
REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

2014—
2015



UNIVERSITAT DE
BARCELONA

Editorial Board

General Secretary's Office
University of Barcelona

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Written by

Office for Internal Control, Risks and Corporate Social Responsibility

Published by

Edicions de la Universitat de Barcelona

UB Digital Repository

<http://hdl.handle.net/2445/102735>

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Foreword from the Rector

The academic year 2014-2015 has been a year of consolidation. This is reflected in our continued quantitative improvements in a variety of economic, environmental and social aspects, though there were no significant qualitative changes in relation to the universities with which we compare ourselves. The University continues to achieve a balanced budget, while also reducing our historical deficit, our consumption of energy and our generation of waste and increasing our rate of recycling. We have also continued to offer social assistance services to the university community to meet physical, economic and inclusionary needs.

In addition, the academic year saw the development of a proposal to reform our academic structures and administrative organization, better focusing our resources on teaching quality, research and the international dimension, and this proposal was approved by the Governing Council and the Board of Trustees in April 2015. Our expectation is that these improvements in services, training capability and study support will have a social impact on the various groups in the University.

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.

In the area of economic sustainability, one highlight is that we have already achieved the goals of the budget stabilization plan. In fact, this plan, which we established in 2012 in response to the rise in our historical deficit at the end of 2011, was accomplished a year earlier than expected. At the close of 2014, the figures were already better than in 2010 and the expectation is that they will continue to improve and that the historical deficit at the close of 2015 will be at a level not seen since 2006. Also, the University's treasury has seen a notable improvement in 2015, thanks to payment of late sums from the Government of Catalonia.

In terms of social impact, UB Volunteering, the UB Solidarity Foundation and the Office for Internal Control, Risks and Corporate Social Responsibility, among others, have firmly established the University of Barcelona as a leader. We are a socially engaged university and this is clearly visible in the nearly 2,000 volunteers who mobilize every year as well as in the results of our programmes to retain talent, give financial support and provide assistance for special needs, for families who have children with some form of disability, for refugees and more.

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.



Once again, the University of Barcelona reaffirms its commitment to sustainability, as set out in articles 58 and 176 of the Statute, and we are fulfilling this commitment in two broad ways.

First, the UB monitors and complies with the criteria of ecological sustainability and environmental protection through the delegate committee of the Senate—the university community's highest representative body—which presents an annual report on our activities to monitor the Sustainability Plan and report on progress.

Second, the UB expressly meets its commitment to a balanced budget and financial sustainability through its annual budget and the settlement of the previous year's budget.

As for social responsibility, this area is present in all the functions of the University as a public university in service to society: teaching, research, transfer, integration in the territory, local cooperation and international cooperation. The dimension of social responsibility is clearly visible in the activities set out in this report, which has been prepared annually since the academic year 2008-2009.

Sustainability in its fullest and broadest sense is an issue of great importance in the policies and views of the University of Barcelona, which is determined to instil its own culture to defend and achieve environmental, economic and social sustainability. You can see this throughout the report. Once again this year, I invite you to pore over these pages, which reflect our ongoing commitment to the value of transparency and public scrutiny.

Introduction by the President of the Board of Trustees

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.

The University of Barcelona is committed to playing a crucial role 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.

In his foreword, the rector, as the highest authority of our institution, highlights the most important facts and milestones for the academic year 2014-2015, as well as our challenges for the future. The members of the Board of Trustees give him their full support and assistance. Against a backdrop of ongoing economic constraints for the entire public administration, I would like to single out the UB's capacity to improve its economic situation while maintaining its staunch commitment to strengthening its social responsibility in all areas of activity, from teaching and research to knowledge transfer.

Highlights include our responsibility actions aimed at internal stakeholders, such as the bkUB programme, tuition assistance and financial aid to ensure access for students suffering financial hardship, as well as our actions aimed at the environment: the full array of UB Solidarity Foundation programmes; expansion of our educational offering, which is increasingly open to the world; strengthening of our international dimension, and our commitment to transferring results to society, among others. The University has carried out research of the highest level, which is reflected in our recognition and our international ranking among the best universities worldwide.

In the area of teaching, we would like to emphasize that the University has also encouraged training in social responsibility for future professionals, offering specific new subjects, sessions within the context of existing subjects, learning-service projects which bring together dedication to the community and academic learning, and the development of bachelor's degree final projects that involve social projects.

In this report, you will find the set of actions that reflect the University's civic commitment within its broader environment. In this respect, the Board of Trustees wants to acknowledge the commitment of the entire university community toward building a university with socially responsible teaching, research and management.

List of abbreviations and glossary of concepts from the Global Reporting Initiative

ABBREVIATIONS

ADE	Business Administration and Management
AECHE	Arab-Euro Conference on Higher Education
ApS	Learning-service projects
AQU	Catalan University Quality Assurance Agency
BKC	Barcelona Knowledge Campus
BOPB	Official Gazette of the Province of Barcelona
CCOO	Workers' Commissions
CIC	Inter-University Council of Catalonia
CRAI	Learning and Research Resources Centre
CRUE	Conference of Rectors of Spanish Universities
CRESIB	Barcelona Centre for International Health Research
CSIC	Spanish National Research Council
Dincat	Intellectual disabilities in Catalonia
ECTS	European credit transfer system
GREC	Research management application
GRI	Global Reporting Initiative (the institution that developed the first guide for sustainability reports)
HUBc	University of Barcelona Health Campus
ICE	Institute of Education Sciences
IL3	Institute for Lifelong Learning
IPC	Consumer price index
MOOC	Massive open online course
OCI	Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	Office of Mobility and International Programmes
OSSMA	Office for Health, Safety and Environmental Issues (OSSMA)

PAS	Administrative and service staff
PAU	Self-protection plan
PDI	Teaching and research staff
RLT	Schedule of job posts
RS	Social responsibility
RSU	University social responsibility
SAE	University of Barcelona Student Support Service
SAPDU	Disability Support Services at the University
SED	Secretary's Office for Students and Teaching Staff
TFG	Bachelor's degree final project
TFM	Master's degree final project
TIC	Information and communication technologies
UB	University of Barcelona
UE	European Union
UGT	General Union of Workers
UPC	Universitat Politècnica de Catalunya - BarcelonaTech

GLOSSARY OF GRI CONCEPTS

[Aspect](#)

[Aspect boundary](#)

[Principles for defining report content](#)

[Stakeholder inclusiveness](#)

[Sustainability context](#)

[Materiality](#)

[Completeness](#)

[Time](#)

[Management approach](#)

THE UNIVERSITY OF BARCELONA



Key services

The classic functions of Catalan public universities are teaching, research and knowledge transfer. The social awareness of the UB, however, has led the institution to undertake ever more actions and provide ever more services with the university community and the wider society in mind. In this Report on Social Responsibility, most of the actions and services that go beyond the traditional functions of universities are described in the section on [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

As a result, the University's primary mission is to offer excellent higher education and ensure that everyone has access to university studies, regardless of their financial situation. Consequently, the recipients of the UB's teaching activity are university students.

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.

DIMENSIONS

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

KEY FIGURES*	
PDI	5,532
PAS	2,264
Total number of employees	7,796
Total income**	405.215
Total costs**	417.633
Bachelor's degree courses	67
University master's degrees	141
Offering in postgraduate programmes	654
Doctoral programmes	48
Number of students***	61,685
Departments	106
Consolidated research groups	301

* The figures relating to academic aspects reflect the academic year 2014-2015, the figures relating to research are from 2014, and the financial and staff figures correspond to 31 December 2015.

** The figures for total income and total costs appear in million 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: OCI



Stakeholder groups

In one way or another, the University of Barcelona's activities affect a wide array of stakeholders in society. The OCI has contacted the units within the UB's administrative structure to identify the UB's impact on its stakeholders. Specifically, the following units took part in the process:

- Organization and Human Resources
- Finance
- UB Procurement
- UB Solidarity Foundation
- Support and Mediation Office
- Cabinet at the Rector's Office
- ICE
- Corporate Image and Publicity
- Building Works and Maintenance
- Unit for Administrative Procurement
- International Mobility and Programmes (OMPI)
- Student Support Service (SAE)
- General Secretary's Office
- Legal Services
- University of Experience
- Equality Unit
- Office of the Vice-Rector for Administration and Organization
- Office of the Vice-Rector for Institutional Relations and Culture
- UB Volunteering

Each of these units responded to a series of questions asked by the OCI to gain a deeper understanding of the relationships between the University and its administrative units and stakeholder groups. The questions addressed the following areas:

- The UB's stakeholder groups (ranked on a scale of 1 to 4 depending on the impact of the University's activity on them)
- The specific stakeholder groups of each surveyed unit (ranked on a scale of 1 to 4 depending on the impact of the unit's activity on them)
- The relationship established between each surveyed unit and its stakeholder groups (type and frequency of the relationship)
- The issues or problems emerging in relation to the participation of the stakeholder groups of the consulted units and how these situations have been addressed

LIST OF STAKEHOLDER GROUPS

The table below shows the survey results for the nineteen administrative units who were asked to name, in their opinion, the stakeholder groups of the University as a whole. The right-hand column shows the total score received from all units (adding together their rankings on a scale of 1 to 4 based on the importance of the stakeholder group). The numbers in parentheses give the number of units that mentioned the stakeholder group as one of the UB's main stakeholder groups.

UB STAKEHOLDER GROUPS			
Students	76 (19)	UB-affiliated centres	4 (1)
PDI	75 (19)	Entrepreneurs	4 (1)
PAS	73 (19)	Associations	4 (1)
Other public institutions	25 (8)	Replacement and job search staff	3 (1)
Trade unions	16 (7)	Clients	3 (1)
Companies	16 (6)	Cultural fabric	3 (1)
Other universities*	16 (5)	Politicians in university affairs	2 (1)
Society	16 (5)	Other educational institutions	2 (1)
Suppliers	15 (8)	Professional associations	2 (1)
City council managers**	10 (4)	Social fabric	2 (1)
The media	10 (4)	Security	2 (1)
Former students	10 (3)	Non-UB users of university services	2 (1)
Third social sector	9 (3)	Neighbours of university facilities	1 (1)
Future university students	6 (2)	Taxpayers	1 (1)
Secondary-school teachers	5 (2)	Senior citizens	1 (1)
Foundations	4 (2)	Family of students and staff	1 (1)
UB Group	4 (1)		

* Some units distinguished the universities by geographic locations; the table above groups their responses for all other universities under the category *Other universities*.

** This category has been distinguished from the category *Other public institutions* because several units have drawn this distinction.

Source: OCI

The table above clearly shows that the main three stakeholder groups of the UB are the **students**, the **PDI** and the **PAS**. The next highest level of importance includes **other public institutions**, **trade unions**, **companies**, **other universities**, **society** as a whole, and **suppliers**.

SPECIFIC STAKEHOLDER GROUPS OF THE UB'S ADMINISTRATIVE UNITS

The table below shows the survey results for the nineteen administrative units who were asked to name, in their opinion, the stakeholder groups of their particular unit. The right-hand column shows the total score received from all units (adding together their rankings on a scale of 1 to 4 based on the importance of the stakeholder group). The numbers in parentheses give the number of units that mentioned the stakeholder group as one of their unit's main stakeholder groups.

SPECIFIC STAKEHOLDER GROUPS OF THE SURVEYED ADMINISTRATIVE UNITS			
PDI	60 (17)	Members of faculty equality commissions	4 (1)
PAS	58 (16)	Student associations	4 (1)
Students	47 (13)	Politicians in university affairs	4 (1)
Other public institutions	27 (8)	Board of Trustees	4 (1)
Suppliers	20 (8)	Associations	4 (1)
Companies	16 (5)	UB representatives in governing bodies of different organizations (pools; foundations; committees; advisory boards; peace and human rights centres; foundations working with groups in risk, social exclusion, at local, provincial, national and international levels)	4 (1)
Other universities*	15 (5)		
The media	13 (4)		
Professionals of the education sector (e.g., secondary-school teachers)	12 (4)	Groups at risk of social exclusion (in Catalonia and abroad)	4 (1)
City council managers**	11 (3)	People, groups, organizations or institutions working in the defence of human, social and economic rights	4 (1)
Society	9 (4)	People, groups, organizations or institutions that could provide access to human, material or financial resources for the defence of human, social and economic rights	4 (1)
Trade unions	9 (3)		
UB governing bodies	8 (2)	Educators in non-state-regulated education	4 (1)
Other UB administrative units	8 (2)	Youth and youth organizations included in the UB or providing services to the UB	4 (1)
PDI in international exchanges	8 (2)		
UB Group	7 (2)	Clients	3 (1)
Future university students	7 (2)	Cultural fabric	3 (1)
Former students	6 (2)	Entrepreneurs	3 (1)
Third social sector	4 (1)	University international, national and regional administrative and financial networks, service supervision, intercultural studies, etc.	3 (1)
Community centres, libraries and other social centres	4 (1)		
Non-UB users of university services	2 (1)	Public Audit Office of Catalonia	3 (1)
Neighbours of university facilities	2 (1)	Social fabric	2 (1)
Taxpayers	2 (1)	Family of students and staff	2 (1)
Students in international mobility programmes	4 (1)	Senior citizens	1 (1)
PAS in international exchanges	4 (1)	Replacement and job search staff	1 (1)

* Some units distinguished the universities by geographic locations; the table above groups their responses for all other universities under the category *Other universities*.

** This category has been distinguished from the category *Other public institutions* because several units have drawn this distinction.

Source: OCI

The table above shows that the specific stakeholder groups of the UB's administrative units do not differ very much from the stakeholder groups indicated by the units for the University as a whole. Once again, the **PDI**, the **PAS** and **students** are the main stakeholder groups (though they have lower scores than in the previous table). The main difference is that, in this case, the range of stakeholder groups is much wider and some groups in the second highest level of importance (after PDI, PAS and students) have changed position.

PARTICIPATION OF THE UB'S STAKEHOLDER GROUPS

The UB's stakeholder groups take part in the institution at two different levels. On one level, the main groups (PDI, PAS and students) and society as a whole participate in the governing bodies of the University through representatives on the Board of Trustees. As a result, they not only have an influence on the decisions taken within the institution, but they also play a leading role. The frequency of the meetings of the governing bodies varies by body. On another level, the stakeholder groups establish relationships that go beyond their role in the governing bodies and change depending on the case and unit involved. Below is a detailed description of these relationships.

The **ICE** is engaged in open and ongoing communication with the PDI through the figure of the training coordinator in each faculty or university school. The training coordinators are University teaching staff who act as agents of consensus between the other teaching staff in their faculty or university school and the ICE. The Doctoral School is the point of contact for training aimed at doctoral students. The relationship with the PAS is carried out through trade-union and corporate communications. Contact is ongoing between the ICE and the Department of Education of the Government of Catalonia, the CRAI libraries and the headmasters of primary, secondary, upper secondary and vocational schools. Agreement is sought with all of them on the educational strategies that are most appropriate at any given time. Lastly, the ICE communicates its activities on the Internet and in social media so that any organization interested in improving their training activities can use the materials for their own benefit.

The **Unit for Administrative Procurement** relates to its stakeholder groups basically through written communication and working groups. The frequency of this relationship varies by case (sometimes it is limited to the life of a procurement contract). The relationship with the public administrations is based on their requirements (such as the justification of a project or contract of a ministry or of the Government of Catalonia, or audits conducted by the Public Audit Office).

The **Office of the Vice-Rector for Administration and Organization** is in ongoing contact with most of its stakeholder groups. The frequency depends on specific needs. This relationship can take a multitude of forms: group or individual meetings, committees, working groups, assemblies, round tables, exhibitions, presentations and publicizing of activities, seminars, workshops, conferences and more.

The **Office of the Vice-Rector for Institutional Relations and Culture** provides tools to participants in its activities to enable them to submit complaints, opinions and suggestions (for example, satisfaction surveys are given to students enrolled in Els Juliols summer courses and visitors' books at exhibitions allow visitors to give their opinion). The Office of the Vice-Rector also follows up on the impact that its activities have had in the mass media and social networks, and it meets with stakeholder groups with which it organizes joint activities.

Legal Services and **Finance** have a similar communication system, based on facilitating contact with stakeholder groups who require it. As a result, this relationship generally makes use of email and telephone, as well as correspondence and the website in the case of Finance.

Building Works and Maintenance primarily uses internal documents, email and phone calls. However, with deans, centre administrators and teaching staff, the communication is more direct and personal (interviews and meetings are held to define and specify the objectives of any projects in the works and respond to other questions that may affect the buildings). During the completion of building works, the unit pays daily or weekly visits to the contracted companies.

UB Volunteering makes particular use of email and social networks to inform its stakeholder groups (PDI, PAS, students, associations and society at large) of the activities, campaigns and projects that the unit is organizing or taking part in.

UB Procurement interacts with its stakeholder groups only in a highly mediated way, informing staff of instructions for action that it receives from the governing bodies and the General Manager's Office.

The **Support and Mediation Office** is open to anyone affected by an interpersonal dispute who seeks support on a voluntary basis. [The various avenues available to communicate this situation](#) are explained in detail in the section of the report on the Support and Mediation Office.

The **Equality Unit** maintains relationships with the equality committees in the UB's faculties and university schools. These committees are made up of representatives of the PDI, PAS and students and their purpose is to exchange opinions on the various initiatives currently underway and to agree actions that need to be undertaken based on the identified needs. Consideration is also being given to the establishment of open and ongoing communication with the students making up the UB's network of associations, instituting periodic meetings. With the Equality Unit's remaining stakeholder groups, there is no ongoing communication, but mechanisms are being sought to collect their opinions and inform them of activities.

Marketing provides ongoing information on the activities and services that may be of interest to the UB's stakeholders. To do so, they use bulletins, mobile applications, posters and postcards, large-scale banners, the Internet, the UB Mòn intranet, social networks, email mailings, stands at events such as the Saló de l'Ensenyament, and so forth. For some groups, much of the communication occurs through other services (e.g., UB Alumni is used for communicating with former students and SAE for contact with future students). Marketing not only sends information to its stakeholder groups, but can also be contacted by them. Opinions are sent through social networks and email.

OMPI uses the Internet, mobile applications, email, social networks, informational meetings and working sessions to engage in communication with its stakeholder groups on an ongoing basis. Basically, this communication involves information about mobility calls and projects, organization of informational sessions, and meetings with the individuals responsible for international relations in each of the UB's faculties and university schools or its affiliated centres.

Organization and Human Resources communicates with PDI and PAS using the personal space that each staff member has online. For specific subjects that affect a particular group, Organization and Human Resources organizes working groups, satisfaction surveys, question-

naires and other tools for qualitative or quantitative analysis. The relationship with the trade unions is coordinated through the negotiation channels established under current regulations, the creation of joint committees and working groups, the periodic provision of information, and meetings to monitor and review subjects that are a subject of negotiation.

The main recipient of actions taken by the **SAE** is students. This relationship starts even before students enrol at the UB, when the University carries out activities to publicize its academic offering and the variety of its services to help in the selection of their academic future. These activities include trade fairs and shows, academic orientation days, workshops, talks, contests, lectures and monographs aimed at students. Most of the activities are intended not only to give information, but also to better understand the opinion of students. This is particularly true in the cases in which they complete a questionnaire at the end of an activity.

Because of its institutional idiosyncrasy, its statutory mandate and the sorts of activities that it pursues, the **UB Solidarity Foundation** is obliged to maintain an open and ongoing relationship with all of its stakeholder groups. This relationship is developed in a variety of settings: face-to-face meetings, one-way informational communication, an active presence in social networks, an institutional presence in multilateral collaboration bodies (federations of NGOs, committees of networks such as the Catalan Association of Public Universities, the Vives University Network, etc.). The relationship is especially active with the university community, the administrations of the Barcelona metropolitan region, the education sector and the organizations and institutions working on subjects of social interest.

The **Cabinet at the Rector's Office** relates to its stakeholder groups only reactively, at the request of one of their members. The active part of the relationship is the responsibility of the UB's specialized units.

The **University of Experience** relates to its students through the questionnaire that they complete during the pre-enrolment process for UdE courses.

The **General Secretary's Office** makes public the agreements and documents that it prepares. For any agreement, an effort is always made to obtain the maximum possible consensus among the interested parties.

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

For the **Office of the Vice-Rector for Administration and Organization**, the proactive and participative approach adopted when it introduces and develops its efforts lengthen the process and, consequently, delay the achievement of results. As a result, they suggest giving responsibility to the different groups to manage and solve problems seeking joint solutions, because strategies of negotiation at different levels can paralyze actions.

For the **University of Experience**, the satisfaction questionnaire completed by students at the end of each course provides information on any problem or improvement idea for the course in question. All of these observations are taken into account during course planning for the subsequent year.

The **UB Solidarity Foundation** emphasizes that its stakeholder groups often act as if it had a much greater ability to mobilize human and economic resources than it actually has. As a result, its human resources face a work overload and they have to seek funding outside the UB.

Similarly, the **SAE** has a lack of personnel and this prevents it from engaging in new actions and hampers its ability to perform all of its assigned functions. This situation has been partly remedied with the involvement of interns.

Organization and Human Resources mentions problems that often come up in negotiations on working conditions. In these cases, the policy puts the priority on reaching agreement, so participative, joint working groups are created to help the parties come together.

OMPI is the channel for problems that emerge through the faculties' international relations coordinators, particularly in relation to the Erasmus programme or the UB's own mobility programmes. To solve these problems, the principles of openness, transparency, fairness and consistency are applied, while ensuring that all parties involved are treated on equal terms. The Ombuds Office also submitted requirements, which have been addressed and resulted in improvements in a number of established procedures (information on conditions of mobility are now incorporated systematically in mobility calls).

The **Support and Mediation Office** reported having no noteworthy problems beyond those arising from its own activity. Since mediation is a voluntary process, the main problem occurs when one of the parties does not want to take part directly. In these cases, they use intermediation, which is the process of bringing the parties closer together without their direct participation. In last year's Report on Social Responsibility, the Support and Mediation Office had identified a need to improve communication with other UB units in order to provide a faster, more comprehensive service. This situation has been improved through periodic meetings with Human Resources, the Committee for Social Development and Ageing, and the Office of the Vice-Rector for Administration and Organization. As a result, a more integrated service is now offered.

The problems identified by **Finance** arise from individual considerations, doubts or inquiries. Based on these, any needed improvements to processes, operations or activities are identified. The improvements are then prioritized in terms of the number of people affected, the degree of importance and the available resources.

UB Procurement discusses the issues raised by its stakeholder groups, setting up and taking part in working committees with representatives from some of these groups.

The **Office of the Vice-Rector for Institutional Relations and Culture** solved the issue identified in the academic year 2013-2014. The drawbacks of the Paranymp'h's limited space, in which most of the UB's concerts take place, have been addressed by implementing a new approach to admissions: an hour before an event begins, numbered tickets are now made available to people who wish to attend, with attendance being limited to the venue's seating capacity.

The **Unit for Administrative Procurement** says that problems with PAS and PDI generally arise from an inadequate understanding of the unit's activity or the time needed to process a procurement request, sign a contract and then carry out the procurement. In this respect, the Unit for Administrative Procurement provides a great deal of information on processes, it

oversees them and it publishes information on the UB's intranet, so that the information is available to all staff.

The **Cabinet at the Rector's Office** provides a detailed list of issues identified in dialogue with its stakeholder groups. A number of contracted staff took the view that the rector's programme was not fulfilled in the case of promotion and stabilization posts. This has been addressed by implementing an emergency plan for teaching staff. Members of the same group also requested urgent financial assistance and the UB's response has been to create a financial assistance programme. Similarly, the economic problems suffered by a number of students since the rise in academic fees in 2011 are now addressed annually through the [bkUB programme](#), which is described in detail in another section of this Report. **UB Alumni** set up the Alumni Council in response to the need to raise the visibility of former students. The UB also prepared an information protocol for students and staff members abroad in order to provide their relatives with accurate information in case of emergency. In addition, periodic meetings are being held between the rector and the political authorities in charge of universities to improve communication. Some neighbours in Barcelona complained about the damage caused by some of the UB's festivities and a protocol has been created to solve the problem. Lastly, public demand for more information has resulted in the creation of the transparency portal called Portal de Transparència (under the Government of Catalonia's law on transparency).

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 PDI	51.2	151
Non-postdoctoral or UB-contracted PDI	9.8	29
PAS	10.5	31
Students	28.5	84
Total members		295
Men	58.6	173
Women	41.4	122

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	65.7	41
Women	34.3	22

Source: General Secretary's Office

Members of the Executive Council by stakeholder group

STAKEHOLDER GROUPS	%	REAL NUMBER
PDI	95.5	21
PAS	4.5	1
Total members	22	
Men	59.1	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	80	12
Women	20	3

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

Source: General Secretary's Office

Content of the Report

PROCESS FOLLOWED TO DETERMINE THE CONTENT OF THIS REPORT AND THE PRINCIPLES APPLIED

To determine the contents of the Report on Social Responsibility, the [aspects](#) addressed by the GRI and the [aspect boundary](#) of each of these aspects, the UB follows a complex process involving several steps. These steps are set out below.

1. The Committee for Social Responsibility met in July 2015 and established the guidelines to be followed. The committee has representatives from the three most important internal stakeholder groups (PAS, PDI and students), from the governing bodies (including the rector himself) and from society at large (members of the Board of Trustees). Also present on the committee are the head and specialist personnel from OCI who prepare the Report.
2. The Cabinet at the Rector's Office and the OCI met and decided on the GRI aspects to report on and the coverage they needed. For the remaining content of the Report, the OCI, as the unit responsible for preparing the document, decided most of what would be included.
3. The OCI contacted all the units of the University from which it needed information. To prepare this report, the following units were consulted:
 - UB Alumni
 - Finance
 - Committee for Social Development and Ageing
 - UB Procurement
 - Right to Rights Project
 - Corporate Training
 - UB Solidarity Foundation
 - Support and Mediation Office

- Cabinet at the Rector's Office
 - ICE
 - Corporate Image and Publicity
 - Building Works and Maintenance
 - Unit for Administrative Procurement
 - Mobility and International Programmes (OMPI)
 - OSSMA
 - Human Resources
 - Student Support Service (SAE)
 - General Secretary's Office
 - Legal Services
 - Ombuds Office
 - University of Experience
 - Equality Unit
 - Office of the Vice-Rector for Administration and Organization
 - Office of the Vice-Rector for Academic Policy, Students and Quality
 - Office of the Vice-rector for Teaching and Language Policy
 - Office of the Vice-Rector for Teaching Staff
 - Office of the Vice-Rector for Institutional Relations and Culture
 - UB Volunteering
4. The OCI prepared a draft of this document based on all the collected information and then presented the draft to the Committee for Social Responsibility, which verified that the Report met their requirements and then gave their approval.

