
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2013—
2014

Editorial Board

Secretaria General
Universitat de Barcelona

Rector

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Introduction by the Rector of the University of Barcelona

The academic year 2013-2014 was marked by debate over university organization and evaluation, though the pertinent legislation was not adopted until 2015. Internally, the debate focused on the reform of the UB's structures: first, on reform of the UB Statute, which culminated in a Senate meeting that could not be held, and second, on the completion of two drafts of the report on reforming the UB's academic structures and administrative organization, which the Governing Council and the Board of Trustees approved in April 2015.

Over the academic year 2013-2014, the University of Barcelona has risen in most of the international rankings of universities, including the oldest and most prestigious ranking by Shanghai Jiao Tong University, and now the UB has a solid position within the top 200 worldwide.

However, this report covers not only the UB's responsibility as a teaching and research institution, but also its actions across all three dimensions of social responsibility: economic, social and environmental.

On the economic front, the UB continues to achieve a balanced budget, while also reducing our historical deficit. We are determined to keep our priorities on staff, through the bkUB financial assistance programme, and on students with socioeconomic or physical needs, through the Fem Via programme. Our talent retention programme targets full-time teaching staff who have non-renewable contracts, and the urgent financial support programme and calls organized by the UB Solidarity Foundation help the families of administrative staff in greatest need.

This economic effort is reflected in the UB's impact on society, preventing the detrimental effects that arise from students dropping out, talent leaving or families facing eviction. It also promotes a work and study climate in which an impressively low percentage of UB students express the desire to study elsewhere.

With regard to the environment, we continue to make progress on the Sustainability Plan approved by the UB Senate. We are tackling waste management and energy consumption with measures that are improving our indicators each year. In this respect, the UB is achieving high marks in comparison to other universities.

While we still have some way to go, we can nevertheless take pride in the results we have achieved in the area of social responsibility and accountability. These results reflect the UB's consolidation as a provider of knowledge and as a social agent deeply involved in the wider community, a path that we have decided to promote through the evaluation of the common good matrix of the UB as the responsible economic and social agent that we are.

A detailed and comparative look at these results can be found in this latest issue of our annual Report on Social Responsibility. I invite you to pore over the document, which reflects our commitment to the value of transparency and public scrutiny.



Introduction by the President of the Board of Trustees

In our society, universities are one of 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 our country.

This report provides a comprehensive overview of the UB's policies and actions in the different areas of social responsibility. At the same time, it is an important tool through which to give an account of our actions to the wider society, the university community and all our stakeholders, setting out our commitments and detailing the objectives and outcomes of the UB's activities.

In his introduction, the Rector, as the highest authority of our institution, highlights the most important facts and milestones of the academic year 2013-2014, a year in which I would like to single out the increase in the UB's creation of value for society against a backdrop of ongoing economic constraints. The UB has ensured the admission of students with financial hardships; expanded its course offering, which is more open to the world; undertaken the highest-level research, and kept its commitment to transfer results to society. These actions are reflected in the UB's higher international rankings and recognition.

The Board of Trustees wants to underscore its commitment to the University of Barcelona in the enhancement and development of our social responsibility, and to acknowledge the commitment of the entire university community toward building a university with socially responsible teaching, research and management.

THE UNIVERSITY OF BARCELONA



Key services

The key functions of the UB concern teaching, research and knowledge transfer. Each year, however, the UB adds further actions and services to benefit the university community and society at large. In this Report on Social Responsibility, all of these services are described in the section [Responsibility to the environment and the community](#). However, there is also a specific section on teaching called **Training** and another section on research called **University and research**.

PRIMARY RECIPIENTS

The UB is a public university within the Catalan university system. As a result, its primary mission is to offer excellent higher education and ensure that everyone has access to university studies, regardless of their financial situation.

Ultimately, the primary recipient of the UB's activities in research and knowledge transfer, university extension courses and all the other services available to the community is society as a whole.

KEY FIGURES

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

KEY FIGURES*	
Teaching and research staff (PDI)	5,314
Administrative and service staff (PAS)	2,283
Total number of employees	7,597
Total income**	382.008
Total costs**	371.932
Bachelor's degree courses	66
University master's degrees	139
Offering in postgraduate programmes	627
Doctoral programmes	73
Number of students***	61,075
Departments	106
Research groups consolidated by the Government of Catalonia	243

* The figures relating to academic aspects reflect the academic year 2013-2014, the figures relating to research are from 2013, and the financial and staff figures correspond to 31 December 2014.

** The figures for total income and total costs appear in millions of euros and are provisional.

*** This number only includes students in bachelor's degree courses, pre-EHEA degrees and diplomas, university master's degrees, postgraduate programmes and UB-affiliated centres.

Source: Office for Internal Control, Risks and Corporate Social Responsibility



Stakeholder groups

In one way or another, the University of Barcelona's activities affect a wide array of stakeholders in society. The Office for Internal Control, Risks and Corporate Social Responsibility (OCIRIRS) has contacted the units within the UB's administrative structure to identify the UB's impact on its stakeholders.

LIST OF STAKEHOLDER GROUPS

The vast majority of units mention **PDI staff**, **PAS staff** and **students** as their primary stakeholder groups.

Other groups also receive mention, though much less frequently. These include **secondary-school teachers**, **public institutions** and **bodies**, **companies in the private sector**, **society at large**, **trade unions**, **foundations**, the UB's **governing bodies**, and **suppliers**.

Lastly, a few additional mentions include **primary-school and vocational teachers**; **prospective students**; visiting **students**, **teaching staff** and **PAS staff** from abroad; the **elderly**; **alumni**; the **media** and **advertising agencies**, and **trainers taking part in non-state regulated training** (trainers in NGOs, adult education, leisure activities, the third sector, etc.).

IDENTIFICATION OF STAKEHOLDER GROUPS

As explained above, a wide array of units were consulted to identify the UB's stakeholder groups. Specifically, the following units took part in the process:

- Cabinet at the Rector's Office
- Committee for Social Development and Ageing

- Corporate Image and Publicity
- Corporate Training
- Equality Committee
- Finance
- General Secretary's Office
- Human Resources
- Institute of Education Sciences (ICE)
- International Mobility and Programmes (OMPI)
- Legal Services
- Office for Health, Safety and Environmental Issues (OSSMA)
- Office of the Vice-Rector for Administration and Organization
- Office of the Vice-Rector for Institutional Relations and Culture
- Office of the Vice-Rector for Students and Language Policy
- Office of the Vice-Rector for Teaching Staff
- Ombuds Office
- Right to Rights Project
- Student Support Service (SAE)
- Support and Mediation Office
- UB Alumni
- UB Solidarity Foundation
- Unit for Administrative Procurement

PARTICIPATION OF THE UB'S STAKEHOLDER GROUPS

The UB's primary stakeholder groups (PDI, PAS, students) and society at large participate in the governing bodies of the university through their representatives on the Board of Trustees. As a result, they not only have influence on the decisions that are taken within the institution, but also play a key role. Beyond their role in these governing bodies, the nature of their participation is determined by the case and unit involved. The frequency of meetings of the governing bodies also varies by body.

For some units, the relationship with the most closely implicated stakeholder group is not built around regular, pre-established channels of communication, but is tied to the treatment of specific situations that raise problems at a given time and require special attention. This is the case, for example, with the Office of the Vice-Rector for Students and the student body (there is also the [Observatory on Students and Studies](#), which is addressed in another section of this report), or with the Equality Committee and the Support and Mediation Office and the members of the university community who need their services.

In other cases, such as the ICE, OSSMA and Human Resources, communication is open and ongoing. The ICE appoints a training coordinator in each faculty or university school who uncovers and communicates needs. The ICE is also in constant contact with the Government of Catalonia and the third sector. In the case of risk assessments, the OSSMA remains in ongoing communication with staff through their representatives (prevention delegates) and regular meetings of the Health and Safety Committee. The participation of the trade unions in labour negotiations in the area of human resource management is regular and ongoing. In this respect, working groups have been set up with trade-union involvement in order to promote broader teamwork and make progress in the negotiation of certain subjects.

Student Support Services (SAE) communicates with prospective students not only through the organization of events, such as workshops, talks and open days, but also by collecting their views through participant questionnaires at the end of courses or lectures, interviews with students who have special needs, and professional and vocational guidance.

The Office of the Vice-Rector for Teaching Staff channels communication with its primary stakeholder group, PDI staff, through trade-union representatives and meetings with specific groups of teaching staff that are held to address subjects of particular interest. In addition, a vast amount of communication with PDI staff takes place via group emails and written announcements.

Satisfaction questionnaires, which are completed by service users, are one of the communication methods used with the stakeholders of UB Alumni, the Office of the Vice-Rector for Institutional Relations and Culture, and Corporate Training (in addition to SAE, already noted above). Also, the Office of the Vice-Rector follows up on the impact that activities have had in the mass media and social networks. In addition, Corporate Training conducts interviews and has a Training Committee.

Corporate Image and Publicity publishes a newsletter, communicates on its website and conducts online campaigns.

The participation of suppliers is determined by regulations governing public institutions.

ISSUES ARISING FROM THE PARTICIPATION OF STAKEHOLDER GROUPS AND THE UB'S APPROACH TO RESOLVING THEM

Based on communication between the Office of the Vice-Rector for Students and the UB's students, it has become clear that students view the enrolment fees as too high and the financial aid as insufficient. These two problems, however, do not depend on the UB, because they fall within the purview of public-sector regulatory bodies. Nevertheless, the Office of the Vice-Rector has implemented a range of options in the form of [financial assistance](#) to ameliorate the situation. The goal is to ensure that no student need abandon their studies for purely financial reasons.

In the case of teaching staff, tension and discord have arisen as a result of budgetary constraints and restrictions on staff replacement rates. A portion of PDI staff take the view that working conditions are becoming more precarious and do not ensure that teaching staff can

develop a professional career. To address this situation, an emergency plan is underway to use outside funding to safeguard talent retention within the UB.

Communication between Corporate Training and PAS staff has uncovered the need for staff to have new profiles and skills. As a result, specific training is required to enable adaption to these new needs. Corporate Training is at work on courses to address the current shortcomings.

The Support and Mediation Office has identified a need to improve communication with other UB units in order to offer a faster, more comprehensive service. Work is currently underway to correct this situation.

The problems faced by the Culture Unit concern the limitations on space in the Paranymph. This is a result of the attractive cultural events on offer and the fact that they are free. To address the situation, the admission protocols for concerts will be changed.

Formal complaints submitted to the UB's Ombuds Office on aspects affecting the Office for International Mobility and Programmes have been helpful in improving one of the procedures for which complaints were received. Specifically, the UB has improved its communication with students in relation to the admission standards of universities with which the UB has student exchange agreements.

Lastly, the UB has mechanisms to address problems that may arise from the participation of stakeholder groups in the UB's governing bodies. These mechanisms include the Standing Election Committee and, in the case of complaints regarding teaching staff positions, the Complaints Committee.

Governing bodies

The main internal and external stakeholder groups of the UB have representatives on the governing bodies:

Members of the Senate by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
Civil service postdoctoral PD	51.8	151
Non-postdoctoral or UB-contracted PDI	8.9	26
PAS	10.7	31
Students	28.6	83
Total members		291
Men	58.4	170
Women	41.6	121

Source: General Secretary's Office

Members of the Governing Council by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
PDI	79.4	50
PAS	7.9	5
Students	9.5	6
Representatives of society	3.2	2
Total members		63
Men	66.7	42
Women	33.3	21

Source: General Secretary's Office

Members of the Executive Council by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
PDI	95.4	21
PAS	4.5	1
Total members		22
Men	59	13
Women	40.9	9

Source: General Secretary's Office

Members of the Board of Trustees by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
Representatives of the university community*	40	6
Representatives of society	60	9
Total members		15
Men	73.3	11
Women	26.7	4

* The university community is represented by the Rector, the general manager, the general secretary, a student, a PDI staff member and a PAS staff member.

Source: General Secretary's Office

Process to determine report contents

At the UB, relevant aspects and issues are identified in parallel with the prioritization process to determine the most important aspects. The process has three steps and the report itself is prepared by the Office of Internal Control, Risks and Corporate Social Responsibility (OCIRIRS):

1. The Committee for Social Responsibility meets to establish the action plan for the next Report on Social Responsibility. The committee has representatives from the three most important internal stakeholder groups (PAS, PDI and students), from the governing bodies and from society at large (members of the Board of Trustees). Also present on the Committee are the head and specialist personnel from OCIRIRS.
2. OCIRIRS contacts all the units from which it will need information for the report. These units must not only provide the information requested of them, but also establish which aspects linked to their unit are relevant and which need to be prioritized. To prepare this report, the following units have been consulted:
 - Board of Trustees
 - Building Works and Maintenance
 - Cabinet at the Rector's Office
 - Committee for Social Development and Ageing
 - Corporate Image and Publicity
 - Corporate Training
 - Equality Committee
 - Finance
 - General Secretary's Office
 - Human Resources
 - Institute of Education Sciences
 - International Mobility and Programmes
 - Legal Services
 - Office for Health, Safety and Environmental Issues (OSSMA)

- Office of the Vice-Rector for Administration and Organization
 - Office of the Vice-Rector for Institutional Relations and Culture
 - Office of the Vice-Rector for Students and Language Policy
 - Office of the Vice-Rector for Teaching Staff
 - Ombuds Office
 - Right to Rights Project
 - Student Support Service (SAE)
 - Support and Mediation Office
 - Technical Cabinet at the Rector’s Office
 - UB Alumni
 - UB Solidarity Foundation
 - UB Volunteering
 - Unit for Administrative Procurement
 - University of Experience
3. OCIRIRS takes the information provided by the consulted units as a whole and the guidelines given to the Committee for Social Responsibility and it decides which aspects of the Global Reporting Initiative (GRI) version 4 are material and need to appear in the report.

In these three steps, the [content defining principles](#) are [sustainability context](#) and [stakeholder inclusiveness](#), because the identification of issues that may be important for the organization requires both consultation with the stakeholder groups and a clear understanding of the impacts on sustainability in a broad sense, not merely internally. We have also applied [materiality](#) in that it has been necessary to prioritize the most important aspects of those identified as relevant for the UB.

Once the most significant issues have been identified and prioritized, validation begins. In this step, OCIRIRS shows the Committee for Social Responsibility the materiality of the relevant aspects and the full set of aspects that need to be addressed throughout the report. The function of the committee is to validate these material aspects and make any modifications that may be deemed necessary. In this case, the [content defining principles](#) are [exhaustivity](#)—because the aspects viewed as material must be evaluated in light of the report’s requirement to offer a logical overall picture of the most significant economic, environmental and social impacts—and also [stakeholder inclusiveness](#).

LIST OF MATERIAL ASPECTS IDENTIFIED

Economic

- Economic performance
- Indirect economic impacts
- Procurement practices

Environment

As the environment section explains, this report does not contain updated environmental indicators that depend on OSSMA. As a result, only those environmental aspects affecting other units have been analysed. Three material aspects have been identified:

- Compliance with regulations
- Supplier environmental assessment
- Environmental grievance mechanisms

Working practices and professional ethics

- Employment
- Occupational health and safety
- Training and education
- Diversity and equal opportunities
- Equal remuneration for women and men
- Supplier assessment for labour practices
- Labour practices grievance mechanisms

Human Rights

- Anti-discrimination

Society

- Local communities
- Anti-corruption
- Compliance with regulations
- Supplier assessment for impacts on society
- Grievance mechanisms for impacts on society



Product responsibility¹

- Product and service labelling
- Marketing communications
- Customer confidentiality
- Compliance with regulations

COVERAGE OF EACH MATERIAL ASPECT

This section indicates whether the aspects viewed as material in this report are material based on their impact within the organization, outside the organization or in both spheres.

Coverage of economic aspects

The UB's economic performance has an essentially internal impact. In terms of indirect economic consequences and procurement practices, the impact on the local environment is especially significant and so we can speak of a significant impact on society.

Coverage of environmental aspects

Compliance with regulations has an internal impact, because non-compliance incurs expenses for the UB. However, it is also possible to speak of an external impact: in the case of non-compliance, the UB is having a negative impact on the environment. In addition, public institutions are subject to monetary fines for non-compliance.

The environmental assessment of suppliers has particular impact on the UB's suppliers and on the environment.

Environmental grievance mechanisms have an internal and external impact, because both internal and external stakeholder groups can submit a grievance that would affect the UB and the environment.

Coverage of aspects linked to working practices and professional ethics

The impact of employment, occupational health and safety, training and education, diversity and equal opportunities, and equal pay for women and men are internal aspects. The evaluation of suppliers' working practices, by contrast, has an external impact: it affects suppliers and their workers.

Labour practices grievance mechanisms, like environmental grievance mechanisms, have an internal and external impact.

¹ The aspects linked to product responsibility have been viewed as material because the UB has reinterpreted them for the university setting. In the case of customer confidentiality, for example, the UB refers to its students and staff.

Coverage of aspects linked to human rights

Cases of discrimination can arise within the UB and in dealings with other stakeholder groups. As a result, this aspect has an internal and external impact.

Coverage of societal aspects

The indicators linked to local communities have an impact on the local environment. By contrast, combatting corruption primarily has an internal effect. Similarly, compliance with regulations has an internal effect. This is because, as noted earlier in relation to the environment, non-compliance carries an economic cost to the organization and also affects public institutions—which are levied with fines—and all individuals harmed by the action giving rise to the fine. The assessment of suppliers' impact on society affects the suppliers themselves and the groups who benefit from the fact that the UB takes social impact into account in its procurement procedure. The impact of grievance mechanisms for impacts on society is both internal and external.

Coverage of aspects linked to product responsibility

The labelling of products and services is in theory an immaterial aspect, but the decision to include it in the Report on Social Responsibility has been taken because it contains an indicator to measure customer satisfaction. This is important to the UB and has an internal impact because it displays the quality of the services offered. Marketing communications and customer confidentiality (treating the university community as a whole as customers) largely have an external impact. Lastly, as noted under the coverage of environmental and societal aspects, compliance with regulations has an internal and external impact.

Management approach

The [Management Plan 2013–2016](#), which arises out of the programme of the current Rector, sets out targets to be achieved during the stated period. It is also the best tool to evaluate the management of the UB, because it enables clear reporting on what has been achieved satisfactorily and what has not been achieved. As a result, the Management Plan is a guide to monitor the management of the institution based on targets.

The assessment of the Management Plan is carried out annually. It contains 164 actions organized under 43 objectives and it states which office of the Vice-rector is responsible for each action. In 2013, 22.9% of the targets set for the entire period were achieved and nearly 50% of the actions had advanced beyond the expected level of implementation.

The Management Plan enhances the visibility of management and provides an overarching framework for reform proposals, the quality assurance model being applied (EFQM and ISO), the strategic plans of administrative and academic units, and the policies of the offices of the Vice-rector and their funding in a budget that is laid out by programme.

Social responsibility has been inserted within the third and sixth broad objectives governing the management approach of the current Rector's term of office for the period 2012–2016:

1. Modernizing the UB to improve internal operations and create a structure better adapted to current missions and functions.
2. Boosting the international dimension in all of the UB's academic and scientific fields, both inside and outside the university.
3. Strengthening the UB as a public and social agent in its appointed missions: the third mission of university-society and university-private sector.
4. Strengthening the UB through public-private collaborations, increasing the involvement of the private sector in the university and in its financing.

5. Maximizing the value gained from the UB's tangible and intangible heritage.
6. Defending the equality of opportunities and the social role of the public university.

More specifically, in the monitoring and detailed objectives and actions of the Management Plan 2013-2016, social responsibility and the focus on management aspects appear in the area on resource and financial management (objectives 5 and 6):

Management plan 2013-2016

AREA: Resource and financial management

OBJECTIVE 5. Improving accountability

ACTIONS:

- 5.4 Improving indicators of transparency and accountability
- 5.5 Monitoring of the Management Plan

OBJECTIVE 6. Reinforcing corporate social responsibility (CSR)

ACTIONS:

- 6.1 Continuing the Reports on CSR and identifying a set of UB-specific indicators
- 6.2 Approving a code of social responsibility to cover all good practices of the UB
- 6.3 Implementing training for all UB staff in a culture of respect and in mediation
- 6.4 Developing the UB Volunteering project
- 6.5 Developing the UB Sustainability Plan approved by the Senate
- 6.6 Identifying and generating actions to prevent the risk of socioeconomic and workplace exclusion among UB students and staff
- 6.7 Identifying good practices in relation to indicators for the common good economy

Significant changes in 2013-2014

On 30 April 2014, elections were held for the Senate. Representatives were selected for the PDI staff (nearly 150), PAS staff (29) and a portion of the students, out of a total of 300 members in the Senate. The renewal of this representative body of the university community affects representation in other governing bodies, such as the Governing Council, where 20 of the 55 voting members are appointed by the Senate. As a result, nearly 80% of the members of the Senate are new and nearly 40% of the members of the Governing Council are new. The new members are primarily among the PDI staff and the students.

In the area of facilities, the UB signed an agreement in 2014 for the practically free transfer of two municipal buildings in Districte 22@—Can Ricart and Can Jaumandreu—which added nearly 10,000 m² out of the 600,000 m² which the UB now has.

In relation to suppliers, the most significant changes are a result of the UB's participation in joint university tenders and contracts within the Catalan university consortium Consorci de Serveis de les Universitats de Catalunya.

Fulfilment of targets 2013-2014

- The bkUB financial assistance programme has been continued, with a minimum budget of 600,000 euros allocated to meet the financial needs of students.
- The UB has given support to the Solidarity Foundation to maintain financial assistance for staff who have children with some form of disability, which the strict application of budgetary regulations eliminated from the actions supported by the social action fund.
- In relation to the UB's agreement with the Barcelona City Council to manage nearly 50 subsidized rental flats, practically all have been filled by internal demand. Renters include UB staff facing financial or family hardship and students with limited resources who come from other cities or countries to study at the UB.
- The UB has signed two agreements to reinforce actions in support of finding work:
 - An agreement with the Government of Catalonia, in collaboration with Employment Services of Catalonia, to foster more specific career counselling for university students, with more than 7,000 students helped in total.
 - An agreement with the Barcelona City Council to reinforce job fairs held by private-sector companies and to improve working practices.

UB impacts

IMPACTS, RISKS AND PRINCIPAL OPPORTUNITIES					
ACTIVITY	PRIORITY	IMPACT	RISK	OPPORTUNITY	INDICATOR
Teaching	Boost the international dimension	Encourage mobility of students and teaching staff and attract international students	Disruption in the customary language conditions (Catalan) in course offering	Increased income and international experiences	Percentage of international students Percentage of international teaching staff and researchers
Research	Position among the top 150 universities worldwide	Greater ability to attract funding, talent and scientific benefits, given that the UB is a research intensive university	Increase in staff, jointly funded projects and infrastructure that is hard to sustain financially	Greater scientific output and international projection	Position in rankings
Transfer activities	Increased relationships with productive environment and public-private collaborations	Higher self-generated income and external valuation of the University's activities	Excessive market-orientation of a public service like higher education	Increased level of self-finance and greater autonomy in research and teaching	Percentage of self-generated revenue out of total, excluding formal course offering
Management	Achieve balanced budget	Improved solvency	Cessation of growth projects	General improvement to financial position of the institution	Budget outcome

Source: Cabinet at the Rector's Office

SOCIETY



Creating value for society

TRAINING

The UB is among the universities in Spain with the broadest course offering and the most students enrolled. Our high-quality course offering is innovative and designed to meet students' lifelong education needs.

Course offering

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2013-2014)*											
	ARTS AND HUMANITIES		LEGAL AND 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	
Students in EHEA bachelor's degrees**	20	33.33	12	20	13	21.67	10	16.67	5	8.33	60
University master's degree	30	22.56	27	20.30	34	25.56	26	19.55	16	12.03	133

* This does not include the course offering of affiliated centres or the UB-endorsed studies in the first cycle of the EHEA bachelor's degree in Private Investigation.

** The EHEA bachelor's degree in Biomedical Sciences is taught in the Faculties of Biology and Medicine and it appears under Health Sciences.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

COURSE OFFERING (NUMBER OF COURSES)	2010-2011	2011-2012	2012-2013	2013-2014
Bachelor's degree courses	64	65	64	66
Pre-EHEA degrees	6	6	1	1
University master's degrees	146	150	138	139
Doctoral programmes	71	71	71	73
Doctoral programmes with Pathway to Excellence award	30	31	31	31
Offering in postgraduate programmes	440	306	367	627
University extension courses	56	53	49	122
Corporate training and open courses (IL3)	566	470	408	471

Source: Technical Cabinet at the Rector's Office

The students

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2013-2014)*											
	ARTS AND HUMANITIES		EDUCATION SCIENCES		HEALTH SCIENCES		SOCIAL AND LEGAL SCIENCES		EXPERIMENTAL SCIENCES AND ENGINEERING		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	PERCENTAGE OF TOTAL	
Bachelor's degree and pre-EHEA degree	8,608	18.99	5,832	12.86	9,059	19.98	15,398	33.96	6,439	14.20	45,336
University master's degree	1,120	23.38	742	15.49	1,014	21.16	933	19.47	982	20.50	4,791
Doctorate	1,419	26.34	427	7.93	1,675	31.09	602	11.18	1,264	23.46	5,387

* This does not include students at the UB's affiliated centres.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

INCOMING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2013-2014)*											
	ARTS AND HUMANITIES		EDUCATION SCIENCES		HEALTH SCIENCES		SOCIAL AND LEGAL SCIENCES		EXPERIMENTAL SCIENCES AND ENGINEERING		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	PERCENTAGE OF TOTAL	
Bachelor's degree and pre-EHEA degree	2,289	21.30	1,494	13.90	1,996	18.57	3,355	31.22	1,612	15.00	10,746
University master's degree	560	18.60	562	18.66	676	22.45	506	16.81	707	23.48	3,011

* This does not include students at the UB's affiliated centres.

