure and investment by type

	Results			Comments (trend, objectives, etc.)	Example of project/initiative	Source
	2010 €	2011 €	2012 €			
Waste management	328,426	286,879	262,456	Placeable in the category "costs of waste disposal"		Accounts, Patrimony and Contracts, OSSMA
Environmental actions	36,203	25,598	6,126	Placeable in the category "costs of environmental management and prevention"	Support for environmental management, mobility plans, air pollution control, bicycle promotion, etc.	OSSMA

Research projects related to the environment and sustainability⁸

	Results			Comments (trend, objectives, etc.)	Source
	2010	2011	2012		
Competitive calls	12.6%	13.0%	–	This figure has remained steady in the region of 12-13% since 2006 and no variations are expected in the short term	Research management
Contracts	22.3%	18.4%	–	Research contracts on sustainability subjects have fallen in the last three years. In a context of crisis and cuts to funding for research, this can be interpreted as a decline in the importance of the subject of sustainability relative to other sectors	Bosch i Gimpera Foundation
Total	17.7%	15.1%	–		

2011	Sustainability projects	Total projects	%
GREC	63	483	13.0
FBG	54	293	18.4
Total	117	776	15.1

8. This indicator shows the impact of research in any area related to sustainability as a fraction of the total research conducted at UB faculties and university schools. The calculation of the indicator includes projects resulting from competitive calls included by researchers in the GREC research management software (https://webgrec.ub.edu/grec_ang.html), and contracts with private companies and public bodies managed through the Bosch i Gimpera Foundation. Based on their names, projects involving sustainability issues are identified and grouped by research group, department and subject matter (biodiversity, industrial processes, water, pollution, waste, society, economics and the environment, soil, atmosphere and climate, environmental impact, land use and landscape, paleoenvironments, natural hazards, radioactivity, natural products, forest fires and erosion, energy). Identification and grouping enables the calculation of the proportion of projects on sustainability at different levels and the identification of the most active research groups and researchers in each area. The indicator is up to date for 2011.



12

Our responsibility
to the community



12 Our responsibility to the community

12.1. Our suppliers¹

Legislation on public tenders and other regulations applicable to contracting clearly define the procedures to be used, notifications that must be made and requirements from bidders, and place great emphasis on open competition and equal treatment for all businesses and professionals.

It is standard procedure to use a common set of terms and conditions for all public tenders carried out by the University of Barcelona. However, this does not stand in the way of introducing new terms and conditions of a social or environmental nature, provided that they respect the aforementioned legal principles. Our aim, therefore, is also to foster social responsibility among our suppliers.

Comments on the objectives set for 2012

A series of targets and objectives were established in last year's report:

- View public tenders as a factor in promoting social responsibility.
- Conduct a study on possible terms and conditions of a social nature that could be included in contracts put to public tender by the University of Barcelona.
- Enter into contact and establish dialogues with suppliers to analyse their opinions on the introduction of terms and conditions of a social nature in contracts, the opportunities for tackling them and the impact of their possible introduction.
- Introduce terms and conditions that have a positive impact on the quality of the university mission and on consolidating a culture of social responsibility.

1. A fuller description appears on pages 92–94 of the *Report on Social Responsibility 2009-2010*, www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf.

We consider that all of these objectives have been met, as explained in section 7.1, “Principal social responsibility initiatives”. Throughout 2012 a concerted effort has been made to integrate terms and conditions addressing social issues into public procurement procedures. Thanks to this effort, we anticipate having rigorous instructions in place by the end of 2013 to address clauses of this kind.

12.2. Alumni²

The UB Alumni Agency is a service provided by the University of Barcelona for former students and friends of the University, including teaching and research staff and administrative and service staff, designed to help maintain their permanent association as members of the UB community.

Elders and chapters

Number of people that accepted membership in the Council of Elders and the number of chapters

Results		Objectives	
2011	2012	2013	2014
51 elders and 24 chapters	58 elders and 27 chapters	60 elders and 30 chapters	60 elders and 30 chapters

Source: Alumni

In 2012, we expanded our international network of alumni, adding five new chapters in Portugal, Paris, Amsterdam, New York and Geneva. Our expectation is to add a further two international chapters in the near future.

Comments on the objectives set for 2012

In last year’s report, we set a target of 40 total chapters for 2012, although the figures show that this has not been achieved.

Because chapter leadership is voluntary in nature, many chapters go through periods of inactivity. Some may even choose to cease activity. In 2012, the chapters in Havana and Tarragona closed and we have decided to turn our attention to existing chapters instead of focusing on setting up new chapters. This explains our failure to meet the objective set in last year’s report.

Objectives for 2013 and 2014

Creating more chapters necessarily requires more resources and more time spent with each volunteer chapter head. Clearly, the provision of additional resources is extremely difficult in the current context. For this reason, we are taking a conservative stance with respect to the growth forecast for the coming years. The present need is to manage our current chapters

2. Page 95 of the *Report on Social Responsibility 2009-2010* provides a more detailed description of Alumni UB: www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf. Additional information can also be found on the Alumni UB website, www.alumni.ub.edu (information in Catalan).

well and with fewer resources than we have had to date. This objective is considered difficult but not unachievable.

Turning to the number of Elders, it should be noted that some leading British and European universities have advised us to halt growth. An excessive increase in the number of Elders can undermine their adequate management. For this reason, our objective is to hold the number steady at 60 for the next two years.

Activities

At each event a satisfaction survey is distributed to all in attendance in order to obtain feedback and identify areas for improvement. The survey has five questions addressing the speaker, the suitability of the subject, the depth of the speaker’s treatment of the subject, the resources used by the speaker, and the overall opinion of the event. In 2012, the survey response rate was approximately 50% out of a total of 3,000 attendees (counting all activities). The results appear in the table below:

	Result		Objectives	
	2011	2012	2013	2014
Overall satisfaction	76.8%	83.3%	85.0%	85.0%

Source: Alumni

Comments on the objectives set for 2012

- We achieved an overall satisfaction score from the alumni that is clearly higher than the goal of 75% set in last year’s report. The experience we have gained has helped to improve event organization. As a result, the perceptions of UB alumni taking part in Alumni events have improved sharply to 83.3%, nearly reaching the level of excellent.

Objectives for 2013 and 2014

- For 2013 and 2014, despite the risk of aggravating the effects of a shortfall of resources, we are confident that the new facilities (we are housed in a different building) will enable us to continue improving in other respects, such as the visibility of our speakers and the sound quality of the venue when attendance at an event is high.
- We will also attempt to reach a satisfaction level of 85% for our events in 2013 and maintain this figure in 2014.

Issues addressed

Meetings have been held with several members of the Council of Elders. At these meetings, discussion has focused on aspects of the current economic situation and on the challenges facing the University. The following issues were addressed:

	Result			Objectives
	2011	2012	2013	2014
Current issues	Establishment of direct personal relationships with most elders	Involvement of elders in UB or UB Alumni activities	Increase of number and level of involvement of elders	Gain explicit support from elders for UB initiatives

Source: Alumni

Comments on the objectives set for 2012

For 2012 we aimed to increase our ability to exert greater influence in our relationships with stakeholder groups. In 2012, we held two meetings with a significant level of attendance from elders (on 21 March and 12 December) and we organized events in which the collaboration of elders was significant.