The [principles for defining report content](#) applied to determine the content of this report are set out below:

- [Stakeholder inclusiveness](#)—the University, through the Committee for Social Responsibility, has taken into account the expectations and interests of its stakeholder groups to decide the document's content and level of detail.
- [Sustainability context](#)—the document is not limited to showing the evolution of the UB's compliance, but also seeks to reflect contributions that improve or worsen the conditions of the environment locally and overall, on three dimensions: economic, social and environmental.
- [Materiality](#)—the [aspects](#) that must be reported on have been selected by the OCI and the Cabinet of the Rector's Office, following the guidelines of the Committee for Social Responsibility. These aspects reflect significant economic, environmental and social effects or have a substantial influence on the assessments and decisions of stakeholder groups.
- [Completeness](#)—the Committee for Social Responsibility has verified that the set of aspects that have been reported (as selected by the OCI and the Cabinet of the Rector's Office) are, in fact, sufficient and that the document reflects the UB's economic, environmental and social impacts. The committee has also checked that the document covers internal and external impacts ("[aspect boundary](#)") and that the information focuses on the given time period of the Report ("[time span](#)"), taking into account future impacts.

Objectives of the Report on SR 2015-2016

With the next Report on Social Responsibility in mind, the UB intends to create a working group with members of the Committee for Social Responsibility. The group may include individuals from outside the committee and it should include representatives of different stakeholder groups. The function of the working group will be to increase the participation of stakeholder groups in determining the content that needs to be included in the Report, expanding their efforts from defining the guidelines and reviewing the final content to playing an active role in the selection of aspects and their coverage.

LIST OF MATERIAL ASPECTS IDENTIFIED

Economics

- Economic performance
- Indirect economic impacts
- Procurement practices

Environment

- Energy
- Water
- Emissions
- Effluents and waste
- Compliance with regulations
- General aspects
- Supplier environmental assessment
- Environmental grievance mechanisms



Social indicators

Working practices and professional ethics

- Employment
- Relationship between employees and management
- 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
- Supplier assessment in the area of human rights
- Grievance mechanisms in the area of human rights

Society

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

Product responsibility

- Marketing communications
- Customer confidentiality
- Compliance with regulations

ASPECT BOUNDARY 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. Any impact on UB students and staff is considered internal.

Aspect boundary of economic aspects

The UB's economic performance has external and internal impact. On the one hand, the economic results affect the University itself, and on the other hand, they affect society as a whole. This is because the survival and sound financial health of a public university of this size is obviously important to Catalan society at large. In terms of indirect economic consequences

and procurement practices, the impact is especially significant on the local environment and so we can speak of a significant external impact. In the case of indirect economic consequences, it is also necessary to keep in mind that the prestige of the UB and the quality of education that it offers to students can have a certain influence on the later success of its graduates in the labour market and, consequently, on their future economic circumstances. Similarly, the professional success of graduates can influence the UB's prestige.

Aspect boundary of environmental aspects

Energy and water have an external impact that is closely linked to the pollution produced and the natural resources consumed, but they also have an internal impact because the amount of energy and water used has an economic effect. Emissions, effluents and waste have an obvious external impact, because they have a direct effect on the environmental health of the surroundings. Compliance with regulations has an internal impact because of the consequences on economics and prestige that would arise from non-compliance in the environmental area, and it has an external impact on civic policy. General aspects refer to environmental spending and investments and therefore have an internal economic impact and an external environmental impact. Supplier environmental assessment is reported because of its external impact on the suppliers themselves and because of pollution of the environment, given that the inclusion of a supplier assessment based on environmental criteria always leads to a cut in pollution. Lastly, the impact of environmental grievance mechanisms is at once internal and external, because both internal and external stakeholder groups can submit grievances that, once they are addressed, can have consequences for the UB, the environment and the individuals or groups that suffer from the impact.

Aspect boundary of aspects linked to working practices and professional ethics

The impact of employment, the relationship between employees and management, 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.

The labour practices grievance mechanisms have a dual impact, because both internal and external stakeholder groups of the UB can submit grievances that would have an effect on the University and on companies supplying goods and services that the UB consumes.

Aspect boundary of aspects linked to human rights

Anti-discrimination, supplier assessment and grievance mechanisms in the area of human rights are the only aspects linked to human rights that appear in the Report. In terms of discrimination, cases can arise not only with the University but also in dealings with other stakeholder groups, making this aspect both internal and external. Supplier assessment, by contrast, is only an external aspect, for the same reasons that are set out in detail in aspects covering the environmental and labour practices assessments of suppliers. Lastly, grievance mechanisms in the area of human rights have an impact that is internal and external, because griev-

ances can come from inside or outside the University, and the resulting correction and improvement can have positive consequences inside and outside the institution.

Aspect boundary of societal aspects

The indicators linked to local communities have an impact on the local environment. By contrast, combatting corruption has both internal and external effects. Public policy has been adapted to the activity carried out by the UB Solidarity Foundation. In this respect, it has an external impact because of the solidarity actions being undertaken in other countries. Anti-competitive practices, in the case of the UB, can only arise in services that go beyond the priority functions of the University (e.g., halls of residence, language schools, sports services, etc.), and their impact would be internal, given the consequences on the institution's economics and prestige, and external, because hypothetical unfair competition could harm companies and the market. In the case of compliance with regulations (for example, non-compliance on aspects linked to copyright or data protection), there is an internal impact because of the consequences on economics and prestige that would arise from non-compliance and an external impact affecting all groups and individuals harmed by non-compliance. 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. Lastly, the impact of grievance mechanisms for impacts on society is internal and external, because both internal and external stakeholder groups can submit grievances that, once they are addressed, can have consequences for the UB, the environment and the individuals or groups that suffer from the impact.

Aspect boundary of aspects linked to product responsibility

The aspects linked to product responsibility have been viewed as material because the UB has reinterpreted them for the university setting. For example, when the University speaks of the privacy of clients, it is referring to the privacy of its students and staff members. From this perspective, we can speak of an internal impact. If we reinterpret marketing communications and understand this aspect as the debate that may occur over the UB's subjects or lines of research (e.g., the teaching of homeopathy and some lines of research can cause controversy), the impact would be internal from the perspective of prestige and external in terms of the knowledge transfer that takes place. Lastly, as noted under the coverage of environmental and societal aspects, compliance with regulations has an internal and external impact.

Management approach

The management approach of the University is set out in the [Management Plan 2013-2016](#). Bearing in mind that this plan is created when the governing team begins its term of office and is effective for the same period as the team, it is expected that there will be no changes until new elections are held for the Rector's Office. Accordingly, in 2015, there were no changes in the management approach with respect to the [previous year's Report on Social Responsibility](#).

Significant changes in 2014-2015

The primary changes to the University in the academic year 2014-2015 were:

- the Humanities and Social Sciences Park was opened in Can Jaumandreu;
- building works began on the expansion of the Faculty of Law, funded by a joint public-private partnership;
- the UB's concession of the lot in Manual Girona Street, under the CSIC, was renewed.

Objectives for the academic year 2015-2016

- To expand the space dedicated to archives by refurbishing a building given to the UB by the L'Hospitalet de Llobregat City Council and using it for this purpose.
- To enlarge the premises of the Psychology Clinic of the UB with the addition of a building on the Mundet Campus given to the UB by the provincial government of Barcelona.
- To increase the size of the Food and Nutrition Torribera Campus by constructing the first temporary modules for classrooms and a future teaching building, and expanding use of all currently utilized buildings.

Impact

MAIN IMPACT, RISKS AND OPPORTUNITIES FOR THE ACADEMIC YEAR 2014-2015					
ACTIVITY	PRIORITY	IMPACT	RISK	OPPORTUNITY	INDICATOR
Teaching	Boost the international dimension	Encourage mobility of students and teaching staff and attract international students	Change in economic conditions and conditions of access because of the rise in international demand	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 an intensive research 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 2014-2015)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
EHEA bachelor's degree	19	32.20	5	8.47	9	15.25	12	20.34	14	23.73	59
University master's degree	30	22.22	13	9.63	29	21.48	27	20	36	26.67	135

* This does not include the course offering of the UB's affiliated centres.

Source: OCI

COURSE OFFERING (NUMBER OF COURSES)	2011-2012	2012-2013	2013-2014	2014-2015
EHEA bachelor's degree	65	64	66	67
Pre-EHEA degrees and diplomas	6	1	1	1
University master's degree	150	138	139	141
PhD programme	71	71	73	48
Doctoral programmes with a Pathway to Excellence award*	31	31	31	—
Postgraduate programme	306	367	627	654
University extension courses	53	49	122	97
Open corporate lifelong learning courses (IL3)	470	408	471	599

* In the academic year 2014-2015, there were no doctoral programmes with a Pathway to Excellence award because the designation is no longer used.

Source: [UB Report 2014-2015](#)

THE STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2014-2015)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degree and pre-EHEA degree	8,459	19.04	6,010	13.53	9,043	20.36	14,418	32.46	6,490	14.61	44,420
University master's degree	1,079	22.18	709	14.57	1,022	21.01	1,093	22.47	962	19.77	4,865
Doctoral studies	1,422	26.2	428	7.9	1,793	33.0	641	11.8	1,147	21.1	5,431

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

Source: [UB Report 2014-2015](#) and OCI

INCOMING STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2014-2015)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION SCIENCES	PERCENTAGE OF TOTAL	HEALTH SCIENCES	PERCENTAGE OF TOTAL	SOCIAL AND LEGAL SCIENCES	PERCENTAGE OF TOTAL	EXPERIMENTAL SCIENCES AND ENGINEERING	PERCENTAGE OF TOTAL	TOTAL
Bachelor's degree and pre-EHEA degree	2,151	20.65	1,509	14.48	1,925	18.48	3,241	31.11	1,592	15.28	10,418
University master's degree	647	18.93	554	16.21	765	22.39	681	19.93	770	22.53	3,417

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

Source: [UB Report 2014-2015](#) and OCI

STUDENTS	2011-2012	WOMEN	2012-2013	WOMEN	2013-2014	WOMEN	2014-2015	WOMEN
Bachelor's degree and pre-EHEA degree students	47,446	61.1%	46,449	61.6%	45,336	61.2%	44,420	61.1
Incoming bachelor's degree and pre-EHEA degree students	11,739	61.2%	10,730	61.3%	10,746	60%	10,418	60.1
Bachelor's degree and pre-EHEA degree and diploma graduates	6,382	64.6%	7,439	65.4%	7,582	65%	7,430	65.2
Full-time-equivalent bachelor's degree and pre-EHEA degree students	39,471	61.9%	38,807	62.5%	39,077	61.9%	38,363	61.8
University master's degree students	5,484	64.6%	4,878	63.9%	4,791	61.4%	4,865	62.7
Incoming university master's degree students	3,240	64.5%	3,117	63%	3,011	60.4%	3,417	62.4
University master's degree graduates	2,765	65%	2,661	64.6%	2,544	60.5%	2,472	61.8
Trainee researchers	4,681	58%	5,240	57.9%	5,387	57.25%	5,431	57
Postgraduate students	8,577	72%	7,783	71.2%	7,697	71.2%	8,693	65.9
University extension course students	925		1,146	50.7%	1,726	57.2%	2,279	64.5
Lifelong learning students (IL3)	17,371	69%	11,610	70%	16,433	71.03%	14,696	70.8
Students in affiliated centres (pre-EHEA degrees and diplomas, bachelor's degrees and university master's degrees)	3,046	57%	3,241	58.1%	3,251	57.80%	3,707	55.2
Students at the School of Modern Languages	5,284	64%	5,627	62.9%	5,881	61.3%	5,331	61.3
Hispanic Studies students	2,239	67.9%	1,933	72.7%	1,670	69.0%	1,768	78.8
Students at the University of Experience	283	64%	468	69%	731	64%	929	67.0
Students enrolled in Catalan courses	1,540	69.2%	1,746	68.9%	1,025	67.9%	1,103	67.2
Students enrolled in summer courses	1,169	61.1%	1,303	65%	1,080	63%	1,168	61.8
Students at ICE	9,314	69%	10,334	63.5%	9,549	74.3%	8,602	73.3
Students in courses for senior citizens (AUGG)*	3,663	78%	3,617	78%	3,617	80%	3,877	80.0

* These students are received by the University through an agreement signed with Aules de la Gent Gran, the UB's courses for senior citizens.

Source: [UB Report 2014-2015](#)

ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE*	2011-2012	2012-2013	2013-2014	2014-2015
Performance in pre-EHEA degrees	0.74	0.75	0.70	0.59 (last students in pre-EHEA degrees)
Performance in bachelor's degrees	0.79	0.84	0.84	0.84
Performance in university master's programmes	0.93	0.95	0.93	0.94
Rate of withdrawal in year 1 of bachelor's degrees (students withdrawing in year 1/total students enrolled)	19.4	16.8	18.9	Not available

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

Source: *Cabinet at the Rector's Office*

Objectives for 2016

The objectives were set in the Management Plan 2013-2016 and have been described in previous versions of the Report on Social Responsibility.

→ [Current objectives](#)

PROFESSIONAL PLACEMENTS FOR STUDENTS

STUDENT EMPLOYABILITY	2011-2012	2012-2013	2013-2014	2014-2015
Students in work placements	19.0%	20.1%	24.2%	22.6% (provisional)
Orientation courses offered (vocational and professional) (real number of students)	3,287	-	3,934	4,797

Source: Cabinet at the Rector's Office

Objectives for 2016

The objectives were set in the Management Plan 2013-2016 and have been described in previous versions of the Report on Social Responsibility.

→ [Current objectives](#)



Languages at the UB

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 during 2014-2015.

LANGUAGE OF INSTRUCTION

OVERALL DATA		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	371,731.6	66.38%
Spanish	147,699.1	26.37%
English	35,895	6.41%
Other	4,684	0.84%

Source: Office of the Vice-rector for Teaching and Language Policy

DATA FOR EHEA BACHELOR'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	292,488.8	72.18%
Spanish	91,208.8	22.51%
English	17,044.9	4.21%
Other	4,461	1.10%

Source: Office of the Vice-rector for Teaching and Language Policy

DATA FOR UNIVERSITY MASTER'S PROGRAMMES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	79,242.8	51.19%
Spanish	56,490.4	36.49%
English	18,850.8	12.18%
Other	223	0.14%

Source: Office of the Vice-rector for Teaching and Language Policy

TEACHING IN CATALAN

	ACADEMIC YEAR			
	2011-2012	2012-2013	2013-2014	2014-2015
Percentage of teaching in Catalan	73.0%	71.6%	68%	66.38%

Source: Office of the Vice-rector for Teaching and Language Policy

Fulfilment of targets 2014-2015

As a result of internal organizational changes at the UB (the person who was responsible for this section when the targets were established no longer has the same job or has left the UB), it has not been possible to report on whether the targets in the previous Report have been satisfactorily met or not.

Objectives for the academic year 2015-2016

The objectives were set in the Management Plan 2013-2016 and have been described in previous versions of the Report on Social Responsibility.

→ [Current objectives](#)

In addition to the targets set in the Management Plan, it is important to reflect on the situation of languages at the UB. The growing internationalization of programmes entails an increase in the multilingual character of the institution. Given the slowly decreasing presence of Catalan and the increase of Spanish (primarily because of a rising number of Latin American students) and of English, the aim is to ensure a sufficient presence of Catalan. For example, any bachelor's degree students who wish to receive their training in Catalan must be able to do so, supported by the necessary organizational measures and opportunities for international students to improve their language skills. This is more difficult in the case of master's studies, because the number of students is lower and there is often no possibility, for example, to set up different groups by language. However, it is also important to underscore that the growing presence of English is a good sign of internationalization and receiving instruction in master's studies in this language has an added value for speakers of Catalan or Spanish.

In any event, it is not possible to set specific quantitative targets on a sufficiently rational basis for the variables involved or to establish a specific date for the objective.

Internationalization

The academic year 2014-2015 has been the first year in the implementation of the new Erasmus+ programme. During 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. This situation has led to significant changes in the funding of student grants and resulted in additional work to notify students and teaching staff of the new calls.

CURRENT FIGURES ON INTERNATIONALIZATION

INTERNATIONAL STUDENTS AT THE UB*	2011-2012	INTERNATIONAL STUDENTS (%)	2012-2013	INTERNATIONAL STUDENTS (%)	2013-2014	INTERNATIONAL STUDENTS (%)	2014-2015	INTERNATIONAL STUDENTS (%)
Pre-EHEA degree/diploma	802	4.9	418	5.1	151	4.7	53	4.7
EHEA bachelor's degree	2,040	6.0	2,353	5.7	2,531	5.6	2,541	5.4
University master's degree	1,620	28.3	1,408	27.4	1,370	27.3	1,304	25.2
UB-specific master's degree	1,198	23.6	1,141	25.2	1,190	24.7	1,280	26
Doctoral programme (EHEA doctorate and thesis tutorials)	1,572	33.9	1,688	32.2	1,673	31.1	1,710	31.5
Postgraduate courses	444	12.7	659	20.2	469	16.3	522	19.2
Expert courses	-	-	-	-	-	-	77	11.1
Advanced university courses	-	-	-	-	-	-	75	21.1
University extension courses	157	17.0	314	27.4	366	21.2	1,135	49.8
Total	7,833	11.1	7,981	11.6	7,750	11.4	8,697	12.5

* This includes students at the UB's affiliated centres. The figures only include regularly enrolled students of foreign nationality (not international students taking part in mobility programmes).

Source: [UB Report 2014-2015](#) and OCI



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	2011-2012	2012-2013	2013-2014	2014-2015
Agreements with foreign universities and other institutions	1,730	1,787	2,342	2,856
Official representations overseas	–	2	2	3
Number of international students*	9,759	9,910	9,486	10,446
Number of international teaching staff	187	179	167	179

* This includes students at the UB's affiliated centres. The figures only include regularly enrolled students of foreign nationality (not international students taking part in mobility programmes).

Source: [UB Report 2014-2015](#)

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 degrees¹ and seven interuniversity Erasmus Mundus degrees: five interuniversity master's degrees,² one as the coordinating university; and two interuniversity doctorates,³ one as the coordinating university and another as partner.

1. 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.

2. 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.

3. 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.

INTERNATIONAL ACADEMIC OFFERING	2011-2012	2012-2013	2013-2014	2014-2015
Double degrees	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus	5	5	5	5
Interuniversity doctorates: Erasmus Mundus	1	1	2	2

Source: OMPI

MOBILITY

The UB is a common destination for Spanish students who decide to participate in exchange programmes within Spain. In recent years, however, there have been declines in the number of UB students on study exchanges at other Spanish universities and in the number of students from other Spanish universities on exchanges at the UB.

MOBILITY OF STUDENTS IN SPANISH EXCHANGE PROGRAMMES	2011-2012	2012-2013	2013-2014	2014-2015
UB students on exchange programmes at other Spanish universities	153	140	90	55
Students from other Spanish universities on exchange programmes at the UB	451	482	330	328

Source: [UB Report 2014-2015](#)

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								
GEOGRAPHIC AREA	2011-2012		2012-2013		2013-2014		2014-2015	
	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL
Europe (Erasmus)	903	1,122	1,172	1,185	1,001	1,077	947	1,141
Europe (EU, non-Erasmus)*	0	0	11	87	—	—	—	—
Europe (non-Erasmus)	58	43	12	28	67	77	10	56
United States and Canada	38	360	45	309	36	316	37	317
Latin America	69	317	66	287	68	224	88	188
Maghreb and the Middle East	0	12	0	6	5	10	3	12
Asia and Oceania	17	18	16	24	20	28	26	28
Africa, the Caribbean and the Pacific region	0	0	0	3	0	4	0	7
Total	1,187	1,926	1,322	1,929	1,197	1,736	1,111	1,749

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

Source: OMPI

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 order to minimize the consequences of lower PDI and PAS mobility caused by the cut in funding for Erasmus+ by the Erasmus National Agency (Spanish Service for the Internationalization of Education), the Office of the Vice-Rector for International Policy has provided joint funding for the Erasmus mobility calls for PDI and PAS. This has served to maintain the number of mobility opportunities and put the UB in a better position for mobility grants in the academic year 2015-2016.

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 Mobility and International 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.

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). In the academic year 2014-2015, a new opportunity was introduced: all the services of the University were invited to participate in the programme. Twenty-two services were offered places to welcome colleagues from other European universities and to share experiences and practices in a closer, more mutually enriching way.

GEOGRAPHIC AREA	2011-2012				2012-2013				2013-2014				2014-2015			
	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)	53	15	39	27	42	24	-	33	60	32	27	28	44	30	4	31
Europe (EU, non-Erasmus)*	0	0	1	0	-	-	-	-	-	-	-	-	0	0	0	0
Europe (non-Erasmus)	0	0	0	0	1	-	5	-	3	-	6	-	3	0	44	0
United States and Canada	1	0	0	0	1	-	-	-	3	-	6	-	3	0	1	0
Latin America	98	11	120	1	-	-	-	-	-	-	55	-	0	111	0	
The Mediterranean (including Arab countries)	13	0	22	0	-	-	2	-	1	-	13	-	-	0	9	0
Sub-Saharan Africa	5	0	5	0	-	-	-	-	-	-	-	-	0	0	0	0
Africa, the Caribbean and the Pacific region	-	-	-	-	-	-	1	-	-	-	1	-	1	0	2	0
Asia and Oceania	0	0	0	0	-	-	-	-	-	-	6	-	0	0	12	0
Total	170	26	187	28	44	24	8	33	67	32	114	28	51	30	183	31

Source: OMPI

Fulfilment of targets 2014-2015

The set targets were met. In some cases, however, there are no visible results yet. This is the case, for example, with the balance between the number of UB students who leave on mobility programmes and the number of students from other universities coming to the UB. Actions and policies have been undertaken to achieve visible results in the short term.

Objectives for the academic year 2015-2016

- To maintain the mobility figures within the Erasmus+ programme and, as part of that programme, to increase the number of projects coordinated by the UB in different calls.
- To increase the UB's participation in the Erasmus+ programme in the case of mobility between participating countries and partner countries, that is, countries outside the EU.
- To continue working to ensure equality of access to the mobility programmes based on the criteria of transparency, fairness and consistency.
- To approve an institutional recommendation on the requirements and language policy for students coming to the UB on a mobility programme so that this information is clear and easy to find and consult and that the quality of students coming to the UB is ensured, along with the sound development of teaching in the classroom.
- To increase the number of UB students taking part in placements within mobility programmes.
- To increase the quality of placements carried out through mobility programmes and open them up to students in their final year for completion after graduation.
- 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.
- To encourage people with a disability or in other situations of vulnerability to take part in international mobility calls, in order to improve the participation of this group.
- To tailor the regulations on international student mobility to the new academic reality (Bologna Process and Erasmus+).
- To implement measures to disseminate the Erasmus+ programme and publicize its impact.

In addition to the specific objectives set out above, other objectives appear in the Management Plan 2013-2016 and they have been described in previous versions of the Report on Social Responsibility.

→ [Current objectives](#)

Infrastructure and improvements

UB INFRASTRUCTURE	2011-2012	2012-2013	2013-2014	2014-2015
Centres (university faculties and schools)	19	19	19	18
Affiliated centres	5	5	6	7
Departments	106	106	106	106
UB research institutes and centres	24	25	25	25
Research institutes in which the UB participates	7	8	8	10
Interuniversity institutes	2	2	2	2
Documentation centres	3	3	3	3
Research observatories	10	11	10	10
Libraries	18	18	18	17
Sports facilities	100,000 m ²	100,000 m ²	—	—
Constructed area (m ²)	602,381	609,016	676,153	676,153

Source: [UB Report 2014-2015](#)

INVESTMENT IN MAINTENANCE AND MODERNIZATION OF FACILITIES			
2012	2013	2014	2015*
9,131,490.55	8,653,065.94	3,735,891.26	3,752,386.62

* Provisional data

Source: *Economic Planning and Budgeting*

ASSETS	2012	2013	2014	2015*
Income from sales	0	0	0	
Spending on acquisitions	12,172,405.87	12,786,345.33	9,376,495.90	10,510,992.46

* Provisional data

Source: Economic Planning and Budgeting

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2011-2012	2012-2013	2013-2014	2014-2015
Places offered by the UB	880	880	880	886
Places filled	879	868	878	871
% occupancy	99.88	98.64	99.78	98.31

Source: Area for Common Services, UB Group and Projects

Fulfilment of targets 2014-2015

Because of the moratorium issued by the Barcelona City Council and published in the BOPB on 2 July 2015, the concession of planning permission was suspended for the opening, installation and expansion of student residences and other hotel accommodation. As a result, the company that was awarded the pertinent tender was unable to take any action. The moratorium will remain in place until 31 March 2016, at which point the company can proceed with an application for permission for the corresponding building works.

Objectives for the academic year 2015-2016

- To plan and put out to tender a project to build a hall of residence on the Bellvitge Health Sciences Campus, with minimum capacity of one hundred students, on the plot of land given to the UB by the L'Hospitalet City Council under the system of public domain.
- To offer students 226 places in the Sant Jordi hall of residence and 634 places in the Penyafort-Montserrat and Ramon Llull halls of residence, bringing the total offering to 860 places.

Objectives for the academic year 2016-2017

- To build the hall of residence for students on the Diagonal South campus.
- To build the hall of residence for students on the Bellvitge Health Sciences campus.

Assessment of teaching staff, subjects, services, activities and facilities

The UB conducts surveys on students' satisfaction with their instruction. All students in all bachelor's degree and master's degree subjects receive a questionnaire.

- [Student satisfaction questionnaires](#)

Graduates are also surveyed.

- [Graduate questionnaires](#)

In addition, the AQU, by agreement with all the universities in the Catalan university system, conducts a survey on labour market outcomes with graduates of bachelor's degrees and master's degrees.

- [Surveys on labour market outcomes for graduates receiving bachelor's degrees](#)
- [Surveys on labour market outcomes for graduates receiving master's degrees](#)

The tables below show some of the highlights from the documents with links above.

	RESULTS			
	2011-2012	2012-2013	2013-2014	2014-2015
Favourably assessed PDI / prospective PDI in teaching assessment standard calls	73.3%	60.4%	68.1%	66.9%
	(321/438)	-	-	(331/495)
	2011 call	2012 call	2013 call	2014 call

Source: Cabinet at the Rector's Office

OVERALL RATING OF TEACHING STAFF AND SUBJECTS BASED ON STUDENT SURVEYS (RATED ON A SCALE OF 0 TO 10)	2011-2012	2012-2013	2013-2014	2014-2015
Rating of teaching staff in bachelor's degrees	7.05	7.09	7.13	7.14
Rating of teaching staff in university master's degrees	7.51	7.55	7.53	7.56
Rating of subjects in bachelor's degrees	6.85	6.85	6.89	6.87
Rating of subjects in university master's degrees	7.25	7.24	7.21	7.20

Source: Cabinet at the Rector's Office

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)	2012	2013	2014	2015
Services and activities related to student support	-	2.49	2.63	2.66
Services and facilities of faculties and schools	-	2.62	2.60	2.61
General UB services and facilities	-	2.86	2.91	2.92
UB overall	2.66	2.66	2.71	2.73

Source: Cabinet at the Rector's Office

	2011-2012	2012-2013	2013-2014	2014-2015
Number of open documents (Documents at the UB Digital Repository)	8,900	14,252	17,890	22,041
<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	7.4

Source: Cabinet at the Rector's Office

Objectives for 2016

Given the current stage of development in the satisfaction questionnaire process, the proposal is to publish the following indicators by level of degree (in some cases by bachelor's degrees and master's degrees, and in other cases only by bachelor's degrees) as a way to synthesize the extent of student satisfaction.