Source: Office for Internal Control, Risks and Corporate Social Responsibility

STUDENTS	2010-2011	WOMEN	2011-2012	WOMEN	2012-2013	WOMEN	2013-2014	WOMEN
Bachelor's degree and pre-EHEA degree students	48,555	61.9%	47,446	61.1%	46,449	61.6%	45,336	61.2%
Incoming bachelor's degree and pre-EHEA degree students	11,715	60.1%	11,739	61.2%	10,730	61.3%	10,746	60%
Bachelor's degree and pre-EHEA degree and diploma graduates	8,016	68.2%	6,382	64.6%	7,439	65.4%	7,582	65%
Full-time-equivalent bachelor's degree and pre-EHEA degree students	39,814	62.1%	39,471	61.9%	38,807	62.5%	39,077	61.9%
University master's degree students	5,235	64%	5,484	64.6%	4,878	63.9%	4,791	61.4%
Incoming university master's degree students	3,366	63.1%	3,240	64.5%	3,117	63%	3,011	60.4%
University master's degree graduates	2,115	63.5%	2,765	65%	2,661	64.6%	2,544	60.5%
Trainee researchers	4,229	58.2%	4,681	58%	5,240	57.9%	5,387	57.25%
Postgraduate students	10,175	73.51%	8,577	72%	7,783	71.2%	7,697	71.2%
University extension course students	1,229		925		1,146	50.7%	1,726	57.2%
Lifelong learning students (IL3)	24,019	71.4%	17,371	69%	11,610	70%	16,433	71.03%
Students in affiliated centres (pre-EHEA degrees and diplomas, bachelor's degrees and university master's degrees)	3,219	59.2%	3,046	57%	3,241	58.1%	3,251	57.80%
Students at the School of Modern Languages	4,315	64.4%	5,284	64%	5,627	62.9%	5,881	61.3%
Hispanic Studies students	2,471	67.6%	2,239	67.9%	1,933	72.7%	1,670	69.0%
Students at the University of Experience	169	64%	283	64%	468	69%	731	64%
Students enrolled in Catalan courses	3,027	68.9%	1,540	69.2%	1,746	68.9%	1,746*	68.9%
Students enrolled in summer courses	1,624	61.1%	1,169	61.1%	1,303	65%	1,080	63%
Students at the Institute of Education Sciences	8,032	66%	9,314	69%	10,334	63.5%	9,549	74.3%
Students in courses for senior citizens (AUGG)	3,685	78%	3,663	78%	3,617	78%	3,617	80%

* Provisional data.

Source: Technical Cabinet at the Rector's Office

Academic performance of students

PERFORMANCE*	2010-2011	2011-2012	2012-2013	2013-2014
Performance in pre-EHEA degrees	0.74	0.74	0.75	0.70
Performance in bachelor's degrees	0.75	0.79	0.84	0.84
Performance in university master's programmes	0.92	0.93	0.95	0.93
Rate of withdrawal in year 1 of bachelor's degree (students withdrawing in year 1/total students enrolled)	21.43	20.10	19.00	-

* Performance is calculated by dividing standard credits completed by standard credits enrolled in.

Source: Cabinet at the Rector's Office

Fulfilment of targets

The targets relate to the Management Plan 2013–2016. As a result, it will not be possible to confirm fulfilment and set new targets until the end of that period.

[→Current objectives](#)

Professional placements for students

STUDENT EMPLOYABILITY	2010-2011	2011-2012	2012-2013	2013-2014
Students in work placements	22.8%	32.0%	37.2%	26.01%
	(1,831/8,016)	(2,043/6,382)	2,769/7,439	-
Orientation courses offered (vocational and professional) (real number of students)	3,805	3,287	-	3,934

Source: Cabinet at the Rector's Office

The UB offered several orientation courses in the academic year 2013-2014, drawing a total of **3,934** students in attendance. This figure breaks down as follows: **818** students took part in **39** training courses on competences; **1,880** attended one of the **49** career days in various faculties; **1,004** were visits to the Club de Feina (Job Club), and **232** were careers guidance interviews.

Fulfilment of targets

The targets relate to the Management Plan 2013–2016. As a result, it will not be possible to confirm fulfilment and set new targets until the end of that period.

[→Current objectives](#)



LANGUAGES

The [Language Plan 2013-2015](#) establishes and develops the UB's language policy. It underscores the UB's commitment to multilingualism and also reiterates the University's commitment to protect, use and promote the Catalan language.

The tables below show language use in teaching at the UB:

Language of instruction

OVERALL DATA			
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE	PERCENTAGE EXCLUDING UNSPECIFIED HOURS
Unspecified	20,279.7	3.44%	-
Catalan	386,922.7	65.66%	68%
Spanish	147,054.2	24.96%	25.85%
English	32,997	5.60%	5.80%
Other	2,006	0.34%	0.35%

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

DATA FOR EHEA BACHELOR'S DEGREES			
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE	PERCENTAGE EXCLUDING UNSPECIFIED HOURS
Unspecified	6,935.9	1.67%	-
Catalan	297,232.1	71.58%	72.80%
Spanish	93,432.8	22.50%	22.88%
English	15,638.6	3.77%	3.83%
Other	2,006	0.48%	0.49%

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

DATA FOR UNIVERSITY MASTER'S PROGRAMMES			
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE	PERCENTAGE EXCLUDING UNSPECIFIED HOURS
Unspecified	13,343.8	7.67%	-
Catalan	89,690.6	51.54%	55.82%
Spanish	53,621.3	30.81%	33.37%
English	17,358.4	9.98%	10.80%
Other	-	-	-

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

Teaching in Catalan

	ACADEMIC YEAR			
	2010-2011	2011-2012	2012-2013	2013-2014
Percentage of teaching in Catalan	70.2%	73.0%	71.6%	68%

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

Fulfilment of targets

- **The UB will lead a Catalonia-wide project to diagnose students' level of knowledge in third languages and design measures to facilitate and support their knowledge so that they can achieve a certification of level B2 by the end of their studies. This level, B2, is the minimum requirement as of the academic year 2014-2015. To find out students' level of knowledge in the language they wish to certify, they will first be asked to fill out a questionnaire and then take a level test.**

As proposed, the University has led the effort to evaluate the level of students in third languages. At the UB, the compulsory level test has been administered to **83.65%** of incoming students (including the UB's own centres and affiliated centres). Of these students, **98.55%** selected English as their certified language or as the language they wish to certify, **1.07%** chose French, **0.27%** opted for German and, lastly, **0.11%** went with Italian. Meetings have been held with the heads of studies and the academic vice-deans to give them the data and engage them in collaboration to promote the effort and follow-up individually with each student. The School of Modern Languages (EIM) has worked jointly with the various faculties and university schools to expand the offering in language instruction (39 new groups have been opened). In addition, a new call for financial assistance to study languages at the EIM will be held. The target is students with a threshold level (general grant) and level 1 (Equitat grant) and the grants are intended to cover nearly the entire cost of the language courses.

- **The UB will organize an exhibition to give visibility to the development of the institution's language policy, the current situation and future prospects.**

The exhibition, called "Opening Doors: the Catalan Language at the University of Barcelona", was on display in late 2014.

- **The UB will hold a series of lectures on language issues.**

Round-table discussions, organized by Dr M. Teresa Castanyer, were held in October and December 2014.

In addition to the specific targets analysed above, other targets relate to the Management Plan 2013–2016. As a result, it will not be possible to confirm fulfilment and set new targets until the end of that period.

→[Current objectives](#)

Objectives for the academic year 2014-2015

- To fulfil the indicators established in the [Language Plan 2013–2015](#) and conduct an assessment of the results.

- To continue working to reconcile the strategic value of the UB's internationalization process with promoting and safeguarding its own language, Catalan. This requires a balance to be struck between improvement of the language skills of students (requirement of B2 in a third language by the end of their studies) and the use of Catalan in the UB's classrooms to ensure that Catalan is a tool for the transmission of scientific and humanistic knowledge. The UB's policy is that in EHEA bachelor's degrees the percentage of class sections in Catalan should not fall below **70%**, and in master's programmes the minimum figure should remain at **45%**.

INTERNATIONALIZATION

In the academic year 2013-2014 the UB renewed its Erasmus Charter, which enables it to take part in the Erasmus+ programme from 2014 to 2020 and have formal approval to participate in projects focusing on international mobility in higher learning and academic and institutional cooperation.

The UB has organized three informational days and a general presentation featuring a member of the European Commission in order to give teaching staff a clear idea of the opportunities arising from the UB's participation in the Erasmus+ programme.

Current figures on internationalization

In recent years, the trend in the total number of international students at the UB has been rising slightly.

INTERNATIONAL STUDENTS AT THE UB*	2010-2011	INTERNATIONAL STUDENTS (%)	2011-2012	INTERNATIONAL STUDENTS (%)	2012-2013	INTERNATIONAL STUDENTS (%)	2013-2014	INTERNATIONAL STUDENTS (%)
Pre-EHEA degree/diploma	1,232	4.5	802	4.9	418	5.1	151	4.7
EHEA bachelor's degree	1,482	6.1	2,040	6.0	2,353	5.7	2,531	5.6
University master's degree	1,434	26.5	1,620	28.3	1,408	27.4	1,370	27.3
UB-specific master's degree	1,257	23.1	1,198	23.6	1,141	25.2	1,190	24.7
Doctoral programme (EHEA doctorate and thesis tutorials)	1,341	31.7	1,572	33.9	1,688	32.2	1,673	31.1
Postgraduate courses	460	9.7	444	12.7	659	20.2	469	16.3
University extension courses	167	13.6	157	17.0	314	27.4	366	21.2
Total	7,373	10.1	7,833	11.1	7,981	11.6	7,750	11.4

* The figures only include regularly enrolled students of foreign nationality (not international students taking part in mobility programmes).

Source: *International Mobility and Programmes*

The extent of the UB's internationalization is also reflected in the number of international agreements signed and the number of international teaching staff.

INTERNATIONALIZATION	2010-2011	2011-2012	2012-2013	2013-2014
International agreements*	1,630	1,730	1,787	1,701
Number of international students**	9,202	9,759	9,910	9,486
Number of international teaching staff	173	187	179	167

* Number of international mobility agreements.

** This includes regularly enrolled students of foreign nationality, students taking part in exchange programmes, students in the Study Abroad programme and students who have come through specific agreements with the US to take specific courses.

Source: *International Mobility and Programmes*

Another indicator of the extent of internationalization is the number of degrees offered jointly with international universities. In this case, the UB offers two double degrees² and seven interuniversity Erasmus Mundus degrees: five interuniversity master's degrees,³ one as the coordinating university, and two interuniversity doctorates,⁴ one as the coordinating university and another as a partner.

INTERNATIONAL ACADEMIC OFFERING	2010-2011	2011-2012	2012-2013	2013-2014
Double degrees	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus	4	5	5	5
Interuniversity doctorates: Erasmus Mundus	1	1	1	2

Source: *International Mobility and Programmes*

Mobility

The UB is a common destination for Spanish students who decide to participate in exchange programmes within Spain.

MOBILITY OF STUDENTS IN SPANISH EXCHANGE PROGRAMMES	2010-2011	2011-2012	2012-2013	2013-2014
UB students on exchange programmes at other Spanish universities	164	153	140	90
Students from other Spanish universities on placements at the UB	513	451	482	330

Source: *International Mobility and Programmes*

2. These are bachelor's degrees with course curricula agreed by the UB and a foreign university. When students graduate, they obtain their official degree from both universities.

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

4. These are taught by two or more universities in different countries. Students complete part of their doctorate in at least two of the participating universities.



The table below shows the destinations of UB students going abroad for training and the origin of international students coming to study temporarily at the UB. The figures include students taking part in exchange programmes, students in the Study Abroad programme and US students taking advantage of specific agreements to do specific courses.

STUDENTS	2010-2011		2011-2012		2012-2013		2013-2014	
	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL
Europe (Erasmus)	922	1,090	903	1,122	1,172	1,185	1,001	1,077
Europe (EU, non-Erasmus)*	18	46	0	0	11	87	-	-
Europe (non-Erasmus)	16	21	58	43	12	28	67	77
United States and Canada	34	312	38	360	45	309	36	316
Latin America	69	303	69	317	66	287	68	224
The Mediterranean (including Arab countries) and Sub-Saharan Africa	0	25	0	12	0	6	5	10
Asia and Oceania	11	33	17	18	16	24	20	28
Africa, the Caribbean and the Pacific region	0	0	0	0	0	3	0	4
Total	1,070	1,829	1,187	1,926	1,322	1,929	1,197	1,736

* Starting in the academic year 2013-2014, these are included under the heading *Europe (Erasmus)*.

Source: *International Mobility and Programmes*

Members of the UB's workforce (both PDI and PAS staff) are also offered the chance to take up placements abroad, most of them as part of the Erasmus programme.

In the case of teaching and research staff, it is difficult to quantify mobility, particularly when they take part in programmes other than Erasmus or mobility programmes managed through the Office of International Mobility and Programmes. For this reason, it should be noted that mobility is higher than reflected in the table below. This is also the case with the number of teaching and research staff who come to the UB. While the UB does manage a welcoming programme for visiting teaching staff and researchers, not all of the mobility data is collected.

PAS staff typically complete shorter placements than PDI staff, in most cases lasting approximately one week (such as the staff week initiatives organized by the UB for PAS from other universities).

GEOGRAPHIC AREA	2010-2011				2011-2012				2012-2013				2013-2014			
	UB		INTERNATIONAL		UB		INTERNATIONAL		UB		INTERNATIONAL		UB		INTERNATIONAL	
	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI	PAS
Europe (Erasmus)	64	10	0	22	53	15	39	27	42	24	0	33	60	32	27	28
Europe (EU, non-Erasmus)*	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Europe (non-Erasmus)	2	0	0	0	0	0	0	0	1	0	5	0	3	0	6	0
United States and Canada	6	0	3	0	1	0	0	0	1	0	0	0	3	0	6	0
Latin America	105	0	99	0	98	11	120	1	0	0	0	0	0	0	55	0
The Mediterranean (including Arab countries)	26	0	22	0	13	0	22	0	0	0	2	0	1	0	13	0
Sub-Saharan Africa	14	0	12	0	5	0	5	0	0	0	0	0	0	0	0	0
Africa, the Caribbean and the Pacific region	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Asia and Oceania	3	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0
Total	220	10	137	22	170	26	187	28	44	24	8	33	67	32	114	28

* Starting in the academic year 2013-2014, these are included under the heading Europe (Erasmus).

Source: *International Mobility and Programmes*

Fulfilment of targets for 2013-2014

In line with the targets set for the academic year 2013-2014 in last year’s Report on Social Responsibility, the UB achieved the following results:

- **Creating programmes to attract international students (especially from the US and Asia)**

The UB has worked on the Study Abroad programme, which was approved in 2014 and is primarily oriented to markets in North America and Asia.

- **Consolidating the Erasmus mobility programme for PAS, especially encouraging PAS at the UB to spend a period at a university abroad**

As a first step toward achieving this objective, the UB has succeeded in recognizing PAS mobility as hours of training.

- **Stabilizing the UB’s participation in the new scenario created by the new Erasmus+ and by the policies of the Ministry of Education, Culture and Sport with respect to mobility through the Erasmus programme**

The UB has maintained the level of mobility by students and UB staff at percentages similar to previous years.

- **Taking advantage of the opportunities offered by the Erasmus+ programme to expand mobility involving institutions in non-EU countries**

The UB has submitted a funding application for a mobility project for students, PDI and PAS with institutions in non-EU countries as part of the Erasmus+ programme.

- **Systematizing and strengthening mobility through the Erasmus Placement programme**

Prior to this year, the UB had only a single annual call for Erasmus placements. To adapt better to the reality of the job market and increase the opportunities to complete placements, there are now three calls.

- **Developing regulations and procedures to welcome international teaching and research staff by enhancing the current welcome programme**

The UB's Research Committee has approved regulations and a procedure to welcome international teaching and research staff, which is run by OMPI. Greater involvement is required from UB departments.

Objectives for the academic year 2014-2015

- To maintain the mobility figures within the Erasmus+ programme and, within that programme, to maintain the number of double degrees, interuniversity Erasmus Mundus master's degrees and doctorates.
- To take advantage of the opportunities offered by the Erasmus+ programme to expand mobility to non-EU universities.
- To ensure equality of access to the mobility programmes through transparency and to ensure that the requirements and language policy demanded of students coming to the UB as part of the mobility programme are all clear and accessible.
- To increase the number of UB students taking part in placements within mobility programmes.
- To achieve a balance in the number of UB students leaving on mobility programmes and the number of students from other universities coming to the UB (currently, more students come to the UB).
- To enhance the prestige of international mobility programmes so that they offer real added value to the academic record of students.
- To review the Erasmus mobility calls for PDI and PAS at the UB in order to improve their quality and to hold steady or increase the participation figure, if possible, and also optimize the financial resources available.
- To conduct a special campaign for mobility calls to encourage individuals with some kind of disability to take part in international mobility.
- To take part in the Erasmus+ call for joint master's degrees to consolidate the international course offering.
- To tailor the regulations on international student mobility to the new academic reality (Bologna Process and Erasmus+).

In addition, work continues on objectives in the [Management Plan 2013-2016](#) that will be evaluated in 2016.

INFRASTRUCTURE AND IMPROVEMENTS

UB INFRASTRUCTURE	2010-2011	2011-2012	2012-2013	2013-2014
Centres (university faculties and schools)	19	19	19	19
Affiliated centres	5	5	5	6
Departments	106	106	106	106
UB research institutes and centres	23	24	25	25
Research institutes and observatories in which the UB participates	13	7	8	8
Interuniversity institutes	2	2	2	2
Documentation centres	3	3	3	3
Research observatories	10	10	11	10
Libraries	18	18	18	
Sports facilities	100,000 m ²	100,000 m ²	100,000 m ²	
Total surface area of facilities (m ²)	602,381	602,381	609,016	676,153

Source: Technical Cabinet at the Rector's Office

INVESTMENT IN MAINTENANCE AND MODERNIZATION OF FACILITIES			
2011	2012	2013	2014
4,353,470.83	9,131,490.55	8,653,065.94	3,735,891.26

Source: Economic Planning and Budgeting

ASSETS	2011	2012	2013	2014
Income from sales	0	0	0	0
Spending on acquisitions	15,804,753.50	12,172,405.87	12,786,345.33	9,376,495.90

Source: Economic Planning and Budgeting

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2010-2011	2011-2012	2012-2013	2013-2014
Places offered by the UB	880	880	880	880
Places filled	880	879	868	878
% occupancy	100	99.88	98.64	99.78

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

Objectives for the academic year 2014-2015

A new hall of residence is planned for the Diagonal South campus. The tender process has been completed and construction is now in its initial stages.

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

	RESULTS			
	2010-2011	2011-2012	2012-2013	2013-2014
<u>Favourably assessed PDI / prospective PDI in teaching assessment standard calls</u>	73.0%	73.3%	60.4%	68.1%
	(340/466)	(321/438)	-	-
	2010 call	2011 call	2012 call	2013 call

Source: Cabinet at the Rector's Office

<u>OVERALL RATING OF TEACHING STAFF AND SUBJECTS BASED ON STUDENT SURVEYS (RATED ON A SCALE OF 0 TO 10)</u>	2011-2012	2012-2013	2013-2014
Rating of teaching staff in bachelor's degrees	7.05	7.09	7.13
Rating of teaching staff in university master's degrees	7.51	7.55	7.53
Rating of subjects in bachelor's degrees	6.85	6.85	6.89
Rating of subjects in university master's degrees	7.25	7.24	7.21

Source: Cabinet at the Rector's Office

<u>RATING OF THE UB'S SERVICES, ACTIVITIES AND FACILITIES (IN RELATION TO STUDENT SUPPORT SERVICES, THE FACILITIES OF FACULTIES AND UNIVERSITY SCHOOLS, AND THE UB'S GENERAL SERVICES) (RATED ON A SCALE OF 1 TO 4)</u>	2011	2012	2013	2014
Services and activities related to student support	—	—	2.49	2.63
Services and facilities of faculties and schools	—	—	2.62	2.60
General UB services and facilities	—	—	2.86	2.91
UB overall	2.60	2.66	2.66	2.71

Source: Cabinet at the Rector's Office

	2011-2012	2012-2013	2013-2014
Number of documents opened	8,900	14,252	17,890
<u>Rating from satisfaction questionnaires completed by student users of the Virtual Campus (on a scale of 0 to 10)</u>	7.5	7.5	7.05

Source: Cabinet at the Rector's Office

PARTICIPATION, COMMUNICATION AND SUPPORT AIMED AT STUDENTS

Students are much more than recipients of the training and services offered by the UB. They also have a critical role to play in the UB's governance.

Student participation in decision-making

[Student participation in decision-making is described in detail in previous issues of the Report on Social Responsibility.](#)

Participation and dialogue with students

During the academic year 2013-2014, the [Observatory on Students and Studies](#) has become a consolidated vehicle of communication with students. Its number of working groups is higher, it has prepared and published reports, and it has become a tool to engage students and produce documents to create university policies that are fairer and better reflect the socio-economic context.

[+ information](#)

Working group on the draft reform of academic and administrative structures

The group has formulated proposals for the UB's draft reform.

[Report on proposals of the Observatory on Students and Studies in relation to the draft reform of the UB's academic and administrative structures](#)

Working group on social inclusion and employability

The group has worked on the UB's study of social inclusion and employability.

[Report on social inclusion and employability](#)

Working group on academic performance

The group has worked on the UB's study of academic performance.

[Report on academic performance](#)

Working group on the *Guia d'acreditació de les titulacions oficials de grau i màster* (Accreditation Guide for Official Bachelor's and Master's Degrees)

The group has worked on a draft of the Accreditation Guide.

[Report on the Accreditation Guide](#)

Working group on the reform of the UB Statute

The group has worked on proposals to improve the next UB Statute.

[Report on the UB Statute](#)

Work has also begun on the creation and implementation of the digital library of the Observatory on Students and Studies—in collaboration with the [Cabinet of Strategic Institutional Projects \(GAPEI\)](#)—to provide scientific publications, documents and reports to students and researchers. The aim is to offer a repository for all studies on students and university graduates and their social dimension as a focus of research.

Student support

The [Student Support Service \(SAE\)](#) is the unit responsible for providing support to UB students.

The guidance provided by the SAE can be grouped in four phases:

- **Prior to entering the UB:** help with the selection of the most appropriate degree in light of the student's interests, expectations, academic pathway, etc.
- **At the start of studies:** help in adaptation to a new social environment and to learning methodology and university work.
- **During life at the university:** help to design each student's academic and professional project and to develop students' competences in work and personal skills.
- **At the end of the degree:** advice on job-search and lifelong-learning techniques.

[+ information](#)



The SAE runs a number of integration programmes:

- [The Fem Via Programme](#)
[+ information](#)
- [The Diversity Support Programme](#)
[+ information](#)
- [The Temporary Support Programme](#)
[+ information](#)
- [The Viure i Conviure Programme](#)
[+ information](#)
- [The Lloguer Solidari Programme](#)
[+ information](#)

In addition, the UB maintains four agreements of note:

- [Collaboration agreement with Hospital Clínic and the Catalan Institute of Oncology](#)
[+ information](#)
- [Collaboration agreement with the NGO Projecte Home](#)
[+ information](#)
- **Education cooperation agreement signed with the Fundació Once and the Fundació Inserta** so that students with disabilities can do external placements either as part of their syllabus or parallel to it.
- **Collaboration agreement with the Fundació Universia**, which provides loans and technical assistance for students with disabilities greater than 33%.

[Fulfilment of targets for 2013-2014](#)

- The UB has signed the agreement with the Fundació Once and the Fundació Inserta.
- The UB has held a workshop on the subject of disability in today's society, addressing challenges and opportunities.
- The UB has purchased new support material for students with disabilities.

Work continues on certain targets, which should be met in the near future.

Objectives for the academic year 2014-2015

In addition to the objectives for the academic year 2013-2014 that have not yet been met, there is also an objective to prepare the internal regulations of the UB's integration programmes.

Libraries

	2010	2011	2012	2013
Monograph collections	1,523,401	1,484,794	1,719,634	1,676,578
Periodical collections	35,246	57,098	56,452	57,652
Loans	826,738	934,775	927,674	934,175
Single-user reading desks	6,469	6,525	6,210	6,221

Source: Technical Cabinet at the Rector's Office

Fulfilment of targets

The targets relate to the Management Plan 2013–2016. As a result, it will not be possible to confirm fulfilment and set new targets until the end of that period.

[→Current objectives](#)

COST OF STUDIES AND GRANTS

Cost of studies

It is important to bear in mind that the prices of university credits are fixed in the decree on prices approved by the Government of Catalonia. The UB has minimal input in this matter.

TUITION FEES	2010-2011	2011-2012	2012-2013	2013-2014*
Average price per credit for bachelor's degrees	€ 18.68	€ 20.11	€ 35.52	€ 33.52
Average price per credit for university master's degrees	€ 26.76	€ 27.72	€ 52.0	€ 53.14

* Official Journal of the Government of Catalonia (DOGC) no. 6415, 11 July 2013; Decree 192/2013, 9 July

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

Grants and financial aid

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](#)

FOR PRE-EHEA DEGREES/DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2010-2011	2011-2012	2012-2013	2013-2014
Applications	14,811	17,153	18,588	18,931
Grants awarded	8,463	9,696	10,448	11,544
Percentage of successful applications	57.14%	56.53%	56.21%	61.00%
Percentage of successful applications out of total students (pre-EHEA degrees / diplomas, bachelor's degrees and master's degrees)	15.73%	18.32%	20.36%	23.03%

Source: Technical Cabinet at the Rector's Office

In addition to the usual grants given by the Spanish ministry (general and mobility) and the Government of Catalonia (Equitat), the UB continued in the academic year 2013-2014 to offer its own assistance to students in the series of [financial packages initiated in the academic year 2012-2013](#) known as bkUB assistance. The bkUB assistance is aimed at students suffering financial hardship and the UB has once again provided a total budget of **€600,000** to ensure the programme's success.

Some of the highlights of 2013-2014 are as follows:

- **612** applications (of which **476** were successful) for financial aid to alleviate the rise in fees for students under special circumstances who have to repeat a subject for the first time.
- **91** applications (of which **28** were successful) for financial aid for first-year students who meet the financial criteria for a grant but are excluded because of the increased stringency of the academic criteria.
- **236** applications (of which **111** were successful) for financial aid for students who, after the application period for a public grant has closed, face a change in their financial or personal situation and need assistance to continue their studies.

The UB has also continued to provide students with options to pay their enrolment fees. The new options added in the academic year 2013-2014 are:

- Instalments over the whole year (**6,540** cases), which enables a student to pay the yearly enrolment fee in **seven** instalments without surcharges.
- Instalments for a semester (**6,675** cases), to be paid in **three** or **four** sums depending on the semester.
- The minimum sum that can be paid in instalments has been lowered from **600** to **300** euros.