A number of notable initiatives include the creation of the Transmetre programme, intended to enable most alumni to have contact with members of the Council of Elders. The campaign against food waste was the brainchild of two members of the Council of Elders, and a joint campaign was prepared for 2013, the European Year Against Food Waste, in conjunction with the Catalan charity Banc dels Aliments, which fights against starvation and food waste. In addition, one of the most heavily involved members of the Council of Elders was appointed to the UB's Board of Trustees.

Objectives for 2013 and 2014

We aim to secure increasing involvement of elders in University life and UB Alumni activities. In 2012, we built the foundations for a fundraising project that aims to gain the close involvement of alumni in the most important projects of the University of Barcelona.



12.3. The University of Experience

The University of Experience (UdE) is aimed at learners aged fifty-five years and over and it offers a series of integrated and UB-accredited university courses, which are one to three academic years in length.

These innovative courses complement other models of higher education, such as vocational training for younger adults or lifelong learning for professionals of all ages. A mixed teaching model is used, combining the specific subjects of the UdE with bachelor's degree subjects in the various departments affiliated with the programme (they are optional subjects open to student choice). In this way, we can successfully integrate one set of students with another.

The courses are taught by the same UB teaching facility. The same level of academic rigour is maintained, although there are no compulsory assessments. In addition, a further advantage of the UdE is that it provides a meeting place where students can establish and maintain new interpersonal relationships.

One of the challenges faced by the UdE's educational programmes is to find a response to the needs of the adult population and strengthen the sociological structures of the country. In this respect, the UdE is designed as a space showing that any age is good for learning, establishing social relations and developing the values, the potential and the capabilities of people.

The University of Experience pursues the following specific goals:

- To offer university training and promote culture at later stages of life, reinforcing the intellectual curiosity of students.
- To facilitate the integration of older people in the sociocultural context of the university.
- To encourage inter-generational communication through university studies.
- To offer a meeting place where students can share a new cultural experience.

The University of Experience offers the following courses:

	2010-11	2011-12	2012-13	2013-14	2014-15
Courses offered	4	5	7	9	11
Knowledge area	Information, documents and libraries for the individual	Information Management for the Individual	Health and well-being	Health and well-being	Health and well-being
	Language and Literature	Language and Literature	Language and Literature	Language and Literature	Language and Literature
	Teaching and society	Education and Society	Education and citizenship	Education and citizenship	Education and citizenship
	Psychology	Psychology	Psychology	Psychology	Psychology
		Philosophy	Philosophy	Philosophy	Philosophy



	2010-11	2011-12	2012-13	2013-14	2014-15
			Libraries and archives in the digital age	Libraries and archives in the digital age	Libraries and archives in the digital age
			History of art	History of art	History of art
				Nutrition and Gastronomy	Nutrition and Gastronomy
				History, society and territory	History, society and territory
					1 new programme
					1 new programme

Source: University of Experience

The UdE also promotes additional training and leisure activities in collaboration with a variety of departments and organizations. These activities are open to other groups in the University, provided that the availability of places permits it; the only requirement is that participants are 55 years of age or older.

- English and French.
- Physical activity (a Qigong course and another physical activity course for individuals who are 55 or older).
- Music.

In addition, the UdE organizes talks, workshops, trips and other activities at the behest of the different programmes or the students themselves. These events are open to the participation of all registered participants.

Comments on objectives for 2012-2013

Our objective in last year's report was to expand our offering by two courses in 2012-2013. We have achieved this aim, thanks to new courses on health and wellbeing and on the history of art. In addition, we redesigned our old programmes on education and society and on information management for the individual. In total, we offered seven different programmes, which drew a total of 468 registered students. In addition, we expanded the programme on psychology for students who had enrolled in this discipline in 2011-2012.

Objectives for the forthcoming academic years

- The University of Experience aims to increase the number of courses on offer each year. The objective is to gain collaboration from the maximum number of faculties and university schools offering studies adapted to the UdE programme.
- For 2013-2014, we will once again expand the programmes in psychology, philosophy, and language and literature.

- With the addition of two new programmes in the academic year 2013-2014, one in the Faculty of Geography and History and one at the Food and Nutrition Torribera Campus, the UdE will offer nine training programmes in total, with an expected enrolment of nearly 800 students.

12.4. UB Volunteering³

UB Volunteering is open to the university community and the general public and our goal is to create a university that shows greater solidarity and commitment to civil society, delivering progress toward the construction of a more just, more responsible society.

With the help of volunteers, UB Volunteering organizes activities on behalf of charities in our environment.

UB Volunteering

2012		2013	
Training course on care and neurological diseases	AVAN: Friends of Neurology	Studies Solidarity Olympics at the UB libraries	ANUE: United Nations Association of Spain
Food collection on Bellvitge Campus and at the Historic Building	Red Cross l'Hospitalet	UB toy collection	Red Cross
Studies Solidarity Olympics at the UB libraries	ANUE: United Nations Association of Spain	Cultural outing	Auxilia: Association of Volunteers for the Integration of the Physically Handicapped
UB toy collection	Red Cross	Medicine collection	Drug Bank
		Hygiene products collection (CRAI UB)	Arrels Foundation
		Food collection on Bellvitge Campus	Red Cross l'Hospitalet
		UB food collection	Food Bank
		Participation of the UB team in the Trailwalker Race	Intermón Oxfam
		Solidarity Yoga	UB Volunteering for Intermón Oxfam
		CMUN: Students debate issues on the international agenda	ANUE: United Nations Association of Spain
		Agreement signing ceremony: UB/Arrels Foundation	Arrels Foundation

3. A more detailed description can be found on pages 108–109 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

2012	2013
	Clothing collection
	Arrels Foundation
	Training course on care and neurological diseases
	AVAN: Friends of Neurology

Source: Committee for Society and Ageing

12.5. The UB as a health-promoting university⁴

The concept of the health-promoting university grows out of the idea that the promotion of health can be an integral part of the UB's public policy. We believe that this concept helps the University build deep involvement, provide better services and, ultimately, add value to the university community. The promotion of healthy habits among UB staff and students is also a significant bonus, encouraging the adoption of healthy lifestyles.

Now that we have entered a new phase, our goal is to push forward in the creation of new initiatives to promote health. For instance, we will encourage healthier daily habits, providing training to the university community on specific topics such as daily advice and actions they can take. We will also promote health through workshops focusing on eyesight, dental health, gynecology and other health topics.

12.6. The UB Solidarity Foundation⁵

International development cooperation in other countries

This section looks at discrete projects that were new or ongoing during the academic year 2011-2012. For each project, there is a brief description, including the total costs and the source of funding.

Inter-university cooperation programme of the Spanish Agency for International Development Cooperation (Colombia)

The Spanish Agency for International Development Cooperation (PCI-AECID) funded a project of the UB Solidarity Foundation and the Observatory in collaboration with the Javeriana University of Cali from 2008 to 2012. The project addressed three main issues:

- Peace actions by women in the face of armed conflict in Colombia.
- Indigenous rights and the defence of human rights.
- Creation of an intercultural studies centre for indigenous peoples and descendents of Africans in Cali.