DESCRIPTION INDICATOR	PUBLICATION	CALCULATION	SCALE
Global satisfaction with the subject	Annual	Average	0 - 10
Global satisfaction with the teaching staff	Annual	Average	0 - 10
Global satisfaction with the degree course	Annual	Average	1 - 5
Percentage of graduates who would repeat the degree	Annual	%	0 - 100
Percentage of graduates who would repeat the degree	Every 3 years	%	0 - 100
Percentage who are employed	Every 3 years	%	0 - 100

Participation, communication and support aimed at students

As noted in early years' reports, students are much more than beneficiaries of the training and benefits offered by the University: they are a crucial actor in the governance of the institution.

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 2014-2015, the [Observatory on Students and Studies](#) has continued to set up new working groups, which prepare and publish reports. In this way, the Observatory has become a tool to engage students and produce documents to create university policies that are fairer and more responsive to the socioeconomic context.

[+ information](#)

In addition, the [Student Council](#) (the highest representative body for student activity) has carried out actions to develop the new decree on the organizing and planning of education, taking part in committees set up in the CIC (the coordination body of the Catalan university system and the advisory body of the Government of Catalonia on the subject of universities) in order to respond to the demands of students. Various committees have also been formed in the UB.

The CIC committees, which have enjoyed the very active involvement of UB representatives, were focused on the following issues:

- Ensuring access to students (therefore, addressing the question of prices and grants), to prevent any change in planning from having negative effects on students.
- Ensuring that any changes that occur in the development of the new decree on the organization and planning of education do not have negative effects on the funding of university institutions.
- Ensuring that the structure and contents of any possible new course curriculums respond to the requirements and expectations of students and society and provide for the acquisition of the necessary training competences.

At the level of the University, student participation has been focused on working groups created by the Senate to debate the proposals for reform of the UB's academic and administrative structures. Also, as mentioned earlier in this section, student participation has been evident in all of the committees that have discussed the new organization of education.

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:** SAE offers information, clarifies doubts and introduces future students to the University, giving them guidance on the most appropriate degree in light of their interests, expectations, academic pathway, etc.
- **At the start of studies:** SAE provides help in students' adaptation to a new social environment and to learning methodology and university work.
- **During life at the University:** SAE fosters student participation in internal policies, helps to design students' academic project of personal and professional development, and provides training in skills and abilities. In the case of students with special educational needs, SAE provides a variety of resources and tools to promote an effective equality of opportunities.
- **At the end of the degree:** SAE fosters employment through agreements on placements, advice on the job-seeking process, etc.

[+ information](#)

The **SAE** runs a number of integration programmes:

- **[The Fem Via Programme](#).** This programme assists students with any recognized disability, promoting the adaptations that are needed in each case and offering students the resources needed to pursue their academic development adequately. The programme also encourages sensitivity and awareness among the university community.
- **[The Avança Programme](#).** This programme encompasses assistance to students with special educational needs that are not a consequence of any disability or at least are not classified as such (learning disorder, attention deficit disorder, temporary medical condition, etc.).
- **[The Viure i Conviure Programme](#).** This initiative, which is sponsored by the Catalunya-La Pedrera Foundation, gives university students the opportunity to lodge in the home of an

elderly person, encouraging intergenerational contact and solidarity. The intention is two-fold: to respond to the needs of the elderly for company and to address the lack of accommodation for young students.

- **The Lloguer Solidari Programme.** This is a solidarity programme of the Catalunya-La Pedrera Foundation that focuses on renting rooms at affordable prices. It is designed to help individuals or families with a room to rent to earn supplementary income and to help young people (preferably university students) who are looking for an affordable solution to move away from home. The rental price of each room is set at below-market prices. In exchange, the person offering the room for rental can ask the renter for social assistance (e.g., help in carrying the shopping, collaboration in household chores, private classes, etc.).
- **Studia Project. Collaboration agreement with the Hospital Clínic.** The aim of this project is to help UB students who have to spend long periods in hospital for medical reasons. The project involves organizing academic support activities and reinforcement tutorials while students are hospitalized in order to prevent the connection between students and their university studies from weakening and to ensure the continuity of their education. The academic support is given by a network of collaborators who receive financial aid in return for their services, without this remuneration involving any kind of employment relationship or any cost for the Hospital Clínic or the Catalan Institute of Oncology.
- **Collaboration agreement with the NGO Projecte Home.** Under this agreement, workshops are organized to inform UB students of the reality of drug dependency and other addictions from a broad, comprehensive and global perspective. Although the initiative is mainly intended for UB students, it is also open to secondary school teachers and parents associations.
- **Cooperation agreement with the Fundació ONCE and the Fundació Inserta.** This is to enable students with disabilities to do external placements either as part of their syllabus or parallel to it.
- **Collaboration agreement with the Fundació Universia.** Collaboration agreement with the Fundació Universia, which provides loans and technical assistance for students with disabilities greater than 33%.

Fulfilment of targets 2014-2015

The targets for the academic year 2014-2015 are set out below. They correspond to the targets for the academic year 2013-2014 that were not met, with an additional specific objective identified in the previous Report.

- **To create a new website to serve as an online resources bank for the entire university community and to improve accessibility to online documents through the Integra.edu project.**

The new website was created but it is not yet operational because a portion of its contents still needs to be reviewed. The Integra.edu project has not been carried out because of insufficient external funding. However, the profile of one of the collaboration grants has been modified to provide staff who have expertise in accessible online content.



- **To establish mechanisms to identify PAS or PDI members to disseminate and resolve the needs of students with disabilities in each faculty or university school.**

The Office of the Vice-Rector for Students and Language Policy met with the UB's various deans to identify the corresponding individuals, but only eight faculties have selected this person. In the remaining cases, the director of studies will continue as the point person.

In addition, other individuals were identified to play an active role, depending on the operation of the faculty or university school (e.g., tutorial action plan coordinators, coordinators, head secretaries, etc.).

In this way, the academic year 2014-2015 saw the intensification of contacts around cases that the SAE refers to the faculties, and more personalized channels and procedures were agreed in the faculties that showed interest.

- **To improve the accessibility and visibility of support materials for students with disabilities.**

All monographs on special educational needs were revised and their contents were made completely accessible.⁴ They were also incorporated in the UB Digital Repository and posted online.

- **To offer new awareness and training activities, such as talks, courses and workshops.**

In the academic year 2014-2015, SAE took part in a variety of awareness and training activities aimed at the university community. SAE collaborated in the organization of some of the activities (such as Dincat's 3rd Summer School, entitled "Good experiences", and the 5th Meeting of the Network of Support Services for People with Disabilities at the University).

⁴ In this case, making a document accessible means ensuring access to the information or the content of the document to any person, independent of their physical, sensory or intellectual characteristics.

In other activities, SAE was a participant, for example, in the workshop on psychologists and groups with disabilities or at risk of social exclusion, which was organized by the Orientation Unit. SAE also gave support to activities to enable the participation of individuals with disabilities. Highlights includes initiatives like Baskin, organized by a group of teaching staff and students in the Faculty of Education, and the series of talks organized by FSC Inserta under the motto “No te rindas nunca”.

- **To draft the internal regulations for integration programmes**

During the development of regulations in response to students with special educational needs, it was found to be difficult to establish guidelines solely with SAE participation. As a result, SAE is currently waiting to be able to work on most of the proposals in an equality plan with students with special educational needs and in collaboration with other involved services and agents of the UB. However, SAE does plan to establish a number of more specific regulations that are intrinsically related to its activities and that refer to its own actions.

Objectives for the academic year 2015-2016

- To promote new spaces for training and awareness, such as courses and workshops, or to collaborate in their organization.
- To seek formulas to enable students with a higher degree of dependence to receive personal support or assistance that is not limited to voluntary help.
- To review and update the format and content of material used by the SAE in its circulation of information and in its processes.
- To promote the distribution of information on students with special educational needs through the UB's faculties and university schools, ensuring that it reaches the corresponding teaching staff.

LIBRARIES

The table below shows the activity of the UB's seventeen libraries.

	2011	2012	2013	2014
Monograph collections	1,484,794	1,719,634	1,676,578	1,888,426
Periodical collections	57,098	56,452	57,652	62,210
Loans	934,775	927,674	934,175	888,297
Single-user reading desks	6,525	6,210	6,221	6,055

Source: [UB Report 2014-2015](#)

Objectives for 2016

The objectives were set in the Management Plan 2013-2016 and have been described in previous versions of the Report on Social Responsibility.

→ [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.

TUITION FEES	2011-2012	2012-2013	2013-2014	2014-2015
Average price per credit for bachelor's degrees	20.11 €	35.52 €	33.52 €	33.52 €
Average price per credit for university master's degrees	27.72 €	52.0 €	53.14 €	53.14 €

Source: Office of the Vice-rector for Teaching 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 or postgraduate courses](#)
- [For doctoral studies](#)

FOR PRE-EHEA DEGREES / DIPLOMAS, BACHELOR'S DEGREES AND UNIVERSITY MASTER'S DEGREES (GENERAL CALL AND MOBILITY)	2011-2012	2012-2013	2013-2014	2014-2015
Applications	17,153	18,588	18,931	19,487
Grants awarded	9,696	10,448	11,544	12,101
Percentage of successful applications	56.53%	56.21%	61.00%	62.10%
Percentage of successful applications out of total students (pre-EHEA degrees / diplomas, bachelor's degrees and master's degrees)	18.32%	20.36%	23.03%	24.55%

Source: Office of the Vice-rector for Teaching and Language Policy

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 2014-2015 to offer its own assistance to students through a series of [financial packages initiated in the academic year 2012-2013](#) and 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 2014-2015 are:

- **435** applications (of which **393** 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.
- **43** applications (of which **13** 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.
- **186** applications (of which **99** 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.
- Financial aid has also been given to learn third languages.

The UB has also continued to provide students with options to pay their enrolment fees. The options available in the academic year 2014-2015 were:

- Instalments over the whole year (**7,070** cases), enabling a student to pay the yearly enrolment fee in **seven** instalments without surcharges.
- Instalments for a semester (**6,244** cases) to be paid in **three** or **four** sums, depending on the semester.
- The minimum sum that can be paid in instalments was 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 (**11,056** cases).
- For students in engineering who request an Equitat 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.

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 targets 2014-2015

As a result of internal organizational changes at the UB (the person who was responsible for this section when the targets were established no longer has the same job or has left the UB), it has not been possible to report on whether the targets in the previous Report have been satisfactorily met or not.

Objectives for the academic year 2015-2016

To maintain the bkUB programme and make improvements in some areas, so that the programme is as useful as possible for students. For example, it may be necessary to add new types of assistance or to expand the scope of existing assistance, while always maintaining the conceptual and spending rigour.

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

	2011	2012	2013	2014
Income from research and technology and knowledge transfer (in thousands of euros)	74,336	56,832	54,724	62,703
Research projects*	52,107	41,964	37,310	41,715
Complementary actions	—	—	—	305
Infrastructure projects	1,659	—	—	186
Other grants	11,217	3,134	6,051	7,979
UB research-related agreements	2,503	2,471	2,229	757
FBG contracts	6,850	9,262	9,133	11,760

* 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: [statistical information from the UB Report 2014-2015](#)

RESEARCH	2011	2012	2013	2014
Doctoral theses submitted	566	675	755	752
Scientific publications (collated by the Institute for Scientific Information)	4,068	4,606	4,998	5,180
Teaching staff involved in research and development (%)	75.50%	70.90%	72.6%	71.3%
Research grantholders*	907	890	820	760
Research groups consolidated by the Government of Catalonia	243	243	243	
Active research projects	720	677	689	663
Patent applications	47	74	48	55
Priority patent applications	18	22	17	15
New technology-based spin-offs	3	7	3	3
UB research institutes and centres	24	25	25	
Research institutes and observatories in which the UB participates	7	8	8	
Interuniversity institutes	2	2	2	2
Documentation centres	3	3	3	3
Research observatories	10	11	10	10
Contracted research doctors	231	262	254	206
PAS supporting research	316	296	336	371
International patent extensions	22	15	8	15

* This reflects a change in the employment category of research grantholders since 2013: in the Report's section on staff, they now appear as postdoctoral researchers.

Source: General Secretary's Office Source: [UB Report 2014-2015](#)

PROJECTS, GRANTS AND INFRASTRUCTURE	2011		2012		2013		2014	
	NO.	AMOUNT (€)	NO.	AMOUNT (€)	NO.	AMOUNT (€)	NO.	AMOUNT (€)
Income from research (competitive projects)								
Regional government	93	1,265,750.32	79	907,019.54	34	388,034.85	91	3,288,718
Local government	-	-	-	-	-	-	2	3,444
Central government	451	26,313,235.47	238	14,631,286.00	101	6,035,608.25	198	17,003,698
Other	49	4,776,661.42	73	3,528,716.00	44	2,512,612.26	41	5,084,150
European Union	25	5,422,884.79	29	7,299,738.00	53	16,566,765.93	23	4,917,734
Projects, grants and infrastructure involving the private sector	7	12,750.00	1	15,000.00	3	16,000.00	29	1,242,333
Research projects of institutes	-	17,094,485.00	-	13,078,512.65	64	9,671,113.23	89	12,912,824.61
Income from research (non-competitive projects)								
Research projects of institutes	7	10,097,439.00	-	5,637,699.32	188	8,171,257.56	184	5,732,564.38
Agreements with institutions, universities and the private sector	102	2,503,420.00	95	2,471,345.64	108	2,228,986.74	104	757,102
FBG contracts	-	6,849,682.00	-	9,262,424.26	-	9,133,328.91	-	11,759,967
Total income from research and technology transfer	-	74,336,308	-	56,831,741	-	54,723,708	-	62,703,535

Source: [UB Report 2014-2015](#)

The total income from research and technology transfer has risen with respect to 2013.

SCIENCE AND TECHNOLOGY CENTRES

The Science and Technology Centres are a network of research infrastructure facilities at the University of Barcelona whose main goal is to support research and innovation in the areas of chemistry, materials sciences and biosciences. In order to accomplish this goal, they provide state-of-the-art characterization technologies and specialist technological advice to both the research community and industry. Their mission is also to act as intermediaries in university-business relations and to promote innovation and technology transfer through agreements and research, development and innovation projects with industry. In recent years, they have also encouraged collaboration through the joint organization of courses and workshops on technology.

SCIENCE AND TECHNOLOGY CENTRES	2011	2012	2013	2014
Internal users (principal investigators)	453	438	440	485
External invoicing (in euros)	4,848,467	4,747,809	4,107,176	3,569,029
Value of scientific equipment (in thousands of euros)	41,110	41,110	41,110	41,110

Source: [UB Report 2014-2015](#)

Objectives for 2016

The objectives were set in the Management Plan 2013-2016 and have been described in previous versions of the Report on Social Responsibility.

→ [Current objectives](#)

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 master's degrees that comprehensively address subjects closely linked to social responsibility. Information on this subject area, however, has not been updated from what appears in the [Report on Social Responsibility in 2012-2013](#) because of its complexity and the resources that would have to be invested to conduct a rigorous analysis of the role of social responsibility in teaching at the UB.

In addition, learning-service ([ApS](#)) projects play an increasingly important role at the UB.

Lastly, the Faculty of Economics and Business oversees two interesting proposals related to social responsibility. First, since the academic year 2011-2012, the Faculty has organized an annual three-week series of 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*	2011-2012	2012-2013	2013-2014	2014-2015
Ranking position	201-225	201-225	226-250	201-225
Evaluation scores				
Teaching	24.5	32.5	24.5	28.4
Research	22.2	33.4	24.7	28.8
Citations	71.9	71.4	74.9	79.7
Income	29.5	30.9	30.3	31
Internationalization	44.1	46	45.0	47.8
Overall score	—	—	—	—
UB position in Spain	2-3	1-3	2-3	2

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

Source: OCI

ACADEMIC RANKING OF WORLD UNIVERSITIES (JIAO TONG UNIVERSITY, CHINA)*	2012	2013	2014	2015
Ranking position	201-300	201-300	201-300	151-200
Score by area				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	10.2	10.2	15.1	15.1
N&S	10.6	11.1	11.5	11.7
PUB	50.4	50.5	51.8	51.6
PCP	15.7	16.8	18.4	18.7
Overall score	-	-	-	-
UB position in Spain	1-3	1-4	1	1

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

Source: OCI

QS WORLD UNIVERSITY RANKINGS*	2011-2012	2012-2013	2013-2014	2014-2015
Ranking position	176	187	178	166
Evaluation scores by area				
Academic reputation			84.7	86
Employer reputation			61.5	70.4
Student-to-faculty ratio			—	30.4
Internationalization			—	6
International students			—	33.8
Citations			39.3	45.3
Overall score	50.29	50.9	55.4	58.7
UB position in Spain	1	2	2	1

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

Source: OCI

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](#)).

BKC

The UB and the UPC are joint leaders of the Barcelona Knowledge Campus (BKC), a project to create a knowledge ecosystem to promote employability, social cohesion and territorial economic development. The result of this partnership is a territorial campus defined by, but not restricted to, three areas of specialization: life sciences, social sciences and technologies. BKC also covers other thematic areas following the same standards of excellence: architecture,

engineering, sciences and fine arts. In 2014 the Ministry of Education conducted an assessment of the BKC and awarded its highest mark.

HUBc

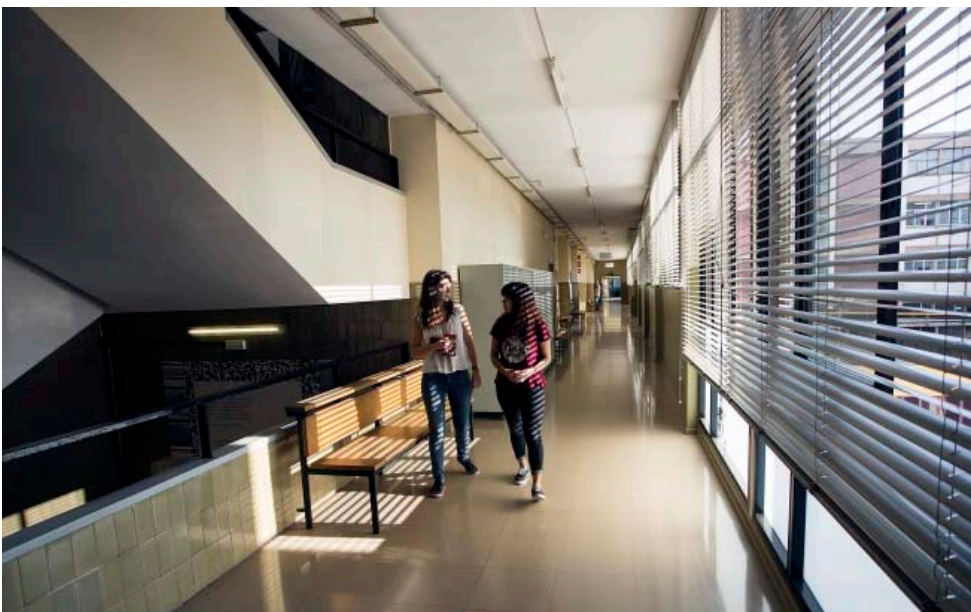
The HUBc, the health campus of the University of Barcelona, coordinates the interaction between the UB and leading hospitals and research institutes in the field of health. The goal of the HUBc is to create high-quality settings for the university community in a context of economic development and a sustainable society. Structured around three main settings (the Sant Joan de Déu campus, the Clínic-Agustí Pi i Sunyer campus and the Bellvitge Health Sciences campus), the HUBc is the ideal environment for attracting the world's brightest students and researchers as well as companies with high added value in the sphere of health sciences. In 2015 the Ministry of Education conducted an assessment of the HUBc and awarded its highest mark.

Objectives for the academic year 2015-2016

The objectives for 2016 are listed below in detail.

Objectives for the BKC:

1. To foster cooperation with other universities and campuses of international excellence through joint academic programmes or exchanges of students, teaching and research staff.
2. To make the campus permeable to the environment, opening it up to the public.
3. To promote teaching and scientific specialization, excellence and competitiveness, improving the academic offering, financial aid and the attraction of talent.
4. To continue with the necessary process of internationalization by encouraging the mobility of the university community, the participation of centres affiliated to the campus through international consortia and the attraction of international talent.



5. To harness the potential of new technologies to optimize teaching and learning, and to ensure equality of opportunities.
6. To strengthen student employability and knowledge transfer with measures such as the establishment of professional placements and the hiring of postdoctoral researchers.
7. To invest in the creation of technology-based companies as a driving force in the knowledge economy, to stimulate and transform the economic sector.

Objectives for the HUBc:

1. To promote knowledge transfer and the creation of knowledge-based companies through the impetus and development of business ideas originating in the academy.
2. To promote teaching innovation, improving life-long learning through the systemization of MOOC courses as an important element in the supplementary training of master's degrees and in the acquisition of competences in doctoral programmes.
3. To promote and increase internationalization broadly as a way to improve and more specifically as a crucial element to obtain additional resources to fund the system in an increasingly globalized environment.
4. To improve accessibility for people with disabilities and thereby show concern for the UB's territorial and social setting.

Responsibility to staff

Our staff⁵

A total of **7,796** people work at the UB, of which **5,532 (70.96%)** are teaching and research staff (PDI) and **2,264 (29.04%)** 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
Head of Department	0	0	18	27.78	18	27.78
Technical consultants	0	0	1	0	1	0
Civil servants in group A1	43	72.09	3	66.67	46	71.74
Civil servants in group A2	134	80.60	31	80.65	165	80.61
Civil servants in group C1	421	79.33	0	0	421	79.33
Civil servants in group C2	146	83.56	170	88.82	316	86.39
Civil servants in group E	3	33.33	0	0	3	33.33
University-contracted staff in group 1	174	49.43	166	54.22	340	51.76
University-contracted staff in group 2	139	42.45	75	41.33	214	42.06
University-contracted staff in group 3	224	46.43	300	52.67	524	50
University-contracted staff in group 4	156	60.90	58	65.52	214	62.15
Total	1,440	65.28	824	60.68	2,264	63.60

Source: Human Resources

5. The figures are from 31 December 2015.

As the table above shows, there are **2,264** PAS, of which **1,440 (63.60%)** have a permanent contract and **824 (36.40%)** have a temporary contract. We can also see that **63.60%** 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	499	19.64	0	0	499	19.64
Full university school professor	18	66.67	0	0	18	66.67
Tenured university lecturer	1,177	43.93	4	0	1181	43.78
Tenured university school lecturer	130	50.77	14	71.43	144	52.78
Contracted professor	2	0	0	0	2	0
Tenure-track 2 lecturer	301	46.51	123	48.78	424	47.17
Tenure-track 1 lecturer	0	0	126	53.97	126	53.97
Permanent temporary lecturer	36	69.44	10	70	46	69.57
Permanent temporary lecturer (doctor)	44	61.36	0	0	44	61.36
Adjunct lecturer	0	0	2,057	50.75	2,057	50.75
Adjunct medical lecturer	0	0	591	45.52	591	45.52
Foreign temporary part-time lecturer	1	0	0	0	1	0
Visiting lecturer	0	0	17	41.18	17	41.18
Emeritus professor	0	0	50	30	50	30
Emeritus professor in the early retirement plan	0	0	144	46.53	144	46.53
Honorary lecturer	0	0	1	0	1	0
Lecturer at the ICE (Government of Catalonia)	0	0	3	66.67	3	66.67
Postdoctoral trainee lecturer and researcher	0	0	26	76.92	26	76.92
Researcher in the Ramón y Cajal programme	0	0	42	42.86	42	42.86
Researcher in the Juan de la Cierva programme	0	0	10	60	10	60
Postdoctoral trainee lecturer and researcher (MINECO grant)	0	0	6	66.67	6	66.67
Researcher in the Beatriu de Pinós programme	0	0	25	36	25	36
Marie Curie Fellow	0	0	8	25	8	25
Postdoctoral researcher	0	0	64	54.69	64	54.69
Part-time postdoctoral researcher	0	0	3	33.33	3	33.33
Total	2,208	40.08	3,324	49.46	5,532	45.72

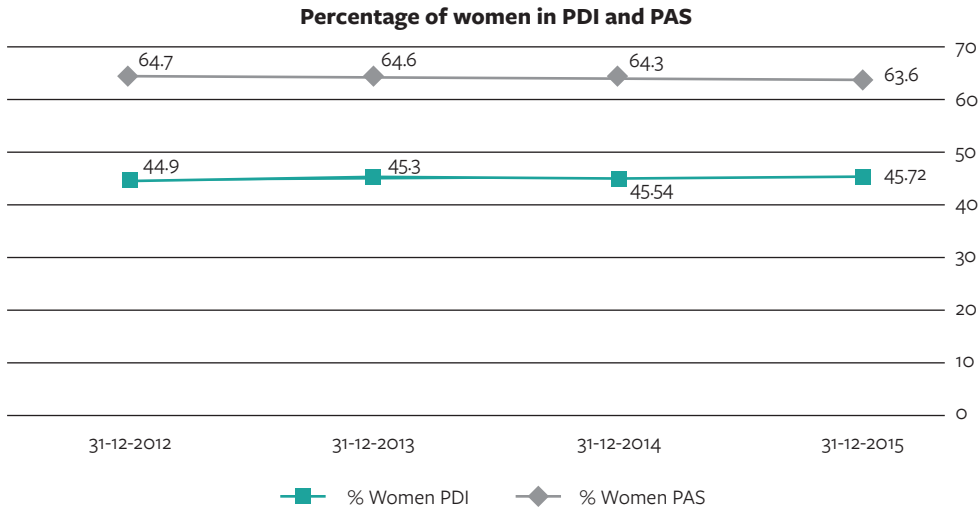
Source: Human Resources

As the table above shows, there are **5,532** PDI, of which **2,208 (39.91%)** have permanent contracts and **3,324 (60.09%)** have temporary contracts. Women represent **45.72%** of this group.

