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# REPORT ON SOCIAL RESPONSIBILITY

University of Barcelona

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2015—  
2016



UNIVERSITAT DE  
BARCELONA

**Rector**

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General Secretary's Office  
University of Barcelona

**Written by**

Office for Internal Control, Risks and Corporate Social Responsibility

**Published by**

Edicions de la Universitat de Barcelona

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<http://hdl.handle.net/2445/119807>

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# Foreword from the Rector

The presentation of this report is hugely influenced by the change of the UB's governing team. As is usual in such cases, my new team is introducing a series of changes to the strategic direction of the University that can, in turn, also affect aspects relating to social responsibility.

In any event, the starting point for the new governing team is sound. This is because the UB, in recent years, has consolidated its position as a leader in terms of social impact. Despite the problems of a clearly outmoded funding model, the UB remains a socially engaged university.

The programme that my new team has committed to pursue is based on the premise that universities, particularly public ones, play a fundamental and irreplaceable part in the vast majority of processes that transform and support any society. In these times of rapid change, universities rightly must rethink their role. In this respect, there is a strong commitment that the factors shaping this transformation need to be continuous improvement, excellence, fairness and social engagement.

To make this transformation effective and respond correctly to society's expectations of the University, there are three fundamental challenges to face: (1) the necessary generational transfer among PDI and PAS staff; (2) a review of our funding model, which is no longer adequate to meet our financial needs, and (3) the consolidation of systems for student participation in university life.

JOAN ELIAS I GARCIA

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# Introduction by the President of the Board of Trustees

Higher education, research, knowledge transfer and innovation are key areas in the social and economic development of societies. This is why, as a country, we need universities in the fulfilment of their social functions to contribute and help to build an economic model for the public as a whole that is more robust, more sustainable and provides greater equality of opportunities on the basis of knowledge and innovation.

One of the main objectives of the Board of Trustees is to promote the transfer of knowledge to society, particularly by training people and transferring technology and knowledge to the productive and institutional sectors, turning the UB into a key economic, social and cultural actor in the sustainable development of our society.

In this respect, social responsibility is a central thread running through all the University's activity in order to strengthen social progress in our country. This Report shows this in a comprehensive manner by describing all of the activities that the University carries out, and it does so with laudable candour, laying out both our achievements and the challenges that remain, offering an analysis of the impact and sustainability of our actions.

As in the previous academic year, I believe it is particularly important to single out that, against a backdrop of ongoing economic constraints for the entire public administration, the UB has been able to make sustainability and its maintenance of a balanced budget compatible with improved results in many sections of the Report. Let me draw particular attention to the results in the first part of the Report relating to the creation of value for society through training and research. I would also make special mention of our commitment and responsibility to the environment as reflected in the actions of the UB Solidarity Foundation, which has been able to formulate an exemplary response to the reception of refugees.



It falls to the rector and his team, as the highest authorities of our institution, to set the priorities for action in the coming period, and the members of the Board of Trustees can only give him their full support and assistance to increase and improve the sustainable impact of the University in our environment.

In conclusion, I would like to thank the entire university community for its work carrying out socially responsible teaching and research.

JOAN COROMINAS GUERÍN

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# List of abbreviations and concepts from the Global Reporting Initiative

## LIST OF ABBREVIATIONS

ADE	Business Administration and Management
AECHE	Arab-Euro Conference on Higher Education
AED	automated external defibrillator
ApS	Service-learning projects
AQU	Catalan University Quality Assurance Agency
BKC	Barcelona Knowledge Campus
BOE	Official State Gazette
CCiT	University of Barcelona Science and Technology Centres
CCOO	Workers' Commissions
CERCA	Research Centres of Catalonia
CIC	Inter-University Council of Catalonia
CRAG	Centre for Research in Agricultural Genomics
CRAI	Learning and Research Resources Centre
CREAF	Centre for Ecological Research and Forestry Applications
CRG	Centre for Genomic Regulation
CRUE	Conference of Rectors of Spanish Universities
ECTS	European credit transfer system
EIM	School of Modern Languages
EIT	European Institute of Innovation & Technology
EOI	Official Language School
ERDF	European Regional Development Fund
FTE	Full-time-equivalent
FBG	Bosch i Gimpera Foundation
GREC	UB research management application
GRI	Global Reporting Initiative (Institution that developed the first guide for sustainability reports)
HUBc	University of Barcelona Health Campus
IBEC	Institute for Bioengineering of Catalonia
ICE	Institute of Education Sciences
ICT	information and communication technologies