The following items should also be noted:

- The discount of up to **30%** in the price per credit fixed by law for first-time enrolment in university master's degrees (**80%** of which reflect first-time enrolment).
- Conditional enrolment for students who have requested a general grant and have a positive accreditation or had a grant in the previous year. In these cases, the UB will initially assume the cost of credits enrolled in for the first time (**8,589** cases).

- For students in engineering who request an Equitatat grant, there is an allowance (for credits enrolled in for the first time) equal to the increase in the price per credit fixed by law (289 grants awarded).

There were also 30 cases in which, without prejudice to agreeing longer periods of payment for outstanding fees, affected students did not meet any of the requirements for financial assistance and yet the individual analysis of their cases showed that they needed a personalized solution on financial grounds.

Fulfilment of the targets for 2013-2014

The three proposed targets have been met.

Objectives for the academic year 2014-2015

- To continue the policy of financial assistance for the most vulnerable students. As a result, the UB intends to maintain the bkUB programme and make improvements in some areas, such as the length of time required to reach final decisions on aid.
- In light of the possible reorganizations of university studies, to continue working so that the cost of studies does not vary significantly from the 3+2 structure.

UNIVERSITY AND RESEARCH

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

Research and technology and knowledge transfer

	2010	2011	2012	2013
Income from research and technology and knowledge transfer (in thousands of euros)	79,552	74,336	56,832	54,724
Research projects*	55,887	52,107	41,964	37,310
Infrastructure projects	-	1,659	-	-
Other grants	11,632	11,217	3,134	6,051
UB research-related agreements	2,390	2,503	2,471	2,229
FBG contracts	9,642	6,850	9,262	9,133

* This includes income generated by UB researchers for projects registered to 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), the Centre for Ecological Research and Forestry Applications (CREAF) and the Centre for Research in Agricultural Genomics (CRAG).

Source: Technical Cabinet at the Rector's Office

RESEARCH	2010	2011	2012	2013
Doctoral theses submitted	528	593	566	675
Scientific publications (collated by the Institute for Scientific Information)	3,723	4,068	4,606	4,998
Teaching staff involved in research and development (%)	69%	75.50%	70.90%	72.6%
Research grantholders	989	907	890	820*
Research groups consolidated by the Government of Catalonia	243	243	243	243
Active research projects	657	720	677	689
Priority claims	28	18	22	17
New technology-based spin-offs	2	3	7	3
UB research institutions and centres	23	24	25	25
Research institutes and observatories in which the UB participates	13	7	8	8
Interuniversity institutes	2	2	2	2
Documentation centres	3	3	3	3
Research observatories	10	10	11	10
Contracted research doctors	164	231	262	254
PAS supporting research	276	316	296	336
International patent extensions	17	22	15	8

* This reflects a change in the employment category of research grantholders: in the section on staff, they now appear as postdoctoral researchers.

Source: Technical Cabinet at the Rector's Office

PROJECTS, GRANTS AND INFRASTRUCTURE	2010		2011		2012		2013	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
Income from research (competitive projects)								
Projects, grants and infrastructure								
Regional government	140	3,694,594.91	93	1,265,750.32	79	907,019.54	34	388,034.85
Central government	303	21,002,846.07	451	26,313,235.47	238	14,631,286.00	101	6,035,608.25
Other	129	2,648,582.76	49	4,776,661.42	73	3,528,716.00	44	2,512,612.26
European Union	17	6,664,287.79	25	5,422,884.79	29	7,299,738.00	53	16,566,765.93
Projects, grants and infrastructure involving the private sector	0	0	7	12,750.00	1	15,000.00	3	16,000.00
Research projects of institutes (competitive funding)	-	23,109,521.93	-	17,094,485.00	-	13,078,512.65	64	9,671,113.23
Income from research (non-competitive projects)								
Research projects of institutes	-	10,399,479.07	7	10,097,439.00	-	5,637,699.32	188	8,171,257.56
Agreements with institutions, universities and the private sector	105	2,389,919.18	102	2,503,420.00	95	2,471,345.64	108	2,228,986.74
FBG contracts	-	9,642,316.61	-	6,849,682.00	-	9,262,424.26	-	9,133,328.91
Total income from research and technology transfer	-	79,551,548	-	74,336,308	-	56,831,741	-	54,723,708

Source: Technical Cabinet at the Rector's Office

In 2013, the UB saw a continuation of the downward trend in income linked to regional and central government funding. By contrast, competitive funds from the European Union have risen sharply.

RESULTS OF RESEARCH	2010	2011	2012	2013
Patent applications	47	47	52	48
Priority claims	28	19	22	17
New technology-based spin-offs	5	5	8	3

Source: Technical Cabinet at the Rector's Office

Science and Technology Centres

The University of Barcelona creates value for society through 36 highly specialized units that make use of **12,000 m²** of facilities to provide services and advice to **1,282** different users, of which **902 were** researchers and **380 were** clients from the private sector or other institutions.

SCIENCE AND TECHNOLOGY CENTRES	2010	2011	2012	2013
Internal users (head researchers)	453	453	438	440
External invoicing (euros)	4,256,496	4,848,467	4,747,809	4,107,176
Value of scientific equipment (in thousands of euros)	41,110	41,110	41,110	41,110

Source: Technical Cabinet at the Rector's Office

Objectives for 2016⁵

- To increase the number of projects and research grants applied for through competitive funding calls.
- To foster collaboration between UB researchers and their counterparts in the research institutes of the CERCA system and in health in the area of projects and research support, such as technology platforms and research support services.
- To improve coordination between the UB, FBG and PCB in their activities to promote innovation, transfer and non-competitively funded research.
- To increase the number of consolidated research groups.
- To increase collaborations with research institutes in which the UB participates.
- To adopt regulations governing the UB's research centres.
- To increase the percentage of PDI taking part in competitively funded research projects.
- To increase scientific output.
- To intensify the UB's relationships and research activities in coordination with international networks (LERU, Eurolife, EuroMarine, European Consortium for Political Research, etc.).

5. These objectives are linked to the Management Plan 2013-2016.

- To consolidate the project of the Humanities and Social Sciences Park.
- To increase the number and income of projects and grants at a regional and national level.
- To increase the number and income of projects and grants that are not competitively funded.
- To increase the number and income of projects and grants for institutes in which the UB participates.
- To increase the number and income of contracts and agreements managed by the Bosch i Gimpera Foundation.
- To strengthen the facilities and technology offerings available to researchers.
- To optimize the use of and benefit from the CCIT's major scientific facilities.
- To increase the number of external users and consolidate the technology offering and portfolio of services.
- To establish agreements with local institutions in order to create synergies to make better use of technology resources.

SOCIAL RESPONSIBILITY IN TEACHING AND RESEARCH ACTIVITY

Social responsibility is a key part of the teaching and research activity of the UB. [Students are able to study subjects with content that is closely related to social responsibility, ethics or the environment and sustainability. In some cases, special sessions are devoted to these issues within more general subjects.](#)

In addition, the UB offers eight master's degrees that comprehensively address subjects closely linked to social responsibility:⁶

- Animal-Assisted Educational and Therapeutic Care (UB-specific master's degrees)
- Bioethics and Law: Problems of Health and Biotechnology (UB-specific master's degree)
- Corporate Social Responsibility, Accounting and Social Audit (UB-specific master's degree, offered by the Institute for Lifelong Learning)
- Ecological Agriculture (UB-specific master's degree)
- Interpreting and Intervention in Communication and Sign Language (UB-specific master's degree)
- Renewable Energy and Energy Sustainability (university master's degree)
- Social Economy and Management of Non-Profit Organizations (UB-specific master's degree, offered by the Institute for Lifelong Learning)
- Systemic Pedagogic Intervention with Systemic Coaching (UB-specific master's degrees)

Mention should also be made here of the UB's learning-service projects.

Lastly, the Faculty of Economics and Business has been involved in two undertakings. First, since the academic year 2011-2012, the Faculty has organized an annual three-week series of

⁶ The criterion to determine which master's degrees comprehensively address subjects closely linked to social responsibility is through consultation with the deans and heads of studies (the same one used to identify social responsibility content in bachelor's degrees, university master's degrees and UB-specific master's degrees).

lectures and debates. Participants include experts in social economy and third-sector enterprises and students can gain first-hand knowledge of what the social economy and the third sector represent in our current economic climate. Second, starting in the academic year 2014-2015, the Faculty will open a line of final projects for bachelor's students, called TFG-Proyectos Sociales, in which students can pursue lines of studies proposed by the association for the promotion of ethical banking Finançament ètic i solidari (FETS). The aim is for the final project to provide a vehicle for research on the sector and increased awareness among undergraduates of the importance of ethical banking in the funding of the social economy.

HOW THE UB COMPARES TO OTHER UNIVERSITIES

Rankings

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS*	2010-2011	2011-2012	2012-2013	2013-2014
Ranking position	142	201-225	201-225	226-250
Evaluation scores				
Teaching	34.1	24.5	32.5	24.5
Research	33.7	22.2	33.4	24.7
Citations	91.9	71.9	71.4	74.9
Income	30.0	29.5	30.9	30.3
Internationalization	22.3	44.1	46	45.0
Overall score	52.1	-	-	-
UB position in Spain	1	2-3	1-3	2-3

* An explanation of this ranking is given in the [Report on Social Responsibility 2010-2011](#).

Source: Office for Internal Control, Risks and Corporate Social Responsibility

ACADEMIC RANKING OF WORLD UNIVERSITIES (JIAO TONG UNIVERSITY, CHINA)*	2011	2012	2013	2014
Ranking position	201-300	201-300	201-300	151-200
Evaluation scores				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	10.2	10.2	10.2	15.1
N&S	13.8	10.6	11.1	11.5
PUB	49.8	50.4	50.5	51.8
PCP	15.3	15.7	16.8	18.4
UB position in Europe	76-123	76-123	76-126	-
UB position in Spain	1-4	1-3	1-4	1

* An explanation of this ranking is given in the [Report on Social Responsibility 2010-2011](#).

Source: Office for Internal Control, Risks and Corporate Social Responsibility

QS WORLD UNIVERSITY RANKINGS*	2010	2011	2012	2013	2014
Ranking position	148	176	187	178	166
Ranking by subject areas					
Social sciences and management	118	143	149	111	139
Natural sciences	54	87	84	74	76
Life sciences and medicine	68	74	86	87	92
Engineering and technology	139	175	162	87	101
Arts and Humanities	72	89	98	58	91
Overall score	54.28	50.29	50.9	55.4	58.7
UB position in Spain	1	1	2	2	1

* An explanation of this ranking is given in the [Report on Social Responsibility 2010-2011](#).

Source: Office for Internal Control, Risks and Corporate Social Responsibility

Campuses of international excellence

The UB has two campuses of international excellence, the [Barcelona Knowledge Campus \(BKC\)](#) and the [Health Universitat de Barcelona Campus \(HUBc\)](#). These designations were awarded in the 2009 call and the 2010 call, respectively.

The BKC campus is basically clustered around the area of the Diagonal occupied by the two participating universities, the UB and the Universitat Politècnica de Catalunya. During the academic year 2013-2014, the BKC has finalized its projects and the final report on five years of activity has been presented in 2014. The international committee appointed by the Spanish Ministry of Education, Culture and Sport has given the BKC its highest mark.

The HUBc focuses on the health sciences, bringing together over 25 organizations in the health care sector in Catalonia covering the fields of training, research and primary care. During the academic year 2013-2014, the HUBc has finalized a large part of its projects and it will present its final statutory report in 2015 before receiving a final mark.

Responsibility to staff

OUR STAFF⁷

A total of **7,597** people work at the UB, of which **5,314 (69.95%)** are teaching and research staff (PDI) and **2,283 (30.05%)** are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

Staff by employment category, contract type and gender

PAS BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	% WOMEN	TEMPORARY	% WOMEN	TOTAL	% WOMEN
General manager	0	0	1	0	1	0
Head of bureau	0	0	1	0	1	0
Director	0	0	12	25	12	25
Technical advisor	0	0	2	0	2	0
Civil servants in group A	50	74	2	50	52	73.08
Civil servants in group B	141	80.85	28	75	169	79.88
Civil servants in group C	435	79.31	0	0	435	79.31
Civil servants in group D	149	83.89	179	87.71	328	85.98
Civil servants in group E	3	33.33	0	0	3	33.33
University-contracted staff in group 1	175	49.71	160	59.38	335	54.33
University-contracted staff in group 2	146	41.78	78	47.44	224	43.75

7. The figures are from 31 December 2014.

PAS BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	% WOMEN	TEMPORARY	% WOMEN	TOTAL	% WOMEN
University-contracted staff in group 3	228	46.49	275	52.73	503	49.90
University-contracted staff in group 4	162	59.88	56	64.29	218	61.01
Total	1,489	65.35	794	62.34	2,283	64.30

Source: Human Resources

As the table above shows, there are **2,283** PAS, of which **1,498 (65.22%)** have a permanent contract and **794 (34.78%)** have a temporary contract. We can also see that **64.30%** are women, who are clearly the majority. However, the categories are not homogeneous and the percentage of women varies considerably by group.

PDI BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	% WOMEN	TEMPORARY	% WOMEN	TOTAL	% WOMEN
Full university professor	529	20.98	0	0	529	20.98
Full university school professor	20	60	0	0	20	60
Tenured university lecturer	1,223	43.99	11	27.27	1,234	43.84
Tenured university school lecturer	150	50.67	18	61.11	168	51.79
Contracted professor	1	0	0	0	1	0
Tenure-track 2 lecturer	270	46.30	98	55.10	368	48.64
Tenure-track 1 lecturer	0	0	142	57.04	142	57.04
Temporary lecturer	34	67.65	13	69.23	47	68.09
Temporary lecturer (doctor)	42	64.29	2	50	44	63.64
Adjunct lecturer	0	0	1,836	50.33	1,836	50.33
Adjunct medical lecturer	0	0	526	46.01	526	46.01
Foreign temporary part-time lecturer	1	0	0	0	1	0
Assistant lecturer (doctor)	0	0	3	100	3	100
Visiting lecturer	0	0	18	38.89	18	38.89
Emeritus professor	0	0	42	28.57	42	28.57
Emeritus professor in the early retirement plan	0	0	174	45.98	174	45.98
Honorary lecturer	0	0	1	0	1	0
Lecturer at the ICE (Government of Catalonia)	0	0	2	100	2	100
Postdoctoral trainee lecturer and researcher	0	0	19	68.42	19	68.42
Researcher in Ramón y Cajal Programme	0	0	51	37.25	51	37.25
Researcher in Juan de la Cierva Programme	0	0	30	46.67	30	46.67
Postdoctoral trainee researcher with Mineco grant	0	0	1	100	1	100
Researcher in Beatriu de Pinós Programme	0	0	20	60	20	60
Postdoctoral researcher	0	0	37	54.05	37	54.05
Total	2,270	40.18	3,044	49.54	5,314	45.54

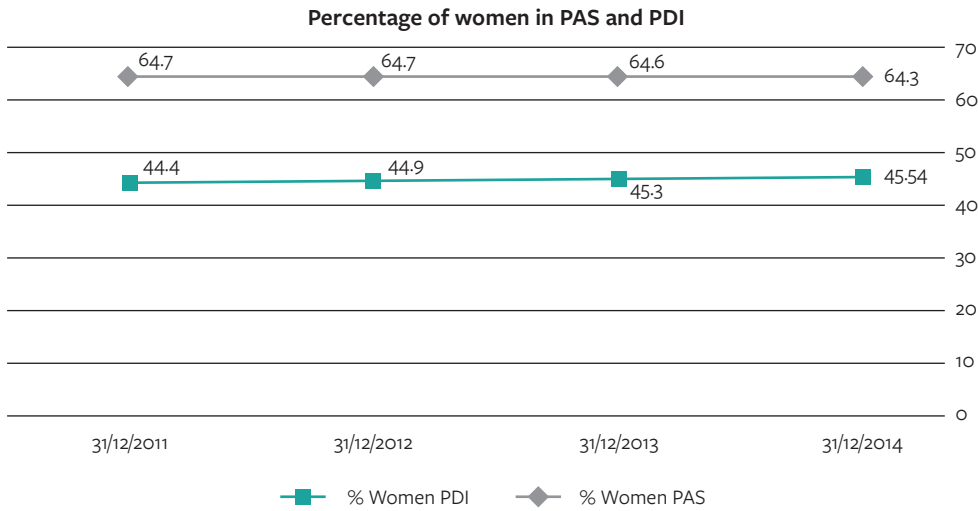
Source: Human Resources

As the table above shows, there are **5,314** PDI, of which **2,270 (42.72%)** have permanent contracts and **3,044 (57.28%)** have temporary contracts. There is, therefore, greater employment instability for PDI than for PAS, given that PAS have a higher percentage of permanent contracts. To interpret the table above correctly, however, it is necessary to bear in mind that

a significant portion of the PDI in employment categories classified as temporary do not carry out teaching or research as their primary activity (for example, adjunct lecturers or adjunct medical lecturers). As a result, the instability is not as great as it first appears.

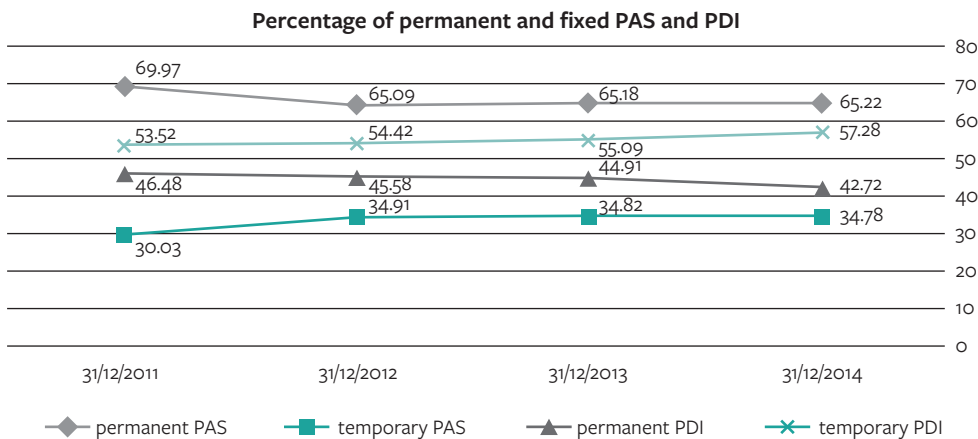
Another difference between PAS and PDI is that the PDI workforce has a better balance in terms of gender: nearly half of PDI are women (**45.54%**), while women are a clear majority of PAS (**64.30%**). Neither group, however, shows homogeneity of gender across the various employment categories.

The two tables above include both full-time and part-time staff at the UB.



Source: Office for Internal Control, Risks and Corporate Social Responsibility

Current legislation makes the hiring of new staff difficult, even in the case of covering vacancies because of retirement or on other grounds. As a result, no major differences appear in the staff data. For example, the bar graph above shows a fairly steady total percentage of women in PAS and PDI, though there is a slight upward trend in the percentage of women in PDI.



Source: Office for Internal Control, Risks and Corporate Social Responsibility

The PDI figures above show an upward trend in temporary employment at the UB: temporary contracts have grown from **53.52%** of the total at 31 December 2011 to **57.28%** at the end of 2014. The PAS figures reflect a similar dynamic, but focused on the period from 31 December 2011 to 31 December 2012. Since then, the PAS figures have remained steady.

Staff by employment type, age and gender

PAS BY EMPLOYMENT TYPE, AGE AND GENDER*						
	CIVIL SERVANTS	% WOMEN	UNIVERSITY- CONTRACTED STAFF	% WOMEN	TOTAL	% WOMEN
> 65	2	100	1	0	3	66.67
60-64	135	83.70	99	45.45	234	67.52
55-59	146	81.51	139	48.20	285	65.26
50-54	262	81.30	212	53.77	474	68.99
45-49	230	78.70	242	54.13	472	66.10
40-44	108	79.63	192	50	300	60.67
35-39	69	78.26	172	45.93	241	55.19
30-34	31	93.55	124	58.06	155	65.16
25-29	4	100	85	55.29	89	57.30
< 25	0	0	30	53.33	30	53.33
Total	987	81.16	1,296	51.47	2,283	64.30

* Casual workers (16 people) are included in university-contracted staff.

Source: Human Resources

Of the **2,283** PAS, **987 (43.23%)** are civil servants and **1,296 (56.77%)** are university-contracted staff. More than 40% of the PAS workforce (**41.44% for a total of 946 individuals**) are between 45 and 54 years of age.

PDI BY EMPLOYMENT TYPE, AGE AND GENDER								
	CIVIL SERVANTS	% WOMEN	PERMANENT UNIVERSITY- CONTRACTED STAFF	% WOMEN	TEMPORARY UNIVERSITY- CONTRACTED STAFF	% WOMEN	TOTAL	% WOMEN
> 65	274	24.82	3	100	210	38.10	487	31.01
60-64	433	33.72	22	45.45	166	34.94	621	34.46
55-59	495	39.39	51	50.98	288	38.89	834	39.93
50-54	392	44.13	63	44.44	377	44.83	832	44.47
45-49	250	48.8	108	50.93	382	45.55	740	47.43
40-44	92	42.39	79	53.16	486	55.76	657	53.58
35-39	14	50	21	52.38	585	53.33	620	53.23
30-34	1	0	1	0	370	60.27	372	59.95
25-29	0	0	0	0	135	64.4	135	64.44
< 25	0	0	0	0	16	50	16	50
Total	1,951	38.44	348	50.29	3,015	49.55	5,314	45.54

Source: Human Resources

In the case of PDI, there are **1,951 (36.71%)** civil servants, **348 (6.55%)** permanent university-contracted staff and **3,015 (56.74%)** temporary university-contracted staff. Given that

these are individuals who have had to study for a long time in order to work in their professions, the percentage of people under 35 years of age is only **9.84%** for a total of **523** staff. The two largest groups are those between 50 and 54 years of age (**832**) and those between 55 and 59 (**834**).

The table below shows how the PDI and PAS workforce have changed over the last four years in terms of age bands.

EVOLUTION OF PAS AND PDI BY AGE BANDS (%)								
	31-12-2011		31-12-2012		31-12-2013		31-12-2014	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
> 65	0.13	7.37	0	8.15	0.09	8.65	0.13	9.16
60-64	8.41	12.31	8.62	12.35	9.27	12.29	10.25	11.69
55-59	11.77	14.53	12.15	14.63	12.12	15.26	12.48	15.70
50-54	14.34	16.08	15.38	16.21	17.81	16.28	20.76	15.66
45-49	21.93	13.85	21.81	14.02	22.07	14.22	20.67	13.93
40-44	16.39	12.87	14.18	12.35	13.18	12.37	13.14	12.36
35-39	12.25	11.29	11.94	11.03	11.48	10.89	10.56	11.67
30-34	8.06	8.42	9.33	8.32	7.74	7.38	6.79	7.00
25-29	5.80	3	5.39	2.67	5.19	2.43	3.90	2.54
< 25	0.92	0.28%	1.20	0.26	1.06	0.23	1.31	0.30

Source: Office for Internal Control, Risks and Corporate Social Responsibility

It is hard to draw significant conclusions from the table, but some clusters do show rather clear trends. The percentage of workers aged 50 and older points to the ageing of the workforce, particularly in the case of PAS, where the figure has risen from **34.65%** of the total to **43.62%**. But this is also true for PDI, where the figure has risen from **50.29%** to **52.21%**.

EVOLUTION OF PAS AND PDI BY EMPLOYMENT TYPE (%)				
	31-12-2011	31-12-2012	31-12-2013	31-12-2014
Publicly contracted PAS	43.42	43.12	43.37	43.23
University-contracted PAS	56.59	56.88	56.63	56.77
Publicly contracted teaching and research staff	41.33	39.95	39.13	36.71
Permanent university-contracted PDI	6.40	6.91	7.50	6.55
Temporary university-contracted PDI	52.28	53.14	53.37	56.74

Source: Office for Internal Control, Risks and Corporate Social Responsibility

The table above shows a decline in PDI who are civil servants from **41.33%** in 2011 to **36.71%** in 2014. It also shows a rise in PDI who are temporary university-contracted from **52.28%** to **56.74%** over the same period. In the case of PAS, there are no notable changes.



NUMBER OF NEW HIRES AND STAFF TURNOVER⁸

Number of new hires by age, gender and employment and contract type

PAS NEW HIRES				
	TEMPORARY UNIVERSITY-CONTRACTED STAFF*		TOTAL	% BY AGE
	MEN	WOMEN		
> 65	0	0	0	0
60-64	2	0	2	1.02
55-59	2	0	2	1.02
50-54	0	2	2	1.02
45-49	1	2	3	1.54
40-44	4	8	12	6.12
35-39	12	19	31	15.82
30-34	10	23	33	16.84
25-29	30	29	59	30.10
< 25	20	32	52	26.53
Total	81	115	196	100

* Casual workers (two people) are included in the PAS temporary university-contracted figures.

Source: Human Resources

Because of current legislation, the UB cannot hire new staff with permanent contracts nor fill positions with civil servants through public examinations. As a result, the **196** PAS new hires in 2014 all have a temporary university contract. Of this total, **115 (58.67%)** are woman and **81 (41.33%)** are men. However, note that **73.47%** of the new hires are 34 years of age or younger.

8. The figures are from 31 December 2014.

PDI NEW HIRES				
	TEMPORARY UNIVERSITY-CONTRACTED STAFF		TOTAL	% BY AGE
	MEN	WOMEN		
> 65	0	0	0	0
60-64	1	0	1	0.26
55-59	10	7	17	4.31
50-54	23	22	45	11.42
45-49	25	30	55	13.96
40-44	22	30	52	13.20
35-39	40	47	87	22.08
30-34	31	45	76	19.29
25-29	21	27	48	12.18
< 25	7	6	13	3.30
Total	180	214	394	100

Source: Human Resources

The legal constraints on hiring new PDI staff with permanent contracts or through public examinations are the same as those mentioned above for PAS. Thus, the **394** new teaching staff or researchers are temporary university-contracted staff. Of the total, **180 (45.69%)** are men and **214 (54.31%)** are women, and **41.37%** are between 30 and 39 years of age. The percentage of new hires over 55 years old or under 25 years old is quite low.