A comparison of the PAS and PDI figures shows greater employment instability among PDI, because their percentage of temporary contracts is much higher. 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

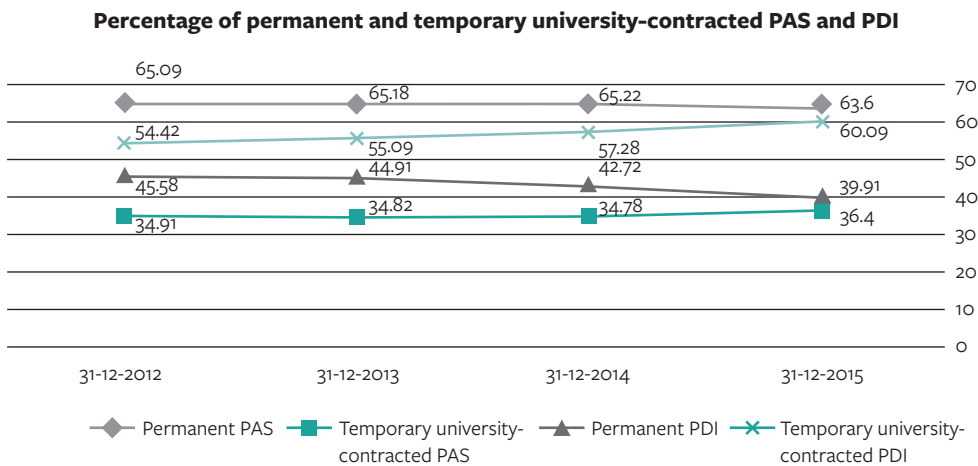
primary activity (for example, adjunct lecturers or adjunct medical lecturers). As a result, the instability is not as great as it first appears. In the case of gender, the majority of PAS staff are women, while the majority of PDI staff are men.

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



Source: OCI

There is 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 and the opposite trend in PAS.



Source: OCI

The percentage of PAS members with permanent contracts fell from **65.22%** to **63.60%** between 31 December 2014 and 31 December 2015. Over the same period, the fall in PDI members with permanent contracts was even sharper: from **42.72%** to **39.91%**.

STAFF BY EMPLOYMENT TYPE, AGE AND GENDER

PAS BY EMPLOYMENT TYPE, AGE AND GENDER						
	CIVIL SERVANTS	% WOMEN	UNIVERSITY-CONTRACTED STAFF	% WOMEN	TOTAL	% WOMEN
≥ 65	5	100	5	0	10	50
60-64	131	84.73	106	50	237	69.20
55-59	157	78.34	158	51.90	315	65.08
50-54	273	82.05	221	47.96	494	66.80
45-49	196	80.10	219	57.53	415	68.19
40-44	101	78.22	205	48.29	306	58.17
35-39	69	82.61	149	47.65	218	58.72
30-34	17	94.12	120	46.67	137	52.55
25-29	2	100	92	52.17	94	53.19
< 25	0	0	38	65.79	38	65.79
Total	951	81.39	1,313	50.72	2,264	63.60

Source: Human Resources

Of the **2,264** members of PAS, **951 (42.01%)** are civil servants and **1,313 (57.99%)** are university-contracted staff. More than **40.15%** of the PAS workforce (**909 individuals**) are between 45 and 54 years of age.

PDI BY EMPLOYMENT TYPE, AGE AND GENDER						
	CIVIL SERVANTS	% WOMEN	UNIVERSITY-CONTRACTED STAFF	% WOMEN	TOTAL	% WOMEN
≥ 65	285	25.61	214	39.72	499	31.66
60-64	423	34.28	204	36.76	627	35.09
55-59	485	40.21	390	40.26	875	40.23
50-54	365	41.37	471	45.22	836	43.54
45-49	220	50.45	581	47.33	801	48.19
40-44	62	46.77	631	54.68	693	53.97
35-39	5	20.00	676	55.03	681	54.77
30-34	0	0	372	57.53	372	57.53
25-29	0	0	135	58.52	135	58.52
< 25	0	0	13	69.23	13	69.23
Total	1,846	38.24	3,686	49.46	5,532	45.72

Source: Human Resources

In the case of PDI, **1,846 (33.37%)** are civil servants and **3,686 (66.63%)** are 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 **9.40%** (**520**

employees). The two largest groups are those between 55 and 59 years of age (**875**) and those between 50 and 54 (**836**).

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 (%)								
	31-12-2012		31-12-2013		31-12-2014		31-12-2015	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
≥ 65	0	8.15	0.09	8.65	0.13	9.16	0.44	9.02
60-64	8.62	12.35	9.27	12.29	10.25	11.69	10.47	11.33
55-59	12.15	14.63	12.12	15.26	12.48	15.70	13.91	15.82
50-54	15.38	16.21	17.81	16.28	20.76	15.66	21.82	15.11
45-49	21.81	14.02	22.07	14.22	20.67	13.93	18.33	14.48
40-44	14.18	12.35	13.18	12.37	13.14	12.36	13.52	12.53
35-39	11.94	11.03	11.48	10.89	10.56	11.67	9.63	12.31
30-34	9.33	8.32	7.74	7.38	6.79	7.00	6.05	6.72
25-29	5.39	2.67	5.19	2.43	3.90	2.54	4.15	2.44
< 25	1.20	0.26	1.06	0.23	1.31	0.30	1.68	0.23

Source: OCI

The table above shows an ageing of the PAS workforce, with the percentage of employees aged 50 or older rising from **36.15%** to **46.64%**. For PDI, it is harder to draw a general conclusion, because the percentage of individuals aged 50 or older has remained stable, the percentage of individuals between 35 and 49 has grown from **37.4%** to **39.32%** and the percentage of individuals under 35 has fallen from **11.25%** to **9.39%**.

EVOLUTION OF PAS AND PDI BY EMPLOYMENT TYPE (%)				
	31-12-2012	31-12-2013	31-12-2014	31-12-2015
Publicly contracted PAS	43.12	43.37	43.23	42.01
University-contracted PAS	56.88	56.63	56.77	57.99
Publicly contracted teaching and research staff	39.95	39.13	36.71	33.37
Permanent university-contracted PDI	6.91	7.50	6.55	6.94
Temporary university-contracted PDI	53.14	53.37	56.74	59.69

Source: OCI

The two most important changes that can be seen in the table above are the significant decline in PDI who are civil servants from **39.95%** in 2012 to **33.37%** in 2015, and the rise in PDI who are temporary university-contracted from **53.14%** to **59.69%**. In the case of PAS, there is only a slight increase in university-contracted staff at the expense of civil servants.

Number of new hires and staff turnover⁶

This section shows new hires and staff turnover at the UB.

NUMBER OF NEW HIRES BY AGE, GENDER AND EMPLOYMENT AND CONTRACT TYPE

PAS NEW HIRES						
	TEMPORARY UNIVERSITY-CONTRACTED STAFF		NON-PERMANENT CIVIL SERVANTS		TOTAL	% BY AGE
	MEN		MEN	WOMEN		
≥ 65	0	0	0	0	0	0
60-64	1	0	0	0	1	0.96
55-59	0	0	0	0	0	0
50-54	1	0	0	0	1	0.96
45-49	3	0	0	0	3	2.88
40-44	2	1	0	0	3	2.88
35-39	3	7	0	0	10	9.62
30-34	12	8	0	0	20	19.23
25-29	14	19	0	1	34	32.69
< 25	12	20	0	0	32	30.77
Total	48	55	0	1	104	100

Source: Human Resources

6. The figures are from 31 December 2015.

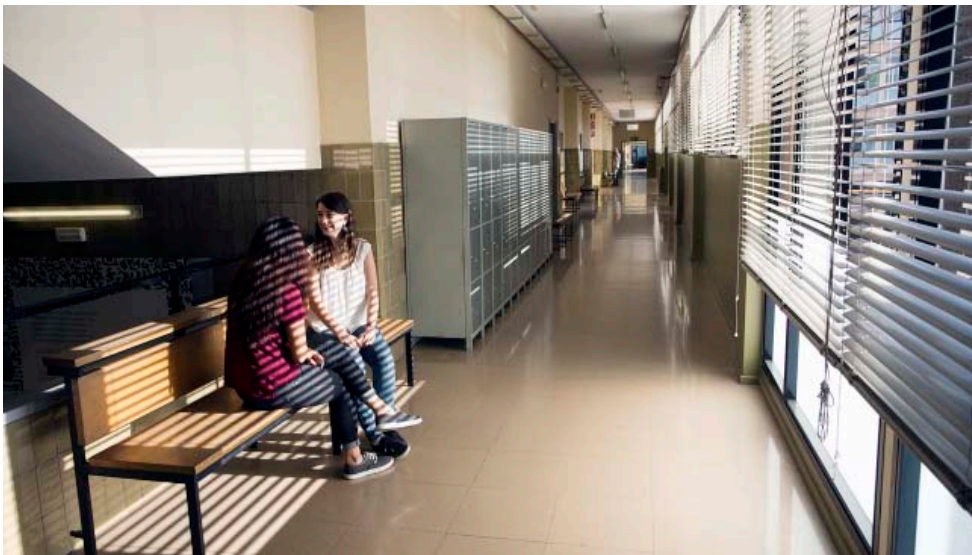
Because of current legislation, the UB cannot hire new staff with permanent contracts nor fill positions with civil servants through public examinations. As a result, the PAS new hires in 2015 all have a temporary university contract (**104** individuals) or non-permanent civil servants (only **1** individual). Of the total, **56 (53.85%)** are women and **48 (46.15%)** are men. However, note that **82.69%** of the new hires are 34 years of age or younger.

PDI NEW HIRES						
	TEMPORARY UNIVERSITY-CONTRACTED STAFF		CIVIL SERVANTS*		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		
≥ 65	1	0	0	0	1	0.22
60-64	4	4	0	0	8	1.80
55-59	18	12	0	0	30	6.74
50-54	25	12	2	0	39	8.76
45-49	37	29	0	0	66	14.83
40-44	37	31	0	0	68	15.28
35-39	52	55	0	0	107	24.04
30-34	26	35	0	0	61	13.71
25-29	21	32	0	0	53	11.91
< 25	4	8	0	0	12	2.70
Total	225	218	2	0	445	100

* The two civil servants are on secondment, one from the Government of Catalonia to the ICE and the other from the University of Lleida.

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. Of the total of **445** new PDI hires, **443** are temporary university-contracted staff and **2** are civil servants on secondment. By gender, **227 (51.01%)** are men and **218 (48.99%)** are women. In terms of age, the largest number of new PDI hires are between 35 and 44 years of age (**39.32%**).



STAFF TURNOVER BY AGE, GENDER AND EMPLOYMENT AND CONTRACT TYPE

PAS ACTIVE IN 2015 AND NOT ACTIVE AT 31/12/2015											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	0	11	9	4	24	9	14	0	1	24	5.78
60-64	4	12	3	1	20	5	13	2	0	20	4.82
55-59	2	2	3	2	9	1	1	4	3	9	2.17
50-54	2	5	2	6	15	0	2	4	9	15	3.61
45-49	3	14	7	10	34	0	0	10	24	34	8.19
40-44	2	12	9	12	35	0	1	11	23	35	8.43
35-39	1	15	23	20	59	0	0	24	35	59	14.22
30-34	4	11	31	49	95	0	0	35	60	95	22.89
25-29	2	3	33	39	77	0	0	35	42	77	18.55
< 25	0	0	19	28	47	0	0	19	28	47	11.33
Total	20	85	139	171	415	15	31	144	225	415	100
Totals	105		310		415	46		369		415	

Source: Human Resources

The number of PAS who have been active at some point in 2015 and are no longer active as of 31 December is **415**. Of the total, **256 (61.69%)** are women and **159 (38.31%)** are men. By type of contract, **46 (11.08%)** were permanent and **369 (88.92%)** were temporary. By employment type, **105 (25.30%)** were civil servants and **310 (74.70%)** were university-contracted staff. By age bands, the largest group of staff leaving the UB as of 31 December were between 30 and 34 years old, followed by those between 25 and 29 years old.



PDI ACTIVE IN 2015 AND NOT ACTIVE AT 31/12/2015*											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	34	10	38	21	103	34	11	38	20	103	25.56%
60-64	9	20	8	7	44	9	19	8	8	44	10.92%
55-59	0	2	10	10	22	0	2	10	10	22	5.46%
50-54	0	2	10	12	24	0	2	10	12	24	5.96%
45-49	1	1	15	18	35	1	1	15	18	35	8.68%
40-44	0	0	17	15	32	0	0	17	15	32	7.94%
35-39	0	0	24	27	51	0	0	24	27	51	12.66%
30-34	0	0	15	37	52	0	0	15	37	52	12.90%
25-29	0	0	12	26	38	0	0	12	26	38	9.43%
< 25	0	0	1	1	2	0	0	1	1	2	0.50%
Total	44	35	150	174	403	44	35	150	174	403	100.00%
Totals	79		324		403	79		324		403	

* Emeritus professors are included in the category *temporary university-contracted staff*.

Of the **403** PDI who ceased to be active as of 31 December 2015, **79 (19.60%)** were civil servants and **324 (80.40%)** had university contracts. By type of contract, the figures are exactly the same (there is a difference of only two people, one in the age band 60-64 and the other in the age band 65 and older). This shows that all the contracted staff who left the UB were temporary. In the case of civil servants who left the UB (**44**), a breakdown by age bands shows that a large number of the departures were because of retirement. From a look at the overall figures by age, we again see that retirement is a significant cause (**25.56% of individuals leaving the UB were aged 65 or older**).

Staff remuneration

HIGHEST, LOWEST AND AVERAGE STAFF REMUNERATION

This section shows the average remuneration for the 5% of staff with the highest pay, the 5% with the lowest pay, and the average for the workforce as a whole. The figures are broken down by PAS and PDI and correspond to the monthly gross salary received in December 2015 by full-time staff at the UB.

HIGHEST, LOWEST AND AVERAGE STAFF REMUNERATION (PDI)

PDI SALARIES	
Average monthly remuneration for the highest paid 5% of PDI	6,497.24
Average monthly remuneration for the lowest paid 5% of PDI	1,357.36
Average monthly remuneration for PDI as a whole	4,063.52

Note 1. The figures are based on December salaries and take into account only fixed and periodic items. As a result, they include no exceptional payments (e.g. schools, master's programmes, postgraduate studies, special remunerated commissions or extra duties, etc.) or yearly extra payments.

Note 2. The figures only reflect full-time staff.

Source: Human Resources

As the table above shows, the average remuneration received in December by the highest paid 5% of PDI is **6,497.24** euros, a figure that is significantly higher (nearly five times) than the average remuneration received by the lowest paid 5% of PDI (**1,357.36** euros). The average PDI remuneration for December is **4,063.52** euros.



If we bear in mind that the UB makes 14 payments a year to its staff and we extrapolate from their monthly salary, we find that the gross annual salary of the highest paid 5% would be **90,961.36** euros, while the gross annual salary of the lowest paid 5% would be **19,003.04** and the average would be **56,889.28** euros.

HIGHEST, LOWEST AND AVERAGE STAFF REMUNERATION (PAS)

PAS SALARIES	
Average monthly remuneration for the highest paid 5% of PAS	4,488.32
Average monthly remuneration for the lowest paid 5% of PAS	1,331.17
Average monthly remuneration for PAS as a whole	2,255.83

Note 1. The figures are based on December salaries and take into account only fixed and periodic items. As a result, they include no exceptional payments (e.g. schools, master’s programmes, postgraduate studies, special remunerated commissions or extra duties, etc.) or yearly extra payments.

Note 2. The figures only reflect full-time staff.

Source: Human Resources

The average salary of the highest paid 5% of PAS is **4,488.32** euros, which is nearly 3.37 times higher than the average salary of the lowest paid 5% of PAS (**1,331.17** euros). The average salary for PAS as a whole is **2,255.83** euros.

Making the same extrapolation that we made for PDI, we find that the annual salary of the highest paid 5% of PAS would be **62,836.48** euros, the annual salary for the lowest paid 5% of PAS would be **18,636.38** euros, and the average salary across PAS as a whole would be **31,581.62** euros.

A comparison of the two groups points to higher salary differences in PDI than in PAS. This is because while the lowest salaries in the two groups are similar, the average salary and the salary for the highest paid 5% are much higher for PDI.

SALARY DIFFERENCES AMONG EMPLOYEES

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

SALARIES*		2012	2013	2014	2015
PDI	Maximum salary	40,681.62	40,681.62	40,681.62	43,391.64
	Minimum salary	19,440.33	19,440.33	19,440.33	20,367.76
PAS	Maximum salary	102,142.95	102,142.95	92,857.18	100,000
	Minimum salary	19,020.56	19,020.56	19,020.56	20,894.88
Group IV temporary staff salaries		19,402.36	19,402.36	19,558.26	20,894.88

* 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*			
2012	2013	2014	2015
5.37	5.37	4.88	4.91

* Ratio calculated from the table above. 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 highest PAS salary excluding three-yearly increments and performance-related bonuses is **4.91** times the salary of the lowest-earning member of the PDI (again excluding three-yearly increments and performance-related bonuses).



STAFF COSTS

STAFF COSTS RELATIVE TO TOTAL EXPENDITURE (MILLIONS OF EUROS)	2012	2013	2014	2015
Staff costs	267.07	264.45	264.12	279.471
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	405.52	384.847	371.93	417.633
Total expenditure (including only operating costs)	354.60	343.05	340.09	358.035
Percentage of staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	65.86	68.72	71.01	66.92
Percentage of staff costs over total costs (including only operating costs)	75.32	77.09	77.66	78.06

Source: Economic Planning and Budgeting

Employees with recognized disabilities

	31-12-2012	31-12-2013	31-12-2014	31-12-2015
Percentage PAS	2.36	2.76	2.72	3.05
Percentage PDI	1.88	0.79	0.75	0.87
Total	2.03	1.41	1.34	1.5

Source: Human Resources

The percentage of PAS at the UB who have some kind of recognized disability is **3.05%**, while the figure for PDI drops to **0.87%**. 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 employees⁷

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	31-12-2012	31-12-2013	31-12-2014	31-12-2015
PhD	3,776	3,739	3,686	3,831
Holders of pre-EHEA degrees	2,848	2,837	2,945	3,084
Total	7,724	7,542	7,597	7,796

Font: Recursos Humanos

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	31-12-2012	31-12-2013	31-12-2014	31-12-2015
PhD	3,673	3,598	3,563	3,703
Holders of pre-EHEA degrees or diplomas	1,639	1,592	1,751	1,829
Percentage of PDI who are PhD holders	0.69	0.69	0.67	0.67
Total	5,312	5,190	5,314	5,532

Source: Human Resources

7. Data for 2012 were 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 ADMINISTRATIVE AND SERVICE STAFF (PAS)	31-12-2012	31-12-2013	31-12-2014	31-12-2015
PhD	103	141	123	128
Degree and diploma holders	1,209	1,245	1,194	1,255
Upper secondary school education graduates	536	411	431	598
Vocational training	250	259	257	121
Obligatory secondary school graduates	314	296	278	162
Total	2,412	2,352	2,283	2,264

Source: Human Resources

Staff training

UB staff receive ongoing training to improve and refresh their skills and to apply these skills in their daily work.

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.

During the academic year 2014-2015, as part of the management of experience programme, we began to offer the course Preparation for Retirement: Health and Ageing, for PAS employees who turned 60 in 2015.

[+ 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 ENROLMENT NUMBERS AND TOTAL HOURS, BY GENDER AND EMPLOYMENT CATEGORY																
PROFESSIONAL CATEGORY	2012				2013				2014				2015			
	WOMEN		MEN		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	STUDENTS ENROLLED	TOTAL HOURS OF TRAINING		
PD [*]	1	100	0	0	55	2,168	44	1,807	70	1,738	25	803	5	95	8	146
Senior PAS positions	13	82	7	42	38	432	15	83	1	5	2	13	7	54	9	60
Civil servants in group A	85	1,179.5	9	79.5	133	1,637	19	193	55	952.5	12	110	98	2,772	15	381
Civil servants in group B	194	3,344	34	380	247	4,005	66	1,024	235	4,153.5	50	947	322	5,269	73	1,180
Civil servants in group C	477	8,156	98	2,075	582	8,110	114	1,708	563	8,466.5	133	2,453.5	859	9,457.5	209	2,583.5
Civil servants in group D	0	0	3	22	3	37	7	86	244	4,059.5	19	248.5	366	4,763	52	640
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	4	132	3	46
Non-permanent civil servants in group B	13	394	14	264	30	690	8	243	24	6,20.5	7	272	44	775	13	318
Non-permanent civil servants in group D	130	2,979	14	381	234	3,969	30	555	341	6,010	48	927	437	6,135	59	725
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	76.5	154	2,280	88	1,300
University-contracted staff in group 2	35	671	27	654	42	559	48	954	40	820	37	696	83	1,042	83	872
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	131	1,838	163	1,754
University-contracted staff in group 4	39	1,073	20	377	47	1,037	29	640	50	896.5	34	786.5	115	1,276	80	957
Temporary university-contracted staff in group 1	24	836	3	265	38	922	13	448	40	928	24	872.5	96	1,623	52	1,583
Temporary university-contracted staff in group 2	26	572	8	964	45	712	15	432	39	855.5	13	236	75	1,152	47	735
Temporary university-contracted staff in group 3	60	1,630.5	32	7,145	95	2,210	43	996	102	2,490.5	53	1,533	165	2,870	133	2,207
Temporary university-contracted staff in group 4	16	308	8	344	27	391	15	516	21	370	16	330	50	558	39	364
Other ^{**}	-	-	-	-	-	-	-	-	-	-	-	-	61	1,610	24	457
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	3,072	43,701.5	1,150	16,308.5

* Although Corporate Training organizes courses for PAS, PDI 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.

** This category relates to UB Group staff who attended courses organized by the PAS training office.

Source: Human Resources

In 2015, the UB saw the highest number of students enrolled in training courses and the greatest number of training hours for men and for women. As in other years, however, the figures for students and hours of training are much higher for women overall.

PAS HOURS OF TRAINING: TOTALS AND AVERAGE PER STAFF MEMBER*	2012		2013		2014		2015	
	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE	TOTAL	AVERAGE
Civil servants	23,231.5	22.34	30,648	30.05	31,889	32.31	35,532	37.36
University-contracted staff	13,003.5	9.48	16,024.5	12.03	15,687	12.10	24,478	18.64
Total	36,235	15.02	46,672.5	19.84	47,576	20.84	60,010	26.51

* The calculation of the average for each year uses the figure at 31 December of that year. In 2015, for example, the average is the result of dividing the PAS total hours of training in 2015 by the number of PAS staff at 31 December 2015. The total and average hours of training for PAS are calculated using data from Corporate Training; as a result, the figure also includes the hours of training completed by PDI through Corporate Training.

Source: Human Resources

As the table above shows, the average number of hours for PAS training has risen each year, reaching 2015 hours in **26.51**.

PAS TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED*	2012				2013			
	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED
Women	27,104.5	17.36	1,407	650	33,798.5	22.24	2,019	845
Men	9,130.5	10.73	391	206	12,874	15.47	650	319
Total	36,235	15.02	1,798	856	46,672.5	19.84	2,669	1,164

PAS TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED*	2014				2015			
	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL STAFF TRAINED
Women	35,170	23.96	1,955	902	43,701	30.35	3,072	1,316
Men	12,406	15.22	568	329	16,309	19.79	1,150	639
Total	47,576	20.84	2,523	1,231	60,010	26.51	4,222	1,955

* The calculation of the average for each year uses the figure at 31 December of that year. In 2015, for example, the average hours for women is the result of dividing the PAS total hours of training of women in 2015 by the number of PAS staff at 31 December 2015.

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 average hours of training per PAS member has grown continuously since 2012. A breakdown of the figures by gender shows once again that the average hours of training corresponding to women are significantly higher than the average hours of training for men.



Evaluation of courses taken by PAS

The table below shows the marks given by users of Corporate Training courses, grouped by area. The scale is from 1 to 8.

2015		
AREA	COURSE EVALUATION	TEACHING EVALUATION
ICT	6.82	7.54
Communication	6.9	7.6
Organization and Quality	6.5	7.47
Health, Safety and the Environment	6.02	7.24
Law	6.28	6.54
Foreign Languages	6.38	6.64
Economic and Financial Management	6.58	7.08
Academic Management and Performance Assessment (SED)	6.3	7.35
Learning and Research Resources Centre	6.99	7.38
Management Skills	7	7.73
Electronic Administration	6.5	7.2

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 2014-2015, the ICE offered the following training programmes:

TRAINING PROGRAMMES IN THE ACADEMIC YEAR 2014-2015 AIMED AT IMPROVING THE COMPETENCES OF TEACHING STAFF						
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	TRAINING PROGRAMME FOR YOUNG RESEARCHERS AT THE UB
<ul style="list-style-type: none"> - Being a teacher in the virtual classroom - Academic cyber-plagiarism: prevention strategies and resources - Bachelor's degree final projects at the UB - Case studies as a learning method - Elaboration of rubrics for learning assessment - How students learn: learning strategies - Meaningful teaching and learning in the twenty-first century university - The connected classroom: teaching strategies for networking in the Moodle environment - Learning and collaborative work online and in the Moodle environment - Being a teacher in a hybrid learning environment: blended teaching - Learning Analytics: UB Virtual Campus - Entrepreneurship and teaching: entrepreneurial methods in the classroom - Mobile phones in the classroom: from enemies to friends - The Moodle Workshop tool: self-assessment and peer assessment in the Virtual Campus - Moodle tools for collaborative work - Questionnaires and question banks in Moodle 2.4 - The Moodle classroom: learning and teaching at the UB - Taking advantage of your virtual classroom: designing and configuring a "lesson" on Moodle 	<ul style="list-style-type: none"> - How to improve university classes: Communication, 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 - Leadership and communication in the classroom - Enthusiasm in the classroom 	<ul style="list-style-type: none"> - Time management and administration - Stress management 	<ul style="list-style-type: none"> - Skills to resolve disputes in teaching and research teams 	<ul style="list-style-type: none"> - Basic statistics - Multivariate statistical techniques - Introduction to research tools 2.0 - Basic course in R programming language - Practical guide to completing applications for three-yearly research increments 	<ul style="list-style-type: none"> - Basic skills and tools to teach content - Pre-intermediate English, module 1 - Pre-intermediate English, module 2 - Intermediate English, module 1 - Intermediate English, module 2 - Upper-intermediate English, module 1 - Upper-intermediate English, module 2 - English level 5, module 1 - English level 5, module 2 - Oral skills for teaching & research purposes (intermediate) - Oral skills for teaching & research purposes (upper-intermediate) - Oral skills for teaching & research purposes (advanced) 	<ul style="list-style-type: none"> - Module 1: Introduction to research and resources - Module 2: Methods to improve research - Module 3: Managing R&D: Transfer, innovation and entrepreneurship

Source: ICE

Training hours for PDI

PDI TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED BROKEN DOWN BY GENDER*	2011-2012			2012-2013		
	TOTAL HOURS	AVERAGE HOURS	TOTAL STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS	TOTAL STAFF TRAINED
Women	31,942.75	13.56	1,516	29,480	12.36	1,841
Men	19,510.25	6.61	1,059	18,558.5	6.34	1,159
Total	51,453	9.70	2,537	48,038.5	9.04	3,000

PDI TOTAL TRAINING HOURS, TOTAL REGISTRATIONS AND TOTAL STAFF TRAINED BROKEN DOWN BY GENDER*	2013-2014			2014-2015		
	TOTAL HOURS	AVERAGE HOURS	TOTAL STAFF TRAINED	TOTAL HOURS	AVERAGE HOURS	TOTAL STAFF TRAINED
Women	35,732.1	15.20	1,446	36,587.5	15.14	1,745
Men	22,450.4	7.91	999	20,213	6.99	1,006
Total	58,182.5	11.21	2,445	56,500.5	10.64	2,751

* The calculation of the average for each year uses the figure at 31 December of the year in which the academic year begins. In 2014-2015, for example, the average is the result of dividing the PDI total hours of training in the academic year 2014-2015 by the number of PDI staff at 31 December 2014.