4. Information on the UB as a health-promoting university can be found on pages 109 and 110 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.

5. An explanation of this ranking is given on page 110 of the *Report on Social Responsibility 2010-2011*, www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf.



Creation of the Centre for Comprehensive Training for young men and women from the indigenous reserve of La María, Cauca

The objective of this project is to improve the socioeconomic conditions of indigenous communities and recover ancestral cultural traditions in livestock herding and in the transformation of by-products. This is to help in preventing the enlistment of young men and women in armed groups and in counteracting the loss of their cultural values.

The second objective is to create the infrastructure needed for milk production and the manufacture of by-products (yoghurts, cheese, butter).

Support for good governance in the Municipality of Figuig by contributing to the development of public policies relating to socioeconomic activity in the Figuig Oasis (Morocco)

This programme involves providing support for the Figuig Municipal Council, from the provision of specific infrastructure to technical training for local staff, and policy advice for the local council of Figuig regarding the environment (water and waste) and tourism, with a focus on encouraging the participation of local people and, in particular, coordination between different agents involved in international cooperation, and coordination of all cooperative activities supporting local development.

Creation of facilities for information and training, technical education and silvopasture agroforestry research for sustainable regional development, in Mauritania and Senegal

As a result of collaboration between the University of Barcelona and the non-governmental Món-3 Foundation, which was created in 1986, teaching and research staff have joined in cooperation projects on the ground in the countries of the Maghreb, addressing fundamental issues such as water resource management, waste management, environmental protection, economic development using the territories' own resources, sustainable agricultural development and specialized training on the model that underpins it, and the provision of infrastructure for research. The UB Solidarity Foundation provides the common framework for these projects, ensuring that the work coordinated by the various collaboration agents responds to the best formula for optimizing resources aimed at the implementing sustainable development locally.

The principal activity carried out in the framework of this project during 2011 and 2012 was the organization and implementation of the university master's degree in Rural Development and Cooperation between Gaston Berger University, the UB, the School of Agricultural Engineering of the Polytechnic University of Catalonia, and the Món-3 Foundation.

Treatment of industrial wastewater in the Luang Ning and Hanoi provinces (Vietnam)

This is an inter-university cooperation project funded by the Spanish Agency for International Development Cooperation (AECID). The project involves the installation of a wastewater treatment plant for the seafood industry in the Halong Bay, an area that has been declared a UNESCO World Heritage Site and also an important tourist attraction.

Creation of the National University Observatory on Public Policy (Bolivia)

This is an inter-university cooperation programme funded by the AECID and drawing on the participation of the University of Barcelona and the Universities of San Andrés, San Simón and San Francisco Xavier de Chuquisaca.

The aim is to create a university observatory on public policy with multiple centres or headquarters:

- Centre at UM Sant Andrés de La Paz, with an observatory focused on support for education policy and improvement in the administration of public health.
- Centre at UM San Simón de Cochabamba, with an observatory focused on support for environmental policy and improvement in the administration of the environment, particularly in the areas of public health and agriculture and fisheries.
- Centre at UM San Francisco Xavier de Chiuquisaca, with an observatory focused on support for and promotion of social and human rights for segments of society at risk of exclusion, of facing limitations on the exercise of their rights, or of being impeded in voicing demands for their rights (especially minors and indigenous populations).

Training in human rights in Israel and the Occupied Palestinian Territories

The aim of the project is to promote training and raise awareness about human rights, democracy and conflict resolution in the Occupied Palestinian Territories (OPT), Israel and Spain by means of courses taught at Israeli and Palestinian institutions of higher learning. The courses are adapted to each area of study to provide in-depth knowledge and tools that

can be used by different professions and disciplines to support the defence, protection and exercise of human rights.

Project “School of governance, power and citizenship” in Medellín (Colombia)

The aim of this project is to strengthen the different social and political agents who directly or indirectly form part of local development processes in the region of Antioquia and especially in the subregion of the Aburrá valley. Training addresses the key issues of communication for development, political power and the state, public finances and territorial wealth management, control, the citizen and town and country planning, democracy and development.

Prominent social actions in Spain

The PAULA Peace Education programme

The PAULA programme was set up to encourage peace education in schools and give support to educational professionals to introduce peace education. The website of the programme, which is aimed at instructors, provides flexible, online multimedia teaching resources that can be adjusted to fit instructor interests, needs and demands. The website also includes tools for communication between registered education professionals.

Observatory on human rights and conflict

The Observatory is an online project, designed as a useful tool for anyone interested in international events, peace and human rights.

Tardor Solidària (Autumn for Solidarity)

Sponsored by the UB Solidarity Foundation, Tardor Solidària offers exhibitions, courses, seminars and showings in various UB faculties. The aim is to promote among the university community the values of solidarity, commitment, volunteering and empathy toward the problems of others.

Technical assistance provided to local councils in the area of cooperation, peace education and social action

These services provide advice and guidance to local councils on various topics related to development cooperation and how to raise awareness.

Other programmes

The UB Solidarity Foundation participates and collaborates in many other initiatives, including:

- 17th Fun and Sports Day with the Quatre Camins Youth Detention Centres hosted by the UB.
- 14th Fun and Sports Day. This event brings together UB students and people with mental disorders from the FECAFAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems).
- Design of a programme for community vegetable gardens and training in the Metropolitan Area of Barcelona.

- Toy collection campaign.
- Support for the clothing collection campaign organized by the Formació i Treball Foundation.
- Various collaborations with:
 - The CCOO trade union in Catalonia.
 - Master’s degree *Globalization, Development and Cooperation*, Món-3.
 - Centre for International Historical Studies.
 - Javeriana University of Cali.
 - University of San Andrés de La Paz.
 - Vietnam’s National University.
 - University of Francisco Xavier de Chuquisaca.
 - Vives University Network.
 - Catalan Institute of Human Rights.
 - Foundation for Cooperation APY Solidarity in Action, Seville.
 - Participation in specialist journals.
 - Lectures and symposia.

Summary of funds invested in development cooperation projects in other countries and in social projects in Spain

The figures below include financial resources from outside funding sources as well as the UB’s own financial investments in these projects.

Inter-university cooperation programme of the Spanish Agency for International Development Cooperation (Colombia)	€145,650.00
Creation of the Centre for Comprehensive Training for young men and women from the indigenous reserve of La María, Cauca	€121,787.00
Support for good governance in the Municipality of Figuig by contributing to the development of public policies relating to socioeconomic activity in the Figuig Oasis (Morocco)	€833,797.58
Creation of facilities for information and training, technical education and silvopasture agroforestry research for sustainable regional development, in Mauritania and Senegal	€1,752,516.76
Treatment of industrial wastewater in the Luang Ning and Hanoi provinces (Vietnam)	€152,720.00
Creation of the National University Observatory on Public Policy (Bolivia)	€121,000.00
Training in human rights in Israel and the Occupied Palestinian Territories	€250,000.00
Project “School of governance, power and citizenship” in Medellín (Colombia)	€84,000.00
The PAULA Peace Education programme	€59,000.00
Observatory on human rights and conflict	€846.00
Technical assistance provided to local councils in the area of cooperation, peace education and social action	€68,345.00
Total funds	€3,589,662.34

Source: The UB Solidarity Foundation

Budget

The *table below* shows the total FSUB budget, the investment in development cooperation and social action projects and the percentage of the total budget corresponding to this investment.