Staff turnover by age, gender and employment and contract type

PAS ACTIVE IN 2014 AND NOT ACTIVE AT 31/12/2014*											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
> 65	1	8	6	10	25	5	15	2	3	25	10.51
60-64	2	9	2	1	14	4	10	0	0	14	5.88
55-59	0	0	1	0	1	1	0	0	0	1	0.42
50-54	1	0	1	5	7	1	1	1	4	7	2.94
45-49	0	0	3	3	6	0	1	3	2	6	2.52
40-44	1	2	9	13	25	0	2	10	13	25	10.50
35-39	0	2	10	19	31	0	0	10	21	31	13.03
30-34	0	2	15	28	45	0	0	15	30	45	18.91
25-29	0	2	21	35	58	0	0	21	37	58	25.63
< 25	0	0	7	16	23	0	0	7	16	23	9.66
Subtotals	5	25	75	130	235	11	29	72	126	235	100
Totals	30		205		235	40		198		235	

* Casual workers (two people) are included in PAS university-contracted staff and PAS temporary staff.

Source: Human Resources

The number of PAS who have been active at some point in 2014 and are no longer active as of 31 December is **235**. Of the total, **155 (65.13%)** are women and **83 (34.87%)** are men. By type of contract, **40 (16.81%)** were permanent and **198 (83.19%)** were temporary. By employment type, **30 (12.77%)** were civil servants and **205 (87.23%)** were university-contracted staff. By age bands, the largest group of staff leaving the UB as of 31 December were between 25 and 29 years old, followed by those between 30 and 34 years old.

PDI ACTIVE IN 2014 AND NOT ACTIVE AT 31/12/2014*								
	CIVIL SERVANTS		PERMANENT UNIVERSITY-CONTRACTED STAFF		TEMPORARY UNIVERSITY-CONTRACTED STAFF		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN		
> 65	16	20	0	1	31	18	86	21.39
60-64	8	11	0	0	8	9	36	8.96
55-59	2	2	0	2	9	11	26	6.47
50-54	3	0	0	0	13	11	27	6.72
45-49	0	1	0	0	15	12	28	6.97
40-44	0	0	0	0	15	19	34	8.46
35-39	0	0	0	0	26	39	65	16.17
30-34	0	0	0	0	30	44	74	18.41
25-29	0	0	0	0	13	10	23	5.72
< 25	0	0	0	0	2	1	3	0.75
Subtotals	29	34	0	3	162	174	402	100
Totals	63		3		336		402	

* Emeritus professors appear under temporary university-contracted staff.

Source: Human Resources



Of the **402** PDI who have ceased to be active as of 31 December 2014, **211 (52.49%)** were women and **191 (47.51%)** were men. Of these, **63 (15.67%)** were civil servants, **3 (0.75%)** had permanent university contracts and **336 (83.58%)** had temporary university contracts. By age bands, the largest group of PDI leaving the UB was older than 65 years of age (**21.39%**), that is, they have retired. Nevertheless, leavers in the two age bands 30-34 and 35-39 account for **34.58%** of the total.

PDI ACTIVE IN 2014 AND NOT ACTIVE AT 31/12/2014								
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		EMERITUS PROFESSORS		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN	MEN	WOMEN		
> 65	16	20	6	2	25	17	86	21.39
60-64	8	11	8	9	0	0	36	8.96
55-59	2	2	9	13	0	0	26	6.47
50-54	3	0	13	11	0	0	27	6.72
45-49	0	1	15	12	0	0	28	6.97
40-44	0	0	15	19	0	0	34	8.46
35-39	0	0	26	39	0	0	65	16.17
30-34	0	0	30	44	0	0	74	18.41
25-29	0	0	13	10	0	0	23	5.72
< 25	0	0	2	1	0	0	3	0.75
Subtotals	29	34	137	160	25	17	402	100
Totals	63		297		42		402	

Source: Human Resources

Of the **402** PDI who have ceased to be active as of 31 December 2014, **63 (15.67%)** were civil servants, **297 (73.88%)** had university contracts and **42 (10.45%)** were emeritus professors.

STAFF REMUNERATION

Highest and average staff remuneration

This section sets out information on the highest and average staff remuneration levels for PDI and PAS in 2014.

Highest and average staff remuneration (PDI)

PDI SALARIES	
Highest remuneration	125,464.98
Average total annual remuneration	50,891.56

Note 1. This calculation includes full-time staff according to indicator G4-10 (staff by employment type, contract type and gender) and it seeks to cover all income received, with the exception of compensation for commissions.

Note 2. The highest remuneration corresponds to a full university professor whose pay can be broken down as follows:

– salary	13,308.60
– three-yearly increments	3,070.80
– travel supplement	9,550.20
– yearly extra payment	3,276.14
– specific supplement	5,484.72
– addition to specific supplement	1,636.16
– supplement for teaching merit	4,332.24
– supplement for research	1,444.08
– regional government’s teaching supplement	1,742.88
– regional government’s research supplement	1,453.80
– cost-of-living adjustment	2,557.44
– additional payment for cost-of-living adjustment	339.10
– PAS training courses	640.00
– reduction for GENCAT 2014	-2,625.70
– master’s, schools and postgraduate	79,254.52

Note 3. The calculation of the average total annual remuneration includes all of the following items: salary, three-yearly increments, travel supplement, yearly extra payment, specific supplement, addition to specific supplement, category supplement, workplace supplement, supplement for teaching merit, research supplement, supplements from the Government of Catalonia for teaching, research, management and basic, cost-of-living adjustment, additional payment for cost-of-living adjustment, academic posts, payment for postgraduate work, payment for training courses, payment for entrance exams and reduction for GENCAT 2014. It does not include compensation for commissions.

Source: Human Resources

As the table above shows, the highest remuneration for PDI in 2014 corresponds to a full university professor. The average PDI remuneration is **50,891.56** euros.

Highest and average staff remuneration (PAS)

PAS SALARIES	
Highest remuneration	92,857.18
Average total annual remuneration	28,641.42

Note 1. This calculation includes full-time staff according to indicator G4-10 (staff by employment type, contract type and gender) and it seeks to cover all income received, with the exception of compensation for commissions

Note 2. The highest remuneration corresponds to the general manager, whose pay can be broken down as follows:

PAS SALARIES	
- salary	85,714.32
- yearly extra payment	14,285.72
- reduction for GENCAT 2014	-7,142.86

Note 3. The calculation of the average total annual remuneration includes all of the following items: salary, three-yearly increments, travel supplement, yearly extra payment, specific supplement, addition to specific supplement, workplace supplement, bonuses for extended working hours and activities involving hazards and surveillance duties, improvement and additional payment, personal supplements, temporary supplements, special payments for participation in training courses, entrance exams, postgraduate certificates and reduction for GENCAT 2014. It does not include compensation for commissions.

Source: Human Resources

The highest PAS salary corresponds to the general manager and the average PAS salary is **28,641.42** euros.

Salary differences among employees

The UB, like any other public institution, has fairly small salary differences across its workforce.

SALARIES*		2011	2012	2013	2014
PDI	Maximum salary	43,391.64	40,681.62	40,681.62	40,681.62
	Minimum salary	20,935.74	19,440.33	19,440.33	19,440.33
PAS	Maximum salary	90,000.12	83,571.54	83,571.54	83,571.54
	Minimum salary	20,433.16	19,020.56	19,020.56	19,020.56
General Manager's salary		110,000.10	102,142.95	102,142.95	92,857.18
Group IV temporary staff salaries		20,894.85	19,402.36	19,402.36	19,558.26

* The figures do not include three-yearly increments or performance-related bonuses. The yearly extra payment has been discounted for 2012, 2013 and 2014.

Source: Human Resources

RATIO BETWEEN HIGHEST AND LOWEST SALARIES*			
2011	2012	2013	2014
5.38	5.37	5.37	4.88

* Ratio calculated from previous tables. Three-yearly increments and performance-related bonuses are not included. The yearly extra payment has been discounted for 2012, 2013 and 2014.

Source: Human Resources

The salary of the UB's general manager excluding three-yearly increments and performance-related bonuses and discounting the value of the yearly extra payment is **4.88** times the salary of the lowest-earning PAS (again excluding three-yearly increments, performance-related bonuses and the yearly extra payment).

Staff costs

STAFF COSTS RELATIVE TO TOTAL EXPENDITURE (MILLIONS OF EUROS)	2011	2012	2013	2014
Staff costs	282.57	267.07	264.45	264.12
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	415.59	405.52	384.847	371.93
Total expenditure (including only operating costs)	366.51	354.60	343.05	340.09
Percentage of staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	67.99	65.86	68.72	71.01
Percentage of staff costs over total costs (including only operating costs)	77.10	75.32	77.09	77.66

Source: Economic Planning and Budgeting

EMPLOYEES WITH RECOGNIZED DISABILITIES

	31-12-2012	31-12-2013	31-12-2014
Percentage PAS	2.36	2.76	2.72
Percentage PDI	1.88	0.79	0.75
Total	2.03	1.41	1.34

Source: Human Resources

The percentage of PAS at the UB who have some kind of disability is **2.72%**, while the figure for PDI drops to **0.75%**. 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.

LEVEL OF OFFICIAL STUDIES OF EMPLOYEES⁹

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	31-12-2012	31-12-2013	31-12-2014
PhD	3,776	3,739	3,686
Holders of pre-EHEA degree courses	2,848	2,837	2,945
Total	7,724	7,542	7,597

Source: Human Resources

9. Data for the years 2011 and 2012 in this sub-section have been collected at a different point in time than the data in the rest of the section. From 2013, however, the figures correspond in all cases to the same point in time.

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	31-12-2012	31-12-2013	31-12-2014
PhD	3,673	3,598	3,563
Degree and diploma holders	1,639	1,592	1,751
Percentage of PDI who are PhD holders	0.69	0.69	0.67
Total	5,312	5,190	5,314

Source: Human Resources

LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	31-12-2012	31-12-2013	31-12-2014
PhD	103	141	123
Holders of pre-EHEA degree and diploma courses	1,209	1,245	1,194
Upper secondary school education graduates	536	411	431
Vocational training	250	259	257
Obligatory secondary school graduates	314	296	278
Total	2,412	2,352	2,283

Source: Human Resources

STAFF TRAINING

Training for PAS

The UB's unit Corporate Training manages training services. Each year, it prepares a training plan that includes a variety of face-to-face and blended courses in response to the professional and personal training needs of both administrative and service staff. In addition, tuition assistance is available, for example, to study official languages of the European Union at the UB's School of Modern Languages or at the Escola Oficial d'Idiomes. Self-access learning resources are also available (e.g. training guides for computer science or for Catalan).

It should also be mentioned that the Vice-Rector for Administration and Organization has launched a training scheme related to the reform of the administrative structure, to help staff adapt to changes that occur in their work as a result of organizational changes. To address this reform, since 2013 the Communities of Practice (CoP) scheme has been fully operational, providing a new methodology for group work whereby professionals of the same field meet to share knowledge and obtain products and services.

[+ information](#)

Breakdown of PAS training hours

The following tables show the number of PAS training hours broken down according to a variety of criteria.

DETAILED BREAKDOWN OF PAS TRAINING HOURS, INCLUDING ENROLLMENT NUMBERS AND TOTAL HOURS, BY GENDER AND EMPLOYMENT CATEGORY												
PROFESSIONAL CATEGORY	2012				2013				2014			
	WOMEN		MEN		WOMEN		MEN		WOMEN		MEN	
	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING
PDI (teaching and research staff)	1	100	0	0	55	2,168	44	1,807	70	1,738	25	803
Other positions	13	82	7	42	38	432	15	83	1	5	2	13
Civil servants in group A	85	1,179.5	9	79.5	133	1,637	19	193	55	952.5	12	110
Civil servants in group B	194	3,344	34	380	247	4,005	66	1,024	235	4,153.5	50	947
Civil servants in group C	477	8,156	98	2,107.5	582	8,110	114	1,708	563	8,466.5	133	2,453.5
Civil servants in group D	0	0	3	22	3	37	7	86	244	4,059.5	19	248.5
Civil servants in group E	152	3,092	34	543	229	3,763	40	649	-	-	-	-
Non-permanent civil servants in group A	-	-	-	-	-	-	-	-	1	50	1	60
Non-permanent civil servants in group B	13	394	14	264	30	690	8	243	24	620.5	7	272
Non-permanent civil servants in group D	130	2,979	14	381	234	3,959	30	555	341	6,010	48	927
Non-permanent civil servants in group E	5	86	0	0	1	4	0	0	-	-	-	-
University-contracted staff in group 1	62	1,004.5	37	844	100	1,923.5	53	830	82	1,639.5	28	760.5
University-contracted staff in group 2	35	671	27	654	42	559	48	954	40	820	37	696
University-contracted staff in group 3	75	1,597	43	1,149	73	1,229	91	1,710	47	1,115	66	1,357.5
University-contracted staff in group 4	39	1,073	20	377	47	1,037	29	640	50	896.5	34	786.5
Temporary university-contracted staff in group 1	24	836	3	265	38	922	13	448	40	928	24	872.5
Temporary university-contracted staff in group 2	26	572	8	964	45	712	15	432	39	855.5	13	236
Temporary university-contracted staff in group 3	60	1,630.5	32	714.5	95	2,210	43	996	102	2,490.5	53	1,533
Temporary university-contracted staff in group 4	16	308	8	344	27	391	15	516	21	370	16	330
Total	1,407	27,104.5	391	9,130.5	2,019	33,798.5	650	12,874	1,955	35,170.5	568	12,406

Source: Human Resources

Although Corporate Training organizes courses for PAS staff, teaching and research staff sometimes also request to attend. This occurs through a cooperation agreement reached between the Institute of Education Sciences and Corporate Training, which allows for any unfilled places to be offered to teaching and research staff.

PAS HOURS OF TRAINING: TOTALS AND AVERAGE PER STAFF MEMBER*	2011		2012		2013		2014	
	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE
Civil servants	60,999	61.24	23,231.5	22.34	30,648	30.05	31,889	32.31
University-contracted staff	25,803	19.88	13,003.5	9.48	16,024.5	12.03	15,687	12.10
Total	86,802	37.84	36,235	15.02	46,672.5	19.84	47,576	20.84

* The calculation of the average for each year uses the figure at 31 December of that year. In 2014, for example, the average is the result of dividing the PAS total hours of training in 2014 by the number of PAS staff at 31 December 2014.

Source: Human Resources

As the table above shows, the average number of hours for PAS training has risen each year, reaching **20.84 hours** in 2014.

PAS TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED*	2011		2012			
	TOTAL HOURS	AVERAGE HOURS	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED
Women	67,511	45.49	27,104.5	17.36	1,407	650
Men	19,291	23.82	9,130.5	10.73	391	206
Total	86,802	37.84	36,235	15.02	1,798	856

PAS TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED*	2013				2014			
	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED
Women	33,798.5	22.24	2,019	845	35,170	23.96	1,955	902
Men	12,874	15.47	650	319	12,406	15.22	568	329
Total	46,672.5	19.84	2,669	1,164	47,576	20.84	2,523	1,231

* The calculation of the average for each year uses the figure at 31 December of that year. In 2014, for example, the average is the result of dividing the PAS total hours of training in 2014 by the number of PAS staff at 31 December 2014.

Source: Human Resources

The two indicators *Total number of registrations* and *Total staff* are different, because staff can register for more than one course.

The table above shows that the average hours of training for PAS continue to be higher for women than for men. The overall average for each staff member has been growing since 2012. In the last two years, the number of staff trained has also increased. By contrast, the number of total registrations has fallen slightly from 2013 to 2014.

Evaluation of courses taken by PAS

The table below shows the users' evaluations of courses offered by Corporate Training. The scale is from 1 to 8.

AREA	2011		2012		2013		2014	
	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION	COURSE EVALUATION	TEACHING EVALUATION
IT	7.15	7.63	6.75	7.42	6.77	7.45	6.66	7.45
Written communication	7.26	7.51	6.97	7.4	6.19	7.01	-	-
Organizational techniques	6.85	7.43	7.1	7.7	6.86	7.5	7.04	7.76
Communication (techniques and interpersonal communication)	6.81	7.46	6.97	7.4	6.86	7.28	6.94	7.48
Occupational risk prevention and the environment	7.06	7.34	7.07	7.41	6.69	7.37	6.86	7.26
Foreign languages	6.88	7.54	7.13	7.75	6.94	7.64	6.92	7.45
Laboratories	-	-	-	-	6.85	7.45	6.7	7
Management skills and personnel management	7.20	7.70	-	-	7.03	7.5	7.13	7.53
Financial management	6.9	7.34	7.25	7.77	6.39	7.24	6.48	7.04
Research management	-	-	6.4	6.75	6.7	6.98	7.01	7.42
Legal environment	7.05	7.13	7.16	7.3	6.82	7.58	6.91	7.6
Personal development	6.81	7.61	-	-	-	-	-	-
Various	6.7	7.9	-	-	6.53	7.37	-	-
Library	7.1	7.58	7.1	7.3	6.82	7.58	6.89	7.34
Academic management and performance assessment (SED)	6.43	7	6.75	7.45	7.19	7.77	5.7	7.48
Knowledge management	-	-	-	-	6.76	7.18	-	-
Human resource management	-	-	-	-	6.65	7.25	7.1	7.6
Electronic administration	-	-	-	-	5.99	6.43	5.7	6.4
Catalan	-	-	-	-	-	-	6.9	7.4

Source: Human Resources

Training for PDI

The UB's Institute of Education Sciences (ICE) runs training for PDI to improve their performance level at work.

[+ information](#)

In the academic year 2013-2014, the ICE has offered the following training programmes:

TRAINING PROGRAMMES TO IMPROVE THE COMPETENCES OF TEACHING AND RESEARCH STAFF (ACADEMIC YEAR 2013-2014)							
COMPETENCE IN METHODOLOGY	COMPETENCE IN COMMUNICATION AND INTERPERSONAL SKILLS	COMPETENCE IN THE PLANNING AND MANAGEMENT OF TEACHING	COMPETENCE IN TEAMWORK	DESIGN AND DEVELOPMENT OF RESEARCH	TRAINING PLAN IN LANGUAGES TO ACHIEVE INTERNATIONALIZATION IN TEACHING. BASIC SKILLS AND TOOLS TO TEACH CONTENT	TRAINING PROGRAMME IN MANAGEMENT AND RESEARCH	TRAINING PROGRAMME FOR YOUNG RESEARCHERS AT THE UB
<ul style="list-style-type: none"> - Being a teacher in the virtual classroom (online course) - Case studies as a learning method - How students learn: learning strategies - Personal learning environments (PLE): their use in contexts of formal education (online course) - Development of creative thinking - The connected classroom: teaching strategies for networking to the Moodle environment (online course) - Learning and collaborative work online and in the Moodle environment (online course) - Blended teaching: teaching in blended learning contexts (online course) - Mobile phones in the classroom: from enemy to friend - Course on Linux and its applications - MOODLE - Task-oriented evaluation and gradebook in Moodle 2.4 - Questionnaires and question banks in Moodle 2.4 - The Moodle Workshop tool: self-assessment and peer assessment in the Virtual Campus - Moodle tools for collaborative work 	<ul style="list-style-type: none"> - How to improve university classes: communication and participation and motivation of students and Web 2.0 support tools - Public presentation techniques: communication and personal work - Education and vocal technique - Competitive debate in the classroom: the foundations of persuasion - Enthusiasm in the classroom: keys to designing motivational learning 	<ul style="list-style-type: none"> - 23 key considerations for creating a successful and enjoyable MOOC (online course) - Time management and administration 	<ul style="list-style-type: none"> - Skills to resolve conflicts in teaching and research teams 	<ul style="list-style-type: none"> - Basic statistics - Multivariate statistical techniques - Basic course in R programming language - How to publish in prestigious scientific journals: rules and tips (online course) - Writing as a part of the research process - Introduction to research tools 2.0 (online course) 	<ul style="list-style-type: none"> - UB lecturers who are non-native speakers of English and would like to start teaching or giving some lectures in English or improving the way they have been using their English in class so far 	<ul style="list-style-type: none"> - Training for mid-level posts at the UB and for teaching staff with management or coordination responsibilities in postgraduate or master's courses or research teams or groups 	<ul style="list-style-type: none"> - Training programme for contracted staff, grantholders and research support staff who are predoctoral or postdoctoral

Source: Institute of Education Sciences (ICE)

Training hours for teaching and research staff

PDI TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED BROKEN DOWN BY GENDER*	2010-2011			2011-2012		
	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES
Women	34,548	14.87	1,396	31,942.75	13.56	1,516
Men	22,823	7.81	1,059	19,510.25	6.61	1,059
Total	57,371	10.93	2,455	51,453	9.70	2,537

PDI TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED BROKEN DOWN BY GENDER*	2012-2013			2013-2014		
	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES
Women	29,480	12.36	1,841	35,732.1	15.20	1,446
Men	18,558.5	6.34	1,159	22,450.4	7.91	999
Total	48,038.5	9.04	3,000	58,182.5	11.21	2,445

* The calculation of the average for each year uses the figure at 31 December of the year in which the academic year begins. In 2013-2014, for example, the average is the result of dividing the PDI total hours of training in the academic year 2013-2014 by the number of PDI staff at 31 December 2013.

Source: *Institute of Education Sciences (ICE)*

The number of PDI receiving training has fallen sharply relative to the academic year 2012-2013 (from **3,000** to **2,445**). However, the average hours of training per PDI is **11.21** hours compared to **9.04** in the previous academic year. Women continue to register a higher average in their hours of training than men (**15.20** for women compared to **7.91** for men).

Costs of staff training

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

BUDGET FOR PAS TRAINING, PER PERSON	2011	2012	2013	2014
Cost of staff training (euros)	271,213	134,807	176,987.40	187,406.60
Average cost per employee (euros)*	118.23	55.89	75.25	82.09

* The calculation of the average for each year uses the figure at 31 December of that year. In 2014, for example, the average is the result of dividing the PAS total hours of training in 2014 by the number of PAS staff at 31 December 2014.

Source: *Human Resources*

The table above shows that the spending on PAS training has risen in the past two years, reaching **187,406.60** euros in 2014. The average spending per employee has also gone up.

COSTS OF PDI TRAINING (EUROS)	2011	2012	2013	2014
Direct costs				
Training costs covered by the UB	125,309.25	188,880.03	143,553.68	121,428.98
Training costs covered by subsidies	19,242.20	45,942.24	57,285.61	75,881.38
Total direct costs	144,551.45	234,822.27	200,839.29	197,310.36
Indirect costs				
Staff costs	459,549.03	487,063.37	483,369.58	488,143.76
Costs related to hiring classroom space	3,920.00	5,040.00	9,760.00	13,200
Total indirect costs	463,469.03	492,103.37	493,129.58	501,343.76
Total costs of PDI training	608,020.48	726,925.64	693,968.87	698,654.12

Source: Institute of Education Sciences (ICE)

Spending on PDI training has risen since 2013, reaching a total of **698,654.12** euros. The increase is a result of the rise in indirect costs, given that direct costs have fallen for the second year in a row. It is also noteworthy that the direct costs covered by the UB have fallen for the past three years, while the direct costs covered by subsidies have risen over the same three years.

Fulfilment of targets for 2013-2014

- The funds devoted to staff training have gone up (reaching **698,654.12** euros).
- The annual courses on health and safety have been maintained.
- More courses in spoken fluency in English have been held and the number of people attending has increased by **10%**.

Objectives for the academic year 2014-2015

- To link necessary courses to the tasks of administrative staff (PAS training).
- To organize courses in the area of personal development to prepare people for retirement. The approach needs to take two perspectives:
 - To involve staff in introductory courses on social action: the objective is to make participants aware of the opportunities to get involved and to enable them to think about the needs of the poor and of people in situations of social exclusion in today's society.
 - To give staff positive guidance for this new stage in their life:
 - **Preparation for retirement in the area of health and ageing:** to inform them of changes that occur in the process of ageing and to teach healthy habits.
 - **Preparation for retirement, continuation of life plans and legal aspects:** to show them how to value life plans and personal history as a tool to remain active and add new social relations, and to inform them of laws relating to the administration and welfare benefits with regard to personal and family issues.

SAFETY AND OCCUPATIONAL RISK PREVENTION

The Office for Health, Safety and Environmental Issues (OSSMA) oversees the health and safety of staff at the UB.

[+ information](#)

Types of injuries, work-related illness, absenteeism and the number of work-related fatalities

The scheme covering the work-related accidents and illness of UB staff is set out in [previous reports on social responsibility](#).

The table below provides a summary of work-related accidents and illness in 2014. The figures provided to OSSMA by Muface are included in these statistics.

TYPE OF GROUP	NUMBER		DEGREE OF SEVERITY		
	CASES OF ACCIDENT OR ILLNESS	MILD	SEVERE	VERY SEVERE	GRAVE
In transit	20	20	0	0	0
During working hours	23	23	0	0	0
Work-related illness	0	0	0	0	0
Total	43	43	0	0	0

Source: Health, Safety and Environmental Issues

Staff in jobs that have a higher likelihood or risk of illness

This indicator refers to illness as the concept is commonly used (for example, a case of tuberculosis caught as a result of doing research with Koch's bacillus or coming into contact with a student who has contracted the disease as a holidaymaker) and as it occurs professionally (for example, silicosis or carpal tunnel syndrome).

Illness according to the professional concept¹⁰

In general, all staff who repeatedly carry out a given set of specific tasks have a likelihood of developing a professional illness over time, but this likelihood is higher for the following staff:

1. Staff who work with biological agents, human beings and animals (researchers in Medicine, Biology, Pharmacy, etc. and cross-functional services such as dissecting rooms, medical services and animal facilities).

¹⁰ According to Article 116 of the General Law on Social Security, **professional illness is defined as one that the worker contracts as a consequence of work carried out for another person**, performing activities that are specified in the approved table and that are caused by the action of the elements or substances indicated in the table for each illness. In November 2006, the current table of professional illnesses under the social security system was published, codifying all professional illnesses and their causal agents.

2. Staff who work with carcinogenic, mutagenic or toxic chemical products (researchers in the faculties of Chemistry, Pharmacy, Medicine, Dentistry, etc.).
3. Staff who work with radiation: ionizing radiation, nuclear magnetic resonance, ultraviolet rays, etc. (CCiT, radioactive facilities in UB faculties/schools, etc.).
4. Staff who perform repetitive motions (lending in the libraries, certain office activities, load handling, etc.).

Illness according to the common concept, caused by infection

1. Staff who perform research activity with biological agents from group 2, 2* or 3 (Medicine, Biology, Pharmacy, Dentistry, Nursing, etc.).
2. Staff who work in hospitals, clinics, dissecting rooms and animal facilities (Medicine, Dentistry, Nursing, etc.).