Source: ICE

The number of PDI receiving training has risen 12.51% relative to the academic year 2013-2014 (from **2,446** to **2,751**). However, the average hours of training per PDI is only **10.64** hours compared to **11.21** in the previous academic year. Women continue to register a higher average in their hours of training than men do (**15.14** for women compared to **6.99** for men).

COSTS OF STAFF TRAINING

This section specifies the costs to the University's of the staff training provided to PDI and PAS.

BUDGET FOR PAS TRAINING	2012	2013	2014	2015
Cost of staff training (euros)*	134,807	176,987.40	187,406.60	163,990
Budget for PAS training, per person	55.89	75.25	82.09	72.43

* The calculation of the average for each year uses the figure at 31 December of that year. For example, the average euros per staff member in 2015 is calculated by dividing the total cost of the trainers delivering training to PAS during 2015 by the number of PAS staff at 31 December 2015.

Source: Human Resources



The table above shows that UB spending on PAS training was lower in 2015 than in the previous year.

COSTS OF PDI TRAINING (EUROS)	2012	2013	2014	2015
Direct expenses				
Direct costs	188,880.03	143,553.68	121,428.98	108,383.65
Training costs covered by the UB	45,942.24	57,285.61	75,881.38	77,565.60
Total	234,822.27	200,839.29	197,310.36	185,949.25
Indirect expenses				
Staff costs	487,063.37	483,369.58	488,143.76	495,048.15
Costs related to hiring classroom space	5,040.00	9,760.00	13,200	28,960
Total	492,103.37	493,129.58	501,343.76	524,008.15
Costs of PDI training	726,925.64	693,968.87	698,654.12	709,957.40

Source: ICE

Spending on PDI training has risen since 2014, reaching a total of **709,957.40** 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 notable that the direct costs covered by the UB have fallen for three consecutive years, while the direct costs covered by subsidies have risen over the same three years.

Fulfilment of targets 2014-2015

The targets set out below were satisfactorily achieved:

- To deliver the necessary courses linked to the tasks of administrative staff.
- To organize courses in the area of personal development for retirement.

Objectives for the academic year 2015-2016

The administrative and management reform approved in 2015 in the context of organizational plans for each faculty and area will lead to the approval of new structures and professional profiles. In order to train staff, the following activities are anticipated:

- Courses for new professional profiles:
 - Mobility and International programmes
 - Managing quality processes in official courses of study
- Courses to gain access to other professional profiles:
 - Basic course on the management of SAP commands (data-processing systems, applications and products)
 - Basic course on the use of GRAD (academic and teaching resource management) and GIGA (academic management software)
- The management of experience programme for individuals over sixty years of age:
 - Practical course on becoming a volunteer
- Blended courses to support candidates in selection processes for internal promotion of technical and management staff at the UB.

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 WORK-RELATED ACCIDENTS AND ILLNESS AND NUMBER OF CASUALTIES

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

The table below gives a summary of work-related accidents and illness for staff associated with the mutual insurance company for occupational accidents and illness in 2015. (This does not include staff affiliated with the Mutualitat General de Funcionaris Civils de l'Estat.) **The average number of associated staff in the period⁸ was 6,610.**

TYPE	NUMBER		LEAVE GRANTED (IN DAYS)	DEGREE OF SEVERITY			
	MEDICAL LEAVE	RELAPSE	ACCIDENT*	MILD	SEVERE	VERY SEVERE	FATAL
<i>In itinere</i>	33	0	1,575	33	0	0	0
In working hours	22	1	654	22	0	0	0
Occupational disease	0	0	0	0	0	0	0
Total	55	1	2,229	55	0	0	0

* Two of the injuries occurring in 2015 involved individuals who were still on medical leave on the closing date of 12-1-2016. They are counted in 2015 and the corresponding number of days on medical leave begins at the start of their medical leave and goes until the closing date of the report.

Source: OSSMA

8. The figures provided cover the period between 1-1-2015 and 12-1-2016.

As the table above shows, there were **55** cases of medical leave, totalling **2,229** hours. In the same period, there were **58** work-related accidents or illnesses without formal medical leave.

STAFF IN JOBS THAT HAVE A HIGHER LIKELIHOOD OR RISK OF ILLNESS

For a detailed explanation of this section, see the previous [Report on Social Responsibility](#).

HEALTH AND SAFETY ISSUES COVERED IN FORMAL AGREEMENTS WITH TRADE UNIONS

With only slight changes, [the information from 2013](#) remains valid for 2015, because the actions are ongoing: the agreements are not annual, but ongoing and permanent, normally because this is a legal requirement (principally through Law 31/95, on the prevention of occupational risks). The table below shows issues that are specific to 2015.

OBJECT	CONTENT
Regular 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 2015.
Participation of employee representatives in action carried out by the Prevention Service	Employee representatives are informed of the annual objectives of the Prevention Service and they receive specific notification in the case of significant action. Representatives are entitled to accompany Prevention Service specialists on assessments, visits and verifications of compliance with the regulations. Representatives also have access to information and documents on staff working conditions, within the limitations established by law relating to the monitoring of staff health.
	Special meetings with Prevention Service specialists can be called by employee representatives.
Personal protective equipment	For 2015, the annual cost of this equipment as it was provided by OSSMA was approximately €3,000, which is in addition to the costs assumed by the corresponding units.

Source: OSSMA

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

In 2015, the UB implemented an induction plan on occupational risk prevention for newly hired PDI. The programme is part of the action plan undertaken by the UB on the occasion of being granted the seal for HR excellence in research. The induction programme provides information on occupational risk prevention to the new staff and asks for their collaboration in the evaluation of occupational risks and health check-ups.

With respect to the remaining staff, the 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 (drills).

Fulfilment of targets 2014-2015

Below is a detailed report on the targets set for the academic year 2014-2015 in the previous Report on Social Responsibility.

- **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.**

Throughout 2015, a protocol on cardiovascular risk prevention was prepared and, in accordance with the protocol, the collection of information from staff health check-ups began. The corresponding epidemiological study will take place as soon as enough significant data is available. This is expected to occur in 2016.

- **To have baseline health and safety indicators approved by the Spanish Rectors' Conference for all universities in Spain.**

In 2016, the document Indicators on Occupational Risk Prevention will be submitted for approval to the plenary of the CRUE sector committee on sustainability. The document has been prepared by the prevention services of all Spanish universities. Thus, the objective has been met.

- **To have a baseline management procedure for overseeing staff health approved by the Spanish Rectors' Conference for all universities in Spain.**

In 2016, the document Compulsory Health Check-ups and Health Monitoring Protocols will be submitted for approval to the plenary of the CRUE sector committee on sustainability. The document has been prepared by the prevention services of all the Spanish universities. Thus, the objective has been met.

- **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.**

A lack of staff prevented the preparation of new SPP. However, the Committee for Social Development and Ageing has requested faculties and university schools that do have an SPP to schedule their annual drill. Drills have been conducted in buildings in which the SPP director, together with OSSMA, planned one. The required report has been written for each drill, indicating the identified problems and possible solutions. As a result, this objective has only partly been met.

- **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).

A document bringing together all of the psychosocial risk evaluations carried out in the various faculties and university schools has been prepared and will be ready in 2016. It covers all identified risks and suggested prevention measures as well as the individuals responsible for these measures. Evaluations of small transversal units have also been conducted in accordance with special psychosocial problems that were identified.

- **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.**

The new induction plan on the subject of occupational risk prevention was implemented in September 2015 for new hires in the area of research. As a result, this objective was achieved.

Policies to address special needs of administrative and service staff

The UB is implementing measures to assist PAS with work-life balance and time management at work. In 2015, a new plan on the management of experience was added.

WORK-LIFE BALANCE

The UB has continued to offer a pool of 56 hours annually to PAS members to enable them to achieve better work-life balance. In total, staff requested 91,651 hours, with 71.14% relating to personal duties and errands and 18.53% for taking care of children.

TIME MANAGEMENT PROJECT WITH TRAINING AND PRACTICAL APPLICATION

This project fulfils one of the agreements reached in work timetable negotiations that was signed on 19 February 2013. The agreement enables PAS members to have fifteen minutes a day as a result of organizing their work as efficiently as possible. PAS staff who wish to use this quarter-hour each day were required to take an online course, in 2015, to improve the quality of their work-related emails. The course, which had three modules and included a satisfaction questionnaire, was approximately six hours in length and it was completed by 1,814 out of the 2,075 staff signed up for the project (a large percentage of PAS). The questionnaire was completed by 1,542 individuals, who registered a high degree of satisfaction with the course content and type of assessment.

Evaluation of the work-life balance project and the time management project is the responsibility of the monitoring committee, which is made of the Office of the Vice-Rector for Administration and Organization, Human Resources and trade-union representatives from UGT and

CCOO, who meet at least once a year to assess the scheduled activities (tracking and level of satisfaction with the course on improving the quality of emails, number of hours requested for work-life balance and the main reasons for the use of these hours, etc.) and to propose new training.

PLAN FOR THE MANAGEMENT OF EXPERIENCE

This project was launched in 2015. It is aimed at PAS members who are civil servants and are turning sixty years old. Participation in the project is voluntary. In the first year, 40 people took part. They were given the opportunity to participate in a series of activities clustered into four groups. Participants had a maximum of one hundred hours per semester from their work timetable to spend on the scheduled activities. The highest participation was in the preparation for retirement, which drew 52.50% of the people signed up for the programme. Two sub-committees and the General Monitoring Committee were set up. They meet at least twice a year to evaluate the programme. It is notable that the 40 people who signed up for the programme all took part.

Fulfilment of targets 2014-2015

As anticipated, the time management project and the work-life balance project are now well-established, with very high levels of acceptance and participation among users.

Unfortunately, it has not been possible to achieve the other objective (consolidating the committee for the monitoring and prevention of psychosocial issues), because this committee was not in operation in 2015 for a wide range of reasons.

Objectives for the academic year 2015-2016

- To continue consolidating and improving current policies.

Bodies to manage disputes among University stakeholder groups

UB 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	2011-2012	2012-2013	2013-2014	2014-2015
Total	125*	139**	128***	92
Cases resolved	97.8%	69%	87.6%	95.9%
PDI	15	6	9	10
PAS	7	8	5	7
Students	102	122	103	68
Other	1	3	11	7
Women	70	87	66	39
Men	54	48	57	53

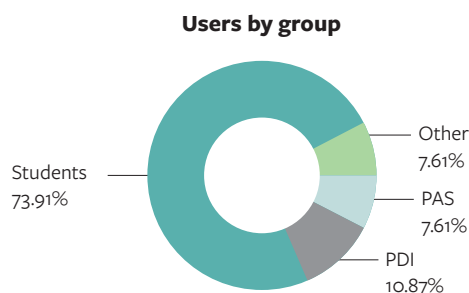
* The total for women and men does not add up to 125 because one case was anonymous.

** 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).

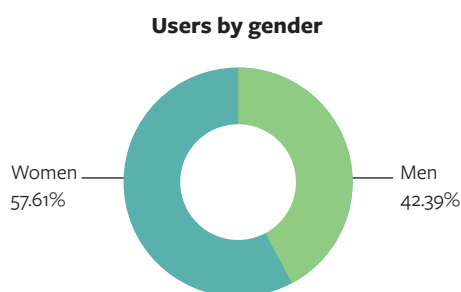
Source: Ombuds Office

The table above shows that the Ombuds Office addressed **92** cases in the academic year 2014-2015.



Source: Ombuds Office

As in previous years, the group that turned most to the Ombuds Office is students (**73.91%**).



Source: Ombuds Office

In the case of gender, the percentage of women (**57.61%**) who contact the Ombuds Office is greater than the percentage of men (**42.39%**).

The Ombuds Office has a collection of bibliographic resources that were described in the previous [Report on Social Responsibility](#).

SUPPORT AND MEDIATION OFFICE

The Support and Mediation Office is an open place where UB staff can come and express their concerns and problems. All of its services are offered on the basis of confidentiality to protect the anonymity and privacy of users.

Year after year, the Support and Mediation Office advances as an ideal tool for the resolution of interpersonal disputes in the workplace. In addition, communication with other UB units improved notably in 2015, with the result that the Support and Mediation Office now works jointly with the [Equality Unit](#) to address cases linked to the latter.

[+ information](#)

Cases addressed

CASES ADDRESSED*	2014	2015
Total cases	22	20
Cases resolved**	90.91%	94.12%
Total number of people attended	56	44
PDI	13	3
PAS	40	38
Students***	3	3
Women	38	33
Men	18	11
PDI women	5	2
PAS women	31	28
Students, women	2	3
Students, men	1	-
PDI men	8	1
PAS men	9	10

* The cases addressed also include cases from the prior year that had not yet been resolved.

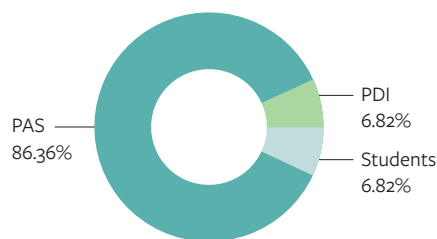
** The calculation of the percentage of cases resolved does not include student cases that were referred to the Office of the Vice-Rector for Students.

*** 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.

Source: Support and Mediation Office

Of the **20** cases that the Support and Mediation Office managed in 2015, **3** were referred to the Office of the Vice-Rector for Students, **16** were resolved and only **1** remained open. These cases involved a total of **44** people. The Support and Mediation Office also handled a further **3** cases in which it acted in the context of the Equality Unit. As a result, these cases are not included in the table.

Users by group

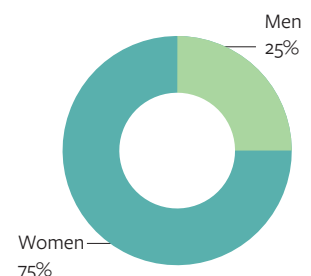


Source: Support and Mediation Office

As the table above shows, the group that made the greatest number of requests to the Support and Mediation Office was PAS employees (**86.36%**).

Because the presence of women in the UB's administration 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 **75%** of users.

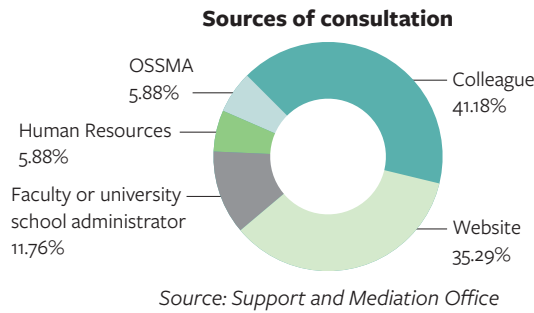
Users by gender



Source: Support and Mediation Office

Sources of consultation

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

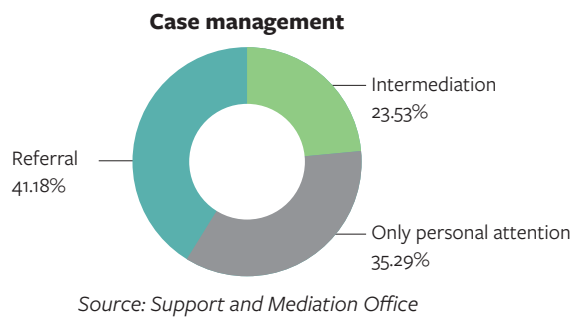


The chart continues to reflect a significant percentage of cases reaching the Support and Mediation Office directly from the affected person on the advice of colleagues (**41.18%**). Thanks to the improved website of the Support and Mediation Office, the number of cases arriving by this mechanism continues to rise, reaching **35.29%** in the last year. Section heads (primarily the centre administrators) reflect the third most common source of cases (**11.76%**). Lastly, **5.88%** came from OSSMA and the same percentage from Human Resources.

Case management

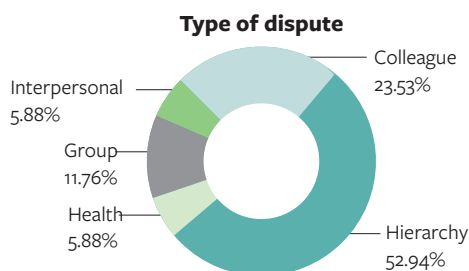
- [Personal attention](#)
- [Mediation](#)
- [Intermediation](#)
- [Referral](#)

The figure below shows a breakdown of case management in the **17** cases undertaken by the Support and Mediation Office in 2015.



Types of dispute

The figure below shows the types of dispute in the **17** cases handled by the Support and Mediation Office (three cases were referred directly to the Office of the Vice-Rector for Students).



As the figure shows, more than half of the disputes related to issues of hierarchy (52.94%). The second highest cause related to disputes with colleagues (23.53%).

Fulfilment of targets 2014-2015

- The previous Report on Social Responsibility contained an error regarding the objectives set out for the database, dissemination and training that were to be achieved in 2015; in reality, they are objectives set by the unit for 2018.
- The objective to approve new regulations to extend the services of the Support and Mediation Office to students was achieved satisfactorily.

Objectives for 2016

- To help any students who require assistance (this objective can now be achieved, because the regulations approved in 2015 now authorize this assistance).

Objectives for 2018

The objectives for 2018 regarding the database, dissemination and training were set out in the previous Report on Social Responsibility. An additional objective relates to coordination. These objectives appear below in detail.

- **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.
- **Training**
 - To conduct mediation training aimed at PDI.
- **Coordination**
 - To improve the systems of coordination among the various units that work with people.

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 to the preparation of the Third Equality Plan.

In the next academic year, an evaluation will address the actions carried out during the Second Equality Plan and further work will proceed on the Third Equality Plan.

[+ information](#)

Below is a detailed list of the actions and projects undertaken by the Equality Unit in the academic year 2014-2015.

Action: raising visibility and awareness of 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 ensure that the UB protocol for prevention, detection and action against situations of sexual or gender harassment, approved during 2013-2014**, is applied 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.** In the academic year 2014-2015, the effort to disseminate the transversal project on gender-based violence began. The project is entitled "La UB contra la violència masclista: Uneix-t'hi de deBò" and it ran from June to December 2015. The aims of the project were to create a corporate image of the UB that is opposed to male, gender-based violence and to activate the student body and the faculties' equality committees. Students received training and there was a competition for projects focused on prevention, detection and action in the face of gender-based violence at the UB. The intention was to implement the projects as soon as possible.

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

Actions:

To promote 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.

The UB is a member of the following networks:

- Vives University Network working group on gender equality
- Network of Gender Equality Units for University Excellence
- League of European Research Universities working group on gender

- Catalan Institute for Women
- Women and Science Committee

Fulfilment of targets 2014-2015

- The transversal project on the prevention of male violence against women at the UB entitled “La UB contra la violència masclista: Uneix-t’hi de deBò”, which ran from June to December 2015, enabled the UB to achieve practically all of the established objectives. First, it reactivated and strengthened the equality committees in all of the UB’s faculties. Second, it raised the visibility of the Equality Unit among a large portion of the student body, creating contacts with students who are keen to act in support of the promotion of gender equality at the UB.
- The Equality Unit went to all UB faculties to give a talk on equality, entitled “El camí de la Universitat cap a la igualtat”, to raise awareness among the entire university community about gender inequalities at the UB and the Equality Unit’s resources to combat the problem. The talk was accompanied by dissemination of the UB’s protocol for situations of harassment, the Programme for Universities Against Male Gender-Based Violence, and the agreement between the UB and the psychologists’ association Conexus.
- In terms of measures to promote the gender perspective in teaching, no action was undertaken in the academic year 2014-2015. During the academic year 2015-2016, however, the ICE will deliver the first edition of a course for PDI on why and how to conduct research with a gender perspective. Further editions of the course will be offered depending on its success and the satisfaction of participants.
- The objective to promote volunteer groups among the student body to combat male, gender-based violence was achieved.

Objectives for the academic year 2015-2016

- To prepare the UB’s Third Equality Plan:
 - Ensuring that the methodology is participative and serves to raise awareness and spread information on the situation of women at the University.
 - Ensuring that the Plan, once approved, is properly implemented.
- To achieve a culture of zero tolerance toward gender-based violence at the UB:
 - Ensuring that the cases submitted through the Protocol are managed well.
 - Continuing to raise awareness and offer tools to prevent gender-based violence.
 - Organizing students, PAS and PDI to take action against gender-based violence.
 - To actively reject the escalation of gender-based violence in Spain, particularly the use of violence of control among young people.

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.

[+ information](#)

The table below shows the figures relating to the initiative from 2013 to 2015.

	2013	2014	2015
Number of participants	147	264	290
Active advertisements	15	32	34

Source: Cabinet at the Rector's Office

As you can see from the table above, the numbers of participants and of active advertisements have grown.

Responsibility to the environment and the community

Suppliers

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

With other parts of the public administration, the UB shares a transversal conception of public tenders in the service of broader principles and values. This conception involves the transformation of public tenders into an instrument in the service of social responsibility, creating a tool that goes beyond the mere execution of a particular building project, the provision of a service or the procurement of a supply.

Based on this conception, the OCI prepared a document to include terms and conditions of a social nature in tender decisions. After validation by the UB's Legal Services, the document was approved in late 2015 for application across the University as a whole.

Fulfilment of targets 2014-2015

- Joint procurement has been stabilized and strengthened without losing advantages and still achieving efficiency gains.
- The UB approved internal regulations to permit the inclusion of terms and conditions of a social nature in tender decisions.
- It has not been possible to roll out and apply the approved regulations in a minimum of 50% of the UB's public tenders, because the rollout has not yet been sufficiently effective.

Objectives for the academic year 2015-2016

To definitively include the tender instructions approved by the Governing Council regarding terms and conditions of a social nature.

Service-learning projects

Learning as a service, or “service-learning”, is 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. It is, therefore, an ideal methodology to incorporate social responsibility in higher education and exercise the UB’s civic commitment toward its surroundings.

In recent years, the role of learning service projects has grown as a teaching approach at the UB. Below is a brief description of the main areas of service-learning projects being implemented at the UB.

SERVICE-LEARNING GROUPS AT THE UB

The service-learning working group at the UB has been meeting since 2013 to work on disseminating and extending learning-service projects at the UB. The working group is completely interdisciplinary in nature. Its members include teaching staff from several faculties and areas of knowledge: Fine Arts, Biology, Law, Economics and Business, Education, Pharmacy, Philology, Geography and History, Geology, Nursing and Medicine. The three primary aims are to:

- identify the various projects being pursued at the UB that are close to the idea of ApS and share the main components even though they did not originate as part of this approach;
- publicize and promote service-learning projects as an approach that can respond in an integrated manner to the three missions of the UB (teaching, research and knowledge transfer) and to do so from a perspective that is aligned with social responsibility;
- work for institutional recognition and ensure the quality of service-learning experiences.

Some of the most notable initiatives carried out in the context of this group are:

- ICE-recognized training courses;
- two dissemination workshops on service-learning projects at the UB (2013 and 2014);
- a workshop to disseminate and exchange experiences at the Faculty of Pharmacy (2014);
- participation in the Health Sciences Workshops (2015);
- identification, mapping and analysis of the principal service-learning activities being done at the UB (2014);
- joint project with the Office of the Vice-Rector for Teaching and Language Policy on the recognition and coordination needs of service-learning activities;
- participation in service-learning project networks: Catalan University Network of Learning-Service Projects, Spanish University Network of Learning-Service Projects and the Ibero-American Learning-Service Projects Network;
- presentation of the group's experiences and work at various conferences: 5th Conference of the Service-Learning Projects University Network (Madrid, 2014); International Conference of University Teaching and Innovation (Tarragona, 2014); 6th Conference of the Service-Learning Projects University Network (Granada, 2015); 3rd Conference of Solidarity Service-Learning Projects Researchers (Buenos Aires, 2015); 18th International Seminar of Solidarity Service-Learning Projects (Buenos Aires, 2015).

THE RIGHT TO RIGHTS SERVICE-LEARNING PROJECT

The Right to Rights project (started in 2006) is a joint undertaking of the UB, diverse social organizations and a number of political and professional organizations. The aim of the project is to promote the achievement of a set of objectives that are listed below and, once implemented, to broaden them:

- To improve and promote the defence and exercise of the rights of the most marginalized individuals and minority groups.
- To strengthen and improve the services aimed at groups who have greater difficulties in gaining access to the legal and social resources needed to defend their rights, and to improve the services given to organizations working toward this end.
- To develop collaborative and working relationships between the Faculty of Law and public, social and professional organizations.
- To improve the training of students in Law.

[+ information](#)

Work on the project is organized around legal clinics on specific topics. In the academic year 2014-2015, the legal clinics were:

- Fight Against Impunity
- Immigration Law
- Functional Diversity
- Women's Rights
- Real Estate Law and Mediation
- Rights of Persons, Local Syndicates and Women in Management

- Consumer Rights
- Human Rights
- Gender and Anti-Discriminatory Rights
- Environmental Law
- Right to Rights
- Civil Rights
- Social Rights
- General Law
- Prison Law
- Protection of Children and Adolescents

The main activities carried out within the Right to Rights project in the academic year 2014-2015 are listed below:

- Fourth meeting of Spanish university legal clinics, focusing on legal clinic education and the function of pro bono advocacy, “La enseñanza jurídica clínica y la función de la abogacía a través del ejercicio pro bono” (Madrid, 16 October 2014).
- Speakers’ Corner:⁹ the Museum of the History of Catalonia invited the people involved in Right to Rights to present their project as part of the fiftieth anniversary celebrations honouring the trade union CCOO Catalunya (14 January 2015).
- Day of reflection and debate on the emerging role of sexual surrogacy, entitled “Asistencia sexual, una figura en construcción” (29 June 2015).
- Presentation of a report on internment centres for foreigners in Spain, entitled *Situación de los Centros de Internamiento de Extranjeros en España y su adecuación al marco legal*, to the General Council of Spanish Lawyers (29 June 2015).
- Working plan to help Judit Armada—at the request of her mother—bringing together SOL-COM, the Right to Rights legal clinic, and the Gerard Foundation, with the aim of presenting ideas about what is best for Judit Armada and, if deemed appropriate, collaborating to achieve the best future possible for her.
- Offering optional placements in the bachelor’s degree in Law and the chance for students to complete their final project on some transversal aspect addressed during placements in the Right to Rights project.
- Publication of two 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:

SERRA SOLÉ, Marc. [*“Drets de paper, garanties d’espines”. El sistema de garanties en els Centres d’Internament d’Estrangers i el seu funcionament front situacions de vulneracions de drets*](#) (2014). Supervisor: Cristina Fernández Bessa.

ROBERT FIGUERAS, Oleguer. [*Els menors estrangers no acompanyats i la protecció internacional*](#) (2015). Supervisor: Àngeles de Palma del Teso.