IDIBAPS	August Pi i Sunyer Institute for Biomedical Research
IDIBELL	Bellvitge Institute for Biomedical Research
IEEC	Institute for Space Studies of Catalonia
IL3	Institute for Lifelong Learning
IPSFL	Private not-for-profit institution
IRB	Institute of Biomedical Research
IREC	Catalan Institute of Energy Research
IS Global	Barcelona Institute for Global Health
ISI	Institute for Scientific Information
LERU	League of European Research Universities
MINECO	Spanish Ministry of Economy, Industry and Competitiveness
NGO	non-governmental organization
OCI	Office for Internal Control, Risks and Corporate Social Responsibility
OMPI	International Mobility and Programmes Office
OSSMA	Office for Health, Safety and Environmental Issues
PAS	administrative and service staff
PAU	Self-protection plan
PCB	Barcelona Science Park
PDI	teaching and research staff
RIS3CAT	Research and Innovation Strategy for the Smart Specialization of Catalonia
RLT	official list of staff positions
SAE	University of Barcelona Student Support Service
SED	secretary's office for students and teaching staff
SR	social responsibility
TFG	bachelor's degree final project
UB	University of Barcelona
UE	European Union
UFR	training and research unit
UGT	General Union of Workers
UNIBA	International University Centre of Barcelona
UPC	Polytechnic University of Catalonia
UPF	Pompeu Fabra University
USA	United States of America
USR	University Social Responsibility

## GLOSSARY OF CONCEPTS FROM THE GLOBAL REPORTING INITIATIVE

[Aspect](#)

[Aspect boundary](#)

[General standard disclosures](#)

[Management approach](#)

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# THE UNIVERSITY OF BARCELONA

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# Key services

Historically, the most important 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: this is because universities must understand their social environment, take action and offer services that respond to the changing needs of society. 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](#) and [Responsibility to staff](#) (particularly the latter sub-sections). However, there is also a specific section on teaching called [Training](#), and another section on [University and research](#).

## PRIMARY RECIPIENTS

The UB's core mission is to provide quality higher education; as such, the primary recipients must be its 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	5,713
PAS	2,272
Total number of employees	7,985
Total income**	412.739
Total costs**	387.640
Bachelor's degree courses	71
University master's degrees	145
Specialization/postgraduate diplomas, UB-specific master's degrees and expert courses	704
Doctoral programmes	48
Number of students***	61,570
Departments	60
Consolidated research groups	301

\* The figures relating to academic aspects reflect the academic year 2015-2016, the figures relating to research are from 2015, and the financial and staff figures correspond to 31 December 2016.

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

\*\*\* This number includes students in bachelor's degree courses, pre-EHEA degrees and diplomas, university master's degrees, UB-specific master's degrees, specialization/postgraduate diplomas and expert courses, and UB-affiliated centres.

Source: OCI





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# Stakeholder groups

[The previous Report on Social Responsibility](#) contains a comprehensive analysis of the UB's stakeholder groups. A large number of the UB's administrative units were asked to name their own stakeholder groups and, in their opinion, the stakeholder groups of the UB as a whole. The analysis also sought to identify the type and frequency of the relationship established between each surveyed unit and its stakeholder groups, the issues or problems emerging in relation to the participation of the surveyed units' stakeholder groups, and how these situations have been addressed.

The study clearly showed 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**.