Health and safety issues covered in formal agreements with trade unions

With only slight changes, [the information from 2013](#) remains valid for 2014, because the actions are ongoing: the arrangements are not annual, but ongoing and permanent, normally because this is a legal requirement. The table below shows issues that are specific to 2014.

SUBJECT	CONTENT
Health and Safety Committee meetings	The Health and Safety Committee meets every three months, as stipulated by the legislation on the prevention of occupational risks. Four meetings were held in 2013.
Participation of employee representatives in action carried out by the Prevention Service	A committee has been formed for the monitoring and prevention of psychosocial issues. It is chaired by the Vice-Rector for Administration and Organization and it includes trade-union representatives. The committee meets periodically to review psychosocial cases.
	A specific meeting has been held with the prevention delegates to address the management of psychosocial cases.
Personal protective equipment	For 2014, the annual cost of this equipment as it was provided by OSSMA was approximately € 8,000, which is in addition to the costs assumed by the corresponding units.

Source: *Health, Safety and Environmental Issues*

All of the important decisions on the subject of risk prevention in the workplace taken by the UB are made in consultation with staff representatives through the Health and Safety Committee and, if appropriate, the prevention delegates.

Evaluation of occupational risks

During the academic year 2013-2014, ongoing evaluation of occupational risks continued in the areas of safety, industrial hygiene and ergonomics (eliminating or diminishing any risks uncovered and identifying new ones). With respect to the evaluation of psychosocial risks, the UB continues to follow the plan established in 2010 with the Labour Inspectorate. The self-protection plans in the UB's buildings follow the guidelines established by Decree 82/2010, of 29 June (replaced by Decree 30/2015, 3 March), which lays down the catalogue of activities and centres required to adopt self-protection measures and also stipulates the content of such measures.

Objectives for the academic year 2014-2015

- To carry out an epidemiological study through the OSSMA's unit on occupational medicine. The study will take into account the health check-ups carried out and the types of activities performed by staff and trainee researchers. The focus will be on the most prevalent factors in the analysed population and the aim will be to determine whether there is any correlation between the various factors analysed and the activity being done.
- To have baseline health and safety indicators approved by the Spanish Rectors' Conference for all universities in Spain.
- To have a baseline management procedure for overseeing staff health approved by the Spanish Rectors' Conference for all universities in Spain.
- In the area of self-protection plans (SPP), to adapt the plans to the new regulations; to prepare SPP for buildings and request their validation; to conduct annual drills in the buildings that have an SPP and propose measures to be adopted to resolve any problems that are uncovered, and to review the SPPs every four years from the time they are produced and, if necessary, to make any changes deemed appropriate.
- In the area of evaluating psychosocial risks, to continue the evaluation of all staff in the various buildings in accordance with the schedule agreed in 2010 with the Labour Inspectorate (the schedule covered five years, but at least two additional years will be needed).
- In the area of evaluating risks in all other specializations, the work is ongoing. In addition, the UB has established an objective to implement an induction plan for new hires, in coordination with Human Resources. This measure was set to be implemented some years ago, but the award of the seal of HR Excellence in Research requires implementation this year because it is part of the action plan.

POLICIES TO ADDRESS SPECIAL PAS NEEDS

The UB is implementing measures to assist PAS with work-life balance and to provide PAS with support in situations that require special attention.

Attention to special situations of administrative and service staff

In 2013, the Office of the Vice-Rector for Administration and Organization set up a committee for monitoring and preventing psychosocial issues. The committee has continued its work during the academic year 2013-2014, coordinating situations that involve PAS which, as a result of their complexity, require special treatment. The committee also collaborates with UB services and resources to propose the best solution for each case and provide follow-up.

The committee also seeks to become a shared space to reflect on the variety of issues that need to be addressed to implement prevention mechanisms. After addressing each case, the committee issues recommendations for decision making based on a comprehensive analysis of the issues.

Work-life balance

The UB has continued to offer a pool of 56 hours annually to PAS staff to enable them to achieve better work-life balance. A subsequent study shows that 72.52% of requests were made to deal with personal duties and errands, while 18.09% were for taking care of children, 5.92% were for taking care of parents and 3.47% were for taking care of other relatives.

The UB has also implemented a project on time management to provide PAS staff with the basic concepts so they can be more aware of how they use their time at work. The goal of this voluntary project is to help participants better organize themselves and improve their use of time, providing tools to help schedule and prioritize. The project is also designed to raise awareness of bad habits or weaknesses, in order to have a positive impact on staff and on the UB. Everyone who has taken part has had to take an online course lasting six hours on how to maximize working hours. The project involved spending 15 minutes a day organizing work and management time. In 2014, 1,974 staff enrolled in the project and 1,729 (87.59%) completed the course. In addition, 234 staff received validation for completion of the course in other calls. After completion of the course, 1,696 participants filled in an anonymous assessment questionnaire. The conclusions are as follows:

- 50% of participants said the course was very simple and easy to follow, while 38% said that it was quite simple and easy to follow.
- 78.6% of participants said that the course had provided tools to improve their well-being as well as planning tools that have an impact not only in the workplace but in their personal life.

The committee overseeing this project is made up of Human Resources and trade-union representatives from UGT and CCOO. The committee still needs to assess the implementation and propose future training activities.

Fulfilment of targets for 2013-2014

As anticipated, the two projects (attention to special needs of PAS staff and work-life balance) have continued. In the case of the time management project, the UB has also offered the training course to help staff make better use of their time at work.

Objectives for the academic year 2014-2015

- To continue work on the improvement and consolidation of the committee responsible for the monitoring and prevention of psychosocial issues.
- To continue consolidating and improving the two projects aimed at better work-life balance—the flexible pool of hours and the time management project—and to expand training and supplementary activities.

BODIES TO MANAGE CONFLICTS AND DISPUTES AMONG UB STAKEHOLDER GROUPS

Ombuds Office

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 UB.

[+ information](#)

Cases addressed

The table below shows the trend in the number of cases addressed over the past four years. The figures are broken down by the group and by the gender of the person making the request or complaint.

CASES ADDRESSED	2010-2011	2011-2012	2012-2013	2013-2014
Total	122	125*	139**	128***
Cases resolved	95.9%	97.8%	69%	87.6%
PDI	13	15	6	9
PAS	2	7	8	5
Students	97	102	122	103
Other	10	1	3	11
Women	83	70	87	66
Men	39	54	48	57

* The total for women and men does not add up to 125 because one case was anonymous.

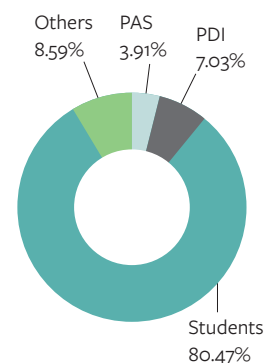
** The total for women and men does not add up to 139 because four cases involved groups.

*** The total for women and men does not add up to 128 because one case was anonymous and another case involved a group (including five men and women).

Source: Ombuds Office

The table above shows that the Ombuds Office addressed 128 cases during the academic year 2013-2014 (specifically between 1 September 2013 and 31 August 2014), of which 124 were complaints and 5 were queries.

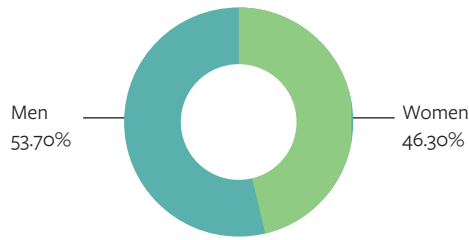
Users by group



Source: Ombuds Office

By far, the group that turned most to the Ombuds Office is students (80.47%).

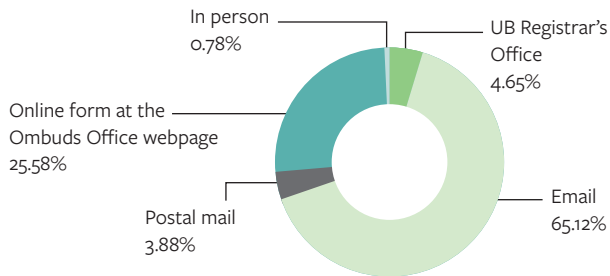
Users by gender



Source: Ombuds Office

In the case of gender, the percentage of women (53.7%) who contact the Ombuds Office is greater than the percentage of men (46.3%).

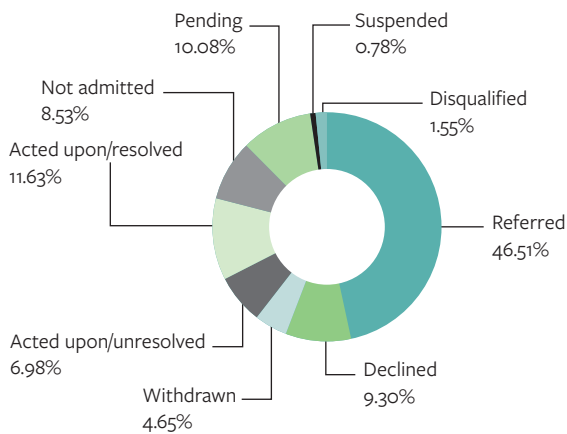
Sources of consultation



Source: Ombuds Office

The most common way to contact the Ombuds Office is by email (65.12%). The second most common approach is to complete the form on the webpage of the Ombuds Office (25.58%).

Case management



Source: Ombuds Office

Nearly half of the cases (46.51%) have been referred to other units and practically 12% have been acted upon and resolved by the Ombuds Office itself.

Since the academic year 2011-2012, cases have also been received by telephone. These are not necessarily complaints in the strict sense, but are often requests for information.

CASES ADDRESSED BY TELEPHONE	2011-2012	2012-2013	2013-2014
Total	119	248	201
Cases that have led to formal complaints	50	70	83
PDI	7	32	18
PAS	20	29	17
Students	92	187	143
Other	-	-	23

Source: Ombuds Office

As the table above shows, students are the group that has most frequently contacted the Ombuds Office by telephone.

Of the 201 cases attended, 83 have led to formal complaints. The most common reasons for filing complaints are:

- Students: enrolment (payment, modifications, debtors), assessment (primarily issues about the final project in bachelor's degrees), lack of attention, follow-up by teaching staff, doctoral studies, grants.
- PDI/Grantholders: situation of associate lecturers, retirement.
- PAS: list of job posts, situation of the Guarantee Fund, enrolment (ancillary budget legislation).
- Other: UB Sports, secondary-school students, students taking university entrance exams, alumni, access to UB libraries.

Bibliographic resources

The Ombuds Office has a collection of bibliographic resources that was put into operation with the arrival of the current Ombuds Officer. The collection has 205 titles, four of which are new in the academic year 2013-2014. Of the publications, 90% are reports by ombuds offices or other legal counsel, primarily from public universities. The rest are monographs on related subjects.



Support and Mediation Office

Cases addressed

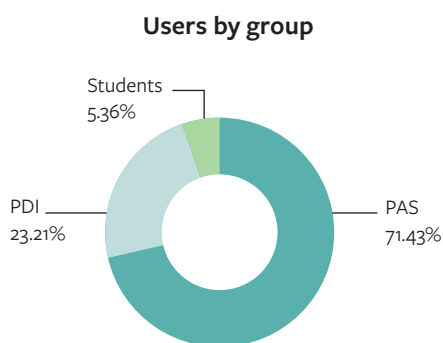
CASES ADDRESSED	2011	2012	2013	2014
Total	24	23	28*	56*
Cases resolved	71%	89%	93%	85,71%
PDI	6	2	4	13
PAS	18	19	23	40
Students**	-	2	1	3
Women	19***	17	21	38
Men	8***	6	7	18
PDI women	5	2	2	5
PAS women	14	14	18	31
Students, women	-	1	1	2
Students, men	-	1	-	1
PDI men	3	0	2	8
PAS men	5	5	5	9

* Starting in 2013, the total number of cases addressed includes cases from previous years that are yet to be resolved. In prior years, the total number of cases reflects only new cases.

** These cases have always been referred to the Office of the Vice-Rector for Students, because the Support and Mediation Office does not deal with student issues.

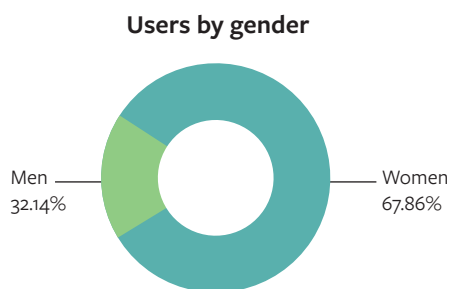
*** The total number of users (women and men) that have requested action by the Support and Mediation Office is 27. This is not the same as the number of cases (24) because some cases have been initiated by more than one person.

Source: Support and Mediation Office



Source: Support and Mediation Office

As the table above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (71.43%).

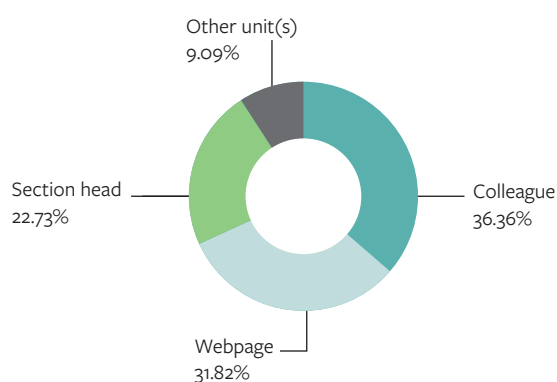


Source: Support and Mediation Office

Because the presence of women in the UB's administration (64.6% of total PAS)¹¹ is much larger than the presence of men, the services of the Support and Mediation Office have been addressed more frequently to women, who account for 67.86% of users. At the same, women have taken a much more active role in requesting the services of the Support and Mediation Office: nearly 80% of all cases have been initiated by a woman.

Sources of consultation

The figure below shows the sources of cases received by the Support and Mediation Office.



Source: Support and Mediation Office

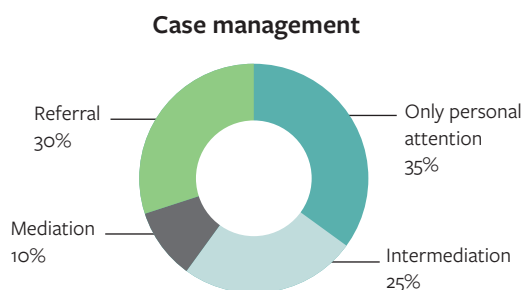
The chart continues to reflect a significant percentage of cases reaching the Support and Mediation Office directly from the affected person on the advice of colleagues (36.36%). Thanks to the improved webpage of the Support and Mediation Office, which has been completely overhauled, the number of cases arriving by this mechanism has risen by 68% from 19% last year to 31.82% this year. Section heads (primarily the centre administrators) reflect the third most common source of cases (22.73%), while only 9.09% of cases come from other units.

Case management

- [Personal attention](#)
- [Mediation](#)
- [Intermediation](#)
- [Referral](#)

¹¹. These figures are available in the [2013-2014 Report of the University of Barcelona](#).

The figure below shows a breakdown of the actions taken by the Support and Mediation Office. The information does not include calls, assistance and follow-up related to the management of each case.



Source: Support and Mediation Office

Fulfilment of targets for 2013-2014

- Diffusion
 - Postcards to advertise the Support and Mediation Office have been designed, printed and distributed to all UB faculties and units.
 - The following are still pending: the presentation of the Support and Mediation Office to the Conference of Deans, the organization of a meeting for UB managers and supervisors of PAS and PDI staff to share experiences, and the organization of awareness-raising sessions for the UB's various faculties and schools.
 - A proposal to update the regulations has been prepared, along with a project to expand services to students: as the Support and Mediation Office seeks to address the entire university community in response to the social reality, students must be able to benefit from its services.
- Staffing
 - The need to have someone with a legal and mediation profile has been met through the hiring of a part-time person as of January 2014.
 - The permanent staffing of the Office is still pending, subject to the approval of the job posts within the UB's formal list of job posts.

Objectives for 2015

- Database
 - To update the database, adding new parameters to facilitate statistical studies.
 - To improve the security of the database in order to protect the confidentiality of personal data more efficiently.
- Diffusion
 - To present the Support and Mediation Office to the Conference of Deans.
 - To organize a meeting to share the experiences of PAS and PDI managers and supervisors.
 - To hold awareness-raising sessions in the UB's various faculties and schools.
- Approval of regulations and expansion plans
 - To submit the proposal to update the regulations to the Office of the Vice-Rector for Students and to the Governing Council, together with expansion plans to extend the services of the Support and Mediation Office to students (at present, only staff cases are being addressed).
- Training
 - To conduct mediation training aimed at PDI staff.

EQUALITY

The UB unit dedicated to equality seeks to achieve equality for everyone in the university community. The [Second Equality Plan](#) was prepared to make this goal a reality in the period from 2011 through the preparation of the Third Equality Plan.

[+ information](#)

Below is a detailed list of the actions and projects undertaken by the Equality Unit in the academic year 2013-2014.

Action: raising visibility and awareness about issues relating to equality (commitment corresponding to the first pillar of the Second Equality Plan)

Actions and projects carried out

- **Ensure the publication of indicators and statistics broken down by gender to show the low representation of women in areas of influence**, as a measure to invite reflection and to formulate and develop proposals.
- **To publish and disseminate teaching and research activities carried out to promote the gender perspective** by means of the UB's internet-based channels of communication.
- **To publish and disseminate activities carried out in the official commemorations** held on 8 March, International Women's Day, and on 25 November, International Day for the Elimination of Violence against Women.
- **To act in defence of women's rights** with the celebration of International Women's Day.
- **To promote a campaign in defence of women's rights** with the celebration of International Women's Day.

Action: establishment of a policy to prevent and eradicate gender-based violence (commitment corresponding to the tenth pillar of the Second Equality Plan) to promote resources aimed at the prevention and early detection of situations of discrimination and gender-based violence

Actions

- **To offer a support service for the entire university community**, as a comprehensive protection measure against gender-based violence.
- **To promote and ensure that the Governing Council, on 13 February 2014, approves the UB protocol for prevention, detection and action against situations of sexual or gender harassment**, as a measure to prohibit conduct contrary to the dignity of the individual and to proclaim the right to equality and non-discrimination on the grounds of gender.

- **To ensure that a specific organization is created to guarantee a swift procedure to take action and support victims**, to address and resolve situations of gender-based violence as stipulated in the Protocol of the University of Barcelona.
- **To promote and strengthen transversal relations** to create synergies between the authorities and units responsible, and to create specific support structures to help victims.
- **To organize specific training activities against gender-based violence:**
 - As a measure to raise awareness and promote prevention and detection for the entire university community in order to prevent and eradicate gender-based violence and to convey the civic and social values of a democratic society.
 - As a measure to introduce the gender perspective in teaching, through the training of teaching staff.

Action: promotion of external relations (commitment corresponding to the ninth pillar of the Second Equality Plan)

Actions

- **To promote the participation in networks that foster the exchange of information and the development of joint activities** in order to carry out cooperation projects involving nationally and internationally renowned professionals, as a measure to optimize and expand the initiatives and activities carried out by the equality committees in the UB's faculties and schools.



Fulfilment of targets for 2013-2014

Only one of the objectives set in the last report has been accomplished: the UB protocol for prevention, detection and action against situations of sexual or gender harassment was approved on 13 February 2014.

Objectives for the academic years 2014-2015 and 2015-2016

- To raise the visibility of the Equality Unit among students.
- To raise the visibility of the equality committees in each faculty.
- To promote the equality committees for student support.
- To conduct a transversal project of prevention to combat male violence against women.
- To promote voluntary groups among the students to combat male violence against women.
- To encourage teaching that includes the gender perspective.

TIME BANK INITIATIVE

The Office of the Commissioner for Participation, Employability and Social Entrepreneurship has implemented the UB's Time Bank initiative. This is the first time bank in the Catalan public university system and it is open to the participation of the entire university community.

The Time Bank is a network in which people mutually help one another through the exchange of services, skills and knowledge, and the only currency is time. All activities have the same value and what is exchanged, therefore, is the number of hours spent helping another person. In this way, members can meet needs without requiring money to do so.

The Time Bank also encourages social relations within the UB, creating and strengthening ties among the university community, and promoting cooperation, social engagement and solidarity.

Responsibility to the environment and the community

SUPPLIERS

Fulfilment of targets for 2013-2014

The University of Barcelona has not yet been able to approve new regulations to introduce terms and conditions of a social nature into contracts put to public tender by the UB. At the time of preparing this report, however, the new regulations are at a very advanced stage and will shortly be submitted to the UB's Governing Council.

Objectives for the academic year 2014-2015

- To stabilize and strengthen joint procurement, provided that advantages are not lost and the approach results in efficiency gains.
- To approve the internal regulations to permit the UB's public tenders to include terms and conditions of a social nature in tender decisions.
- To roll out and apply the approved regulations in a minimum of 50% of the UB's public tenders.

LEARNING-SERVICE PROJECTS¹²

The Right to Rights learning-service project

The Right to Rights project has been described extensively in [previous reports on social responsibility](#).

[+ information](#)

In 2014, the following activities were carried out within the Right to Rights project:

- [Eighth Seminar on the Feminist Analysis of Law](#)

The working group on law and women, which is made up of female teaching and research staff in the Faculty of Law, organizes this seminar aimed at students in the Faculty of Law.

- **University extension course** [LegalMent: Jurists, Ethics and Values. Contributions from neuroscience and meditation](#)

This course has opened a new line of training for legal professionals drawing on mindfulness¹³ as a way to address theoretical and practical aspects relating to the legal professions.

- **Participation in the Ibero-American Network of Legal Clinics**

Based on the [ClinHab](#) initiative (legal clinic on real estate law and mediation) in the Right to Rights project, the UB has taken part in the international meeting of legal clinics held in Bogotá and it has given support to the Declaration of the Ibero-American Network of Legal Clinics.

- **Implementation of the new** [webpage of the Right to Rights project](#) **and its new** [Facebook](#) **and** [Twitter](#) **accounts**

The use of online tools has enabled the project to increase its social impact.

- **Internationalization actions**

The Right to Rights project has taken part in several internationalization processes. Highlights include collaboration in the Public Interest Clinic at the University of Rosario in Bogotá and a petition as *amicus curiae* in the proceedings, in which it was argued that Colombia's law to promote socially protected accommodation was unconstitutional because it discriminated against specific groups.

- **Actions of social impact**

The Legal Clinic on the Protection of Children and Adolescents run by the Right to Rights project has collaborated with social organizations and law firms to safeguard the rights of unaccompanied immigrant minors. This work led to a ruling by Spain's Constitutional Court

12. Learning-service projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs in the environment in order to make improvements.

13. Mindfulness is full attention; it is about understanding that, in their daily activity at work, people face emotional situations for which the UB has not prepared them. It is a way of thinking that starts from the premise that the individual is a single integrated being (emotions cannot be separated from the rest of his or her being) that pays attention to rational and emotional aspects in order to confront difficult situations better.

establishing case law and modifying the applicable regulations, significantly improving respect for the rights of unaccompanied immigrant minors.

- **Placements**

The UB has maintained the offering of optional placements for the Bachelor's Degree in Law. In addition, undergraduate students have been able to select a final project on any transversal aspects addressed during their placement in the Right to Rights project.

- **Publication of five final projects by students in the bachelor's degree in Law, also involving teaching staff and collaborators in the Right to Rights project, as part of the CRAI library's online collection:**

1. [*Las cláusulas abusivas en los contratos de préstamo hipotecario, 2013, TFG, Jaume Joan Bea Ballester. Supervisor: Isabel Viola Demestre*](#)
2. [*Informe sobre una consulta de derecho inmobiliario recibida en CLINHAB. Una aproximación crítica a la realidad hipotecaria a partir de un caso real, 2013, TFG, Silvia Estrada. Supervisor: Miriam Anderson*](#)
3. [*El derecho a la consulta previa en el ordenamiento jurídico colombiano, 2013, TFG, María Alejandra Durán Castellanos. Supervisor: David Bondia*](#)
4. [*La regulación del polizonaje a través del Derecho Español, 2013, TFG, Agustina Fonrouge. Supervisor: David Moya*](#)
5. [*El plan de acción de la Unión Europea sobre los menores extranjeros no acompañados \(2010-2014\) y su impacto en el ordenamiento jurídico español y catalán, 2013, TFG, Anna Rocamora. Supervisor: Ángeles de Palma*](#)

Objectives for the academic year 2014-2015

- To encourage applied research in the subject areas addressed by the various legal clinics that are part of the Right to Rights project.
- To join international networks of legal clinics (specifically in the Anglo-Saxon and Ibero-American spheres).

Learning-service project of the faculties of Education and Teacher Training

Since the academic year 2009-2010, the Faculty of Education has given support to and institutionalized the learning-service projects undertaken by some of its teaching staff on their own initiative. However, beyond the existing projects, the Faculty also took the decision to expand its offering and extend the concept to all of its bachelor's degrees. To promote and manage this project, the Faculty created an office of learning-service projects (ApS) in collaboration with the Faculty of Teaching Training.

To implement learning-service, the office of learning-service projects pursues five lines of action:

1. Incorporating learning-service into disciplines taught at the faculties.
2. Establishing collaborative relations with a variety of social organizations to provide students with learning-service opportunities.
3. Institutionalizing learning-service and consolidating a minimum sustainable infrastructure to drive implementation.
4. Overseeing the quality of learning-service programmes.
5. Evaluating and researching specific aspects of the work done by the office of learning-service projects.

These lines of work have led to the introduction of learning-service projects in different modes:

MODES	DEFINITION AND PROJECTS
ApS projects receiving credits (transversal projects)	<ul style="list-style-type: none"> - The office of ApS coordinates learning-service projects that are eligible to receive up to six free-elective credits, which can also be recognized in the European supplement to the degree. - The office has offered 14 projects.
ApS projects in subjects	<ul style="list-style-type: none"> - The office works to introduce ApS in subjects. ApS projects within a subject (compulsory or optional) enable students to pursue practical credits and independent work. In this case, the instructor of the subject is ultimately responsible for the student's project, the follow-up and the linkage to the content of the subject and assessment. - A total of 15 ApS projects have been completed in various subjects taught at the Faculty.