Budget	Euros
Total budget for the FSUB in 2011	452,136.73
Investment in cooperation and social actions	331,422.41
% of total budget invested in cooperation and social actions	73.30

Source: The UB Solidarity Foundation

Cooperative partners from outside and inside Spain

- Javeriana University of Cali
- Coopérative féminine Apicole TIZIZOI
- Figuig Local Council
- Conseil Régional de l'Oriental
- Bogué Institute for Professional and Vocational Training (LFTP) in Mauritania.
- Rural Community of Mbane in Senegal
- Quang Ninh Provincial Government
- Vietnam National University, Hanoi
- Spanish Agency for International Development Cooperation
- Medellín Mayor's Office
- Món-3 Foundation
- L'Hospitalet de Llobregat City Council
- Barcelona City Council
- Sant Feliu de Llobregat City Council
- Rubí City Council
- Manresa City Council

12.7. "Dret al Dret": the 'Right to Rights' Project

This is a joint project conducted by members of the university community, social organizations, public entities and professionals concerned with attaining the specific goals set out below:

- Protecting and exercising rights for individuals and minority groups.
- Enhancing services aimed at groups that have greater difficulty accessing the social and legal resources required to defend their rights.
- Providing better services to organizations working to the same ends.
- Developing collaborative and working relationships between the UB Faculty of Law and public, social and professional organizations.
- Improving training for students of Law at the University of Barcelona.

Given the number of participating entities – some 50 social, public and professional organizations – and teaching staff involved, this is something of a unique project on the university and social panorama.

Work on the project is organized around legal clinics on specific topics:

- Prison Law
- Human Rights
- Women’s Rights
- Protection of Children and Adolescents
- Social Rights
- Gender and Anti-discriminatory Rights
- Civil Rights
- Environmental Law
- Real Estate Law and Mediation
- Consumer Rights
- Rights of Persons, Local Syndicates and Women in Management
- Functional Diversity
- Immigration Law
- General Law

Main activities

Development of ClinHab

This is a consultation service sponsored by the legal clinic on Real Estate Law and Mediation, which is made up of teaching faculty in Private Law, social organizations, volunteers and students in the final years of their Law studies. Therefore, they are not practicing lawyers, but individuals with legal and financial training, who come from academe and share a common desire to serve. The idea is to provide advice and guidance in the delicate area of housing.

People pose queries through the project website at <http://www.clinicajuridicainmobiliaria.org/en/> and they have their consultation in person at the Faculty of Law. The UB’s Faculty of Law is the only one in Spain to offer this unique service.

The development of this project has required strong links with social and institutional agents. Indeed, the project is funded by the Secretary of Housing of the Government of Catalonia.

Introduction of the SOLCOM association in Barcelona⁶

In collaboration with the Human Rights Institute of Catalonia and the DESC Observatory, this introduction is part of the work undertaken by the legal clinic on Functional Diversity. SOLCOM offers peer support and guidance to any individual with functional diversity, as well as to his or her close circle of family and friends, when the individual faces direct or indirect discrimination or infringement of the right to equality of opportunities and should wish to take legal steps under the UN convention on the rights of persons with disabilities.

SOLCOM offers guidance and preliminary legal advice. Depending on the available budget and the importance of a particular case, it can also provide legal defence in court.

6. For further information: www.asociacionsolcom.org/ (information in Castilian).

University extension course on conflict management in housing

This course, which is on residential mediation, is organized by the legal clinic on Real Estate Law and Mediation.

New and ongoing collaboration agreements with social institutions and official bodies

In late July 2012, the network of social institutions, professional institutions, businesses and professional firms with which the UB has signed collaboration agreements neared seventy in number. Twelve agreements were signed in 2011, and a further six in 2012.

The offering of places in work placement II-III (pre-EHEA degree) and optional bachelor's degree placements has been maintained

In the case of the bachelor's degree, students have been able to do their final projects on a cross-disciplinary aspect explored during work placements in the 'Right to Rights' Project. A total of 65 students selected this option.

The seminar on the feminist analysis of law was continued

This is a space for work and reflection shared among the teaching faculty, students and professionals in the legal and social area.

Objectives for the forthcoming years

- For the academic year 2013-2014, the main objective is to turn the legal clinics in the 'Right to Rights' Project into applied research spaces where bachelor's students can do their final project and where master's students and doctoral candidates can conduct research in any of the 14 clinics.
- The second objective is to encourage work on professional skills in the broadest sense as a fundamental tool in the development of students' learning. We include ethical content linked to legal work and empathy within these skills.

12.8. Cultural activities

In the field of University Extension activities, the UB gives particular prominence to cultural actions and initiatives. The Office of the Vice-Rector for Institutional Relations and Culture is responsible for supporting, promoting and publicizing the cultural activities proposed by the various vice-rector's offices, faculties, university schools, student associations and experimental groups in the UB community.

Over the course of the academic year 2011-2012, the UB was involved in a vast range of cultural activities, whether in its capacity as an organizer or through participation in events organized by other institutions.

In the field of musical events, notable examples include the 25th Season of Music at the University, during which 13 public concerts were held. Thanks to collaboration agreements with Laboratoris Salvat for the promotion of musical activities, a performance of Fauré's *Requiem* was given by the Faculty of Pharmacy Choir.

The UB also took part in various festivals and concerts, such as the Festival of Russian Music and Dance, the Concert at the Turkish Consulate in Barcelona, and the Charity Concert for the Swiss and Spanish Theodora Foundation.

Music was not the only artistic discipline showcased at the UB during the year. Other important events included the 4th UB Cinema Season, the 2nd Contemporary Dance Season: Semantics of Movement, the 18th Conference on Poetry and Mixed-Race Culture. Catalan Poetry, Intimacy and History, the 5th edition of the *Festival Escena UB* and the 1st UB Winter Festival of University Theatre, which illustrate the UB's commitment to organizing diverse events linked to the worlds of film, dance, poetry and theatre. The UB also made specific contributions to the work of *T de Teatre* and to the organization of the Dramatized readings of *Tirant lo Blanc* at the Romea Theatre as part of the celebrations of the Catalan national day, the *Diada de Sant Jordi*.

The UB also played a role in organizing various cultural exhibitions, either by providing exhibition space on its own premises or through the contributions of members of the University community. Successful examples include the exhibition "Concòrdia and heritage: treasures of Catalan pharmacy", which was based around the *Concòrdia dels apotecaris de Barcelona (1511)*, a vital work in the historical evolution of modern science and pharmaceutical practice, as it was the first pharmacopeia in Catalonia, written to regulate the work of the apothecaries of Barcelona. The University also took part in a wide range of other exhibitions, seminars, congresses, conferences and talks, such as "Pacific solutions", the photographic exhibition "Catedral Santa Sofía" or the "Exhibition of Turkish art: painting and sculpture".