The study has been highly valuable, because it shows how, in reality, the University operates internally, identifying the relationships maintained by the administrative units, the who and the how, and therefore the reality at present. For the next Report on Social Responsibility, the same study will be repeated, but with a focus on the opinions of stakeholder groups. It will be carried out through the Committee for Social Responsibility, which includes representatives of the main groups. The OCI wants to make the Committee more technical in nature (while also remaining political) and to prepare a map of stakeholder groups that defines not only who they are but also who they should be, while at the same time calibrating them according to their relative importance. This exercise will make it possible not only to understand the reality better, but also to design a strategic path and define the relationships that need to be established with each of the main stakeholder groups that are defined.

## Objectives for the academic year 2016-2017

- To conduct a new study of the UB's stakeholder groups through the Committee for Social Responsibility or a technical sub-committee of this Committee.

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# 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 GROUP	%	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 GROUP	%	REAL NUMBER
PDI	79.4	50
PAS	7.9	5
Students	9.5	6
Representatives of society	3.2	2
<b>Total members</b>	<b>63</b>	
Men	65.7	41
Women	34.3	22

Source: General Secretary's Office

## Members of the Executive Council by stakeholder group

STAKEHOLDER GROUP	%	REAL NUMBER
PDI	95.5	21
PAS	4.5	1
<b>Total members</b>	<b>22</b>	
Men	59.1	13
Women	40.9	9

Source: General Secretary's Office

## Members of the Board of Trustees by stakeholder group

STAKEHOLDER GROUP	%	REAL NUMBER
Representatives of the university community*	40	6
Representatives of society	60	9
<b>Total members</b>	<b>15</b>	
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 a PAS staff member.

Source: General Secretary's Office

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# Content of this Report

Since 2015, the UB and the UPF have been working to adapt the *G4 Guidelines* of the GRI for universities, because both universities take the view that the G4 Guidelines have a focus and indicators that often do not match the reality of the universities in the Catalan public system (a flaw that is understandable for guidelines that seek to be applicable to organizations of every size, field or geographical location). The teams addressing social responsibility in the two universities are cooperating on this effort of adaptation and they are drawing on the contribution of many other administrative units. The expectation is that the upcoming Report on Social Responsibility for the academic year 2016-2017 will be able to make use of the new model.

To prepare this Report, the aim was to apply the adaptations made to the indicators of [the general standard disclosures](#) (because this part of the G4 had already been adapted). For this reason, the OCI requested information on the new indicators from the units responsible for providing it. When analysing the received information, however, the OCI noted that some of the consulted units had too closely kept to the status quo, providing information that was heavily influenced by the experiences of previous years, while overlooking the changes and additions introduced by the UB and the UPF into the indicators. This has made it impossible this year to apply the latest adaptations, which were a selection of the G4 [aspects](#) that the University must address along with the [aspect boundary](#) pertinent to each one.

As it was not possible to ask a second time for information on the general standard disclosures from the various administrative units – given the delay to the Report that this would entail – the decision has been made to report on the same aspects and indicators as the year before. For a detailed explanation of the process for determining the content of the Report on Social Responsibility for 2014-2015, consult this [link](#).

### **Fulfilment of targets for 2015-2016**

- The UB has not met the established target to set up a working group within the Committee for Social Responsibility to determine the aspects that need to be included in the Report and their aspect boundary. The target had been set in order for stakeholder groups to play a more significant role in determining the content of the UB's Reports on Social Responsibility, but it has been discarded as an objective in the near future for the following reasons:
  - The working team set up by the UB and the UPF is now selecting the GRI aspects that universities in the Catalan higher education system must include in their reports on social responsibility.
  - The document resulting from the meetings between the UB and the UPF will then be submitted for approval to the Committee for Social Responsibility, which is made up of representatives of the University's main stakeholder groups. The stakeholder groups will have significant weight in the decision-making on the content that must appear in the Report on Social Responsibility.

### **Objectives of the Report on SR 2016-2017**

- To apply the content of the new guide on social responsibility currently being prepared by the UB and UPF.