Source: faculties of Education and Teacher Training

The table below shows the upward trend in the participation of students in ApS projects:

ACADEMIC YEAR	PARTICIPANTS
2009-2010	82
2010-2011	78
2011-2012	94
2012-2013	184
2013-2014	205

Source: faculties of Education and Teacher Training

[+ information](#)

UB ALUMNI

The UB Alumni Agency is a service aimed at former students, PAS and PDI staff who have not graduated from the UB, people who have studied for some period at the UB but have not graduated and, lastly, anyone who has a special tie to the UB and applies for membership. The goal of this service is to help maintain their ongoing association as members of the UB com-

munity so that they can bring their experience and knowledge to the growth and improvement of the institution and so that the institution can help them in their pursuit of lifelong learning and their professional careers.

[+ information](#)

UB Alumni clubs and the Alumni Council

	RESULTS				FULFILMENT OF TARGETS	
	2011	2012	2013	2014	2014	
Council members	51	58	58	60	60	✓
Number of clubs	24	27	31	32	30	✓

Source: UB Alumni

As the table above shows, the UB Alumni has met its targets of **60** Council members and **30** clubs. In fact, the number of clubs has surpassed the target (**32**). Because of the reduction in available funds, there is no aim to increase the number of clubs or Council members in the coming years. The goal is to maintain the existing clubs and Council members at their current level of quality and hold the numbers steady at **32** and **60**, respectively.

Activities

In 2014, UB Alumni organized, collaborated in or took part in dozens of activities, including talks, conferences, workshops and excursions. People attending the activities could complete a questionnaire rating the quality of the activity and identifying areas for improvement. The questionnaire results are shown below:

	RESULTS				FULFILMENT OF TARGETS	
	2011	2012	2013	2014	2014	
Overall satisfaction	76.8%	83.3%	85.7%	83.60%	85%	X

Source: UB Alumni

For 2014, the UB Alumni target was to reach a satisfaction level of **85%**, but the target was missed by a small margin: actual satisfaction stands at **83.6%**. For 2015, the objective remains at **85%** for the **56** activities that are currently scheduled.

UNIVERSITY OF EXPERIENCE

[+ information](#)

UNIVERSITY OF EXPERIENCE COURSE OFFERING					
COURSE CONTENTS	2010-2011	2011-2012	2012-2013	2013-2014	OBJECTIVES FOR 2014-2015
Libraries and Archives in the Digital Age*	✓	✓	✓	✓	✓
Language and Literature	✓	✓	✓	✓	✓
Education for Change: Learning to Live and Living to Learn **	✓	✓	✓	✓	✓
Psychology	✓	✓	✓	✓	✓
Philosophy		✓	✓	✓	✓
History of Art			✓	✓	✓
Health and Wellbeing			✓	✓	✓
Food and Gastronomy				✓	✓
History, Society and Territory				✓	✓
Astronomy and Meteorology					✓
Biology: the Human Being and Biodiversity					✓

* In 2010-2011 this was called Information, Documents and Libraries for the Individual; in 2011-2012, it was called Information Management for the Individual.

** In 2010-2011 this was called Teaching and Society, in 2011-2012 it was called Education and Society, and in 2012-2013 it was called Education and Citizenship.

Source: *University of Experience*

The University of Experience (UdE) also has agreements with other units and institutions to organize additional training courses and social and recreational activities.¹⁴ The offering for the academic year 2013-2014 included:

- English and French language courses
- Physical activity courses (e.g. a Qigong course)
- Music courses

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.

Fulfilment of targets for 2013-2014

- The UB has met its target to expand its offering with courses in Food and Gastronomy and in History, Society and Territory.

¹⁴ These courses and activities are open not only to UdE students but also to other UB groups, provided that the individuals are 55 years of age or over and there are available places.

- The UB has met its target to expand the programmes in Psychology, in Philosophy, and in Language and Literature by providing a third course.
- The goal to reach 800 students has not been achieved (the total was 731).

Objectives for the academic year 2014-2015

- To add two new science programmes: one in physics, called Astronomy and Meteorology, and one in biology, called Biology: the Human Being and Biodiversity.
- To implement an additional course in the programmes of History of Art and Education. This will bring the number of training programmes with a third course to five.
- To reach a thousand students in total.

VOLUNTEERING

UB Volunteering

UB Volunteering is open to the university community and the general public and its goal is to create a university that shows greater solidarity and commitment to civil society, organizing or collaborating in activities in support of local charitable organizations.

[+ information](#)

Summary of UB Volunteering activities in 2014

Organizations with which UB Volunteering has collaborated	27
Activities	49
Volunteers	2,290
Toys collected	1,100
Books recycled	648
Monetary donations (in euros)	2,371
Food collected (in kilos)	1,570

The activities in which UB Volunteering takes part saw an increase from 24 activities in 2013 to 49 activities in the current year. For a detailed account, consult the following [link](#). The new activities include:

- Spending time with the elderly (Amics de la Gent Gran)
- Spending time with the elderly in retirement homes (Amics de la Gent Gran)
- Holidaymaking in Calaf (Amics de la Gent Gran)
- Spending time with the elderly who are unwell (Amics de la Gent Gran)

- Recreational days (Amics de la Gent Gran)
- Tutoring children in the fifth and sixth years of primary school (Amunt! Action for Social Justice)
- IT training (AUXILIA: volunteering for the social and cultural integration of people with disabilities)
- Food sorting for the food bank (Banc dels Aliments)
- Donating bone marrow for the blood and tissue bank (Banc de Sang i Teixits)
- Summer activities for children (Casal dels Infants)
- Food collection at the UB's halls of residence (Caritas of the Diocese of Barcelona)
- Food collection (Caritas of the Diocese of Barcelona)
- Signing an agreement (Caritas of the Diocese of Barcelona)
- Volunteer teaching in Spanish classes for refugees (Catalan Commission for Refugee Aid)
- Administrative tasks and company searches (Catalan Commission for Refugee Aid)
- Spanish tutoring for refugees (Catalan Commission for Refugee Aid)
- Activities for the homeless (Community of Sant'Egidio)
- Programme on social policy (Faculty of Teaching Training)
- Participation in a programme for social integration and the prevention of recidivism of ex-offenders (APIP-ACAM Foundation)
- Headcounts of homeless people out on the streets (Arrels Foundation)
- SMS campaign (Arrels Foundation)
- Summer activities (Arrels Foundation)
- Educational volunteering in a programme to support the academic success of primary and secondary school students (Catalunya - La Pedrera Foundation)
- Socializing activities for the elderly (Catalunya - La Pedrera Foundation)
- Activities with people who have intellectual or physical disabilities (Hospitalitat Foundation)
- School tutoring for former foster children (Servei Solidari Foundation)
- School tutoring for sick children (Sant Joan de Déu Hospital)
- Reading support for young children (Municipal Institute of Education of the Barcelona City Council)
- Assistance to the Moroccan people (Association of Friends of the Moroccan People)
- Volunteer teaching for Catalan and Spanish classes (Mujeres Pa'lante)
- Preparation for the event Gran Dinar Barcelona (Plataforma Aprofitem els Aliments)
- RACC 2014 solidarity 10 km run (RACC)
- Activities commemorating the 25th anniversary of the Convention on the Rights of the Child (with Save the Children)

- Summer camp (Save the Children)
- School tutoring, with teachers of Catalan, Spanish and IT courses (Terral)

In 2014, the UB also stopped participating in a number of activities in which it had taken part in 2013:

- Training course on care and neurological diseases (Friends of Neurology)
- Clothing collection (Arrels Foundation)
- Cursa dels Nassos (10 km run) (Caritas)
- Model United Nations (United Nations Association of Spain)
- Guided tour of the Arrels Foundation (Arrels Foundation)
- Walk to combat sleeping in the street (Arrels Foundation)
- Support for a distance learning project (AUXILIA: volunteering for the social and cultural integration of people with disabilities)
- Trailwalker (Intermón Oxfam)
- Commemoration of World Water Day (Intermón Oxfam)
- Solidarity yoga course (Intermón Oxfam)
- Hygiene products collection (organized by CRAI for the Arrels Foundation)

Highlights of volunteering initiatives

In the Faculties of Education and of Teaching Training, a volunteering programme has been created under the name Social Policy and Access to the University. The project is independent of UB Volunteering, though the unit does provide volunteers, and it is aimed at UB students who are members of minorities at risk of exclusion. The goal is to expand the range of profiles, conditions and cultures among university students so that the socioeconomic profile of the students at the University of Barcelona as a whole more closely resembles social reality, preventing the under-representation of specific groups.

Drawing on institutional support and volunteer efforts, the programme has three objectives:

- To provide society with professionals from a variety of groups. This has a positive impact on the education of children and young adults at risk of exclusion, safeguarding their rights and contributing to a more inclusive educational system.
- To increase the quality of the training received by university students. By ensuring the UB's openness to this population, it should lead to a significant improvement in the extent of the education received by students, particularly as it relates to providing a better approximation to today's social reality.
- To compensate for differences of origin (social justice).

Some of the participating secondary-school students have gone on to higher education: History (UAB and UB), Business Administration and Management (UB), an official vocational training qualification or Philosophy (UB).

Fulfilment of targets for 2014

- Of the 18 activities that appear as objectives in the table of activities for UB Volunteering in 2014, 15 have been achieved. The three that have not been achieved are:
 - Training course on care and neurological diseases (Friends of Neurology)
 - Clothing collection (Arrels Foundation)
 - Cursa dels Nassos (10 km run) (Caritas)

The failure to fulfil these three targets, however, has been hugely offset by the many activities not set as targets that have been carried out in the year.

- The aim was to pursue new activities with the Arrels Foundation and, as the table above indicates, four new collaborations have been undertaken.
- The aim was to sign two collaboration agreements, one with Caritas and one with the Joan Salvador Gavina Foundation, but only the [agreement with Caritas](#) has been signed. As a result, this objective has only partly been met.

Objectives for 2015

- To sign two agreements, one with Mujeres Pa'lante and one with the Joan Salvador Gavina Foundation.

HEALTH PROMOTION

Safeguarding the health of staff and students and promoting healthy habits are priorities of the UB. In this respect, a highlight is the collaboration between the Office of the Vice-Rector for Teaching Staff and OSSMA, which has led to the introduction of a procedure to recognize special situations among the teaching staff that are not so severe that they constitute a cause of impediment (and, therefore, of medical leave), but do entail a restriction and limitation in the performance of teaching and research activities. This new procedure establishes a series of measures that may be temporary or permanent, depending on the case, and that adapt the work environment to the physical circumstances of each teaching staff.

Staff who wish to use this procedure undergo regular health check-ups by a specialist in occupational medicine.

Mention should also be made of [The UB as a Health-Promoting University](#), a project that aims to promote healthy environments at the UB. During the academic year 2013-2014, the UB has continued work on the study of new initiatives that specifically focus on prevention, new trainers have been trained in civic education for the initial management of life-threatening situations, and sporting activities have been added to promote healthy habits.

Fulfilment of targets for 2013-2014

The first phase of the project to promote health at the UB has been completed. This involved training students to be trainers in the programme on civic education for the initial management of life-threatening situations. The second phase, during which the students will disseminate the knowledge acquired, has yet to be implemented.

Objectives for the academic year 2014-2015

To ensure that any students in the area of health who are trained in basic manoeuvres for emergency situations can transmit this knowledge to the university community.

THE UB SOLIDARITY FOUNDATION

International development cooperation in other countries

This section looks at new or ongoing projects in 2014. Any projects mentioned in previous reports have links to past descriptions.

- [Training in human rights in Israel and the Occupied Palestinian Territories](#)

Period of execution: 2013 and 2014

- **Improvement of agricultural production and surplus management to ensure food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka (Mauritania)**

The aim of the project is to innovate and improve production techniques by incorporating R&D and innovation in order to optimize agricultural production in 25 vulnerable communities in the central regions of southern Mauritania bordering on the Senegal River, and to implement a monitoring system to manage agricultural surpluses, prevent fluctuations in the food supply, and strengthen food security.

Period of execution: 2014-2017

Prominent social action projects carried out in Spain

This section looks at new or ongoing projects in 2014. Any projects mentioned in previous reports have links to past descriptions.

- [The PAULA Peace Education programme](#)

Period of execution: 2014

- [University extension course on models of social intervention and economic promotion for the rollout of public policies in Morocco](#)

This course was taught in Morocco in 2013 and in Catalonia in 2014.

Period of execution: 2013 and 2014

- **Spanish observatory on human rights abuses**

The aim is to support and strengthen the activities and coordination of people working to defend human rights in Spain, in order to achieve a political, social and legal impact on the effective protection of these rights.

Period of execution: 2014

- [Observatory on human rights and conflict](#)

Period of execution: 2014

- [Tardor Solidària \(Autumn for Solidarity\)](#)

Period of execution: 2014

- [Technical assistance provided to local councils in the area of cooperation, peace education and social action](#)

Period of execution: 2014

- [Social intervention project in the Barcelona neighbourhood of Torre Baró](#)

Period of execution: 2014

- [Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area](#)

In 2014, this project has been completed in Sant Feliu de Llobregat; it will continue in Esplugues de Llobregat and Santa Coloma de Gramenet in 2015.

Period of execution: 2013–2015

- [Call for financial assistance to people with dependent minors](#)

The call has resulted in some 30 awards of assistance for a total of € 28,188.

Period of execution: 2014

- [The European Democratic Memory: Beyond Nazism and Stalinism](#)

Period of execution: 2012–2014

- [European Observatory on Memories](#)

Period of execution: 2013–2015

- **Operating 2014-2015**

These are the set of activities aimed at the successful operation of the European Observatory on Memories.

Period of execution: 2014-2015

Other programmes

- Fun and Sports Day bringing together UB students and the Quatre Camins Youth Detention Centres
- Fun and Sports Day bringing together UB students and people with mental disorders from FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems)

- Participation in the solidarity committees of the Vives University Network and the Catalan Association of Public Universities
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.)
- Participation of UB Solidarity in the presentation day of the University of Barcelona – CoBoi project
- Workshops on Social and Solidarity Economy

Economic resources invested in cooperation projects and social projects

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

University extension course on models of social intervention and economic promotion for the rollout of public policies in Morocco	€ 47,235.00
Improvement of agricultural production and surplus management to ensure food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka (Mauritania)	€ 369,487.50
Training in human rights in Israel and the Occupied Palestinian Territories	€ 53,000.00
Spanish observatory on human rights abuses	€ 130,000.00
The PAULA Peace Education programme	€ 53,000.00
Observatory on human rights and conflict	€ 9,357.00
Tardor Solidària (Autumn for Solidarity)	€ 6,000.00
Technical assistance provided to local councils in the area of cooperation, peace education and social action	€ 178,269.98
Social intervention project in the Barcelona neighbourhood of Torre Baró	€ 20,000.00
Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area	€ 83,534.00
Call for financial assistance to people with dependent minors	€ 28,188.00
The European Democratic Memory: Beyond Nazism and Stalinism	€ 75,000.00
Operating 2014-2015	€ 237,466.20
European Observatory on Memories	€ 100,000.00
Total	€ 1,390,537.68

Source: UB Solidarity Foundation

Budget

The table below shows the percentage of the economic resources of the Solidarity Foundation invested in development cooperation projects and in social action projects in relation to the overall Solidarity Foundation budget.

BUDGET 2014	
Total budget	€ 594,576.00
Investment in development cooperation and social actions	€ 488,603.00
% of total budget invested in development cooperation and social actions	82.17%

Source: UB Solidarity Foundation

Cooperative partners from outside and inside Spain

- Al-Quds University (Occupied Palestinian Territories)
- Barcelona City Council
- Besòs Consortium
- Consell Regional de l'Oriental (Morocco)
- Cornellà City Council
- Esplugues de Llobregat City Council
- Figuiç (Morocco)
- French National Institute for Agronomic Research and Agricultural
- L'Hospitalet de Llobregat City Council
- Manresa City Council
- Ministry of Rural Development of Mauritania
- Molins de Rei City Council
- Món-3 Foundation
- Montcada i Reixach City Council
- Novact Foundation
- Prat de Llobregat City Council
- Rubí City Council
- Santa Coloma de Gramenet City Council
- Sant Adrià de Besòs City Council
- Sant Boi de Llobregat City Council
- Sant Feliu de Llobregat City Council
- Solidarity, Development and Peace Association
- Spanish Stuttering Federation
- University of Science and Technology of Nouakchott (Mauritania)

Objectives for 2015

OBJECTIVES LINKED TO DEVELOPMENT COOPERATION

- To maintain the project to improve agricultural production and surplus management to safeguard food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka (Mauritania).

OBJECTIVES LINKED TO SOCIAL ACTION

- To develop the following projects:
 - The PAULA Peace Education programme
 - Spanish observatory on human rights abuses
 - Observatory on human rights and conflict
 - Tardor Solidària (Autumn for Solidarity)
 - Technical assistance provided to local councils in the area of cooperation, peace education and social action
 - Social intervention project in the Barcelona neighbourhood Torre Baró
 - Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area
 - Call for financial assistance to people with dependent minors
 - Operating
 - European Observatory on Memories

OBJECTIVES LINKED TO OTHER PROGRAMMES

- To carry out the following programmes:
 - Fun and Sports Day bringing together UB students and the Quatre Camins Youth Detention Centres
 - Fun and Sports Day bringing together UB students and people with mental disorders from the FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems)
 - Participation in the solidarity committees of the Vives University Network and the Catalan Association of Public Universities
 - Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.)

CULTURE

Over the course of the academic year 2013-2014, the Office of the Vice-Rector for Institutional Relations and Culture has taken part in a wide variety of cultural activities, whether in an organizational capacity or in collaboration with other UB units and other public and private institutions. The vast majority of these activities were open and free to the general public.

Music

The UB hosted the **27th Season of Music**, bringing 17 public concerts to the Paranymp. In addition, the UB collaborated in the music and dance show **Russia, Mother Country: Siberia** as part of the **Catalan Spring International Festival of Russian Music 2014** and took

part in a **concert honouring Miquel Porter** and a concert featuring **Schumann's Spanish song cycles**.

Film

The UB held the **6th Cinema Season** under the banner "**Lived Reality, Perceived Reality**". The programme featured four sessions of viewing and analysis of a selection of the most representative films of recent years on altered perceptions of reality. The sessions closed with talks by professionals specializing in the subject.

Dance

The **4th Contemporary Dance Season**, entitled "**The Visual Arts and Dance**", featured three viewings of contemporary dance discussed in the context of dance theory and criticism.

Theatre

In the first semester of the academic year, the theatre workshop **Aula de Teatre** performed Shakespeare's **Romeo and Juliet** and the two comedies **El Niño de Belén** and **Qui té por de Betty Boop?** Once again, the UB hosted the **theatre festival in memory of Ricard Salvat** with many activities, including introductory theatre courses and master classes. The festival also hosted and promoted a performance of the play **La Dama Boba**, by Lope de Vega, in the Paranymp of the UB's Historic Building, put on by Teatro Clásico Mediterráneo.

Exhibitions

The UB organized, hosted or gave support to 13 exhibitions. Some were held in the Historic Building. These included "The Magical Experience of the Cinema: the Josep Maria Queraltó Collection" and the show put on by Penique Production in the Paranymp Gallery. Other exhibitions were held in the El Carme Cultural Centre, which the Office of the Vice-Rector for Institutional Relations and Culture manages jointly with the cultural department of Badalona City Council. These included a display of contemporary art from the Sorigué Foundation. Another highlight was the exhibition curated by the Office of the Vice-Rector as part of the 20th anniversary celebrations of the Vives University Network. This show was held in the museum of the University of Alacant.

Commemoration of 1714

The University of Barcelona joined in events organized around Catalonia to commemorate the tercentenary of 1714. The aim was to raise awareness and increase knowledge of the implications of the War of the Spanish Succession on the University of Barcelona, specifically the transfer of the Estudi General of Barcelona to Cervera, along with the other institutions of higher learning. In this context, the UB organized an event entitled "**The University in Cervera: Commemoration of 1714 at the UB**", which included an exhibition with informational modules, the presentation of the exhibition catalogue, and a concert featuring music from the 18th century.

Els Juliol's summer courses

The **Els Juliol's 2014** offered 59 summer courses to the public and drew on the support of five city councils and four organizations and foundations in the province of Barcelona.

Virtual Museum

The UB's **Virtual Museum** posted the second part of its guided visit of the most emblematic spaces in the Historic Building, adding a number of ground-floor areas including the vestibule, facade, gardens and chapel. Also, the number of entries in the Virtual Museum's collection catalogues has increased, expanding the UB's cultural heritage available online. Lastly, five exhibitions held at the UB were published virtually and the website featured news of 37 exhibitions held in various UB locations.

Conferences, lectures, conventions, seminars and other cultural activities organized, hosted or supported by the Office of the Vice-Rector for International Relations and Culture

The UB has taken part in many other cultural activities in the capacity of organizer or host or by giving support. Three socially relevant examples are the **Sitges International Film Festival**, the **Barcelona International Comics Convention** and the **LOOP International Video Art Festival**.

The Office of the Vice-Rector carries out or collaborates in activities that are part of development programmes in local communities, based on the needs of those communities:

- The gender perspective: seven activities.
- The elderly: activities drawing on the broad participation of the elderly (specifically in the Eixample neighbourhood of Barcelona), as users of the UB's Season of Music.

Fulfilment of targets for 2013-2014

The Office of the Vice-Rector for International Relations and Culture has met the targets set out in the previous report, maintaining the number, diversity and quality of the cultural activities which it has organized or in which it has taken part.

Objectives for the academic year 2014-2015

To maintain the diversity and quality of the activities carried out in the academic year 2013-2014.

COLLABORATION WITH THE LOCAL ENVIRONMENT

The UB encourages cooperation with organizations in the local environment. Our aim is to be socially engaged and to collaborate with local neighbourhoods in order to foster the development of these areas.

In this respect, two collaborations in the Raval neighbourhood are particularly noteworthy: [Tot Raval \(+ information\)](#) and [Xicra – Raval Cultural \(+ information\)](#). The Diagonal campus has also worked with the surrounding neighbourhood. In the district of Les Corts, the UB has organized social activities.

ENVIRONMENT



Introduction to the environment section

In July 2012 the UB Senate approved the UB's [Sustainability Plan](#), which was prepared by the Senate's delegate committee on sustainability with technical support from the Office for Health, Safety and Environmental Issues (OSSMA). The Sustainability Plan sets out a series of monitoring indicators that are updated each year.

The most recent edition is the [Monitoring Report 2014](#), which contains data corresponding to the academic year 2013-2014. The indicators included in the Monitoring Report largely follow the logic of the academic year, but sometimes the information corresponds to the last calendar year (2013, in the latest report).

Most of the environmental indicators appearing in this Report on Social Responsibility call for data for the calendar year 2014, but these data have not yet been processed to publish the Monitoring Report 2015. Bearing this in mind, we are unable to update the data reported in [the last Report on Social Responsibility](#).

In light of the intention of the OSSMA to move the publication of the annual reports to the month of April or May, this situation will recur each year. From now on, therefore, the environmental data for the Report on Social Responsibility will appear once the report on the Sustainability Plan has been published. As a result, the environmental data for 2014 will appear in the Report on Social Responsibility 2014-2015, the data for 2015 will appear in the Report on Social Responsibility 2015-2016, and so on.

In any event, we offer some data for the year 2013 that were not yet available in the last report, as well as some indicators from the [Monitoring Report 2014](#) which the UB considers most significant.

Data pending from 2013

Total weight of waste generated, by type and treatment method¹⁵

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
200301	Refuse	870,034	754,938	756,944	613,870	Estimates based on information provided by cleaning and catering contractors on volumes of waste collected at UB faculties and schools
200108	Organic material	810,563	223,200	414,773	186,239	
150101-200101	Paper and cardboard	556,070	863,228	842,070	440,046	
150102-150104	Light packaging	60,032	93,225	86,196	50,976	
150107	Glass containers	73,448	137,118	100,659	79,511	
200121	Fluorescents	2,626	1,527	1,824	1,582	Ambilamp
161604	Batteries	347	794	493	231	Pilagest
080318	Ink and toner cartridges	1,645	2,167	1,687	2,256	Dr Trueta Humanitarian Foundation for the 3rd and 4th Worlds
200135-200136	Electric and electrical equipment	6,770	7,180	5,025	5,168	Barcelona City Council, Ecocat
140602	Halogenated compounds	11,689	12,122	11,203	10,444	Ecocat, GRS
140603	Non-halogenated compounds	13,845	12,553	10,507	11,556	Ecocat, GRS
0601XX	Inorganic acids	7,663	4,854	5,923	8,246	Ecocat, GRS

¹⁵. All figures are expressed in kilograms per year.

WASTE GENERATED		RESULTS				SOURCE
CER CODE	DESCRIPTION	2010	2011	2012	2013	
0602XX	Inorganic bases	2,113	4,563	2,937	2,196	Ecocat, GRS
160508	Organic solutions or solutions with high chemical oxygen demand	1,018	1,408	1,517	1,862	Ecocat, GRS
160507	Inorganic compounds	1,711	2,489	2,944	2,761	Ecocat, GRS
1302XX	Oils	57	415	160	637	Ecocat, GRS
160403-160509-1609XX	Hazardous waste	2,953	2,128	852	311	Ecocat, GRS
160506	Expired reagents	774	1,079	3,446	1,895	Ecocat, GRS
150202-090199	Contaminated solids	1,882	2,203	2,052	3,836	Ecocat, GRS
150110	Contaminated packaging	4,060	5,428	5,720	5,798	Ecocat, GRS
090103	Photographic developer	360	540	420	300	Biotur
090104	Photographic fixer	360	120	180	240	Biotur
180101-180103-180201-02	Bio-hazardous material (Group III)	26,283	25,921	26,401	17,028	Cespa, GRS
180108 - 180207	Cytotoxics (Group IV)	16,464	12,477	13,784	7,893	Cespa, GRS
180202-03	Animal remains	14,121	13,292	13,218	12,778	Seiaco, Sereca-Bio

Source: Health, Safety and Environmental Issues

Breakdown of environmental cost and investment by type

	RESULTS				COMMENTS (TREND, OBJECTIVES, ETC.)	EXAMPLE OF PROJECT / INITIATIVE	SOURCE
	2010	2011	2012	2013			
Waste Management	€ 328,426	€ 286,879	€ 256,918	€ 217,098	Placeable in the category “costs of waste disposal”		Accounts, Patrimony and Contracts, OSSMA
Environmental actions	€ 36,203	€ 25,598	€ 6,126	€ 5,514	Placeable in the category “environmental management and prevention costs”	Support for environmental management, mobility plans, air pollution control, bicycle promotion, etc.	OSSMA

Source: Health, Safety and Environmental Issues

Highlighted aspects

The UB understands that the most important indicators relate to energy and water consumption and to waste¹⁶. The previous section reported on the waste indicators, so this section provides data on the three indicators related to energy and water consumption that are viewed as significant.