9. Speakers’ Corner is a place for discussion provided as part of an exhibition on the fifty years of the trade union CCOO in Catalonia, entitled “CCOO 50 anys d’història de Catalunya (1964-2014)”. The aim was to enable visitors to engage in debate, offering arguments and ideas about the past, present and future of the trade-union movement.

SERVICE-LEARNING PROJECTS IN THE FACULTY OF EDUCATION

Since the academic year 2009-2010, the Faculty of Education has given support and institutionalized the service-learning 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 service-learning projects in collaboration with the Faculty of Teaching Training. Since the Faculty of Education was created out of the former faculties of Pedagogy and of Teaching Training, the office has carried on with the task of incorporating and consolidating this type of education.

These lines of work have led to the introduction of service-learning projects in different modes. The table below shows the first three.

MODE OF DELIVERY	DEFINITION	PROJECT	NUMBER OF PARTICIPANTS	COLLABORATING PARTNERS
Service-learning in first year	First-year students who start any of the bachelor's degrees of the Faculty are offered the opportunity of a first-hand training and civic experience linked to their studies and valued and recognized with academic credits.	Friends of reading	57	Education Consortium of Barcelona
		Support for at-risk children and young people	18	Association de la Fondation Etudiante Pour la Ville
Transversal service-learning	Students in the second, third or fourth year of bachelor's degrees in the Faculty have a wide range of opportunities from which to choose depending on their interests or training needs. These options are valued and recognized with academic credits.	Physical education and social and educational intervention	41	Directorate-General for Prisons and Resources of the Government of Catalonia Catalan Federation of Associations of Relatives and People with Mental Health Problems
		Raising Smiles	2	Dreaming Awake Foundation
		Open Minds Social Club	1	Sant Pere Claver – Solidarity Service Foundation
		Rossinyol project	5	Solidarity Service Foundation
		Study tutoring in a multicultural context	1	Migra Studium Foundation
		Learning support	2	Maria Sabastida School Choir
		In Full Faculties	8	Health and Community Foundation
		Smiles in youth centres	15	Katxima Community Development Association
Service-learning on campus	Teaching staff organize projects on the Mundet campus to promote and engage in collaborative activities involving all the students on campus.	ORI mentors	4	UB Office of International Relations
		Mundet beyond the classroom	3	Culture and Language Promotion Committee of the Faculty of Education
		Baskin: inclusive basketball on the Mundet campus	1	Faculty of Education, SAE and UB Sports

Source: Service-Learning Office of the Faculty of Education

The fourth type of service-learning project reflects a new element of teaching methodology incorporated by teaching staff into some subjects in bachelor's degrees and master's programmes. More specifically, service-learning projects have been incorporated into 18 subjects in the Faculty of Education in the academic year 2014-2015 and in some subjects, more than one project has been included.

Lastly, a number of students have completed final projects in their bachelor's degree or master's degree, as well as undertaking placements, that are aimed at increasing the social utility of their research and other efforts. In the academic year 2014-2015, their research has been applied to 12 service-learning projects.

For a more detailed description of these initiatives, consult the [Report for the academic year 2014-2015 prepared by the Service-Learning Office of the Faculty of Education](#).

The table below shows the upward trend in the participation of students in service-learning projects.

ACADEMIC YEAR	PARTICIPANTS
2009-2010	82
2010-2011	78
2011-2012	94
2012-2013	184
2013-2014	205
2014-2015*	403

* Unlike in previous years, the figures for the academic year 2014-2015 include students taking part in ApS projects in the context of subjects.

Source: Service-Learning Office of the Faculty of Education

[+ information](#)

SERVICE-LEARNING PROJECTS IN THE FACULTY OF ECONOMICS AND BUSINESS

The Faculty of Economics and Business has pursued two major lines of activity in relation to service-learning projects:

- Starting in the academic year 2014-2015, there is a new line of final projects called Social Projects. Selecting this option, students in Economics, Sociology or Business Administration and Management develop lines of study proposed by Finançament Ètic i Solidari, an association that promotes ethical banking. Through this experience, students can gain first-hand experience of ethical banking and finance as a viable alternative to the traditional financial system.

[+ information](#)

- Students can do placements in social organizations for approximately three and a half months (this is primarily intended for students in Sociology).

Fulfilment of targets 2014-2015 for service-learning projects

- To meet the goal of Right to Rights to join international networks of legal clinics, the UB has increased its collaboration with the group Pólos de Cidadania, of the Federal University of Minas Gerais (Brazil), which is similar to Right to Rights. As a result of this collaboration, the UB will host an international meeting in July 2016 to share issues and strategies for the defence of rights.

Objectives of service-learning projects for the academic year 2015-2016

- To consolidate the Fight Against Impunity legal clinic, created in the academic year 2014-2015, in the context of the Right to Rights project.
- To increase the presence of the Right to Rights project in master's programmes so that master's students can also do placements and final projects in the context of the project.
- To design, implement and evaluate the service-learning project "Sharing ideas".

Objectives of service-learning projects for the academic year 2016-2017

- To publish a collective book with the legal and learning experiences from the Right to Rights project in recent years.

UB Alumni

The UB Alumni Agency is a service aimed at former students, as well as 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 community 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 life-long learning and in their professional careers.

[+ information](#)

UB Alumni clubs and the Alumni Council

In 2015, UB Alumni had 32 clubs and the Alumni Council had 55 members.

	RESULTS			
	2012	2013	2014	2015
Council members	58	58	60	55
Nombre de clubs	27	31	32	32

Source: UB Alumni

Activities

In 2015, UB Alumni organized 47 activities, including talks, lectures, workshops, competitions and more. People attending the activities were asked to complete a questionnaire rating the quality of the activity and identifying areas for improvement. The level of satisfaction was very high among 87% of participants.

The table below shows the evolution of questionnaire results in recent years.

	RESULTS			
	2012	2013	2014	2015
Percentage of satisfied users	83.3%	85.7%	83.60%	87.20%

Source: UB Alumni

Fulfilment of targets 2015

- The original plan was to organize 56 activities, but in the end only 47 activities were held. As a result, the target was not met.
- The target was to reach a satisfaction level of 85% and this was met with a satisfaction level of 87.20%.
- The objective was to stabilize the number of Council members at 60, but in the end the number remained at 55.

Objectives for 2016

- To organize 55 activities.
- To achieve a satisfaction level of 85% among participants in the activities.
- To reorganize and energize the clubs:
 - grouping them by areas
 - reducing their number
 - increasing their activity
- To improve the website so that it is more oriented to members and the services on offer.
- To invigorate the job bank for graduates.
- To increase the number of members.
- To open new lines of communication 2.0 to publicize organized activities.

University of Experience

[+ information](#)

Since the academic year 2010-2011, the University of Experience has offered a series of university courses aimed at learners aged fifty-five years and older. The courses last one to three years and the subjects are taught by UB teaching staff. A mixed teaching model is used: subjects that are specific to the training programme are combined with (optional) subjects from bachelor's degree programmes in the different departments affiliated with the programme.

The University of Experience performs an important social service:

- No prior training or education is required for admission.
- It offers university training and promotes culture among older members of society.
- It facilitates the integration of older people in the sociocultural context of the University.
- It encourages inter-generational communication through university studies.
- It offers a meeting place where students can share a new cultural experience.

The University of Experience also offers part-time UB teaching staff an opportunity to remain connected to the institution's projects, strengthening their working and teaching relationship with the UB.

The table below shows the University of Experience course offering.

UNIVERSITY OF EXPERIENCE COURSE OFFERING				
COURSES	2011-2012	2012-2013	2013-2014	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 2011-2012, it was called Information Management for the Individual.

** In 2011-2012 it was called Education and Society; in 2012-2013 Education and Citizenship.

Source: University of Experience

As the table above shows, the University of Experience offered a total of 23 courses in 11 programmes during the academic year 2014-2015. The number of courses is greater than the number of programmes because some programmes offer advanced courses. Indeed, four programmes (Philosophy, History of Art, Language and Literature, and Psychology) offer up to three courses: first, second and advanced. In the academic year 2014-2015, two new programmes were launched: Astronomy and Meteorology, and Biology: the Human Being and Biodiversity.

At the close of enrolment, the figures for the academic year 2014-2015 for the University of Experience show a total of 928 students. Of the total, 488 (52.59%) were starting a programme and 440 (47.41%) were students in their second year or beyond.

In terms of additional activities, the University of Experience continued to offer the same opportunities as those set out in detail in the [previous Report on Social Responsibility](#).

Fulfilment of targets 2014-2015

The targets set for the academic year 2014-2015 have been achieved.

Objectives for the academic year 2015-2016

To maintain the current course offering, splitting the programmes with the greatest demand (History of Art, and Philosophy) to make room for more students.

Health promotion

Safeguarding the health of staff and students and promoting healthy habits are priorities of the UB. In this respect, the UB joined the Catalan Network of Healthy Universities and the Spanish Network of Healthy Universities in April 2011. The aim of these two networks is to promote environments that support healthy habits.

[+information](#)

Fulfilment of targets 2014-2015

As a result of internal organizational changes at the UB (the person who was responsible for this section when the targets were established no longer has the same job or has left the UB), it has not been possible to report on whether the targets in the previous Report have been satisfactorily met or not.

Objectives for the academic year 2016-2017

- To add cards with information on the warning signs for eating disorders and on sexually transmitted diseases in the student folders given out each year.
- From October 2016, to give talks on eating disorders and sexually transmitted diseases to PDI and PAS.

UB Solidarity Foundation

INTERNATIONAL DEVELOPMENT COOPERATION PROJECTS CARRIED OUT BY THE UB OR DRAWING ON UB PARTICIPATION

Any projects mentioned in previous reports have links to past descriptions.

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

Period of execution: 2014–2017

- [Training in human rights in Israel and the Occupied Palestinian Territories \(official course with Al-Quds University\)](#)

Period of execution: 2015

- **Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco**

The aim of this project is to develop, standardize and transmit a model for the evaluation of public policies from the perspective of gender and human rights monitoring in the eastern region of Morocco, as a first step for the public authorities and rights holders to accept the need to carry out such assessments on an ongoing basis.

Period of execution: 2015 and 2016

- **Support to the Oujda community plan for good governance and sustainable water management**

The aim is to contribute to good governance and the sustainable management of water resources in the eastern region of Morocco in order to improve the quality of life for citizens.

Period of execution: 2015–2017

- **Improving the conditions of sales for the agricultural produce of Kadiolo (Sikasso, Mali)**

The general aim is to improve the conditions of sales for rural produce in Kadiolo. The specific aim is to develop value chains to raise the income of local producers.

Period of execution: 2015–2017

PROMINENT SOCIAL ACTION PROJECTS CARRIED OUT BY THE UB OR DRAWING ON UB PARTICIPATION

Any projects mentioned in previous reports have links to past descriptions.

- **The PAULA Peace Education programme**

This is a joint initiative of the ICE and the UB Solidarity Foundation to build education on peace, human rights and global citizenship into all stages of education by providing support to teachers. The programme offers a web space specializing in peace culture, the Research for Peace Award (which was given for a tenth time in 2015), lively workshops on human rights using comics, and more.

Period of execution: 2005–2015

- **Research for peace: programme to support research in upper-secondary schools**

The aim is to maintain a support network for research in upper-secondary schools in the area of human rights and global justice, drawing on the sustainable participation of the UB, upper-secondary schools, NGOs and public services. The programme is carried out through an agreement with the city councils of participating municipalities. In 2015, the municipalities taking part were Barcelona, Santa Coloma de Gramenet, Montcada i Reixac, Molins de Rei, Sant Feliu de Llobregat, Cornellà de Llobregat, Sant Boi de Llobregat and Viladecans, as well as the Garraf district council. Support includes research workshops given at public secondary schools in these municipalities and ongoing guidance and advice aimed at instructors and students.

Period of execution: 2015

- **Research for global citizenship**

This project explores the synergies between scientific competence and civic competence and it points out the fundamental role of scientific knowledge in the protection and defence of human rights on the global scale. In seminars with secondary school teachers, research is explored as a teaching strategy in global citizenship education. The work of the groups will be collected in two publications and in audiovisual materials and computer graphics for dissemination through specific profiles in social networks.

Period of execution: 2014–2016

- **[Spanish observatory on human rights abuses: “Defending the Defenders” project](#)**

Period of execution: 2014 and 2015

- **Observatory on human rights and conflict**

The Observatory gathers, describes, analyses and denounces situations around the world in which human rights are violated as a consequence of open or covert conflicts, and it contributes elements of analysis on transversal aspects that are almost always present:

fighting over control of resources, centre-periphery dualism, the prevailing model of globalization, etc.

Period of execution: 2015

- **Tardor Solidària (Autumn for Solidarity)**

Tardor Solidària is a UB Solidarity Foundation programme to promote the values of solidarity, political engagement, volunteering and empathy toward the problems of others, and its target audience is the university community. To meet this aim, exhibitions, talks, debates and screenings are organized in all UB faculties.

Period of execution: 2015

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

A significant part of the work of the UB Solidarity foundation is to provide technical assistance and qualified advice to the UB university community and to administrations and civil society organizations. The focus is on its own areas of expertise: development cooperation, promotion of human rights and social action.

Period of execution: 2015

- **Social intervention project in the Barcelona neighbourhood of Torre Baró**

In 2015, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk from Dr. Dolors Bramon. Collaboration agreements were signed with associations and schools in the northern part of the Nou Barris district to give them support in new technologies and provide them with equipment to improve their computerization.

Period of execution: 2015

- **Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area**

In 2015, this project has been completed in Santa Coloma de Gramenet.

Period of execution: 2013–2015

- **Interculturality as a positive factor among young people in the Besòs-Barcelonès Nord area**

This project works on interculturality as a positive factor for social harmony and local development in an area with a strong personality and a set of characteristics that give it cohesion: the so-called Besòs-Barcelonès Nord area. The aim is to address interculturality among innovative young people, advancing from a mere exposition of the approach to a more experiential and comprehensive treatment that covers most of the environments in which young people learn and are trained. Four main areas of activity have been identified in the context of this initiative: getting a job, sport, education, and the street.

Period of execution: 2015

- **Call for financial assistance to people with dependent minors**

The call has resulted in some thirty awards of assistance for a total of €26,892.

Period of execution: 2015



- **European Observatory on Memories**

In 2015, the UB continued to build the network of organizations associated with the Observatory and organized a variety of seminars and workshops in relation to public policies on memory and the use of public space, addressing the different locations of the institutions in the network: Barcelona, Mauthausen, Guernica, Milan, Perpignan, Tallinn, Ljubljana and Brussels.

Period of execution: 2013–2015

- **Support and aid programme for refugees**

This programme covers a set of activities aimed at providing support to Syrian students and refugees who have fled conflict in their country and come to Catalonia. The activities are set out in a catalogue of services that the UB offers to institutions and organizations working to receive refugees. Some thirty places have been found for refugees and a training programme has been prepared to help asylum seekers pursue university studies.

Period of execution: 2015 and 2016

- **Commemoration of the twentieth anniversary of the Srebrenica massacre**

This is a set of activities aimed at commemorating the twentieth anniversary of the massacre perpetrated on the population of Srebrenica in 1995. Of special importance were the simultaneous events held on 11 July, the anniversary of the massacre, at the Born Cultural Centre of Barcelona and the National History Museum in Sarajevo, which featured the same exhibition on what happened at Srebrenica and included a series of official events to honour the memory of the victims.

Period of execution: 2015

OTHER PROGRAMMES

- Fun and Sports Day bringing together UB students and the Quatre Camins and 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 of the Catalan Association of Public Universities
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.)
- Workshops on food sovereignty (April 2015)

ECONOMIC RESOURCES INVESTED IN COOPERATION PROJECTS AND SOCIAL PROJECTS

The table below shows financial resources from outside funding sources (including contributions in kind, such as the provision of venues, voluntary or non-voluntary work, and expenses on grounds covered by local partners), as well as the UB's own financial investments in these projects.

Improvement of agricultural production and surplus management to ensure food security for the most vulnerable populations of Brakna, Gorgol and Guidimaka (Mauritania)	182,575.61 €
Training in human rights in Israel and the Occupied Palestinian Territories	38,515 €
Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco	74,000 €
Support to the Oujda community plan for good governance and sustainable water management	41,898 €
Improving the conditions of sales for the agricultural produce of Kadiolo (Sikasso, Mali)	110,000 €
The PAULA peace Education programme	6,000 €
Research for peace: programme to support research in upper-secondary schools	116,796 €
Research for global citizenship	129,700 €
Spanish observatory on human rights abuses	130,000 €
Observatory on human rights and conflict	17,520 €
Tardor Solidària (Autumn for Solidarity)	5,280 €
Technical assistance provided to local councils in the area of cooperation, peace education and social action	112,620.13 €
Social intervention project in the Barcelona neighbourhood of Torre Baró	41,603 €
Programme on urban agriculture and social allotments in the Barcelona Metropolitan Area	21,840.22 €
Interculturality as a positive factor among young people in the Besòs-Barcelonès Nord area	37,215 €
Call for financial assistance to people with dependent minors	26,892 €
European Observatory on Memories	223,417.81 €
Commemoration of the twentieth anniversary of the Srebrenica massacre	52,479 €
Total	1,280,503.77 €

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 2015	
Total budget	€793,306.66
Investment in development cooperation and social actions	€679,369.71
% of total budget invested in development cooperation and social actions	85.64%

Source: UB Solidarity Foundation

COOPERATIVE PARTNERS FROM OUTSIDE AND INSIDE SPAIN

- Esplugues de Llobregat City Council
- Barcelona City Council
- Cornellà City Council
- L'Hospitalet de Llobregat City Council
- Manresa City Council
- Molins de Rei City Council
- Montcada i Reixac City Council
- Rubí City Council
- Sant Adrià de Besòs City Council
- Sant Boi de Llobregat City Council
- Sant Feliu de Llobregat City Council
- Santa Coloma de Gramenet City Council
- Viladecans City Council
- Prat de Llobregat City Council
- Conèixer Història Association
- La Rotllana Association
- El Torrent Sociocultural Association
- Solidarity, Development and Peace Association
- Chair in Historical Memory of the Twentieth Century, of the Complutense University of Madrid
- French National Institute for Agronomic Research and Agricultural
- Centre for Memory and Testimony Studies, of the Wilfrid Laurier University (Canada)
- Polis Research Centre of the UB
- Centre for Historical Research on Mediterranean Societies, of the University of Perpignan Via Domitia

- International Committee of Memorial Museums in Remembrance of Victims of Public Crimes
- Garraf District Council
- Oriental Regional Council (Morocco)
- Besòs Consortium
- Spanish Stuttering Federation
- Formació i Treball Foundation
- Món-3 Foundation
- Ideologies and Society in Contemporary Catalonia research group, of Rovira i Virgili University
- Memory and Society research group of the UB
- Agrarian and Political History of the Rural World in the Nineteenth and Twentieth Centuries research group, of the University of Santiago de Compostela
- Novact – International Institute for Nonviolent Action
- Wewelsburg 1933-1945 Memorial (Germany)
- Mauthausen Concentration Camp Memorial (Germany)
- Figuig (Morocco)
- Ministry of Rural Development for the Islamic Republic of Mauritania
- University of Science and Technology of Nouakchott (Mauritania)
- Faculty of Law at the UB
- Finnish-Russian Civic Forum
- Topography of Terror Foundation (Germany)
- Institute of Education Sciences
- National Institute for the History of the Liberation Movement in Italy
- Maison d'Izieu (France)
- Museum of Free Derry (Northern Ireland)
- Museum of Occupations (Estonia)
- Al-Quds University (Occupied Palestinian Territories)

Fulfilment of targets 2014-2015

All of the objectives set in the previous report have been met.

Objectives for the academic year 2015-2016

- To continue working on current projects addressing development cooperation, the promotion of human rights, peace culture and historical memory.
- To launch new projects and collaborate on projects launched by other institutions and organizations.
- To continue with social action initiatives.

Culture

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 are free and open to the general public.

Music

The UB hosted the **28th Season of Music**, bringing 19 public concerts to the Paranymp in the UB's Historic Building. In addition, the UB Orchestra gave two Christmas concerts featuring works by Peter Ilyich Tchaikovsky, Johann Strauss II, Émile Waldteufel, Eduard Strauss and Jacques Offenbach, with the participation of professional dancers.

Also of note was the participation of the Carthage Choir (Kenosha, Wisconsin, USA) and the Yale Glee Club from Yale University (New Haven, Connecticut, United States).

Dance

The **5th Contemporary Dance Season**, entitled "Dance and Literature", featured three viewings of contemporary dance discussed by experts in the subject.

Theatre

Aula de Teatre is a UB initiative that enables students to experience the world of the theatre through courses and workshops, performing plays and so forth. In the academic year 2014-2015, the initiative gave rise to two theatre groups, which performed in the **inaugural Theatre in the Lift Sessions** and gave the premiere of the play *Ui, Arturo* as part of the UB's **Theatre**

Festival. The two groups have made outings to theatres such as the Tantarantana and the Nau Ivanow, and have attended talks by various professionals who have given them a more comprehensive understanding of the process of theatrical creation. Lastly, they competed at El Cascabel: Premios de Teatro Universitario, where they won several prizes.

Virtual Museum

The UB's Virtual Museum featured news of 33 exhibitions held physically in various UB locations. It also posted five virtual exhibitions. Lastly, the number of entries in the Virtual Museum's collection catalogues has increased, expanding the UB's cultural heritage available online, and additional collections have been documented.

Competitions

The UB held the second year of the Sant Jordi photographic competition. The award is the Josep Damm prize and the participants came from the various groups in the university community. The winning entry, entitled *On habiten les paraules neix la llegenda*, became the image for Sant Jordi 2015 at the UB.

Publications

The UB published the books *L'art del gravat antic: Works from the Furió Collection* and *La Universitat a Cervera: Commemoració del 1714 a la UB*, in parallel with two exhibitions bearing the same titles, which were on display in various UB venues.

Conferences

The UB and the Gaudí Research Institute were the joint organizers of the First Gaudí World Congress. The event, which was held in the UB Historic Building, drew approximately 350 participants from around the world and made quite a splash in the media.

Agreements

The UB also signed an agreement with the Barcelona City Council under which it will grant temporary use of the Güell Pavilions. During this period, the Council will oversee a comprehensive programme of renovation work. Additional collaboration agreements are now being worked out with the Museum of the History of Catalonia, the Catalunya - La Pedrera Foundation and the Picasso Museum of Barcelona.

Conferences, lectures, workshops, seminars and other cultural and/or musical activities

Through the academic year, the UB has taken part in many other cultural activities either in the capacity of organizer or host or by giving support. These events include:



- the exhibition “BiblioTec: One Hundred Years of Study and the Library Profession, 1915-2015”;
- the concert *Iter Luminis: Treballs i plaers d’amor*, by Lúdia Pujol, as part of the workshop “Santa Teresa de Jesús. Cinc-cents anys de recerca espiritual des de la mística, amb ulls de dona”;
- a half-day event in remembrance of Miquel Porter i Moix on the tenth anniversary of his death;
- Barcelona Pensa philosophy festival;
- Barcelona Magic Line (charity walk in solidarity with Sant Joan de Déu and a solidarity concert given by teaching staff of the University of Barcelona, *De la música tradicional al jazz*, as part of the 28th Season of Music at the UB).

Exhibitions

The Office of the Vice-Rector for Institutional Relations and Culture organized, hosted or gave support to 17 exhibitions. Of these, 12 were held in different parts of the Historic Building. In addition, the Josep Uclés Exhibition Hall of the El Carme Cultural Centre (Badalona), run jointly with the Office for Culture and Citizenship of the Badalona City Council, hosted four exhibitions, each accompanied by a series of complementary activities. Lastly, on the occasion of the opening of the Humanities and Social Sciences Park, the Office of the Vice-Rector collaborated in the organization of the Baschet Sound Sculpture exhibition at Can Jaumandreu.

Els Juliols summer courses

In the first term of the academic year 2014-2015, the Office of the Vice-Rector for Institutional Relations and Culture prepared the **Els Juliols 2015** programme of summer courses. A total of 54 courses were offered to the public. This year, they drew on the support of seven city councils and a variety of organizations and foundations.

Thematic UB chairs

The Office of the Vice-Rector for Institutional Relations and Culture coordinated the process of creating the following thematic chairs and submitting the relevant proposals to the UB Executive Council for its approval:

- UB-Danone Chair to develop training and promotion activities for food and health;
- UB-Telefónica Smart Cities Chair, on intelligent cities.

In addition, the following chairs were renewed:

- Pasqual Maragall Chair on Economics and Territory, with support from Santander Bank;
- UB-SEMI-Menarini Chair in Internal Medicine, for research and teaching;

Lastly, the UB is in the process of setting up eleven additional thematic chairs.

Work has also begun on the creation of the **UB Museum**.

Fulfilment of targets 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 2015-2016

- To maintain the diversity and quality of the activities on offer.
- To obtain approval from the Governing Council for the **UB Museum**, which will have a multi-year programme of exhibitions and activities.

Collaboration with the local environment

The UB collaborates actively in the improvement of the local environment, undertaking volunteer projects and joining in initiatives that seek to improve the conditions of neighbourhoods in which the UB's faculties are located.

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.

Because the publication of this Report has been pushed up to July 2016 and UB Volunteering prepares information at a later date concerning the range of activities that it pursues throughout the year, this Report cannot provide an update on the information already published for the unit in the previous year's Report.

Given the intention of OCI to keep publishing the Report on Social Responsibility before the summer holidays (that is, before August), this situation is likely to be repeated each year. For this reason, the information on UB Volunteering will always refer to the year prior to the information provided by most other units. For example, information on volunteering in 2015 will appear in the Report on Social Responsibility 2015-2016, whereas the information will be for 2016 in most other cases.

PROJECTS IN THE NEIGHBOURHOODS AROUND THE UB FACULTIES

The UB continues to promote collaboration projects with the neighbourhoods in which its faculties are located. These projects are described in detail in [previous versions of this Report](#).

Objectives for 2016

New collaborations of a social nature are likely in 2016 between the UB and the Barcelona City Council.

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 OSSMA. The [Sustainability Plan](#) has ten strategic lines focusing on specific subjects or areas of work. For each strategic line, a set of operational targets has been defined and a series of actions have been undertaken to meet these targets.

To evaluate the development of the Sustainability Plan, a series of monitoring indicators are updated each year. The most recent edition is the [Monitoring Report 2015](#), which contains data corresponding to the academic year 2014-2015. 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 (2014, in the latest report).

For reasons explained in the [previous Report on Social Responsibility](#), the environmental information always refers to the calendar year that precedes the vast majority of information provided. The information below reflects 2014, whereas most of the other information in the Report corresponds to 2015.

University of Barcelona environment indicators

The tables below show information on environmental indicators collected by OSSMA.

INTERNAL ENERGY CONSUMPTION						
	RESULTS				FUTURE OBJECTIVES	
	2011	2012	2013	2014	2015	2016
Electricity (MWh)	48,146.3	47,562.5	45,320.0	43,385.7	To reduce consumption by 2.5%	To reduce consumption by 1.5%
Natural gas (MWh)	16,356.7	18,709.4	16,971.3	15,609.8	To reduce consumption by 2.5%	To reduce consumption by 1.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling.