Mention should also be made of the artistic project "Afegeix a la meva biblioteca", which is an interactive initiative that draws on the participation of users of the Philosophy, Geography and History Library.



Comments on objectives for 2011-2012

In spite of the challenges posed by circumstances, the Office of the Vice-Rector for Institutional Relations and Culture achieved the objectives set in the academic year 2010-2011. During the academic year 2011-2012, the number, diversity and quality of the programmed activities was maintained, particularly our annual events (e.g., the Music, Dance, Film, Poetry and Theatre series). In addition, we organized and collaborated on a range of other activities that are reflected in the present report.

Objectives for the forthcoming academic years

- To seek to maintain the number, diversity and quality of the activities that were offered during the academic year 2011-2012.
- Given that the former Office of the Vice-Rector for Arts, Culture and Heritage assumed the Institutional Relations of the UB within its area of competence in December 2012, a key objective will be to integrate Institutional Relations within its remit and take over administration of the summer programme Els Juliols as well. Both additions will be reflected in next year's Report on Social Responsibility.



Appendices

Appendix I. On this report

The *Report on Social Responsibility* takes as its starting points the Global Reporting Initiative (GRI) Sustainability Reporting Guidelines and the UB's Management Plan. These documents helped in resolving preliminary issues about how to plan and design a genuinely informative report on the current situation of the UB; for example, identifying those GRI indicators which are relevant to a university institution, ensuring coverage of aspects and situations of particular interest to our stakeholders, and determining the UB indicators that would be required to provide a clearer picture of the the actions being taken at the University in the area of social responsibility.

These initial decisions were submitted for the approval of the UB Committee for Social Responsibility, which made a final selection of those topics and indicators applicable to the institution. Once the document had been drafted, the Committee was once again consulted with a view to receiving final validation of its content.



Notes to the report

3.1	Period covered by the information contained in the report 2009-2012 – depending on the information for each indicator it is analysed by academic or calendar year. For some indicators, there is no information for the four years
3.2	Date of the most recent previous report 2010-2011: published in October 2012
3.3	Reporting schedule (annual, biannual, etc.) Annual
3.4	Point of contact for questions relating to the report or its content Office for Internal Control, Risks and Corporate Social Responsibility
3.6	Scope of the report The report refers solely to the University of Barcelona and the Solidarity Foundation. It does not cover the entire UB Group
3.7	Indication of restrictions or limitations to the scope of the report No specific limitations
3.9	Techniques for data measurement and calculations, including hypotheses and estimations applied in the compilation of indicators and other information in the report Each indicator has its own unit of measurement. The treatment of the data for each indicator is by academic year or calendar year, depending on the indicator
3.10	Explanation of the effect of any restatements of information included in earlier reports, and reasons for restatement (e.g., mergers and acquisitions, changes in data collection periods, the nature of business or evaluation measurement) No significant changes have occurred in this respect
3.11	Significant changes from previous reports regarding scope, coverage or evaluation methods applied in the report None

Appendix II. List of indicators

The present *Report on Social Responsibility* uses the global reporting initiative sustainability reporting framework and meets the requirements established therein for application at level B, as self-declared by the University of Barcelona.

As noted in Appendix I, there are a series of UB-specific indicators that provide information that is important to shaping a more accurate vision of the University.

Therefore, below we list not only the GRI indicators but also the selection of UB indicators considered for the report.

Aspect	PRIN/ ADIC	Code	Indicator	Page
Strategy and analysis				
	Pr	1.1.	Statement from the most senior decision-maker of the organization (CEO, President or equivalent) on the relevance of sustainability to the organization and its strategy	6-7
	ADIC	1.2.	Description of key impacts, risks and opportunities	29
Organization profile				
	Pr	2.1.	Name of the organization	Appendix III
	Pr	2.2.	Primary brands, products and services	33-62
	Pr	2.3.	Operational structure of the organization, including the principal governing bodies, acting entities, affiliated organizations and collaborations (joint ventures)	29
	Pr	2.4.	Principal address	Appendix III
	Pr	2.5.	Countries in which the organization operates and conducts major operations specifically with regard to the issues of sustainability covered in this report	Appendix III
	Pr	2.6.	Nature of ownership and legal form	Appendix III
	Pr	2.7.	Markets served	33-66
	Pr	2.8.	Scale of the reporting organization	15-24
	Pr	2.9.	Significant changes in the dimensions, structure and property of the organization during the period covered by the report	28
	Pr	2.10	Awards and prizes received during the reporting period	20
Report parameters				
Profile	Pr	3.1	Period covered by the information contained in the report	Appendix I
	Pr	3.2	Date of the most recent previous report	Appendix I
	Pr	3.3	Reporting schedule (annual, biannual, etc.)	Appendix I
	Pr	3.4	Point of contact for questions relating to the report or its content	Appendix I
Scope and coverage	Pr	3.5	Definition of contents of the report	126
	Pr	3.6	Scope of the report	Appendix I
	Pr	3.7	Indication of any limitations on the coverage of the report	Appendix I
	Pr	3.8	Basis for reporting on collaborations (joint ventures), affiliations, leased facilities, outsourced operations and other entities, which might significantly affect comparability between periods and between organizations	N/A



Aspect	PRIN/ ADIC	Code	Indicator	Page
	ADIC	3.9	Techniques for data measurement and calculations, including hypotheses and estimations applied in the compilation of indicators and other information in the report	Appendix I
	Pr	3.10	Explanation of the effect of any restatements of information included in earlier reports, and reasons for restatement (e.g., mergers and acquisitions, changes in data collection periods, the nature of business or evaluation measurement)	Appendix I
	Pr	3.11	Significant changes from previous reports regarding scope, boundary or evaluation methods applied in the report	Appendix I
GRI index	Pr	3.12	Table indicating the location of Standard Disclosures in the report	Appendix II
Verification	ADIC	3.13	Policy and current practice with regard to seeking external assurance for the report	Notes p. 139-142
Governance, commitments and engagement				
Governance	Pr	4.1	The governance structure of the organization, including committees of the highest governing body responsible for tasks such as setting strategy or supervising the organization	26-28
	Pr	4.2	Indication of whether the president of the highest governing body is also an executive officer and, if so, the functions assigned to this position within the organization and the reasons that justify the post	26
	Pr	4.3	For organizations that have a unitary board structure, state the number and sex of members of the highest governing body that are independent and/or non-executive members	N/A
	Pr	4.4	Mechanisms for stakeholders and employees to provide recommendations or concerns to the highest governing body	27-28, 51-53
	ADIC	4.5	Association between compensation for members of the highest governing body, senior managers and executives (including redundancy packages) and the organization's performance (including social and environmental performance)	Notes p. 139-142
	ADIC	4.6	Procedures established for preventing conflicts of interest within the highest governing body	Notes p. 139-142
	ADIC	4.7	Procedure for determining the qualifications and expertise of members of the highest governing body and its committees, including gender considerations and other diversity indicators	28
	ADIC	4.8	Internally developed statements of mission or values, codes of conduct and principles relevant to economic, environmental and social performance and levels of implementation	Notes p. 139-142