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# Management approach

In recent years, the management approach of the University has been based on the Management Plan 2013-2016. Bearing in mind that a new governing team has just begun its term of office, there is an expectation that it will now set out the strategic plan that it committed to undertake as part of its electoral programme.

The plan will revolve around the four areas that formed the backbone of the team's programme: values, people, teaching and learning, and research and service to society.

This transversal strategic plan will enable the definition of an action plan in the medium term that will be the starting point for processes of assessment, transparency, accountability and continuous improvement.

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# Significant changes in 2015-2016

The two primary changes to the University in the academic year 2015-2016 are:

- The chairman of the Board of Trustees, Salvador Alemany, completed his term of office in July 2016.
- The compulsory retirement of the sitting rector of the University, Dídac Ramírez, in September 2016, who was replaced by acting rector Jordi Alberch until elections were held in December of the same year, which were won by Joan Elias.

## **Fulfilment of targets for 2015-2016**

- The transfer of a building from the L'Hospitalet de Llobregat City Council to house the University's archives has not been concluded, leaving the archives scattered across various campuses and subject to dampness.
- The enlargement of the Mundet Campus to house the Psychology Clinic remains unfinished, leaving the Psychology Clinic temporarily in Palau de les Heures. The provincial government of Barcelona undertook to transfer the Espinalb Building, but the matter was not formally finalized in an agreement, which awaits signing in 2017, for the availability and occupancy to become effective. A portion of the refurbishment, however, has moved forward.
- Neither have the spaces on the Food and Nutrition Torribera Campus been enlarged through temporary teaching modules for classrooms as planned, nor has use of all the currently utilized buildings been expanded. However, the UB does have permission from the provincial government of Barcelona to install the modules, which have now been put to tender (though they will not be operational until the academic year 2017-2018). The provincial government has also undertaken to grant permission for a new teaching building in Torribera and to update the current agreement with the transfer of all the spaces of the campus that the University uses exclusively. An agreement, currently outstanding, awaits signing in 2017.

# Impact

MAIN IMPACTS FOR THE ACADEMIC YEAR 2015-2016		
ACTIVITY	PRIORITY	IMPACT
Teaching	Boost the international dimension.	Creation of the Union of Ibero-American Universities. Increase of close to 20% in student and PAS mobility.
Research	Position among the top 150 universities worldwide.	Improvement in international ranking positions: the top eight university rankings put the UB, on average, at 122 in the world.
Transfer activities	Increased relationships with productive environment and public-private collaborations.	Improvement in revenue by more than two million euros annually through an increase in net income arising from public-private collaborations, such as the master's degree in Teacher Training for Secondary Education in Ecuador, UNIBA and the increase in rents and other external activities held on the University's premises.
Management	Achieve balanced budget.	Consolidation of positive closing accounts and reduction in the accumulated deficit.

Source: Cabinet at the Rector's Office



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# SOCIETY

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**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 educational needs.

## COURSE OFFERING

COURSES OF STUDY BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2015-2016)*											
	ARTS AND HUMANITIES	PERCENTAGE OF TOTAL	EDUCATION	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 degrees	20	32.26	5	8.06	10	16.13	12	19.36	15	24.19	62
University master's degrees	31	22.79	13	9.56	27	19.85	28	20.59	37	27.21	136

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

Source: [UB Report 2015-2016](#) and OCI

COURSE OFFERING (NUMBER OF COURSES)	2012-2013	2013-2014	2014-2015	2015-2016
Bachelor's degrees	64	66	67	71
Pre-EHEA degrees and diplomas	1	1	1	1
University master's degrees	138	139	141	145
Doctoral programmes	71	73	48	48
Doctoral programmes with Pathway to Excellence award *	31	31	–	–
Postgraduate programmes	367	627	654	704**
University extension courses	49	122	97	86
Open corporate lifelong learning courses (IL3)	408	471	599	514

\* As of the academic year 2014-2015 there are no doctoral programmes with a Pathway to Excellence award (the designation is no longer used).