In terms of **external energy consumption**, mobility costs were 310,224 GJ in 2013. This figure only reflects energy consumption produced by the journeys of employees and students in relation to their workplace or place of study. The figures are not provided annually, but only as a consequence of the UB's mobility survey.

To see the figures for energy consumption by means of transport, you can consult any of the UB's mobility reports.

ENERGY INTENSITY						
	RESULTS				OBJECTIVES	
	2011	2012	2013	2014	2015	2016
Consumption per surface area unit (kWh/m ²)	114.75	117.36	109.20	102.19	To reduce consumption by 2.5%	To reduce consumption by 1.5%
Consumption per person (kWh/person)*	980.56	1,056.14	1,011.67	960.61	To reduce consumption by 2.5%	To reduce consumption by 1.5%

* The consumption per person is calculated based on the total full-time university population. For example, the 2014 figure brings together information from the academic year 2013-2014 on the number of students—in EHEA bachelor’s degrees and pre-EHEA degrees and diplomas, UB-specific master’s degrees and postgraduate studies, and university master’s degrees—as well as trainee researchers, PDI and PAS. In total, there are 61,415 people.

Source: OSSMA

As the trend in the table above shows, consumption is falling.

	REDUCTION IN ENERGY CONSUMPTION				
	RESULTS				
	2010	2011	2012	2013	2014
Electricity (GJ)	183,642	-10,315	-12,417	-20,490	-27,454
Natural gas (GJ)	70,338	-19,706	-12,424	-17,804	-22,018

Source: OSSMA

In 2010, the UB began to monitor energy consumption, resulting in a change in the trends. The declining figures that are provided always refer back to that year, and they include savings arising from efficiency initiatives, changing habits and a declining university population.

TOTAL WATER WITHDRAWAL BY SOURCE						
	RESULTS				OBJECTIVES	
	2011	2012	2013	2014	2015	2016
Supply from mains (m ³)	285,593	297,380	307,059	228,338	To reduce consumption by 2.5%	To reduce consumption by 1.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling.

INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 2)*			
RESULTS			
2011	2012	2013	2014
15,869	17,726	14,382	14,450

* For more information on indicator [G4-EN16](#) consult here.

Source: OSSMA

These figures, which are expressed in annual tonnes of CO₂, correspond exclusively to emissions produced from the generation of electricity and gas for consumption at the UB. The indicator is calculated by applying the energy-related emission factors published by the Catalan Office for Climate Change to the consumption of electricity and natural gas. While energy consumption at the UB has declined each of the last three years, emissions have not always declined. This is because the mix of energy production changes and modifies the emission factor.

OTHER INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 3)*		
RESULTS		
2012	2013	2014
-	24,481	-

* For more information on [G4-EN17](#) consult here.

Source: OSSMA

The results above show annual emissions of CO₂ in tonnes. Just as with the indicator for external energy consumption, this indicator only takes into account the emissions produced by the journeys of employees and students in relation to their workplace or place of study. The figures are not provided annually, but only as a consequence of the UB's mobility survey.

To see the figures for energy consumption by means of transport, you can consult any of the [UB's mobility reports](#).

	INTENSITY OF GREENHOUSE GAS EMISSIONS			
	RESULTS			
	2011	2012	2013	2014
Emissions (scope 2*) by surface area unit (kg CO ₂ /m ²)	28.23	31.39	25.21	25.03
Emissions (scope 3**) by surface area unit (kg CO ₂ /m ²)	-	-	43.17	-
Emissions (scope 2) per person*** (kg CO ₂ /person)	0.241	0.282	0.234	0.235
Emissions (scope 3) per person (kg CO ₂ /person)	-	-	348.35	-

* For more information on [G4-EN18](#) consult here.

** For more information on [G4-EN18](#) consult here.

*** The consumption per person is calculated based on the total full-time university population. For example, the 2014 figure brings together information from the academic year 2013-2014 on the number of students—in EHEA bachelor's degrees and pre-EHEA degrees and diplomas, UB-specific master's degrees and postgraduate studies, and university master's degrees—as well as trainee researchers, PDI and PAS. In total, there are 61,415 people

Source: OSSMA

	REDUCTION IN GREENHOUSE GAS EMISSIONS				
	FIGURES FOR 2007	RESULTS			
		2011	2012	2013	2014
Scope 2:* electricity (tonnes CO ₂)	16,898,5	-4,048,9	-2,631.1	-5,669.0	-5,314.5
Scope 2: natural gas (tonnes CO ₂)	3,768,8	-749.1	-310.0	-616.8	-902.5

* For more information on [G4-EN19](#) consult here.

Source: OSSMA

The baseline for the table above is 2007, the year in which the emission factors associated with energy generation began to fall. This emission factor¹⁰ has even greater importance than energy consumption savings from efficiency initiatives, changes in habits or the reduction in the university population. The figures provided in the table always refer to reductions in relation to 2007.

	NO _x , SO ₂ AND OTHER SIGNIFICANT GAS EMISSIONS, BY TYPE AND WEIGHT			
	RESULTS			
	2011	2012	2013	2014
SO ₂	20,028.9	24,494.7	17,538.8	18,916.2
NO _x	15,166.1	17,360.3	12,281.7	12,972.3

Source: OSSMA

These figures, which are expressed in annual kilos, correspond exclusively to emissions produced from the generation of electricity for consumption at the UB. While the consumption of electricity has declined each of the last three years, emissions have not always declined. This is because the mix of energy production changes and modifies the emission factor. This indicator is calculated by applying the emission factors published each year by the Electricity Observatory of the World Wide Fund for Nature (WWF)

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE					
WASTE GENERATED		RESULTS			
CER CODE	DESCRIPTION	2011	2012	2013	2014
200301	Sundry	68,268	610,009	613,870	590,961
200108	Organic material	312,280	296,063	186,239	163,894
150101 - 200101	Paper and cardboard	499,696	489,704	440,046	317,557
150102 - 150104	Light packaging	62,429	55,547	50,976	51,486
150107	Glass containers	90,024	79,565	79,511	89,355
200125	Vegetable oils	2,465	3,120	4,860	3,860
200121	Fluorescents	1,527	1,824	1,582	1,398
161604	Batteries	794	493	466	398

10. The emission factors associated with energy are published by the Catalan Office for Climate Change.

TOTAL WEIGHT OF WASTE GENERATED, BY TYPE					
WASTE GENERATED		RESULTS			
CER CODE	DESCRIPTION	2011	2012	2013	2014
080318	Ink and toner cartridges	2,419	2,175	2,388	1,927
200135 - 200136	Electric and electrical equipment	7,180	5,025	5,168	4,414
140602	Halogenated compounds	12,159	11,223	10,444	9,695
140603	Non-halogenated compounds	12,601	10,522	11,556	8,628
0601XX	Inorganic acids	6,302	6,717	8,246	6,060
0602XX	Inorganic bases	4,569	2,937	2,196	2,437
160508	Organic solutions or solutions with high chemical oxygen demand	1,408	1,522	1,862	1,273
160507	Inorganic compounds	2,503	2,944	2,761	1,727
1302XX	Mineral oils	436	185	237	306
160403 - 160509 - 1609XX	Hazardous waste	2,148	875	311	567
160506	Expired reagents	1,079	3,446	1,895	1,932
150202 - 090199	Contaminated solids	2,278	2,072	3,839	4,155
150110	Contaminated packaging	5,431	5,722	5,798	5,220
090103	Photographic developer	540	420	300	531
090104	Photographic fixer	120	180	240	746
180101 - 180103 - 180201-02	Bio-hazardous material (Group III)	12,830	13,200	13,688	21,907
180108 - 180207	Cytotoxics (Group IV)	7,486	6,892	4,437	3,798
180202-03	Animal remains	13,292	13,218	12,778	9,989

Source: OSSMA

	BREAKDOWN OF ENVIRONMENTAL SPENDING AND INVESTMENT (IN EUROS)			
	RESULTS			
	2011	2012	2013	2014
Waste management	286,879.47	255,387.31	231,686.88	201,260.43
Environmental actions	25,597.62	6,126.28	5,513.89	7,463.84

Source: OSSMA

These figures contain the costs of managing municipal waste and special waste, including the supply of drums and transport costs. The figures also include spending on projects that are part of the Sustainability Plan.

By contrast, they do not include any costs relating to personnel, the treatment of emissions (filters), insurance, cleaning investments in actions to save energy or achieve greater energy efficiency, or the purchase of organically certified materials.

The trend for environmental spending and investment is downward, because the cost of waste management is falling as a result of the reduced waste being generated and because

there is almost no budgetary allocation for projects in the Sustainability Plan or for actions directed at energy savings and efficiency.

RESEARCH PROJECTS RELATED TO THE ENVIRONMENT AND SUSTAINABILITY				
RESULTS				
	2011	2012	2013	2014
Competitive calls	10.7%	9.5%	25.6%	14.9%
Contracts	18.1%	12.5%	13.0%	17.7%
Total	13.4%	10.9%	16.8%	15.8%

Source: OSSMA

The figures in the table above show the percentage of research projects that have content relating to sustainability, out of the total number of research projects awarded annually. Research on sustainability topics presents variable cycles in the absolute number of projects carried out and in their percentage relative to total research actions. As a result, no clear overall trend can be established. While research on sustainability fell between the years 2009 and 2011, the trend between 2012 and 2014 is positive.

The calculation of the indicator includes projects resulting from competitive calls included by researchers in the [GREC](#) research management software, and contracts with private companies and public bodies managed through the Bosch i Gimpera Foundation. Based on their names, projects involving sustainability issues are identified and grouped by research group, department and subject matter (biodiversity, industrial processes, water, pollution, waste, society, economics and the environment, soil, atmosphere and climate, environmental impact, land use and landscape, paleoenvironments, natural hazards, radio activity, natural products, forest fires and erosion, energy).

PERCENTAGE OF SUBJECTS WITH CONTENT RELATED TO THE ENVIRONMENT AND SUSTAINABILITY				
RESULTS				
	2011	2012	2013	2014
EHEA bachelor's degrees and pre-EHEA degrees and diplomas	-	-	4.9	-
Master's degrees	-	-	6.6	-
Total	-	-	5.7	-

Source: OSSMA

The above table shows the percentage of subjects that have content relating to sustainability out of the total number of subjects taught. The indicator is not updated annually.

	PAPER CONSUMPTION			
	RESULTS			
	2011	2012	2013	2014
Self-service machines	24,075	19,222	16,116	13,946
Reprographics services	26,148	24,367	29,708	50,320
UB Procurement	128,287	102,082	102,125	98,320
Total	178,510	145,671	147,950	162,586

Source: OSSMA

The table above shows the amount of paper consumed annually (in kilos). The trend in recent years is downward. The data from reprographics services shows an increase because contracted service providers which did not initially provide information have since been added to the totals. This affects the overall value for the indicator.

ECONOMICS



Bodies included in the consolidated financial statements

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

RESEARCH AND TEACHING FOUNDATIONS	FOUNDATIONS WITH SOCIAL PURPOSES	COMPANIES
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)	2012	2013	2014	2015***
Net income*	396,306,285	364,139,573	373,533,354	397,118,144
Significant financial resources**	260,030,868	237,995,416	241,228,156	261,050,366

* 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) and does not include the liquidated income, since 2012, from the halls of residence with economic autonomy.

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

*** Provisional data.

Source: *Economic Planning and Budgeting*

PERCENTAGE OF INCOME RECEIVED IN LOANS	2012	2013	2014	2015**
Total income	404,172,336.26	371,997,492.57	382,008,609.18	405,215,029.00
Total loan income	104,144.51*	1,711,662.45	186,937.98	12,747,398.11
Percentage of income received in loans	0.03%	0.46%	0.05%	3.15%

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

** The performance figures are provisional. They do not include a public-private contract executed to expand the Faculty of Law, which may be qualified as a loan. They do include 8,5 million euros to convert the emphyteutic lease on the Can Canela building into a loan, and 4.2 million euros of the public-sector loan designated for research.

Source: *Economic Planning and Budgeting*

Economic value generated and distributed

Budget history 2012–2015 (millions of euros)

BUDGET HISTORY	2012	2013	2014	2015 *
Statement of expenditure				
Indirect costs	267.071	264.45	264.123	279.471
PDI	161.375	160.192	157.966	—
PAS	82.8	81.923	81.053	—
Other	22.896	22.326	25.104	—
Current expenditure: goods and services	61.418	59.811	59.024	63.207
Financial costs	0.74	1.145	1.115	0.850
Current transfers	25.373	17.639	15.823	14.507
Acquisition of assets	41.733	39.685	28.176	38.207
Capital transfers	1.192	0.33	0.117	0.105
Financial assets	0.174	0.237	0.302	0.231
Financial liabilities	7.823	1.55	3.252	21.055
Total	405.524	384.847	371.932	417.633
Statement of income				
Taxes, public price fees and other income	139.232	128.64	132.632	128.723
Current transfers	228.79	216.948	218.436	236.837
Additions to capital	2.758	3.598	7.924	2.569
Capital transfers	31.241	21.047	22.792	24.213
Financial assets	0.047	0.052	0.037	0.126
Financial liabilities	2.104	1.712	0.187	12.747
Total	404.172	371.997	382.008	405.215

* 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.

	2012	2013	2014	2015*
Budget outcome	-3,423,948.37	-4,160,332.25	5,058,221.53	1,522,773.73
Accumulated deficit at 04/06/2014	-61,251,341.37	-60,016,308.72	-56,850,816.67	-54,151,271.00

* 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 2015 budget by line item.

EXPENSES FOR 2015. RECOGNIZED OBLIGATIONS			
	ARTICLE		EUROS
Indirect costs	10	Other positions	2,845,503.71
	12	Civil servants	140,577,887.90
	13	UB-contracted staff	27,199,043.58
	14	Other staff	68,525,479.64
	15	Incentives for performance and extraordinary activity	5,563,093.71
	16	Social security expenses	34,759,916.62
	Results		279,470,925.16
Acquisition of goods and services	20	Rentals	1,921,320.57
	21	Conservation and repairs	9,236,001.16
	22	Materials, supplies and other	41,550,406.12
	23	Compensation for services	1,044,189.86
	24	Special operating expenses	9,454,957.49
	Results		63,206,875.20
Interest	31	Interest on loans	421,717.17
	34	Other	428,429.93
	Results		850,147.10
Current transfers	43	UB group transfers	453,860.99
	46	Transfers to regional bodies	924,729.64
	47	Transfers from private companies	20,700.00
	48	Transfers to/from families and non-profit institutions	12,844,498.17
	49	External transfers	263,276.27
	Results		14,507,065.07

EXPENSES FOR 2015. RECOGNIZED OBLIGATIONS			
	ARTICLE		EUROS
Acquisition of assets	61	Buildings and other construction	3,752,386.62
	64	Furniture, fixtures and fittings	492,340.84
	65	Computer equipment	1,533,266.40
	66	Tangible fixed assets	7,294,109.03
	68	Intangible assets for research	15,734,409.75
	69	Other capital spending	9,399,853.55
	Results		38,206,366.19
Capital transfers	73	Capital transfers from/to the UB group	101,818.93
	79	Research-related capital transfers	2,781.39
	Results		104,600.32
Variation in financial assets	83	Borrowing outside the public sector	2,733.37
	89	Other financial assets	228,659.71
	Results		231,393.08
Variation in financial liabilities	91	Amortization of loans	21,055,323.76
	Results		21,055,323.76
Global results			417,63,695.88

Source: Economic Planning and Budgeting

REVENUE FOR 2015. RECOGNIZED RIGHTS			
	ARTICLE		EUROS
Fees and other income	30	Sale of assets	577,583.39
	31	Fees for provision of services	123,109,831.50
	38	Reimbursements	412,776.81
	39	Other income	4,622,446.00
	Results		128,722,637.70
Current transfers	40	Transfers from the State sector	8,729,180.89
	43	UB group transfers and subsidies	120,000.00
	46	Transfers from regional bodies	223,791,130.61
	47	Transfers from private companies	195,360.82
	48	Transfers from families and non-profit institutions	305,152.68
	49	Foreign transfers	3,696,523.23
	Results		236,837,348.23
Additions to capital	52	Interest	66,073.66
	54	Property rental income	1,014,768.97
	55	Concessions and special considerations	1,451,936.30
	59	Other income from assets	35,678.95
	Results		2,569,088.50

REVENUE FOR 2015. RECOGNIZED RIGHTS			
	ARTICLE		EUROS
Capital transfers	70	Transfers from the State	10,237,810.96
	73	Capital transfers from the UB group	27,092.59
	76	Transfers from regional bodies	9,548,920.56
	77	Transfers from private companies	102,897.00
	78	Transfers from families and non-profit institutions	838,510.76
	79	Foreign transfers	3,457,785.98
	Results		24,213,017.85
Financial assets	82	Borrowing outside the public sector	56,666.00
	83	Borrowing outside the public sector	68,872.69
	87	Treasury surpluses	
	Results		125,538.69
Financial liabilities	91	Domestic borrowing	12,747,398.11
	Results		12,747,398.11
Global results			405,215,029.08

Source: Economic Planning and Budgeting

OBLIGATIONS IN 2015	
Remuneration to people	251,428,602.97
Wages and salaries	244,765,042.84
Expenses and other payments	2,636,624.91
Services from independent contractors	4,026,935.22
Goods and services	94,495,435.90
Foreign organizations	6,470,157.33
National organizations	75,828,088.51
UB Group	12,197,190.06
Taxes	34,846,221.07
Social security payments	34,705,882.32
National	38,533.17
Regional	101,805.58
Grants and financial aid	14,725,572.00
TOTAL	395,495,831.94
Not included:	
Chap. 3 Financial expenses	850,147.10
Chap. 8 Financial assets	231,393.08
Chap. 9 Financial liabilities	21,055,323.76
Total Obligations in 2015	417,632,695.88

Source: Economic Planning and Budgeting

LIST OF INDICATORS FROM THE GLOBAL REPORTING INITIATIVE



List of indicators from the Global Reporting Initiative (GRI)

For the second consecutive year, the University of Barcelona has used the criteria laid out in the Global Reporting Initiative's G4 Guidelines to prepare this Report on Social Responsibility, adapting some of the specific indicators in the guidelines to apply them to the UB's profile as a public university.

However, to be able to consider that an organization is working 'in accordance' with the guidelines, the G4 requires reporting on a minimum set of 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:

- ✓ Reported indicator
- NA** Not applicable indicator
- Indicators covered in the *Notes*

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	✓	5-7
		G4-2	Description of the main impacts, risks and opportunities	✓	31
ORGANIZATION PROFILE					
	*	G4-3	Name	✓	→
	*	G4-4*	Key services	✓	11-12
	*	G4-5	Principal address	✓	→
	*	G4-6	Number of countries where the organization 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	✓	11
	*	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)	✓	11-12
	*	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	✓	66-70
	*	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	✓	30
	*	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	✓	140
	*	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	✓	23-25
	*	G4-19	List of material aspects identified in the process of defining the report contents	✓	25-26
	*	G4-20	Coverage of each material aspect within the organization, with: <ul style="list-style-type: none"> • Indication of 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: <ul style="list-style-type: none"> – 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 	✓	26-28
	*	G4-21	Boundary of each material aspect outside the organization, indicating whether the aspect is material outside the organization Institutions, groups of institutions and elements outside the organization which believe the aspect to be material, and description of the places where the aspect in question is considered to be material outside the organization Specific boundaries that affect the coverage of each aspect outside the organization	✓	26-28
		G4-22	Cause and consequences of 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, seniors citizens) 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 and actions taken by the University	✓	13-20
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.

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 Report, the scope and basis of any external assurance provided Relationship between the organization and the external assurance providers Indication whether the highest governing body or senior executives are involved in seeking assurance for the organization's 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, and 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	✓	21-22
		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 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	✓	→

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 • Sign-on 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>	✓	→
		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>	✓	75-78
		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 	✓	29
ECONOMICS					
Economic performance		EC1	Direct economic value generated and distributed	✓	142-145
		EC2	Financial implications and other risks and opportunities of the organization's activities due to climate change	✓	→
		EC3	Coverage of the organization's defined benefit plan obligations	✓	→
		EC4	Financial assistance received from government	✓	141
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	✓	→
ENVIRONMENT					
Energy		EN3	Internal energy consumption	✓	132
		EN4	External energy consumption	✓	132
		EN5	Energy intensity	✓	133
		EN6	Reduction in energy consumption	✓	133
		EN7	Reduction in energy requirements for products and services		NA
Water		EN8	Total water withdrawal by source	✓	133
		EN9	Water sources significantly affected by withdrawal of water		NA
		EN10	Percentage and total volume of water recycled and reused		NA
Emissions		EN15	Direct greenhouse gas emissions (scope 1)		NA
		EN16	Indirect greenhouse gas emissions, in creating energy (scope 2)	✓	133
		EN17	Other indirect greenhouse gas emissions (scope 3)	✓	134
		EN18	Intensity of greenhouse gas emissions	✓	134
		EN19	Reduction in greenhouse gas emissions	✓	135
		EN20	Emissions of ozone-depleting substances		NA
Effluents and waste		EN21	NO ₂ , SO ₂ and other significant gaseous emissions	✓	135
		EN22	Total water discharge by quality and destination		NA
		EN23	Total weight of waste generated, by type and treatment method	✓	135-136
		EN24	Total number and volume of significant spills		NA

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
Effluents and waste		EN25	Weight of transported, imported, exported or treated waste deemed hazardous under the Basel Convention (Annexes I, II, III and VIII), and percentage of transported waste shipped internationally		NA
		EN26	Identity, size, protected status and biodiversity value of water resources and related habitats significantly affected by discharges of water and runoff		NA
Compliance with regulations		EN29	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	✓	→
General		EN31	Breakdown of environmental cost and investment by type	✓	136
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	✓	71-74
		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	✓	→
Relationship between employees and management		LA4	Minimum notice period(s) regarding operational changes, including those specified in collective agreements	✓	→
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	Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and total number of work-related fatalities, by region and by gender	✓	90-91
		LA7	Workers with high incidence or high risk of diseases related to their occupation	✓	91
		LA8	Health and safety issues covered in formal agreements with trade unions	✓	91
Training and education		LA9	Average hours of training per year per employee by gender, and by employee category	✓	82-84, 87
		LA10	Programmes for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings	✓	82, 85-86, 95
		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	✓	21-22



ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
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	✓	→
Analysis of providers in terms of human rights impacts		G4-HR10	Percentage of new providers that have undergone human rights analysis	✓	→
		G4-HR11	Significant actual and potential negative human rights impacts on the supply chain and actions taken		NA
Labour practices grievance mechanisms		G4-HR12	Number of grievances about human rights impacts filed, addressed, and resolved through formal grievance mechanisms	✓	→
SOCIAL INDICATORS: SOCIETY					
Local communities		SO1	Percentage of operations with implemented local community engagement, impact assessments, and development programmes	✓	106-129
		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	✓	→
Public policy		SO6	Value of contributions made in other countries*	✓	118-119
Anti-competitive behaviour		SO7	Number of legal actions for anti-competitive behaviour, anti-trust, and monopoly practices and their outcomes	✓	→
Compliance with regulations		SO8	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations	✓	→
Supplier assessment for 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	✓	→

* This indicator has been adapted for the activities of the UB Solidarity Foundation and refers to the impact in other countries of the solidarity actions developed.