Aspect	PRIN/ ADIC	Code	Indicator	Page
	ADIC	4.9	Procedures of the highest governing body for overseeing the organization's identification and management of economic, environmental and social performance, including associated risks and opportunities, and adherence or compliance with internationally recognized standards, codes of conduct and principles	28
	ADIC	4.10	Procedures for evaluating the performance of the highest governing body, particularly with respect to economic, environmental and social indicators	28
External commitments – initiatives	ADIC	4.11	Explanation of whether and how the precautionary approach or principle is addressed by the organization	Notes p. 139-142
	ADIC	4.12	Externally developed social, environmental and economic principles or programs, and other initiatives to which the organization subscribes or endorses	42-49, 98, 115-118
	ADIC	4.13	Main associations to which the institution belongs (such as industry associations) and national and international organizations it supports	21-22, 77, 98
Stakeholder participation	Pr	4.14	List of stakeholder groups in the organization	11, 26
	Pr	4.15	Means of identification and selection of stakeholders with whom to engage	11, 26
	ADIC	4.16	Approaches taken to stakeholder engagement, including frequency of participation by type and stakeholder category	10-11, 26-28, 51-55, 62, 93-96, 107-123
	ADIC	4.17	Major concerns and issues that have arisen through the participation of stakeholders and how the organization has responded in creating its report	10
Economic indicators				
Economic performance	Pr	EC1	Direct economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings and payments to capital providers and governments	23-24, 30
	Pr	EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	Notes p. 139-142
	Pr	EC3	Coverage of the organization's defined benefit plan obligations	76-77
	Pr	EC4	Significant financial assistance received from government	23
Market presence	ADIC	EC5	Range of ratios between standard entry level wages and the local minimum wage at significant locations of operation	N/A
	Pr	EC6	Policy, practices and proportion of spending on local suppliers at significant locations of operation	108-109



Aspect	PRIN/ ADIC	Code	Indicator	Page
	Pr	EC7	Procedures for local contracting and proportion of senior management hired from the local community at locations of significant operation	N/A
Indirect economic impact	Pr	EC8	Development and impact of investments in infrastructure and services provided primarily for public benefit through commercial, in kind or <i>pro bono</i> engagement	Notes p. 139-142
	ADIC	EC9	Understanding and describing significant indirect economic impact, including the extent of impact	Notes p. 139-142
Environmental indicators				
Materials	Pr	EN1	Materials used by weight or volume	Notes p. 139-142
	Pr	EN2	Percentage of materials used that are recycled input materials	Notes p. 139-142
Energy	Pr	EN3	Direct energy consumption by primary source	99
	Pr	EN4	Indirect energy consumption by primary source	99
	ADIC	EN5	Energy saved due to conservation and efficiency improvements	Notes p. 139-142
	ADIC	EN6	Initiatives for the provision of energy-efficient or renewable energy-based products and services, and reductions in energy consumption as a result of these initiatives	100
	ADIC	EN7	Initiatives to reduce indirect energy consumption and the reductions achieved by these initiatives	101
Water	Pr	EN8	Total water withdrawal by source	101
	ADIC	EN9	Water sources significantly affected by withdrawal of water	N/A
	ADIC	EN10	Percentage and total volume of water recycled and reused	101
Biodiversity	Pr	EN11	Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity. Including the location and size of land owned, leased or managed, and land of high biodiversity outside protected areas	Notes p. 139-142
	Pr	EN12	Description of the most significant impacts on biodiversity in protected natural areas or in unprotected areas of high biodiversity arising from activities, products and services carried out in protected areas and areas of high biodiversity outside protected areas	N/A
	ADIC	EN13	Protected and restored habitats	N/A
	ADIC	EN14	Current and future actions and strategies for managing impacts on biodiversity	101



Aspect	PRIN/ ADIC	Code	Indicator	Page
	ADIC	EN15	Number of species, broken down according to risk of extinction, on the IUCN Red List and national lists of threatened species, and habitats in areas affected by operations, by level of extinction risk	N/A
Emissions, effluents and waste	Pr	EN16	Total direct and indirect greenhouse gas emissions, by weight	102
	Pr	EN17	Other indirect greenhouse gas emissions, by weight	102
	ADIC	EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved	Notes p. 139-142
	Pr	EN19	Emissions of ozone-depleting substances, by weight	Notes p. 139-142
	Pr	EN20	SO ₂ , NO _x and other significant greenhouse gas emissions, by type and weight	102
	Pr	EN21	Total water discharge by quality and destination	Notes p. 139-142
	Pr	EN22	Total weight of waste generated, by type and treatment method	103-104
	Pr	EN23	Total number and volume of significant spills	Notes p. 139-142
	ADIC	EN24	Weight of transported, imported, exported or treated waste deemed hazardous under the Basel Convention, Annexes I, II, III and VIII, and percentage of transported waste shipped internationally	N/A
	ADIC	EN25	Identity, size, protected status and biodiversity value of water resources and related habitats significantly affected by discharges of water and runoff	N/A
Products and services	Pr	EN26	Initiatives to mitigate the environmental impact of products and services, and the extent of mitigation	104-105
	Pr	EN27	Percentage of products sold and their packaging materials reclaimed, by product category	N/A
Compliance	Pr	EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	Notes p. 139-142
Transport	ADIC	EN29	Significant environmental impact of transporting products and other goods and materials used in the organization's activities and of personnel	105
General	ADIC	EN30	Total environmental expenditures and investments, by type	106



Aspect	PRIN/ ADIC	Code	Indicator	Page
Social indicators – labour practices / decent work				
Employees	Pr	LA1	Breakdown of employees by job, contract type and region	16, 68-74
	Pr	LA2	Number of employees and rate of employee turnover by age, sex and region	68-71
	ADIC	LA3	Social benefits available to full-time employees that are not available to part-time or temporary employees, by main area of activity	76-77
Company-employee relations	Pr	LA4	Percentage of employees covered by collective bargaining agreements	Notes p. 139-142
	Pr	LA5	Minimum notice period(s) regarding operational changes, including those specified in collective agreements	N/A
Occupational health and safety	ADIC	LA6	Percentage of the workforce represented in joint management-worker health and safety committees that help monitor and evaluate occupational health and safety programs	77-78
	Pr	LA7	Rates of absenteeism, work-related illness, lost days and total number of work-related fatalities, by region	78-79
	Pr	LA8	Programs for education, training, counselling, prevention and control of risks undertaken by employees, their families or community members in relation to serious diseases	84-85
	ADIC	LA9	Health and safety issues addressed in formal agreements with trade unions	79-80
Training and education	Pr	LA10	Average hours of training per employee per year, by employee category	83, 86-88
	ADIC	LA11	Programs for skills management and lifelong learning that support the employability of staff and assist them in managing the end of their professional careers	Notes p. 139-142
	ADIC	LA12	Percentage of employees receiving regular evaluations of career performance and development	90
Diversity and equal opportunities	Pr	LA13	Composition of corporate and administrative governing bodies, by sex, age, minority group membership and other diversity and equal opportunities indicators	Notes p. 139-142
	Pr	LA14	Relationship of base salaries for women and men, by employee Category	Notes p. 139-142
Social indicators – human rights				
Investment and procurement practices	Pr	HR1	Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights analysis	N/A
	Pr	HR2	Percentage of principal providers and contractors that have undergone human rights analysis, and consequent measures adopted	N/A