\*\* This number includes all specialization/postgraduate diplomas, UB-specific master's degrees, and expert courses.

Source: [UB Report 2015-2016](#)

## THE STUDENTS

NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2015-2016)*											
	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	8,413	19.45	5,968	13.79	9,101	21.04	13,188	30.48	6,594	15.24	43,264
University master's degree	1,076	20.30	861	16.25	1,065	20.09	1,294	24.42	1,004	18.94	5,300
Doctoral programme	1,114	23.33	345	7.23	1,792	37.54	544	11.40	979	20.51	4,774

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

Source: [UB Report 2015-2016](#) and OCI

INCOMING NUMBER OF STUDENTS BY BRANCH OF KNOWLEDGE (ACADEMIC YEAR 2015-2016)*											
	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	2,152	20.78	1,490	14.39	1,968	19.01	3,066	29.61	1,678	16.21	10,354
University master's degree	634	17.74	683	19.12	813	22.75	672	18.81	771	21.58	3,573

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

Source: [UB Report 2015-2016](#) and OCI

STUDENTS	2012-2013	WOMEN	2013-2014	WOMEN	2014-2015	WOMEN	2015-2016	WOMEN
Bachelor's degree and pre-EHEA degree students	46,449	61.6%	45,336	61.2%	44,420	61.1	43,568	61.6
New pre-EHEA and bachelor's degree students	10,730	61.3%	10,746	60%	10,418	60.1	10,420	62.1
Holders of pre-EHEA degrees/diplomas and bachelor's degrees	7,439	65.4%	7,582	65%	7,430	65.2	7,261	66.4
Full-time-equivalent bachelor's degree and pre-EHEA degree students	38,807	62.5%	39,077	61.9%	38,363	61.8	37,796	62.2
University master's degree students	4,878	63.9%	4,791	61.4%	4,865	62.7	5,300	61.4
Incoming university master's degree students	3,117	63%	3,011	60.4%	3,417	62.4	3,573	60.5
University master's degree graduates	2,661	64.6%	2,544	60.5%	2,472	61.8	2,866	60.6
Trainee researchers	5,240	57.9%	5,387	57.25%	5,431	57	4,774	57
Postgraduate students	7,783	71.2%	7,697	71.2%	8,693	65.9	8,801	71.5
University extension course students	1,146	50.7%	1,726	57.2%	2,279	64.5	1,304	55.2
Lifelong learning students (IL3)	11,610	70%	16,433	71.03%	14,696	70.8	21,040	74.5
Students in affiliated centres (pre-EHEA degrees and diplomas, bachelor's degrees and university master's degrees)	3,241	58.1%	3,251	57.80%	3,707	55.2	3,901	53.7
EIM students	5,627	62.9%	5,881	61.3%	5,331	61.3	4,659	62.6
Hispanic Studies students	1,933	72.7%	1,670	69.0%	1,768	78.8	2,417	61.8
Students at the University of Experience	468	69%	731	64%	929	67.0	1,114	67
Students enrolled in Catalan courses	1,746	68.9%	1,025	67.9%	1,103	67.2	919	68.1
Students enrolled in summer courses	1,303	65%	1,080	63%	1,168	61.8	1,543	68
ICE students	10,334	63.5%	9,549	74.3%	8,602	73.3	10,576	71.9
Students in courses for senior citizens (AUGG)	3,617	78%	3,617	80%	3,877	80.0	4,003	77

Source: [UB Report 2015-2016](#)



## ACADEMIC PERFORMANCE OF STUDENTS

PERFORMANCE*	2012-2013	2013-2014	2014-2015	2015-2016
Performance in pre-EHEA degrees	0.75	0.70	0.59 (last graduating class)	1.00
Performance in bachelor's degrees	0.84	0.84	0.84	0.84
Performance in university master's degrees	0.95	0.93	0.94	0.90
Rate of withdrawal in year 1 of bachelor's degree (students withdrawing in year 1/total students enrolled)	16.8	18.9	Not available	Not available

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

Source: Cabinet at the Rector's Office

### Fulfilment of targets 2016

The OCI has not been able to verify whether the targets set out in the Management Plan 2013-2016 have been met, because it has only received information on the general fulfilment of the Plan. Of the 208 actions planned, 150 have been completed (72.1%); 28 (13.5%) have not reached the established target but there has been significant progress, and 12 (5.8%) remain far from completion, with 6 (2.9%) of these being explained by present economic circumstances. Finally, 18 (8.7%) have been removed and the UB has ceased to target them.