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
SOCIAL INDICATORS: PRODUCT RESPONSIBILITY					
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		PR8	Total number of substantiated complaints regarding breaches of customer confidentiality and losses of customer data	✓	→
Compliance		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		✓	115-116
UB Volunteering		Volunteering projects to which the UB contributes and objectives for the forthcoming years		✓	129
Equality		Information on the activity of the UB's Equality Unit		✓	101-103
UB Alumni		Information on the activity of UB Alumni		✓	113-114
Culture		Cultural activities in which the UB participates or collaborates		✓	125-128
Halls of residence		Places in halls of residence		✓	46
Student Support Service (SAE)		Initiatives, programmes and agreements to provide better services to students with specific individual needs		✓	50-53
RH1		Level of official studies of employees		✓	80-81
RH2		Employees with recognized disabilities		✓	79
RH3		Staff costs in relation to total costs		✓	78
RH4		Investment in staff training		✓	87-88
RH5		Bodies whose mission is to manage conflicts and disputes among stakeholder groups		✓	96-100
VAO		The reconciliation of personal and work life		✓	94-95
Mobility and International Programmes (OMPI)		Internationalization		✓	40-44
Health sciences		Areas designed to promote health and healthy habits among stakeholder groups		✓	117
Attention to special PAS situations		Attention to special situations of administrative and service staff		✓	94-95
Research 1		Income from research and technology transfer		✓	57
Research 2		Research activity and outcomes		✓	58
Research 3		A. Competitive research funding B. Non-competitive research funding		✓	58
Research 4		International university rankings		✓	61-62
Research 5		Science and Technology Centres		✓	59
Research 6		Campus of International Excellence		✓	62-64

UB-SPECIFIC INDICATORS			
CODE	INDICATOR	STATUS	PAGES
Teaching 1	Number of students	✓	36
Teaching 1B	Number of students by branch of knowledge	✓	35
Teaching 1C	Incoming students by branch of knowledge	✓	35
Teaching 2	Academic progress of students	✓	36
Teaching 3	Student employability	✓	37
Teaching 4	Languages at the UB	✓	38-39
Teaching 5	Grants and other measures to ensure that students are not obliged to withdraw from their courses for strictly economic reasons	✓	54-56
Teaching 6	Price per credit	✓	54
Teaching 7	Higher education offering	✓	35
Teaching 7B	Courses of study by branch of knowledge	✓	34
Total loans 1	Percentage of income received in loans	✓	141
Facilities 1	Investment in maintenance and modernization of facilities	✓	45
Facilities 2	Income and costs from sales and purchases of assets	✓	46
Facilities 3	Infrastructure	✓	45
FS1	Development cooperation projects carried out in other countries	✓	118-119
FS2	Social projects in Spain	✓	119-121
FS3	Summary of funds invested in development cooperation projects in other countries and in social projects in Spain	✓	122
FS4	Percentage of total budget allocated to development cooperation projects in other countries and to social action projects in Spain	✓	123
FS5	Cooperative partners from outside and inside Spain	✓	123-124
MA1	Research projects related to the environment and sustainability	✓	137
MA2	Proportion of subjects with content related to sustainability	✓	137
MA3	Consumption of paper	✓	138



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 the Americas, set up in 2014: at the University of São Paulo (Brazil), and at the University of New Florida (USA). - A joint office with the Universitat Politècnica de Catalunya - BarcelonaTech (Tongji University - China) since 2013. - An office in Panama that is still under construction and will begin operations soon. <p>The UB also participates in a hospital in Mozambique (Africa) through the Manhica 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.</p> <p>In terms of the most notable items in 2015, the following should be mentioned:</p> <ul style="list-style-type: none"> - Consolidation in Ecuador of a blended master's programme for secondary-school teachers and an online master's programme for primary-school teachers, both of which draw on the institutional support of the Government of Ecuador and will promote the UB's presence in that country. - Consolidation in France of a strategic alliance with the University of Montpellier, and the launch of an alliance with Aix-Marseille University. - Input of resources into Panama to consolidate an office through an action of the campuses of international excellence. <p>Objectives for 2016</p> <ul style="list-style-type: none"> - To consolidate the Arab-Euro conferences on Higher Education (AECHE) and the UB's relationship with Arab universities and countries. - To consolidate various projects to have access structures into the countries of the Persian Gulf. - To create a strategic alliance with leading Ibero-American universities (Complutense in Madrid, Buenos Aires, National Autonomous University of Mexico and São Paulo), in relation to joint opinions and representation as well as the concerted actions more typical of an alliance.
G4-7	Articles 1-11 (Chapter I) of the UB Statute .
G4-11	100%.
G4-14	<p>The principle of caution is addressed in the Sustainability Plan, which is reviewed annually through the submission of a Monitoring Report to the University Senate.</p> <p>Objectives for 2016</p> <ul style="list-style-type: none"> - To incorporate the figure of the energy manager. - To develop the Sustainability Plan.
G4-15	<p>During the academic year 2014-2015, the Erasmus+ Charter (2014-2020) is still in course, awarded by the European Commission, according to which the UB undertakes to respect the principles of the Erasmus+ programme, which has three basic pillars: non-discrimination, equal opportunities and transparency.</p> <p>In addition, the UB Solidarity Foundation is a member of these important initiatives:</p> <ul style="list-style-type: none"> - Zero Poverty: 12 fronts in the fight against inequality - Citizens' Agreement for an Inclusive Barcelona <p>ZERO POVERTY</p> <p>The unitary platform Zero Poverty, which brings over 3,200 organizations in Catalonia focusing on social issues, peace, human rights and cooperation together with trade unions, professional associations and other organizations, calls on institutions to follow twelve proposals to make Catalonia a more just country, in which everyone has the same opportunities for a full and dignified life, and also to contribute to making this possible around the world. These proposals, which are called "12 fronts in the fight against inequality", include a total of 41 measures in the areas of the economy and job market, housing, education, healthcare and welfare benefits, immigration policies, taxation, trade, financial transactions, public debt, the investments of transnational corporations and international cooperation.</p> <p>CITIZENS' AGREEMENT FOR AN INCLUSIVE BARCELONA</p> <p>The Citizens' Agreement for an Inclusive Barcelona is a space for engagement, public-private cooperation and joint action by the city's institutions and organizations working to build a more inclusive Barcelona, with a higher quality of life for everyone.</p> <p>It is a shared space bringing together the city government and civil society to achieve social inclusion. Its purpose is to increase the capacity for joint organization and action through the promotion of cooperation and the articulation of networks of action to push forward the plural and democratic construction of a critical common good: social inclusion.</p>

CODE	NOTES
G4-15	<p>Fulfilment of targets 2014-2015 Logically, the contribution and impact of the UB in the fulfilment of environmental and social objectives of major international initiatives, such as the Millennium Development Goals, are low. Nevertheless, the UB's actions in support of students with financial problems, its gender equality policies and its Sustainability Plan make a contribution.</p> <p>Objectives for the academic year 2015-2016</p> <ul style="list-style-type: none"> - To join in the objectives of the Training and Education 2020 strategy of the EU Council. - To join in initiatives that serve to ensure that, in the procurement of computer equipment, suppliers do not work with companies that fail to respect human rights.
G4-16	<p>Networks and projects or committees in which the UB participates:</p> <ul style="list-style-type: none"> - European University Association (EUA) - International Association of Universities (IAU) - Ibero-American University Association for Postgraduate Studies (AUIP) - Inter-university Centre for Development (CINDA) - Knowledge and Innovation Community in Health of the European Institute of Innovation and Technology (EIT Health) - International Forum of Public Universities (IFPU) - Euromed Permanent University Forum (EPUF) - Confucius Institute in Barcelona (ICB) - Coimbra Group - Tordesillas Group - League of European Research Universities (LERU) - Observatory of European Union-Latin America Relations (EULARO) - PEACE programme - United Nations Academic Impact (UNAI) - Mediterranean Universities Union (UNIMED) - European Marine Sciences Network (EuroMarine) - European University Continuing Education Network (EUCEN) - Latin America and Europe Continuing Education Network (RECLA) - EUROLIFE Network of European Universities in Life Sciences - Vives Network (XVU) <p>Bodies in which the UB has a post in the governing body:</p> <ul style="list-style-type: none"> - Ibero-American University Association for Postgraduate Studies (AUIP) Acting president of the Executive Committee: Dr Dídac Ramírez, Rector - Euromed Permanent University Forum (EPUF) President: UB Rector Executive secretary located at the UB - Confucius Institute in Barcelona (ICB) Vocal of the Board of Trustees: Dr M. Callejón, Vice-Rector for International Policy - Observatory of European Union-Latin America Relations (EULARO) Executive secretary: Dr Ramon Torrent - Mediterranean Universities Union (UNIMED) Vice-President: Dr M. Callejón, Vice-Rector for International Policy - Latin America and Europe Continuing Education Network (RECLA) Vice-President: Dr M. Cristina Sanz, manager of the Postgraduate Agency - Network of European Universities in Life Sciences Coordination (January 2015 - December 2017) UB [This entails the UB's institutional representative becoming chair of the Steering Committee.] - Vives Network (XVU) Member of the General Council: Dr Dídac Ramírez, UB Rector Member of the Standing Committee: Dr Pere J. Quetglas, Vice-Rector for Communication and Projection - League of European Research Universities (LERU) Presence of the UB, through its rector, on the Policy Committee Six representatives on the steering committees of six communities and working groups - EIT Health Coordination of EIT Health Spain: University of Barcelona [This is one of the UB's major successes and it is also a recognition of the UB's leading international position and its scientific competitiveness in the area of health sciences.]

CODE	NOTES
	<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. <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 UB and the Office of the Vice-Rector for International Policy under the Management Plan of the University of Barcelona.</p> <p>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</p> <p>Action 3.1. Promotion of a policy that takes into account international rankings and reinforces the UB's participation in selective and strategic networks</p> <p>Action 3.2. Prioritization of initiatives, such as the Confucius Institute in Barcelona, to foster the third mission internationally</p> <p>Fulfilment of targets 2014-2015</p>
G4-16	<p>The objectives set out in the previous Report on Social Responsibility have been achieved.</p> <p>Objectives for the academic year 2015-2016</p> <ul style="list-style-type: none"> - To consolidate and increase the extent of involvement by UB representatives in LERU communities and working groups. - To increase the dissemination of information on EuroMed calls to fund projects and activities so as to increase the extent of participation by UB researchers in these calls. - To take part in European Erasmus+ projects and other networking projects in the context of UNIMED and Coimbra. - As regards IFPU, to continue organizing the yearly Doctoral Summer School. - With respect to EIT Health, to approve at least two new innovation projects with UB teaching staff in 2016; to organize a summer school jointly with Grenoble Alpes University; to begin the procedure to have at least one master's programme linked to EIT Health (specifically in the area of bioengineering), and to play an active role in at least one area of acceleration activities. - Within Eurolife, to promote transnational interactions among students and researchers at the European level; to maintain a supportive environment for the development of collaboration in academic and research activities by encouraging cooperation among all members, and to be more effective in training and research activities.
G4-22	<p>There are no significant restatements to report with respect to previous reports. The only changes arise when the figures are provisional (for example, in the economic area).</p>
G4-23	<p>There have been no significant changes.</p>
G4-28	<p>From 2012 to 2015 or from 2011-2012 to 2014-2015. In the case of indicators for which there are figures only until 2014 (that is, when the figures for 2015 are not yet available), the figures for 2011 are provided in order to continue reporting a period of four years.</p>
G4-29	<p>Report on Social Responsibility 2013-2014, published in October 2015.</p>
G4-30	<p>Annual.</p>
G4-31	<p>Office for Internal Control, Risks and Corporate Social Responsibility.</p>
G4-32	<p>Comprehensive 'in accordance' option in guidelines.</p>
G4-33	<p>The UB does not externally assure the Report on Social Responsibility.</p>
G4-34	<p>The governing bodies of the University of Barcelona are described in the Report on Social Responsibility 2011-2012. They are also described in detail on the UB website. During the academic year 2014-2015 there have been no changes in this structure.</p>
G4-35	<p>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.</p>
G4-36	<p>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.</p>
G4-37	<p>Catalan society, students, PDI and PAS take part in decision-making at the UB through their representatives on the governing bodies.</p>
G4-39	<p>The UB's highest authority is the rector. The rector's functions are stipulated in articles 71 to 76 of the UB Statute.</p>
G4-40	<p>The appointment of members to the governing bodies is carried out in accordance with title III (articles 54 to 83) of the UB Statute.</p>

CODE	NOTES
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 Transparència 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. The Management Plan is used to monitor the fulfilment of the governing team's commitments. 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 working on a future code of 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, given that those risks are the ones involved in the identification of risk situations generated by the University's impact. 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.
G4-47	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. 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. 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. As a result, the UB's operational dynamic provides a permanent mechanism for the ongoing analysis of any identified impacts.
G4-48	The Report on Social Responsibility is managed and prepared centrally by the OCI, which requests information from all of the involved units of the UB, compiles all the data that is received and reviews the content in an ongoing manner in accordance with the criteria of materiality. 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. The members of the delegate committee include the rector, the general manager and various vice-rectors.
G4-49	Concerns are conveyed to the governing bodies through the representatives sitting on the various governing bodies. In addition, there are more informal mechanisms to communicate with the governing bodies: <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 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).
G4-50	Any concerns and complaints are dealt with by the Governing Council (in the discussion of each point and when the floor is open). If any concern cannot be responded to in the same meeting, the Governing Council commits to giving a response in the next meeting. If action is required, a time frame is also set.
G4-51	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 remuneration for being a member of the governing bodies.
G4-52	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.
G4-53	See the response for indicator G4-52.

CODE	NOTES
G4-55	In general terms, UB compensation has not risen in 2015 with respect to 2014.
G4-56	<p>The UB's mission, vision and values are presented in the Report on Social Responsibility 2010-2011. They are also described in detail on the UB website.</p> <p>With respect to codes of conduct and important principles for economic, environmental and social compliance, it is important to mention 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, the Code of Good Practice in Research and the Sustainability Plan.</p> <p>The UB is the process of preparing a code of social responsibility for the entire institution.</p> <p>Lastly, a protocol has been prepared for the prevention and detection of 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>
G4-58	<p>The UB's Support and Mediation Office and Ombuds Office are the main places to address grievances about unethical or illegal conduct.</p> <p>The OCI and the departments in the General Manager's Office oversee the handling of any illegal or similar conduct in the accounting or academic area.</p>
EC2	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.
EC3	The Budget Act of the Government of Catalonia for 2015 prohibits making contributions to employment pension plans and providing financial assistance through social action funds.
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 UB are intended to provide a public service: teaching, research or knowledge transfer.</p> <p>1. New building works (new buildings) and major renovations In the period indicated, the most significant capital spending on new spaces for the UB's operations are as follows:</p> <ul style="list-style-type: none"> • Implementation of the first phase of building work on Can Jaumandreu, which is to house the UB's Digitization Centre and the management team of the Humanities and Social Sciences Park. The work involves roughly 1,700 sq m of space. • Launch of the first phase of building work to enlarge the Faculty of Law (with classrooms and departmental offices), covering 15,671 sq m. • At the Torribera Campus: <ul style="list-style-type: none"> – greenhouse and infrastructure improvement to increase the facility's security, prompted by acts of vandalism; – new spaces for culinary research in La Masia, covering roughly 150 sq m; – improvement in safety and comfort relating to the successive rollout of teaching spaces on campus. <p>2. Actions to eliminate architectural barriers and to ensure the safety of people and assets All actions listed below have been covered in the UB budget.</p> <ul style="list-style-type: none"> • Faculty of Law: refurbishment of outside access stairs to the Llerdense building and renovation of outside concrete paving, because of the danger of falls caused by current state of disrepair <ul style="list-style-type: none"> – Scope: 90 sq m – Cost: €16,000 – Length of investment: expected life of 40 years – Impact: reduced likelihood of falls and consequent increase in safety for all users

CODE	NOTES
EC7	<ul style="list-style-type: none"> • Faculty of Law: change of false ceilings in classrooms and departmental offices due to deterioration of the mounting systems <ul style="list-style-type: none"> - Scope: 250 sq m - Cost: €42,500 - Length of investment: expected life of 30 years - Impact: elimination of the risk of falling panels and improved conditions for maintenance work on the facilities thanks to the new suspended ceiling • Faculty of Economics and Business: change of paving on the main access stairs of the Faculty in carrer de Keynes because of disrepair and the need to meet safety regulations <ul style="list-style-type: none"> - Scope: 81 steps - Cost: €14,500 - Length of investment: expected life of 40 years - Impact: reduced likelihood of falls and consequent increase in safety for all users - Faculty of Pharmacy: placement of safety netting under the reinforced concrete slabs of Building A, previously in a state of disrepair <ul style="list-style-type: none"> - Scope: 3,487 sq m - Cost: €100,000 - Length of investment: expected life of 20 years - Impact: reduced likelihood of falling concrete and consequent increase in safety for all users • Faculty of Pharmacy: replacement of emergency exit doors in Building B, including opening system, to meet fire safety regulations <ul style="list-style-type: none"> - Scope: 20 doors - Cost: €29,400 - Length of investment: expected life of 25 years - Impact: improvement to building exits in case of emergency evacuation, improved protection against fire and consequent increase in safety for all users • Faculty of Biology: paving of external access area at rear of Faculty, which was previously unpaved <ul style="list-style-type: none"> - Scope: 950 sq m - Cost: €54,900 - Length of investment: expected life of 25 years - Impact: much greater safety and ease for all users, because it is no longer necessary to walk on irregular paving • Pavelló Rosa (Administration Building): repair of ornamental roof elements, because of their poor condition and the risk of ornaments falling onto access walkways <ul style="list-style-type: none"> - Scope: 54 ornaments - Cost: €15,650 - Length of investment: expected life of 15 years - Impact: decreased likelihood of ornamental elements falling onto the walkways surrounding the building and consequent increase in safety for all users • Building B of the Faculty of Pharmacy: replacement of fire alarm system <ul style="list-style-type: none"> - Scope: 13,322 sq m - Cost: €70,803.57 - Length of investment: expected life of 20 years - Impact: improved acoustics of alarms (improved identification of the origin of fire alarms) and consequent increase in safety for all users • Historic Building: coffered ceilings on the ground and first floors <ul style="list-style-type: none"> - Scope: 1,590 sq m - Cost: €114,796.57 - Length of investment: expected life of 30 years - Impact: increase in safety for all users resulting from the prevention of pieces falling from the coffered ceilings • Historic Building: pest control treatment of furnishings in the Secretary General's Office <ul style="list-style-type: none"> - Scope: 4 pieces of furniture - Cost: €4,598.00 - Length of investment: expected life of 20 years - Impact: protection of historic furnishings of the UB • Historic Building: disinfection of furnishings in classroom 203 <ul style="list-style-type: none"> - Scope: 34 desks with 4 seats each - Cost: €919.60 - Length of investment: expected life of 20 years - Impact: improvement and protection of classroom furnishings

CODE	NOTES
EC7	<ul style="list-style-type: none"> • Historic Building: study of damages and repair of cornice ornaments on the clock tower <ul style="list-style-type: none"> - Scope: 35 m² - Cost: €17,431.08 - Length of investment: expected life of 15 years - Impact: increased safety for pedestrians because of the prevention of ornamental elements falling from the tower's cornices • Industrial Relations building: canopy over building entrance <ul style="list-style-type: none"> - Scope: 27 sq m - Cost: €10,390.27 - Length of investment: expected life of 40 years - Impact: increased safety at building entrance • Faculty of Fine Arts: external emergency door <ul style="list-style-type: none"> - Scope: 2 units - Cost: €2,671.68 - Length of investment: expected life of 25 years - Impact: improvement to building exits in case of emergency evacuations and consequent increase in fire protection and safety for all users • Faculty of Fine Arts: placement of emergency stairs at the Parxís building <ul style="list-style-type: none"> - Scope: 1 metal staircase for emergency evacuation - Cost: €45,590.98 - Length of investment: expected life of 25 years - Impact: increased safety in case of fire and improvement to building exits in case of emergency • Faculty of Fine Arts: refurbishment of the roofs of the Parxís building <ul style="list-style-type: none"> - Scope: 1,826.78 sq m - Cost: €49,067.43 - Length of investment: expected life of 25 years - Impact: improved weather sealing and waterproofing of building • Faculty of Fine Arts: refurbishment of the roof of the south wing of the Florensa building <ul style="list-style-type: none"> - Scope: 758 sq m - Cost: €16,637.64 - Length of investment: expected life of 25 years - Impact: improved weather sealing and waterproofing of building • Faculty of Fine Arts: refurbishment of the main and side facades of the Menjadors building <ul style="list-style-type: none"> - Scope: 490 sq m - Cost: €37,873.11 - Length of investment: expected life of 15 years - Impact: increased safety measures to prevent the ceramic cladding on the facades from falling • Faculty of Physics and Chemistry: weather-proofing of the roofing of the passage leading to the classrooms <ul style="list-style-type: none"> - Scope: 312 sq m - Cost: €10,177.94 - Length of investment: expected life of 25 years - Impact: improved weather sealing and waterproofing of building • Physics and Chemistry Building: repairs to desks in classroom 102 <ul style="list-style-type: none"> - Scope: 24 desks - Cost: €20,207.00 - Length of investment: expected life of 15 years - Impact: improvement and protection of classroom furnishings <p>3. Energy savings All actions listed below have been covered in the UB budget.</p> <ul style="list-style-type: none"> • Faculty of Economics and Business: refurbishment of roofs over classrooms 1 to 5 in the 696 building, with the addition of thermal insulation <ul style="list-style-type: none"> - Scope: 1,034 sq m - Cost: €167,200 - Length of investment: expected life of 25 years - Impact: elimination of significant water leakage and increase in energy savings in the rooms under the roofs thanks to increased thermal insulation

CODE	NOTES
EC7	<ul style="list-style-type: none"> Faculty of Medicine: installation of solar control strips in the library, in areas of very high solar radiation <ul style="list-style-type: none"> – Scope: 403 sq m – Cost: €16,520 – Length of investment: expected life of 20 years – Impact: increased energy savings in this part of the building (by sharply reducing the solar radiation that enters, the need for air-conditioning has been reduced) and increased comfort for library users (the excessive sunlight caused vision problems) Bellvitge campus: refurbishment of the south roof of the Pavelló de Govern building, incorporating thermal insulation <ul style="list-style-type: none"> – Scope: 690 sq m – Cost: €54,670 – Length of investment: expected life of 25 years – Impact: elimination of significant water leakage and increase in energy savings in the rooms under the roof thanks to increased thermal insulation Buildings of the Faculties of Biology and Pharmacy and on the Mundet campus: replacement of fluorescent light fixtures with LED lighting <ul style="list-style-type: none"> – Scope: 662 light bulbs – Cost: €12,276.98 – Length of investment: expected life of 6 years – Impact: elimination of incandescent filament lights with lower energy efficiency and high daily usage, and replacement of fluorescent tubes that were on 24 hours a day by new LED lighting. <p>Fulfilment of targets 2015</p> <ul style="list-style-type: none"> – The objective to supply and install LED lighting in the Josep Carner building to achieve energy savings has been fulfilled, but with a slight delay. The work was completed in early 2016. – The same action to achieve energy savings in the Faculty of Economics and Business has not been achieved as planned. In all likelihood, however, this will be carried out in 2016. <p>Objectives for 2016</p> <ul style="list-style-type: none"> • To remove architectural barriers and increase the security and safety of people and property in: <ul style="list-style-type: none"> – Faculty of Law – Faculty of Pharmacy – UB Sports – Faculty of Fine Arts – Sants Building – Historic Building • To undertake energy savings actions in: <ul style="list-style-type: none"> – Faculty of Medicine – Josep Carner Building
EC8	The UB has not quantified its indirect economic impacts as an institution. In any event, the section of responsibility to the environment and the community in this report lists a series of actions that typically have an economic impact on the surrounding environment.
EC9	<p>The proportion of spending on local suppliers in 2015 has been calculated based on purchase orders. A great deal of the UB's procurement, however, is not done through purchase orders (for example, the supply of water, electricity, gas, major building works, etc.). As a result, only a partial response is provided for this indicator.</p> <p>In any case, the total procurement by purchase orders is €23,800,000, of which €14,864,658.31 (62.46%) corresponds to Catalan suppliers and €5,839,060.78 (24.53%) corresponds to suppliers from the rest of Spain.</p> <p>Objectives for 2016</p> <p>To again give the proportion of purchase orders spent on Catalan suppliers out of total purchase orders, and to add the same data in relation to contracts..</p>
EN29	There is no open file.
EN32	At present, the UB does not review its suppliers according to environmental criteria (with the exception of any individual initiatives that a unit happens to incorporate in making a purchase), and there are no specific internal regulations on the matter.
EN34	There is no open file.
LA2	The budgetary legislation of the Government of Catalonia for 2015 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.

CODE	NOTES																								
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 2015:</p> <ul style="list-style-type: none"> - Women: 62 - Men: 35 																								
LA4	<p>This information was not available when the Report on Social Responsibility was being prepared. In any case, there are no specific UB regulations on the matter, beyond what is stipulated in agreements and applicable regulations.</p>																								
LA5	<p>The response appears in the Report on Social Responsibility 2012-2013.</p>																								
LA11	<p>A process has not yet been implemented to evaluate PAS competences (only timetables are controlled at present, by means of clocking in and out). 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. For PDI, there is also a five-yearly voluntary evaluation if they wish to seek a productivity bonus for teaching.</p> <p>Also, PAS and PDI receive individual evaluations in the case of a formal complaint.</p> <p>Objectives for the academic year 2015-2016</p> <ul style="list-style-type: none"> - To undertake a process to describe the tasks, knowledge, skills and attitudes required for each type of post in the RLT; to assess the performance and career development of the people holding these posts, and to approve a new RLT in 2016. - To implement regular performance reviews for all staff that go beyond timetable control in order to improve the quality of public service. 																								
LA13	<p>The information published by the UB on staff remuneration does not show pay differences between women and men. However, while their salary is the same for the same post, it is necessary to bear in mind that there is a notable bias in terms of the access of women to the highest categories. The graph below shows this reality:</p> <p style="text-align: center;">UB 2014-2015</p> <table border="1"> <caption>Data for UB 2014-2015 Staff Remuneration</caption> <thead> <tr> <th>Category</th> <th>Homes (%)</th> <th>Dones (%)</th> </tr> </thead> <tbody> <tr> <td>Degree, postgraduate degree and doctorate students</td> <td>40</td> <td>60</td> </tr> <tr> <td>Degree, postgraduate degree and doctorate holders</td> <td>35</td> <td>65</td> </tr> <tr> <td>3rd-cycle grants</td> <td>45</td> <td>55</td> </tr> <tr> <td>Researchers in training</td> <td>45</td> <td>55</td> </tr> <tr> <td>Doctoral theses read</td> <td>50</td> <td>50</td> </tr> <tr> <td>Tenured professors and faculty & school chair holder</td> <td>55</td> <td>45</td> </tr> <tr> <td>University chairs</td> <td>80</td> <td>20</td> </tr> </tbody> </table> <p>The intention, in the coming years, is to reverse this situation with the 3rd Equality Plan.</p>	Category	Homes (%)	Dones (%)	Degree, postgraduate degree and doctorate students	40	60	Degree, postgraduate degree and doctorate holders	35	65	3rd-cycle grants	45	55	Researchers in training	45	55	Doctoral theses read	50	50	Tenured professors and faculty & school chair holder	55	45	University chairs	80	20
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LA14	<p>The UB was not able to provide a response for this indicator when the Report on Social Responsibility was being prepared.</p> <p>Objectives for 2016</p> <p>To put a requirement to meet ethical principles and rules of conduct regarding labour practices into the specific administrative terms and conditions of tender documents.</p>																								
LA16	<p>In the academic year 2014-2015, there have been seven cases relating to labour practices concerning disagreement over teaching assignments, infringement of basic guarantees, the points system for transfers/secondments, or laboratory access.</p>																								

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HR3	The UB's Equality Unit has analysed five cases of discrimination. In all, a corrective plan has been applied and the results have been reviewed through a routine process of internal management. At present the cases are no longer subject to any measures.
G4-HR10	At present, the UB does not review its suppliers according to human rights criteria. Objectives for 2016 To put a requirement to meet ethical principles and codes of conduct into the specific administrative terms and conditions of tender documents.
G4-HR12	During the period, no formal complaint or case on human rights has been processed.
SO3	There is no specific, distinct control of so-called risks of corruption. However, these risks are not exempt from control: they are implicitly covered by the internal control systems. 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 sine qua non condition for processing any expenditure and these regulations require the involvement and review of various public employees. 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. 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 dispute that requests evaluation. Objectives for 2016 To complete an evaluation of psychosocial risks in all UB faculties and university schools.
SO4	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 SO ₃ . Action is taken reactively through the General Secretary's Office pursuant to any complaint or detected issue. The General Secretary's Office verifies whether the matter is significant. Upon verification, the matter is submitted to the courts handling administrative cases. Specific training courses to combat corruption are held regularly. Particularly important are the courses provided by the Anti-Fraud Office of Catalonia. Fulfilment of targets 2014-2015 In accordance with an express wish to continue training on corruption, the UB has disseminated Law 19/2014, of 29 December, on transparency, access to public information and good governance, by means of training sessions aimed at managers of PAS at the UB. Objectives for the academic year 2015-2016 To give a course on transparency and access to public information to PAS managers.
SO5	There is no open file. Objectives for 2016 To establish a rapid action protocol for suspected cases of corruption or lack of diligence, through the implementation of regulatory compliance.
SO7	There are no legal actions of this kind. As a public university, the UB provides a public service and does not enter into market dynamics from the perspective of price competition or its consequences and objectives.
SO8	There is no open file.
SO9	The percentage of new suppliers who have been screened using criteria for impacts on society is 0%, because the regulations on the incorporation of terms and conditions of a social nature in UB tenders were not approved until the end of 2015 and they have yet to be implemented. Objectives for 2016 To include specific administrative terms and conditions of a social nature in the obligations laid out in tender documents for contractors in 2016. Objectives for 2017 To continue introducing social aspects not as an obligation but as a selection criterion for contractors.
SO11	There are six files open in relation to grievances about impacts on society.

CODE	NOTES
PR6	The UB does not sell banned or disputed products.
PR7	In 2015 there have been no cases of non-compliance with the codes governing commercial and marketing communications, nor with the fundamental right to data protection.
PR8	There is no open file.
PR9	The UB has not been subject to any fines for non-compliance with laws and regulations.