Aspect	PRIN/ ADIC	Code	Indicator	Page
	ADIC	HR3	Total hours of employee training on human rights policies and procedures relevant to operations, including the percentage of employees trained	N/A
Anti-discrimination	Pr	HR4	Total number of incidents of discrimination and corrective actions taken	Notes p. 139-142
Freedom of association and collective bargaining	Pr	HR5	Operations in which the right to freedom of association and collective bargaining may be at significant risk, and actions taken to support these rights	N/A
Child exploitation	Pr	HR6	Activities identified as involving significant risk for incidents of child exploitation, and measures taken to help eliminate them	N/A
Forced labour	Pr	HR7	Activities identified as involving significant risk for incidents of forced or compulsory labour, and measures taken to help eliminate them	N/A
Safety practices	ADIC	HR8	Percentage of security personnel trained in policies or procedures concerning aspects of human rights relevant to operations	N/A
Indigenous rights	ADIC	HR9	Total number of incidents of violations involving the rights of indigenous people, and actions taken	N/A
Social indicators – society				
Community	Pr	SO1	Nature, scope and effectiveness of programs and practices for evaluating and managing the impact of operations on communities, including set-up, operation and closing of business	Notes p. 139-142
Corruption	Pr	SO2	Percentage and total number of business units analysed for risks related to corruption	Notes p. 139-142
	Pr	SO3	Percentage of employees trained in the organization's anti-corruption policies and procedures	85-86
	Pr	SO4	Actions taken in response to incidents of corruption	Notes p. 139-142
Public policy	Pr	SO5	Positions on public policy and participation in public policy development, including <i>lobbying</i> activities	N/A
	ADIC	SO6	Total value of financial and in kind contributions to political parties or related institutions, by country	N/A
Anti-competitive behaviour	ADIC	SO7	Total number of legal actions for causes related to monopolistic practices and anti-competitive behaviour, and their outcomes	N/A
Compliance	Pr	SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations	Notes p. 139-142



Aspect	PRIN/ ADIC	Code	Indicator	Page
Social indicators – product responsibility				
Customer health and safety	Pr	PR1	Life cycle stages of products and services, evaluated for improvement where necessary, impact on the health and safety of customers, and percentage of significant product and service categories subject to such procedures	N/A
	ADIC	PR2	Total number of incidents of non-compliance with regulations or voluntary codes concerning the impact of products and services on health and safety during their lifecycle, by nature of outcome	N/A
Labelling of products and services	Pr	PR3	Type of product and service information required by current procedures and regulations, and percentage of products and services subject to such requirements	N/A
	ADIC	PR4	Total number of incidents of non-compliance with regulations and voluntary codes relating to product and service information and labelling, by nature of outcome	N/A
	ADIC	PR5	Practices relating to customer satisfaction, including results of studies of customer satisfaction	41, 90
Marketing communications	Pr	PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship	Notes p. 139-142
	ADIC	PR7	Total number of incidents of non-compliance with regulations concerning marketing communications, including advertising, promotion and sponsorship, by nature of outcome	Notes p. 139-142
Privacy	ADIC	PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data	Notes p. 139-142
Compliance	Pr	PR9	Value of significant fines resulting from the violation of regulations concerning the provision and use of the organization's products and services	Notes p. 139-142
UB-Specific indicators				
University of Experience	Univ. Experience 1		Current and planned course offering	112-113
	UB Volunteering 1		Volunteering projects to which the UB contributes and objectives for the forthcoming years	114-115
Culture	Culture 1		Cultural activities in which the UB participates	122-124
Student Support Service	SAE 1		Initiatives, programmes and agreements to improve services offered to students with specific social problems.	53-55



Aspect	PRIN/ ADIC	Code	Indicator	Page
Health sciences	Health 1		Areas designed to promote health and healthy habits among stakeholder groups	115
Halls	Halls 1		Places in UB or affiliated halls of residence	50-51
Human Resources	RH1		Recruitment policy	Notes p. 139-142
	RH2		Level of official studies of employees	81
	RH3		UB salary model	74-75
	RH4 (GRI3.1)		Maternity/paternity leave, by gender	77
	RH5		Workers with recognized disabilities	82
	RH6		Staff costs relative to total expenditure	16, 74
	RH7		Variation in total staff numbers	68-69
	RH8		TRS by gender	70
	RH9		AdSS by gender	70
	RH10		Ratios between AdSS and TRS, and TRS with PhDs and total TRS	69, 81
	RH11		Investment in training for UB staff	83-84, 89
	RH12		Bodies with the mission to manage conflicts and disputes among UB stakeholder groups	27, 93-96
Working conditions	Office of the Vice-Rector for Administration		Work-life balance	93



Aspect	PRIN/ ADIC	Code	Indicator	Page
Mobility and internationalization	OMPI1		Mobility and internationalization policies	43-44
	OMPI 2		International academic offer	45-46
	OMPI 3		Internationalization of the University	43-45
	OMPI4		Student mobility	46-47
	OMPI 5		Mobility of TRS	48-49
	OMPI 6		Mobility of AdSS	48-49
Research	Research 1		Income from research and technology transfer	19, 60
	Research 2		Research activity and outcomes	18-19, 60-61
	Research 3		Competitive funding for UB research	61
	Research 4		Non-competitive funding for UB research	61
	Research 5		Participation in international research institutions	21-22
	Research 6		Position in international university rankings	19-20, 64-66
	Research 7		Science and Technology Centres	62
	Research 8		Campus of International Excellence	66
The environment	OSSMA 1		Research projects related to the environment and sustainability	106
Teaching	Teaching 1		Number of students	17, 35-36
	Teaching 1B		Number of students by branch of knowledge	36
	Teaching 2		Academic performance of students	37-39
	Teaching 3		Student employment	39-40
	Teaching 4		EHEA adaptation	41-42
	Teaching 5		Use of Catalan	42-43
	Teaching 6		Online material available (CRAI)	55-56
	Teaching 7		Grants and financial aid	57
	Teaching 8		Price per credit	57
	Teaching 9		Grants and specific economic measures adopted by the UB to ensure that no student is forced to abandon his/her course of study for purely economic reasons	57-59
	Teaching 10		Tuition in English	51
	Teaching 11		Subjects taught at the UB linked to the theme of social responsibility	11-14
	Teaching 12		Offering of higher learning	18, 34
Teaching 12 B		Courses of study by branch of knowledge	35	
Teaching 13		Graduates	17	