ELECTRICITY CONSUMPTION

The table below shows the amount of electricity consumed in the buildings of the University of Barcelona (lighting, operation of electrical and electronic devices, climate control, etc.).

	2010	2011	2012	2013
Total consumption (MWh)	51,012	48,146	47,563	45,320
Consumption per m ² (kWh)	94.80	85.65	84.23	79.91

Source: *Health, Safety and Environmental Issues*

NATURAL GAS CONSUMPTION

The table below shows the amount of natural gas consumed in the buildings of the University of Barcelona (laboratories, kitchens, heating, etc.).

16. The indicators on mobility and sustainability are also important, but the UB is only able to collect data on the first item every 3–5 years and a comprehensive study is required on the second item, for which there are no resources available to update the data collected ten years ago.

	2010	2011	2012	2013
Total consumption (thousand m ³)	1,954	1,406	1,609	1,460
Consumption per m ² (m ³)	3.43	3.63	2.50	2.85

Source: *Health, Safety and Environmental Issues*

WATER CONSUMPTION

The table below shows the amount of water consumed in the buildings of the University of Barcelona (toilets, cleaning, watering the gardens, showers, laboratories, workshops, etc.).

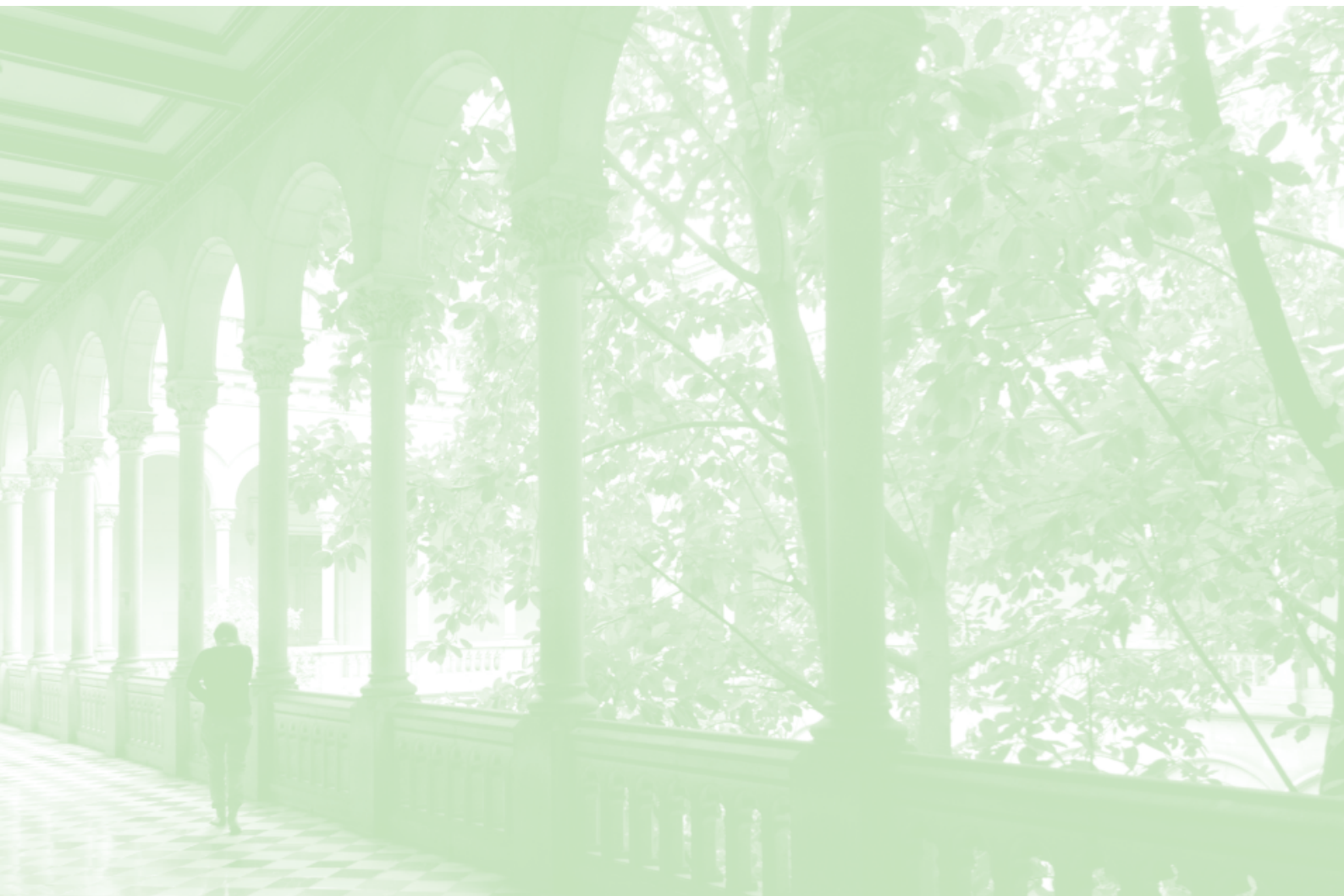
	2010	2011	2012	2013
Total consumption (m ³)	300,441	278,569	289,110	298,979
Consumption per surface area (m ²)	0.56	0.50	0.51	0.53

Source: *Health, Safety and Environmental Issues*

The following link is to a UB blog that gathers and updates the figures on energy and water consumption:

<http://www.ub.edu/plasostenibilitat/2015/05/evolucio-consum-energia-aigua-t1-2015/>

ECONOMICS



Bodies included in the consolidated financial statements

The UB Group, behind the clear leadership of the University of Barcelona, is made up of a group of bodies with legal and financial autonomy.

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES
Bosch i Gimpera Foundation (FBG)	Agustí Pedro i Pons University Foundation	UB Innovative and Scientific Culture
Josep Finestres Private Foundation	R. Amigó Cuyàs Private Foundation	
Barcelona Science Park Foundation (PCB)	UB Solidarity Private Foundation	
Institute for Lifelong Learning Private Foundation (IL3-UB)	Montcelimar Private Foundation	
	Guasch Coranty Private Foundation	

Source: Economic Planning and Budgeting

Financial information

Government transfers are the main source of the UB's income.

FINANCIAL RESOURCES (EUROS)	2011	2012	2013	2014***
Net income*	422,348,524	396,306,285	364,139,573	373,533,354
Significant financial resources**	284,489,235	260,030,868	237,995,416	241,228,156

* 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.

*** Provisional data.

Source: *Economic Planning and Budgeting*

PERCENTAGE OF INCOME RECEIVED IN LOANS	2011	2012	2013	2014**
Total income	422,348,523.98	404,172,336.26	371,997,492.57	382,008,609.18
Total loan income	12,638,418.72	10,144.51*	1,711,662.45	186,937.98
Percentage of income received in loans	2.99%	0.03%	0.46%	0.05%

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

** Provisional data.

Source: *Economic Planning and Budgeting*

Economic value generated and distributed

BUDGET HISTORY 2011-2014

BUDGET HISTORY (MILLIONS OF EUROS)	2011	2012	2013	2014*
Statement of expenditure				
Staff costs	282.571	267.071	264.45	264.123
PDI	170.522	161.375	160.192	—
PAS	89.357	82.8	81.923	—
Other	22.692	22.896	22.326	—
Current expenditure: goods and services	62.551	61.418	59.811	59.024
Financial costs	0.179	0.74	1.145	1.115
Current transfers	21.204	25.373	17.639	15.823
Acquisition of assets	46.38	41.733	39.685	28.176
Capital transfers	1.673	1.192	0.33	0.117
Financial assets	0.299	0.174	0.237	0.302
Financial liabilities	0.731	7.823	1.55	3.252
Total	415.588	405.524	384.847	371.932
Statement of income				
Taxes, public price fees and other income	105.418	139.232	128.64	132.632
Current transfers	248.177	228.79	216.948	218.436
Additions to capital	19.714	2.758	3.598	7.924
Capital transfers	36.312	31.241	21.047	22.792

BUDGET HISTORY (MILLIONS OF EUROS)	2011	2012	2013	2014*
Financial assets	0.089	0.047	0.052	0.037
Financial liabilities	12.638	2.104	1.712	0.187
Total	422.348	404.172	371.997	382.008

* Provisional data.

Source: Economic Planning and Budgeting

BUDGET OUTCOME AND ACCUMULATED DEFICIT

These figures come from official data presented in the UB's yearly accounts and they have been audited.

	2011	2012	2013	2014*
Budget outcome	-6,762,150.73	-3,423,948.37	-4,160,332.25	5,058,221.53
Accumulated deficit at 04/06/2014	-66,040,975.79	-61,251,341.37	-60,016,308.72	-56,690,751.62

* Provisional data.

Source: Economic Planning and Budgeting

It is important to underscore the positive budget outcome for the financial year. This has offset a portion of the accumulated deficit from previous financial years. An analysis of the budget history points to a balanced budget at present and moving forward.

For a greater understanding of the figures, the tables below show the 2014 budget by line item.

INCOME BUDGET IN 2014			
	ARTICLE		EUR
Taxes and other income	30	Sale of assets	474,462.75
	31	Fees for provision of services	127,989,834.21
	38	Reimbursements	182,097.12
	39	Other income	3,985,587.37
	Results		132,631,981.45
Current transfers	40	Transfers from the state	11,656,255.63
	43	UB group transfers and subsidies	230,000.00
	46	Transfers from regional bodies	204,137,839.60
	47	Transfers from private companies	159,849.85
	48	Transfers from families and non-profit institutions	134,732.91
	49	Foreign transfers	2,117,363.41
	Results		218,436,041.40
Additions to capital	52	Interest	149,899.65

INCOME BUDGET IN 2014			
	ARTICLE		EUR
	53	UB group members	
	54	Property rental income	950,107.04
	55	Concessions and special considerations	6,783,572.43
	59	Other income from assets	40,687.47
	Results		7,924,266.59
Capital transfers	70	Transfers from the state	11,080,129.25
	73	UB group capital transfers	50,000.00
	76	Transfers from regional bodies	8,138,481.22
	77	Transfers from private companies	163,698.50
	78	Transfers from families and non-profit institutions	834,365.28
	79	Foreign transfers	2,525,440.43
	Results		22,792,114.68
Financial assets	83	Borrowing outside the public sector	37,267.08
	87	Treasury surpluses	
	Results		37,267.08
Financial liabilities	91	Domestic borrowing	186,937.98
	Results		186,937.98
Global results			382,008,609.18

Source: Economic Planning and Budgeting

EXPENSE BUDGET 2014			
	ARTICLE		EUR
Staff costs	10	Other positions	2,781,326.35
	12	Civil servants	135,690,323.71
	13	UB-contracted staff	25,292,292.44
	14	Other staff	61,197,565.15
	15	Incentives for performance and extraordinary activity	5,941,037.52
	16	Social contributions	33,220,516.04
	Results		264,123,061.21
Acquisition of goods and services	20	Rentals	2,155,176.77
	21	Conservation and repairs	8,891,039.82
	22	Materials, supplies and other	40,145,491.90
	23	Compensation for services	830,033.04
	24	Special operating expenses	7,002,274.25
	Results		59,024,015.78

EXPENSE BUDGET 2014			
ARTICLE			EUR
Interest	31	Interest on loans and advances	439,437.01
	34	Other	675,068.85
	Results		1,114,505.86
Current transfers	43	Transfers to/from UB group	1,590,459.05
	46	Transfers to regional bodies	865,849.98
	48	Transfers to/from families and non-profit institutions	12,969,624.60
	49	External transfers	397,378.01
	Results		15,823,311.64
Acquisition of assets	61	Buildings and other construction	3,735,891.26
	64	Furniture, fixtures and fittings	358,867.59
	65	Computer equipment	1,466,951.70
	66	Tangible fixed assets	6,356,866.17
	68	Research-related intangible fixed assets	14,606,268.01
	69	Other capital spending	1,651,093.73
	Results		28,175,938.46
Capital transfers	73	Capital transfers from/to the UB group	101,818.93
	78	Transfers from/to families and non-profit institutions	12,336.71
	79	Research-related capital transfers	2,550.00
	Results		116,705.64
Variation in financial assets	83	Borrowing outside the public sector	11,204.00
	89	Other variations in financial assets	290,858.08
	Results		302,062.08
Variation in financial liabilities	91	Amortization of loans	3,252,270.49
	Results		3,252,270.49
Global results			371,931,871.16

Source: Economic Planning and Budgeting

LIST OF GRI INDICATORS



List of GRI indicators

The UB's Report on Social Responsibility 2013-2014 has been prepared in accordance with version G4 of the sustainability reporting guidelines of the Global Reporting Initiative (GRI).

This edition has many new features, including the mandatory study of the materiality of the entire range of aspects that appear in the guidelines. Based on the conclusions drawn from this study, all of the indicators linked to aspects that the University of Barcelona has considered immaterial have been eliminated and they are, therefore, not reported.

Given that some of the indicators in version G4 do not fit well in the university context, the UB has occasionally chosen to adapt the original indicators or group several indicators into a single, slightly modified one.

However, to be able to consider that an organization is working "in accordance" with the guidelines, the version G4 requires reporting on a set of minimum indicators. The table below has an asterisk in the OC column (the "in accordance" option) to identify the minimum necessary indicators. Of the two "in accordance" options, the UB has met the requirements of the more ambitious one: the comprehensive option.

To supplement the GRI guidelines, there is also a set of UB-specific indicators that provide information for a more accurate picture of the institution.

The table on the following pages provides information on each of the reported indicators or identifies where this information can be located. The table uses three symbols:

- ✓ indicator reported
- NA** indicator not applicable
- indicator addressed in the notes attached at the end of this appendix

LIST OF GRI INDICATORS

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
STRATEGY AND ANALYSIS					
	*	G4-1	Statement from the most senior decision-maker of the organization on the relevance of sustainability to the organization and its strategy.	✓	5-6
		G4-2	Description of the main impacts, risks and opportunities	✓	24
ORGANIZATION PROFILE					
	*	G4-3	Name	✓	→
	*	G4-4*	Key services	✓	8-9
	*	G4-5	Principal address	✓	→
	*	G4-6	Number of countries where the organisation operates, and names of countries that either have major operations or are specifically relevant to the sustainability issues covered in the report	✓	→
	*	G4-7	Nature of ownership and legal form	✓	→
	*	G4-8*	Primary recipients of activity	✓	8
	*	G4-9*	Size: - Total staff (PDI and PAS) - Total income - Total expenditure - Course type - Total number of students - Departments - Consolidated research groups (as recognized by the Government of Catalonia)	✓	8-9
	*	G4-10	- Number of staff by employment type and gender - Number of staff by contract type and gender - Size of workforce by employees, external staff and gender - Size of workforce by region and gender - Indication whether a substantial part of the work of the organization is carried out by legally recognized self-employed persons or by persons who are neither employees nor external staff, such as the employees and subcontracted workers of contractors - Notification of all significant changes in staff numbers	✓	50-54
	*	G4-11	Percentage of employees covered by collective bargaining agreements.	✓	→
	*	G4-12	Description of the organization's supply chain		NA
	*	G4-13	Significant changes during the reporting period in the organization's size, structure, share ownership or supply chain	✓	23
	*	G4-14	Description of how the precautionary principle has been addressed	✓	→
	*	G4-15	List of economic, environmental and social charters, principles and other initiatives to which the organization subscribes or endorses	✓	→
	*	G4-16	List of national or international associations and organizations to which the organization belongs: - Post in governing body - Participation in projects or committees - Notable financial contribution in addition to mandatory membership fees - Membership is a strategic decision	✓	→

* This indicator has been adapted for the UB as a public university.

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
MATERIAL ASPECTS IDENTIFIED AND BOUNDARIES					
	*	G4-17	List of bodies included in the consolidated financial statements and other equivalent documents Indication whether any of the bodies included in the consolidated financial statements and other equivalent documents are not covered in the report	✓	107
	*	G4-18	Description of the process to determine the report contents and the coverage of each aspect Explanation of the application of the reporting principles to determine the contents	✓	16-17
	*	G4-19	List of material aspects identified in the process of defining the report contents	✓	17-19
	*	G4-20	Coverage of each material aspect within the organization, indicating whether the aspect is material or not. If the aspect is not material for all of the bodies of the organization (as described in section G4-17), select one of the following approaches and list: – The bodies or groups of bodies included in section G4-17 that do not consider the aspect in question to be material, or – The bodies or groups of bodies included in section G4-17 that do consider the aspect in question to be material Specific boundaries that affect the coverage of each aspect within the organization	✓	19-20
	*	G4-21	Boundary of each material aspect outside the organization, indicating whether the aspect is material outside the organization If the aspect is material outside the organization, the bodies, groups of bodies or elements that consider it material and a description of the places in which the aspect in question is material for these bodies Specific boundaries that affect the coverage of each aspect outside the organization	✓	19-20
	*	G4-22	Restatement of information provided in previous reports	✓	→
	*	G4-23	Significant alterations in scope and boundaries of each aspect in relation to previous reports	✓	→
STAKEHOLDER ENGAGEMENT					
	*	G4-24 , G4-25 , G4-26 and G4-27 *	List of stakeholder groups engaged by the organization (e.g. students, PDI, PAS, suppliers, the elderly) Basis used for identification and selection of these groups as stakeholders Approach of unit to stakeholder engagement Main topics and concerns raised during engagement, by stakeholder group	✓	10-13
REPORT PROFILE					
	*	G4-28	Reporting period	✓	→
	*	G4-29	Date of most recent previous report	✓	→
	*	G4-30	Reporting schedule (annual, biannual, etc.)	✓	→

* The UB has created a single indicator to encompass the indicators [G4-24](#), [G4-25](#), [G4-26](#) and [G4-27](#) of the Global Reporting Initiative.

LIST OF GRI INDICATORS

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
	*	G4-31	Contact for questions about the report or its contents	✓	→
	*	G4-32	The “in accordance” option chosen by the organization GRI Content Index for the chosen option Reference to any External Assurance Report	✓	→
	*	G4-33	Current policy and practice for seeking external assurance for the report If not included in the assurance report accompanying the sustainability report, the scope and basis of any external assurance provided Relationship between the organization and the assurance providers Indication whether the highest governing body or senior executives are involved in seeking assurance for the organization’s sustainability report	✓	→
GOVERNANCE					
	*	G4-34	Governance structure of the organization, including committees of the highest governing body Committees responsible for decision-making on economic, environmental and social impacts	✓	→
		G4-35	Process for delegating authority for economic, environmental and social topics from the highest governing body to senior executives and other employees	✓	→
		G4-36	Any executive-level position or positions with responsibility for economic, environmental and social topics Direct reporting to the highest governing body	✓	→
		G4-37	Report processes for consultation between stakeholders and the highest governing body on economic, environmental and social topics If consultation is delegated, description of feedback processes to the highest governing body	✓	→
		G4-38	Composition of the highest governing body and its committees: – Executive or non-executive – Independence – Tenure on the governing body – Number of each individual’s other significant positions and commitments, and the nature of the commitments – Gender – Membership of under-represented social groups – Competences relating to economic, environmental and social impacts – Stakeholder representation	✓	14-15
		G4-39	Indication whether the chair of the highest governing body is also an executive officer and, if so, his or her function within the organization’s management and the reasons for this arrangement	✓	→
		G4-40	Nomination and selection processes for the highest governing body and its committees, and the criteria used for nominating and selecting highest governing body members, including: – Whether and how diversity is considered – Whether and how independence is considered – Whether and how expertise and experience relating to economic, environmental and social topics are considered – Whether and how stakeholders (including shareholders) are involved	✓	→

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
		G4-41	Processes for the highest governing body to ensure conflicts of interest are avoided and managed, and indication of whether conflicts of interest are disclosed to stakeholders, including, as a minimum: <ul style="list-style-type: none"> - Cross-board membership - Cross-shareholding with suppliers and other stakeholders - Existence of controlling shareholder - Related party disclosures 		NA
		G4-42	Highest governing body's and senior executives' roles in the development, approval, and updating of the organization's purpose, value or mission statements, strategies, policies, and goals related to economic, environmental and social impacts	✓	→
		G4-43	Measures taken to develop and enhance the highest governing body's collective knowledge of economic, environmental and social topics	✓	→
		G4-44	Processes for evaluation of the highest governing body's performance with respect to governance of economic, environmental and social topics Indication whether such evaluation is independent or not, and its frequency, and whether such evaluation is a self-assessment Actions taken in response to evaluation of the highest governing body's performance with respect to governance of economic, environmental and social topics, including, as a minimum, changes in membership and organizational practice	✓	→
		G4-45	Highest governing body's role in the identification and management of economic, environmental and social impacts, risks, and opportunities Highest governing body's role in the implementation of due diligence processes Indication whether stakeholder consultation is used to support the highest governing body's identification and management of economic, environmental and social impacts, risks, and opportunities	✓	→
		G4-46	Highest governing body's role in reviewing the effectiveness of the organization's risk management processes for economic, environmental and social topics	✓	→
		G4-47	Frequency of the highest governing body's review of economic, environmental and social impacts, risks and opportunities	✓	→
		G4-48	Highest committee or position that formally reviews and approves the organization's sustainability report and ensures that all material aspects are covered	✓	→
		G4-49	Process for communicating critical concerns to the highest governing body	✓	→
		G4-50	Nature and total number of critical concerns that were communicated to the highest governing body and the mechanisms used to address and resolve them	✓	→

LIST OF GRI INDICATORS

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
		G4-51	<p>A. Remuneration policies for the highest governing body and senior executives for the following types of remuneration:</p> <ul style="list-style-type: none"> ● fixed pay and variable pay: <ul style="list-style-type: none"> – performance-based pay – equity-based pay – bonuses – deferred or vested shares ● bonuses or recruitment incentive payments ● termination payments ● clawbacks ● retirement benefits, including the difference between benefit schemes and contribution rates for the highest governing body, senior executives, and all other employees <p>B. Types of non-monetary compensation or benefits for membership on one of the highest governing bodies or as a senior executive*</p> <p>C. Performance criteria in the remuneration policy relating to the highest governing body's and senior executives' economic, environmental and social objectives</p>	✓	→
	Pr	G4-52	<p>Processes for determining remuneration</p> <p>Indication whether remuneration consultants are involved in determining remuneration and whether they are independent of management</p> <p>Type of relationship which the remuneration consultants have with the organization</p>	✓	→
		G4-53	<p>Description of how stakeholders' views are sought and taken into account regarding remuneration, including the results of votes on remuneration policies and proposals, if applicable</p>	✓	→
		G4-54	<p>Ratio of the annual total compensation for the organization's highest-paid individual in each country of significant operations to the median annual total compensation for all employees (excluding the highest-paid individual) in the same country</p>	✓	58-60
		G4-55	<p>Ratio of percentage increase in annual total compensation for the organization's highest-paid individual in each country of significant operations to the median percentage increase in annual total compensation for all employees (excluding the highest-paid individual) in the same country</p>	✓	→
ETHICS AND INTEGRITY					
	*	G4-56	<p>The organization's values, principles, standards and norms of behaviour such as codes of conduct and codes of ethics</p>	✓	→
		G4-57	<p>Internal and external mechanisms for seeking advice on ethical and lawful behaviour, and matters related to organizational integrity, such as helplines or advice lines</p>	✓	→
		G4-58	<p>Internal and external mechanisms for reporting concerns about unethical or unlawful behaviour, and matters related to organizational integrity, such as escalation through line management, whistleblowing mechanisms or hotlines</p>	✓	→

* Point B of the description of indicator [G4-51](#) is an addition made by the UB to the original description of the Global Reporting Initiative in order to provide a more accurate picture of the institution.