## PROFESSIONAL PLACEMENTS FOR STUDENTS

STUDENT EMPLOYABILITY	2012-2013	2013-2014	2014-2015	2015-2016
Students in work placements	20.1%	24.2%	22.6%	31% (provisional)
Careers guidance courses (vocational and professional) (real number of students)	–	3,934	4,797	Not available

Source: Cabinet at the Rector's Office

### Fulfilment of targets 2016

The OCI has not been able to verify whether the targets set out in the Management Plan 2013-2016 have been met, because it has only received information on the general fulfilment of the Plan. Of the 208 actions planned, 150 have been completed (72.1%); 28 (13.5%) have not reached the established target but there has been significant progress, and 12 (5.8%) remain far from completion, with 6 (2.9%) of these being explained by present economic circumstances. Finally, 18 (8.7%) have been removed and the UB has ceased to target them.

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# 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 table below sets out data on the languages of instruction during the academic year 2015-2016. It must be stressed that there was no Language Plan for the year 2016. For a more in-depth analysis of the data or a comparison with previous years, see the [Language Services website](#).

## LANGUAGE OF INSTRUCTION

OVERALL DATA		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	374,230.6	65.6%
Spanish	144,687.0	25.3%
English	33,989.5	6.0%
Others	17,782.0	3.1%

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



DATA FOR EHEA BACHELOR'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	299,094.4	70.1%
Spanish	92,372.1	21.6%
English	17,977.1	4.2%
Others	17,507.0	4.1%

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

DATA FOR UNIVERSITY MASTER'S DEGREES		
LANGUAGE	HOURS OF INSTRUCTION	PERCENTAGE
Catalan	75,136.2	52.3%
Spanish	52,314.9	36.4%
English	16,012.4	11.1%
Others	275.0	0.2%

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

## TEACHING IN CATALAN

	ACADEMIC YEAR				
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage of teaching in Catalan	73.0%	71.6%	68%	66.38%	65.6%

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

## Fulfilment of targets 2016

The OCI has not been able to verify whether the targets set out in the Management Plan 2013-2016 have been met, because it has only received information on the general fulfilment of the Plan. Of the 208 actions planned, 150 have been completed (72.1%); 28 (13.5%) have not reached the established target but there has been significant progress, and 12 (5.8%) remain far from completion, with 6 (2.9%) of these being explained by present economic circumstances. Finally, 18 (8.7%) have been removed and the UB has ceased to target them.

## Objectives for the academic year 2016-2017

- To prepare the Language Plan 2017-2019, on which work has now begun.



# Internationalization

The table below sets out data on internationalization at the UB in the academic year 2015-2016.

## CURRENT FIGURES ON INTERNATIONALIZATION

INTERNATIONAL STUDENTS AT THE UB*	2012-2013	INTERNATIONAL STUDENTS (%)	2013-2014	INTERNATIONAL STUDENTS (%)	2014-2015	INTERNATIONAL STUDENTS (%)	2015-2016	INTERNATIONAL STUDENTS (%)
Pre-EHEA degree (licenciatura) or diploma (diplomatura)	418	5.1	151	4.7	53	4.7	15	4.9
Bachelor's degree	2,353	5.7	2,531	5.6	2,541	5.4	2,684	5.7
University master's degree	1,408	27.4	1,370	27.3	1,304	25.2	2,743	37.3
UB-specific master's degree	1,141	25.2	1,190	24.7	1,280	26	1,355	25.2
Doctoral programme	1,688	32.2	1,673	31.1	1,710	31.5	1,473	30.9
Postgraduate course	659	20.2	469	16.3	522	19.2	506	20.5
Expert course	–	–	–	–	77	11.1	52	10
Advanced university course	–	–	–	–	75	21.1	81	19
University extension course	314	27.4	366	21.2	1,135	49.8	311	23.8
Total	7,981	11.6	7,750	11.4	8,697	12.5	9,220	13.3