Aspect	PRIN/ ADIC	Code	Indicator	Page
		Teaching 14	Incoming students by branch of knowledge	37
Loans		Total loans 1	Percentage of income received in loans	24
Facilities		Facilities 1	Investment in maintenance and modernization of facilities	50
		Facilities 2	Income and expenditure from the sale or purchase of UB assets	50
		Facilities 3	UB infrastructure	22,49
UB Solidarity Foundation		SF 1	Development cooperation projects carried out in other countries	115-118
		SF 2	Social projects in Spain	118-119
		SF 3	Amount of financial resources invested in development cooperation projects in other countries and in social projects in Spain	119
		SF 4	Percentage of financial resources invested in development cooperation projects in other countries and in social projects in Spain relative to the UB's total budget	120
		SF 5	Cooperative partners from Spain and abroad	120

Notes

Code	Indicator	Notes
3.13	Policy and current practice with regard to seeking external verification for the report	External verification of the report is not considered appropriate in the current situation of spending cuts
4.5	Association between compensation for members of the highest governing body, senior managers and executives (including redundancy packages) and the organization's performance (including social and environmental performance)	There is no remuneration for membership on the highest governing body, as it is a consequence of position
4.6	Procedures established for preventing conflicts of interest within the highest governing body	No formal procedures are in place
4.8	Internally developed statements of mission or values, codes of conduct and principles relevant to economic, environmental and social performance and levels of implementation	This information can be found on pages 24, 25 and 51 of the <i>Report on Social Responsibility 2010-2011</i> , www.ub.edu/responsabilitatsozial/docs/en/Memoria_2010_2011_angles.pdf . Information is also provided on page 14 of this report

Code	Indicator	Notes
4.11	Explanation of whether and how the precautionary approach or principle is addressed by the organization	There is no specifically defined policy, but decisions are taken following prior consultation with stakeholders In addition, as noted for indicator EC2, during the academic year 2011-2012 the UB's Sustainability Plan was approved. A series of studies of psychosocial risk factors in the workplace were also carried out in two faculties. Studies of two more faculties will be completed during the academic year 2012-2013
EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	During the academic year 2011-2012 the UB's Sustainability Plan was approved
EC8	Development and impact of investments in infrastructure and services provided primarily for public benefit through commercial, in kind or pro bono engagement	No data available at the time of writing
EC9	Understanding and describing significant indirect economic impact, including the extent of impact	For the academic year 2012-2013, government funding for research projects is set to change: rather than making funds available within the the three years that each project lasts, it will provide the corresponding funding within 4 years. Moreover, instead of paying 50% of the total funding during the first year of the project, it will only provide 7% of the total amount
EN1	Materials used by weight or volume	Due to the dispersion of purchasing power and the great variety of UB activities, as the object of production is not material, the calculation of this indicator is currently unfeasible
EN2	Percentage of materials used that are recycled input materials	Due to the dispersion of purchasing power and the great variety of UB activities, as the object of production is not material, the calculation of this indicator is currently unfeasible
EN5	Energy saved due to conservation and efficiency improvements	Due to the dispersion of consumption locations and processes, the calculation of savings associated with each specific measure is currently unfeasible
EN11	Description of land adjacent to or within protected natural areas or unprotected areas of high biodiversity. Including the location and size of land owned, leased or managed, and land of high biodiversity outside protected areas	No additional information is available to expand on the details given on pages 86 and 88 of the <i>Report on Social Responsibility 2009-2010</i> , www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf
EN18	Initiatives to reduce greenhouse gas emissions and reductions achieved	No data available at the time of writing



Code	Indicator	Notes
EN19	Emissions of ozone-depleting substances, by weight	This indicator does not include ozone-depleting substances contained in products or emitted through product use or disposal, and the UB has only emissions associated with these operations. Therefore, this indicator is not applicable
EN21	Total water discharge by quality and destination	The only discharge is wastewater, so this indicator is not applicable to the UB
EN23	Total number and volume of significant spills	Not applicable. No recorded spills. The volume of accidental discharges of chemicals in laboratories is largely inconsequential, being of the order of a few millilitres or litres.
EN28	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	No recorded instance
LA4	Percentage of employees covered by collective bargaining agreements	100 %
LA11	Programs for skills management and lifelong learning that support the employability of staff and assist them in managing the end of their professional careers	This indicator is covered on pages 76-77 of the <i>Report on Social Responsibility 2010-2011</i> , www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf . Information is also provided on page 90 of this report.
LA13	Composition of corporate and administrative governing bodies, by sex, age, minority group membership and other diversity and equal opportunities indicators	This indicator is covered on pages 16-23 of the <i>Report on Social Responsibility 2010-2011</i> , www.ub.edu/responsabilitatsocial/docs/en/Memoria_2010_2011_angles.pdf
LA14	Relationship of base salaries for women and men, by employee category	There are no salary discrepancies between male and female employees of the same employee category at the UB
HR4	Total number of incidents of discrimination and corrective actions taken	The Catalan Ombudsman requested a report on a complaint received from a student with Tourette's syndrome alleging discriminatory treatment. The UB make a detailed study of the case and adopted a personalized solution to the problem
SO1	Nature, scope and effectiveness of programs and practices for evaluating and managing the impact of operations on communities, including set-up, operation and closing of business	No data available at the time of writing
SO2	Percentage and total number of business units analysed for risks related to corruption	No data available at the time of writing. In any case, as of the academic year 2012-2013 compliance and invoicing will be examined across all business units and effective indicators for monitoring and control will be designed



Code	Indicator	Notes
SO4	Actions taken in response to incidents of corruption	No cases were recorded. In any case, as of the academic year 2012-2013 compliance and invoicing will be examined across all business units and effective indicators for monitoring and control will be designed
SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations	<ul style="list-style-type: none"> – Proceedings initiated against the UB for illegal parking on paved area (official car used by the Rector). The City Council notified the UB of the application of a fine of 90 euros, which has been paid. Notwithstanding, Legal Services lodged an appeal, to which no response has been received at the time of writing – Proceedings initiated against the UB for an infringement of municipal legislation, on the grounds of displaying UB promotional materials in a public area. Legal Services lodged an appeal, to which no response has been received at the time of writing
PR6	Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship	None
PR7	Total number of incidents of non-compliance with regulations concerning marketing communications, including advertising, promotion and sponsorship, by nature of outcome	No recorded instance
PR8	Total number of substantiated complaints regarding breaches of privacy and loss of customer data	No recorded instance
PR9	Value of significant fines resulting from the violation of regulations concerning the provision and use of the organization's products and services	No recorded instance
RH1	Recruitment policy	No additional information is available to expand on the details given on page 56 of the <i>Report on Social Responsibility 2009-2010</i> , www.ub.edu/responsabilitatsocial/docs/en/Memoria%200910%20angles.pdf

Appendix III. Details of the University of Barcelona

2.1	Name of organization
	University of Barcelona
2.4.	Principal address
	Gran Via de les Corts Catalanes, 585 08007 Barcelona
2.5	Countries in which the organization operates and conducts operations of a relevant or significant nature specifically with regard to the issues of sustainability covered in this report
	Spain
2.6	Nature of ownership and legal form
	University of Barcelona Statutes – Chapter I (articles 1-11). http://www20.gencat.cat/portal/site/portaljuridic/menuitem.d15a4e5dfb99396dc366ec10b0c0e1a0/?action=fitxa&documentId=321294