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
MANAGEMENT APPROACH					
		G4-DMA	<p>Indication why the aspect is material and the impacts that make this aspect material</p> <p>Description of how the organization manages the material aspect or its impacts</p> <p>Evaluation of the management approach, including:</p> <ul style="list-style-type: none"> - Mechanisms for evaluating the effectiveness of the management approach - Results of the evaluation of the management approach - Any related adjustments to the management approach 	✓	21-22
ECONOMICS					
Economic performance		EC1	Direct economic value generated and distributed	✓	109-112
		EC2	Financial implications and other risks and opportunities for the organization's activities due to climate change	✓	→
		EC3	Coverage of the organization's defined benefit plan obligations	✓	→
		EC4	Financial assistance received from government	✓	108
Indirect economic impacts		EC7	Development and impact of infrastructure investments and services supported	✓	→
		EC8	Significant indirect economic impacts, including the extent of impacts	✓	→
Procurement practices		EC9	Proportion of spending on local suppliers at significant locations of operation	✓	82
ENVIRONMENT					
Compliance		EN29	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations.	✓	→
Supplier environmental assessment		EN32	Percentage of new suppliers that were screened using environmental criteria	✓	→
		EN33	Significant actual and potential negative environmental impacts in the supply chain and actions taken		NA
Environmental grievance mechanisms		EN34	Number of grievances about environmental impacts filed, addressed, and resolved through formal grievance mechanisms	✓	→
SOCIAL INDICATORS: LABOUR PRACTICES AND DECENT WORK					
Employment		LA1	Total number and rates of new employee hires and employee turnover by age group, gender and region	✓	55-58
		LA2	Benefits provided to full-time employees that are not provided to temporary or part-time employees, by significant locations of operation	✓	→
		LA3	Return to work and retention rates after parental leave, by gender	✓	→
Occupational health and safety		LA5	Percentage of total workforce represented in formal joint management-worker health and safety committees that help monitor and advise on occupational health and safety programmes	✓	→
		LA6	Type of injury and rates of injury, occupational diseases, lost days and absenteeism, and total number of work-related fatalities, by region and by gender	✓	69
		LA7	Workers with high incidence or high risk of diseases related to their occupation	✓	69-70
		LA8	Health and safety issues covered in formal agreements with trade unions	✓	70

LIST OF GRI INDICATORS

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
Training and education		LA9	Average hours of training per year per employee by gender, and by employee category	✓	62-64, 67
		LA10	Programmes for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings	✓	62, 65-66
		LA11	Percentage of employees receiving regular performance and career development reviews, by gender and by employee category	✓	→
Diversity and equal opportunities		LA12	Composition of governing bodies and breakdown of employees per employee category according to gender, age group, minority group membership and other indicators of diversity	✓	14-15
Equal remuneration for women and men		LA13	Ratio of basic salary and remuneration of women to men by employee category, by significant locations of operation	✓	→
Supplier assessment for labour practices		LA14	Percentage of new suppliers that were screened using labour practices criteria		→
		LA15	Significant actual and potential negative impacts for labour practices in the supply chain and actions taken		NA
Labour practices grievance mechanisms		LA16	Number of grievances about labour practices filed, addressed and resolved through formal grievance mechanisms	✓	→
SOCIAL INDICATORS: HUMAN RIGHTS					
Anti-discrimination		G4-HR3	Total number of incidents of discrimination and corrective actions taken	✓	→
SOCIAL INDICATORS: SOCIETY					
Local communities		SO1	Percentage of operations with implemented local community engagement, impact assessments and development programmes	✓	82-99
		SO2	Operations with significant actual or potential negative impacts on local communities		NA
Anti-corruption		SO3	Total number and percentage of operations assessed for risks related to corruption and the significant risks identified	✓	→
		SO4	Communication and training on anti-corruption policies and procedures	✓	→
		SO5	Confirmed incidents of corruption and actions taken	✓	→
Compliance		SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations	✓	→
Supplier assessment of impacts on society		SO9	Percentage of new suppliers that were screened using criteria for impacts on society	✓	→
		SO10	Significant actual and potential negative impacts on society in the supply chain and actions taken		NA
Grievance mechanisms for impacts on society		SO11	Number of grievances about impacts on society filed, addressed and resolved through formal grievance mechanisms	✓	→
SOCIAL INDICATORS: PRODUCT RESPONSIBILITY					
Product and service labelling		PR3	Type of product and service information required by the organization's procedures for product and service information and labelling, and percentage of significant products and service categories subject to such information requirements		NA

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
Labelling of products and services		PR4	Total number of incidents of non-compliance with regulations and voluntary codes concerning product and service information and labelling, by type of outcomes		NA
		PR5	Results of surveys measuring customer satisfaction	✓	38, 65, 86
Marketing communications		PR6	Sale of banned or disputed products		NA
		PR7	Total number of incidents of non-compliance with regulations and voluntary codes concerning marketing communications, including advertising, promotion and sponsorship, by type of outcomes	✓	→
Customer confidentiality	Ad	PR8	Total number of substantiated complaints regarding breaches of customer confidentiality and losses of customer data	✓	→
Compliance	Pr	PR9	Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services	✓	→

UB-SPECIFIC INDICATORS

CODE	INDICATOR	STATUS	PAGES
University of Experience	Current degrees offered and degrees to be offered in upcoming academic years	✓	87-88
UB Volunteering	Volunteering projects to which the UB contributes and objectives for the forthcoming years	✓	88-91
Equality	Information on the activity of the UB's Equality Unit	✓	79-81
UB Alumni	Information on the activity of UB Alumni	✓	85-86
Culture	Cultural activities in which the UB participates or collaborates	✓	96-98
Halls of residence	Places in halls of residence	✓	37
Student Support Service (SAE)	Initiatives, programmes and agreements to provide better services to students with specific individual needs	✓	41
RH1	Level of official studies of employees	✓	61-62
RH2	Staff with disabilities	✓	61
RH3	Staff costs in relation to total costs	✓	61
RH4	Investment in staff training	✓	67-68
RH5	Bodies whose mission is to manage conflicts and disputes among stakeholder groups	✓	73-78
VAO	The reconciliation of personal and work life	✓	72
International Mobility and Programmes (OMPI)	Internationalization	✓	32-36
Health sciences	Areas designed to promote health and healthy habits among stakeholder groups	✓	91-92
Attention to special PAS situations	Attention to special PAS situations	✓	72
Research 1	Income from research and technology transfer	✓	44
Research 2	Research activity and outcomes	✓	45

LIST OF GRI INDICATORS

UB-SPECIFIC INDICATORS			
CODE	INDICATOR	STATUS	PAGES
Research 3	A. Competitive research funding B. Non-competitive research funding	✓	45
Research 4	International university rankings	✓	48-49
Research 5	Science and Technology Centres	✓	46
Research 6	Campus of International Excellence	✓	49
Teaching 1	Number of students	✓	28
Teaching 1B	Number of students by branch of knowledge	✓	27
Teaching 1C	Incoming students by branch of knowledge	✓	27
Teaching 2	Academic progress of students	✓	28
Teaching 3	Student employability	✓	29
Teaching 4	Languages	✓	30-32
Teaching 5	Grants and other measures to ensure that students are not obliged to withdraw from their courses for strictly economic reasons	✓	42-44
Teaching 6	Price per credit	✓	42
Teaching 7	Higher education offering	✓	27
Teaching 7B	Courses of study by branch of knowledge	✓	26
Total loans 1	Percentage of income received in loans	✓	108
Facilities 1	Investment in maintenance and modernization of facilities	✓	37
Facilities 2	Income and costs from sales and purchases of assets	✓	37
Facilities 3	Infrastructure	✓	37
FS1	Development cooperation projects carried out in other countries	✓	92
FS2	Social projects in Spain	✓	92-93
FS3	Summary of funds invested in development cooperation projects in other countries and in social projects in Spain	✓	94
FS4	Percentage of total budget allocated to development cooperation projects in other countries and to social action projects in Spain	✓	95
FS5	Cooperative partners from outside and inside Spain	✓	95

NOTES

CODE	NOTES
G4-3	University of Barcelona
G4-5	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
G4-6	<p>The University's country of reference is Catalonia, Spain, which covers practically all of its operations. However, it also has academic offices in other parts of the world, specifically:</p> <ul style="list-style-type: none"> - Two offices in North and South America: University of São Paulo (Brazil) and Nova Southeastern University in Florida (US), both opened in 2014. - A joint office with the Universitat Politècnica de Catalunya (Tongji University - China) since 2013. - An office in Panama that is still under construction and will begin operations in 2015. <p>The UB also participates in a hospital in Mozambique (Africa) through the Manhiça Health Research Centre, co-founded by the UB in 1996 through the Barcelona Centre for International Health Research (CRESIB).</p> <p>Lastly, the UB participates in cooperation projects through the Solidarity Foundation, as well as in collaboration agreements with foreign institutions and student exchanges involving 126 different nationalities.</p>
G4-7	Articles 1-11 (chapter I) of the UB Statute
G4-11	100%
G4-14	As regards the environment, there is no formal written policy, but decisions are taken after consultation with stakeholder groups.
G4-15	<p>Notable is the Erasmus+ Charter (2014-2020), awarded by the European Commission, according to which the institution undertakes to respect the principles of the Erasmus+ programme, which has three basic pillars: non-discrimination, equal opportunities and transparency.</p> <p>Mention should also be made of the Government of Catalonia's national pact for research and innovation and the Citizen Council for Sustainability.</p> <p>Objectives for the academic year 2014-2015</p> <p>The UB is an institution that is integrated within its territory and collaborates in major international initiatives. Its environmental and social objectives fall within the Millennium Development Goals and other similar initiatives of the UN and analogous bodies in defence of culture, social equality and the protection of the environment.</p>
G4-16	<p>Networks and projects or committees in which the UB participates</p> <ul style="list-style-type: none"> - Agence Universitaire de la Francophonie (AUF) - Barcelona University Centre (BCU) - Coimbra Group - Confucius Institute in Barcelona (ICB) - Eurolife Network of European Universities in Life Sciences - Euromed Permanent University Forum (EPUF) - European University Association (EUA) - European University Continuing Education Network (EUCEN) - Ibero-American University Association for Postgraduate Studies (AUIP) - International Forum of Public Universities (IFPU) - International Research Universities Network (IRUN) - Interuniversity Centre for Development (CINDA) - Latin America and Europe Continuing Education Network (RECLA) - League of European Research Universities (LERU) - Mediterranean Universities Union (UNIMED) - Observatory of European Union-Latin America Relations (EULARO) - PEACE programme - Tordesillas Group - United Nations Academic Impact (UNAI) - Vives Network (XVU)

CODE	NOTES
G4-16	<p>Bodies in which the UB has a post in the governing body</p> <ul style="list-style-type: none"> - Barcelona University Centre (CU) - Confucius Institute in Barcelona (ICB) - Eurolife Network of European Universities in Life Sciences - Euromed Permanent University Forum (EPUF) - European University Association (EUA) - Ibero-American University Association for Postgraduate Studies (AUIP) - International Forum of Public Universities (IFPU) - International Research Universities Network (IRUN) - Latin America and Europe Continuing Education Network (RECLA) - Mediterranean Universities Union (UNIMED) - Observatory of European Union-Latin America Relations (EULARO) - Vives Network (XVU) <p>The UB contributes significant funding in addition to mandatory membership fees to:</p> <ul style="list-style-type: none"> - Coimbra Group: collaboration grants for trainee researchers in countries in Africa, the Caribbean and the Pacific. - International Research Universities Network (IRUN): two grants for international placements for two students in the member universities of the IRUN. <p>Strategic decision to join the listed networks</p> <p>Becoming a member of the listed networks is a strategic decision in line with the policy of the University of Barcelona and the Office of the Vice-Rector for International Policy under the Management Plan of the University of Barcelona: Action 2.1 Increase in international research projects and collaboration exchanges, not only European but also in other areas, taking advantage of membership in selective networks like the League of European Research Universities; Action 3.1 Promotion of a policy that takes into account international rankings and reinforces the UB's participation in selective and strategic networks; Action 3.2 Prioritization of initiatives, such as the Confucius Institute in Barcelona, to foster the third mission internationally.</p> <p>This list basically includes the organizations of which the institution is a member.</p> <p>In the area of health and safety, the UB also belongs to:</p> <ul style="list-style-type: none"> - Spanish Network of Safety and Health at Work (RedSST), which develops initiatives and directives of the European Agency for Safety and Health at Work (1998) - Sub-committee on Sustainability and Prevention of Occupational Risks within the Sector Committee of Environmental Quality, Sustainable Development and Risk Prevention of the Spanish Rectors' Conference, which develops initiatives on occupational risk prevention for all universities in Spain (2003) <p>The UB does not hold posts in the governing bodies of the two organizations listed above.</p> <p><u>Fulfilment of targets for 2013-2014</u></p> <p>The UB has achieved all objectives set out in the most recent Report on Social Responsibility.</p> <p>Objectives for the academic years 2014-2015 and 2015-2016</p> <ul style="list-style-type: none"> - To adjust the number of networks in which the UB is a member to the networks in which the UB genuinely takes an active part, monitoring and reporting on the activities and results obtained. - To play an active role in the network United Nations Academic Impact. - To maintain and improve the level of participation in the League of European Research Universities: this involves the attendance of 25-30 UB representatives in roughly 50 meetings a year and the UB's hosting of several meetings for three or four LERU communities and working groups. - To maintain participation in the EuroMarine Consortium and improve the access of researchers to funding sources for EuroMarine research projects. - To achieve significant participation in the first calls of the knowledge and innovation community (KIC) of EIT Health, the Spanish hub coordinated by the UB. - To improve dissemination of the benefits of participation in the Eurolife network (the UB is the coordinator for the period 2015-2017) and in the European Consortium for Political Research.
G4-22	There are no significant restatements to report with respect to previous reports. The only changes arise from the fact that the data gathered in some areas, particularly economic data, are typically provisional.
G4-23	There have been no significant changes.
G4-28	From 2011-2014 or from 2010-2011 to 2013-2014. From some indicators, the UB does not have information for all four calendar or academic years. In the case of indicators for which the UB has only had information since 2013, the policy has been to provide figures also for 2010 in order to report a period of four years.
G4-29	<u>Report on Social Responsibility 2012-2013</u> , published in October 2014

CODE	NOTES
G4-30	Annual
G4-31	Office for Internal Control, Risks and Corporate Social Responsibility
G4-32	Comprehensive “in accordance” option in guidelines
G4-33	The UB does not externally assure the Report on Social Responsibility.
G4-34	The governing bodies of the University of Barcelona are described in the Report on Social Responsibility 2011-2012 . A detailed description is also available on the website . During the academic year 2013-2014 there have been no changes in this structure.
G4-35	The delegation process is done by means of agreements, directly from the Governing Council and also from its delegate committees, in this case the Economic Committee .
G4-36	There are posts with responsibility for economic, social and environmental topics. The post-holders report to the governing body that oversees the pertinent area. The UB does not have a single governing body in the sense specified by the indicator.
G4-37	Catalan society, students, PDI and PAS take part in decision-making at the UB through their representatives on the governing bodies.
G4-39	The UB’s highest authority is the Rector. The Rector’s functions are stipulated in articles 71 to 76 of the UB Statute .
G4-40	The appointment of members to the governing bodies is carried out in accordance with title III (articles 54 to 83) of the UB Statute.
G4-42	The Committee for Social Responsibility, which is delegated by the Governing Council, is responsible for bringing together all discussion on the subject of social responsibility.
G4-43	All approved agreements and minutes are available on the intranet, and the UB’s transparency website Portal de la Transparencia has increased the amount of available information.
G4-44	The UB has a Management Plan , which lays out a series of objectives that must be met and the indicators to track these objectives. Through the Management Plan, the performance of the Rector’s team can be monitored. In addition, there is a binding income and expenditure budget that must be settled and audited each year. With respect to social aspects, the UB is now preparing a code of social responsibility. Fulfilment of targets for 2013-2014 The approval of the code has been delayed because of a series of modifications agreed when the document was going through the Committee for Social Responsibility.
G4-45	Risk monitoring forms part of the functions of certain specialized units, such as the Office for Internal Control, Risks and Social Responsibility, which prepares an updated risk map, and the General Manager’s Office, which provides management alerts and an annual evaluation of the Management Plan. From this point, the UB takes any corrective or remedial actions deemed appropriate.
G4-46	The governing body monitors the risks of the UB from the viewpoint of managing a public service, which represents its essential function. As a result, the UB does not carry out a specific analysis or monitoring of risks associated with economic, environmental or social topics from the perspective of social responsibility. Rather, it is understood that this involves identifying situations of risk in the impacts generated by the UB. Not carrying out a specific analysis or monitoring of risks, however, is not an obstacle to undertaking specific actions in relation to the UB’s impacts in clearly identified situations.

CODE	NOTES
G4-47	<p>The UB's Committee for Social Responsibility, as a delegate committee of the Governing Council, meets at least once a year to approve the content of the Report on Social Responsibility. At that time, a comprehensive list of specific impacts is reported.</p> <p>This does not prevent the UB's Office for Internal Control, Risks and Social Responsibility, when it detects a significant impact, from immediately reporting this information to the governing body.</p> <p>Both the Governing Council and the Board of Trustees meet approximately every two months. The regular analysis of economic impacts, risks and opportunities primarily occurs in the months of July and December, when the previous year's budget is closed and the coming year's budget is presented, respectively.</p> <p>As a result, the UB's operational dynamic provides a permanent mechanism for the ongoing analysis of any identified impacts.</p> <p>Fulfilment of targets for 2013-2014</p> <p>According to the objective set out in the previous report, the transparency website Portal de Transparència has been developed. However, it was not put into operation until 2015.</p>
G4-48	<p>The UB's Report on Social Responsibility is centralized and prepared by the Office for Internal Control, Risks and Social Responsibility. The Office requests and compiles information from all of the units of the University involved and it constantly reviews the information in accordance with the criteria of materiality.</p> <p>Once a draft has been prepared, the Office presents it to the delegate committee of the UB's Governing Council that oversees social responsibility. The delegate committee reviews the draft, finalizes the content and approves the report.</p>
G4-49	<p>Concerns are communicated to the governing bodies through representatives, because the membership of the Governing Council includes ten deans, five heads of department, 20 representatives of the Senate from the three university groups (12 PDI, two PAS and six students), and invited labour-union representatives (PAS and PDI).</p> <p>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> - The Rector's blog - The Basic Support for Cooperative Work (a software tool for cooperative work that facilitates interaction and information exchange) - The UB website <p>There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction questionnaires (for PAS) and the Ombuds Office (for the entire university community).</p>
G4-50	<p>Any concerns and complaints are addressed by the Governing Council (in the discussion of each point and when the floor is thrown open). For any concern that does not have a response in place, there is a commitment that the next Governing Council will respond and, where action is necessary, the response will be timely.</p>
G4-51	<p>Since 2013, no performance-based pay has been established, except for exceptional remuneration or consideration for extra work or for temporarily assuming more responsibility because of a head's leave of absence. As a result, there is no pay for being a member of the governing bodies.</p>
G4-52	<p>PDI and PAS remuneration is established by the national and regional regulations on public bodies, the list of employment posts (for PAS) and the corresponding collective bargaining agreement.</p>
G4-53	<p>See the response for indicator G4-52.</p>
G4-55	<p>In 2014 UB remuneration has not risen with respect to 2013.</p>
G4-56	<p>The UB's mission, vision and values are presented in the Report on Social Responsibility 2010-2011. A detailed version appears on the website.</p> <p>With respect to codes of conduct and principles pertinent to economic, environmental and social performance, mention should also be made of the Bioethics Committee, the Animal Experimentation Ethics Committee, the Clinical Research Ethics Committee of the Hospital Clínic, the Clinical Research Ethics Committee of Bellvitge, the Observatory on Bioethics and Law (OBD), the Code of good practice for research and the Sustainability Plan.</p> <p>The UB is in the process of preparing a code of social responsibility for the entire institution.</p> <p>Lastly, a protocol has been prepared for the prevention, detection and action against situations of sexual harassment on the grounds of gender or gender orientation, and a protocol has been prepared for the management of psychosocial risks. These protocols went into force in 2014.</p>
G4-57	<p>Ethical conduct in the UB's science and research is regulated and overseen by the Ethics Committee.</p> <p>The external advisory mechanisms are highly limited. It is only possible to mention the UB's active agreements with the Anti-Fraud Office (but only for economic topics).</p>

CODE	NOTES
G4-58	<p>The Support and Mediation Office strives to be a space for the resolution of many existing problems. When necessary, the Office refers situations to the relevant units (Human Resources for PAS, Academic Staff for PDI, OSSMA, etc.).</p> <p>To address unlawful conduct in accounting, academic activities or similar areas, the Office for Internal Control, Risks and Social Responsibility and areas of the General Manager's Office have oversight responsibility.</p>
EC2	<p>The UB continues to apply the Sustainability Plan and to follow a policy of energy savings that has an indirect impact on the risks and opportunities stemming from climate change, leading to new lines of research in this area and even to the creation of companies to work on this issue. In the teaching area, climate change can lead to the design of content adapted to the new situation.</p>
EC3	<p>The budgetary legislation of the Government of Catalonia for 2014 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds.</p>
EC7	<p>The data from the analysis of the development and impact of capital spending on infrastructure have been broken down as follows:</p> <ol style="list-style-type: none"> 1. New building works (new buildings) and major renovations 2. Actions to eliminate architectural barriers and to ensure the safety of people and assets 3. Energy savings <p>All actions that are interventions on the interior or exterior of buildings or on the infrastructure built by the University of Barcelona are intended to provide a public service: teaching, research or knowledge transfer.</p> <p>1. New building works (new buildings) and major renovations</p> <p>In the period indicated, the most significant capital spending on new spaces for UB operations are as follows:</p> <ul style="list-style-type: none"> - First phase of expansion of the classrooms on the Bellvitge Health Sciences Campus, in 2013 and 2014, with roughly 6,000 m² built for teaching purposes. - New workshops for the Department of Sculpture in the Faculty of Fine Arts, in 2014, with roughly 900 m² built for teaching and research purposes. - Renovation of the Paranymp of the Faculty of Medicine, in 2014, for teaching and knowledge transfer. - New facilities on the Food and Nutrition Torribera Campus, completed gradually, in accordance with academic needs, in the following buildings: <ul style="list-style-type: none"> - Pavelló Gaudí: research - Pavelló Verdaguer: teaching - Pavelló Marina: teaching and knowledge transfer - Pavelló La Masia: teaching and knowledge transfer <p>It is important to note that, as part of the UB's efforts in the area of sustainability and the environment, the completed construction of the classrooms in Bellvitge and the workshops in the Faculty of Fine Arts obtained level B for energy savings, particularly bearing in mind that this involved no over-spending.</p> <p>2. Actions to eliminate architectural barriers and to ensure the safety of people and assets</p> <ul style="list-style-type: none"> - Faculty of Medicine: placement of handrails along the entrance stairs of the Faculty. - Historic Building: placement of ramps and access stairs in the outside corridor between the two quadrangles. - Faculty of Economics and Business: adaptation to the current regulations of the fire protection systems of the Department of Mathematics for Economics, Finance and Actuarial Sciences. - Industrial Relations building: creation of fire sectors and legalization of facilities. - Building that houses the former canteens: installation of a new central control unit for fire protection and a new alarm system against intruders. - Palau de les Heures and the Mundet Campus: renovation of the ground floor for the Psychology Clinic. <p>3. Energy savings</p> <ul style="list-style-type: none"> - Faculty of Physics: closure of the corridors of the Atrium for thermal comfort and energy savings (central heating). - Lifts: energy savings on internal lighting. The fluorescent lighting has been replaced by LED lighting, and an automatic control has been installed to turn the lighting on or off depending on whether the lifts are in use. The energy savings has been 86%. - Lifts: change of lighting in the landings of the buildings, in front of the lift entrances. Regulations require that the lighting in front of lift entrances be on 24 hours a day. As a result, it has been considered appropriate to replace the previous fluorescent lighting with LED lighting. The energy savings has been nearly 50%. <p>Objectives for 2015</p> <p>The UB is set to hold two leasing tenders to supply and install LED lighting systems:</p> <ul style="list-style-type: none"> - Josep Carner Building, with a forecasted savings of 68,803 Kwh/year. - Faculty of Economics and Business, 690 (new library and annexes), with a forecasted savings of 35,290 Kwh/year.

CODE	NOTES
EC8	The UB has not quantified its indirect economic impacts as an institution. In any event, the section <i>Responsibility to the environment and the community</i> in this report lists a series of actions that typically have an economic impact on the surrounding environment.
EN29	There is no open file.
EN32	<p>The UB's tender process is subject to specific mandatory regulations as a public body. This means that the UB must comply as much as possible with the criteria of public notification and competition, the adjudication process must always respond to previously published criteria, and greater weight must be given to aspects that can be assessed objectively.</p> <p>This does not prevent public bodies from establishing environmental and social clauses as criteria in the tendering process or as terms and conditions in contracts.</p> <p>In this respect, the UB has prepared internal regulations, which are currently pending final approval by the Governing Council and which will introduce social and environmental clauses in the public tendering process in a general and mandatory way for all contracts undertaken in the fulfilment of the UB's budget.</p>
EN34	There is no open file.
LA2	The budgetary legislation of the Government of Catalonia for 2014 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds. Prior to this ban, the UB awarded these social benefits to its staff without establishing limitations or restrictions on the grounds that staff were permanent or full-time.
LA3	<p>The UB knows how many employees have benefited from parental leave, but not the maximum number that could benefit from it.</p> <p>Once their parental leave has finished, 100% of employees return to their post.</p> <p>Maternity or paternity leaves granted in 2014:</p> <ul style="list-style-type: none"> - Women: 92 - Men: 40
LA5	The response appears in the most recent Report on Social Responsibility .
LA11	<p>No process of competency-based assessment has been implemented for PAS.</p> <p>PDI have a distinctive feature: teaching evaluation and the evaluation of research output. The UB administers a questionnaire each semester to students on the subjects and the teaching staff in the bachelor's and master's degree programmes and the Teaching Assessment Committee (Comissió d'Avaluació de la Docència, CADUB) administers an annual assessment of teaching staff.</p> <p>Also, PAS and PDI receive individual evaluations in the case of a formal complaint. The average is two or three cases a year. At the general level, the UB tracks PAS performance through a filing system created during hiring and PDI performance through the voluntary five-yearly evaluations for staff who wish to obtain a pay supplement for teaching productivity.</p>
LA13	The information published by the UB on staff remuneration does not show pay differences between women and men.
LA14	See the response to indicator EN32.
LA16	<p>A complaint lodged against the calculation of the Academic Dedication Plan (Pla de dedicació acadèmica, PDA) has been resolved. In addition, four previous complaints have been submitted to judicial review. They relate to requests for an increased workplace supplement and professional reclassification for performing tasks of a higher category.</p> <p>The grievance mechanisms on labour practices are set out in the administrative regulations. They are available on request and subsequent appeal, as required.</p>
HR3	<p>The UB's Equality Unit has analysed eight cases of discrimination. In five, no action was taken. In two, a corrective plan has been applied and the results have been reviewed through a routine process of internal management. In the remaining case, a corrective plan is being implemented.</p> <p>A case of harassment in the Faculty of Geology is now in legal proceedings.</p>

CODE	NOTES
SO3	<p>There is no specific, distinct control of so-called <i>risks of corruption</i>. However, these risks are not exempt from control: they are implicitly covered by the internal control systems.</p> <p>In this respect, spending is subject to highly specific regulations with very strict procedures within the context of a budgetary regime. In addition, there are specific regulations on administrative contracting and staff hiring. Compliance with these regulations is a <i>sine qua non</i> condition for processing any expenditure and these regulations require the involvement and review of various public employees.</p> <p>Additionally, the UB has an Office for Internal Control, Risks and Social Responsibility, which has a financial controller who is responsible for prior scrutiny and ex-post control.</p> <p>It must also be noted that the UB's general policy is to evaluate two faculties or university schools a year, on average, in addition to any units involved in a staff or labour conflict that request evaluation.</p>
SO4	<p>The UB has no policies or procedures on communication and training to combat corruption that are specific and distinct from the control systems noted in indicator SO3.</p> <p>The UB takes action reactively through the General Secretary, based on complaints or detection. The UB always seeks first to investigate without public exposure. Once the UB has verified any evidence to support an allegation, the case enters administrative proceedings.</p> <p>Training on corruption is provided at regular intervals through specific courses, particularly those delivered in collaboration with the Anti-Fraud Office.</p> <p>Objectives for the academic year 2013-2014</p> <p>To continue with training and the detection procedure drawing on specialized units.</p>
SO5	<p>No case of corruption has been confirmed. If such a case arises, a file will be opened and the UB will take action in accordance with the recommendation of the investigating judge.</p>
SO8	<p>There is no open file.</p>
SO9	<p>See the response to indicator EN32.</p>
SO11	<p>There is no open file.</p>
PR7	<p>There have been no cases of non-compliance with the codes governing commercial and marketing communications, nor with the fundamental right to data protection.</p>
PR8	<p>There is no open file.</p>
PR9	<p>There is no open file.</p>