\* 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 2015-2016](#)



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	2012-2013	2013-2014	2014-2015	2015-2016
Agreements with universities and other institutions outside Spain	1,787	2,342	2,856	3,117
Official representations overseas	2	2	3	3
Number of international students*	9,910	9,486	10,446	10,981
Number of international teaching staff	179	167	179	208

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

Source: [UB Report 2015-2016](#)

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 degrees<sup>1</sup> and eight interuniversity Erasmus Mundus degrees: six interuniversity master's degrees<sup>2</sup> and two interuniversity doctorates.<sup>3</sup>

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

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

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

INTERNATIONAL ACADEMIC OFFERING	2012-2013	2013-2014	2014-2015	2015-2016
Double degrees	2	2	2	2
Interuniversity master's degrees: Erasmus Mundus	5	5	5	6
Erasmus Mundus	1	2	2	2

Source: OMPI

## MOBILITY

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

MOBILITY OF STUDENTS IN SPANISH EXCHANGE PROGRAMMES	2012-2013	2013-2014	2014-2015	2015-2016
UB students on exchange programmes at other Spanish universities	140	90	55	87
Students from other Spanish universities on placements at the UB	482	330	328	295

Source: [UB Report 2015-2016](#)

The academic year 2015-2016 marks the second year in the implementation of the Erasmus+ programme. Students' increased knowledge of the programme has translated into a greater number taking advantage of the opportunity. Two figures attest to this increase:

- The number of Erasmus mobility students studying abroad has risen from 867 to **980**.
- The number of Erasmus mobility students taking part in placements abroad has risen from 84 to **116**.

In total, **1,096** UB students have taken advantage of the Erasmus+ mobility programme.

In the case of international students coming to the UB as part of the Erasmus+ programme:

- A total of **1,142** have come to study (compared to 1,105 in the previous year).
- A total of **46** have come to take part in placements (compared to 36 in the previous year).

In total, **1,188** international students have come to the UB for placements or study as part of the Erasmus+ programme.

To meet the requirements of the Erasmus+ programme to ensure the safety of mobility students, the UB has begun to finance accident and repatriation insurance for all students in the programme from the academic year 2015-2016 moving forward. In the case of mobility students carrying out placements, the University also finances civil liability insurance.

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



GEOGRAPHICAL AREA	STUDENTS							
	2012-2013		2013-2014		2014-2015		2015-2016	
	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL	UB	INTERNATIONAL
Europe (Erasmus)	1,172	1,185	1,001	1,077	947	1,141	1,096	1,188
Europe (EU, non-Erasmus)*	11	87	–	–	–	–	–	–
Europe (non-Erasmus)	12	28	67	77	10	56	20	52
United States and Canada	45	309	36	316	37	317	43	286
Latin America	66	287	68	224	88	188	64	172
Maghreb and the Middle East	0	6	5	10	3	12	1	7
Asia and Oceania	16	24	20	28	26	28	31	55
Africa, the Caribbean and the Pacific region	0	3	0	4	0	7	–	1
<b>Total</b>	<b>1,322</b>	<b>1,929</b>	<b>1,197</b>	<b>1,736</b>	<b>1,111</b>	<b>1,749</b>	<b>1,255</b>	<b>1,761</b>

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

Source: OMPI

The mobility call held by the Office of the Vice-Rector for Internationalization Policy to finance the mobility of UB and international teaching staff resulted in mobility funding for **25** members of the UB teaching staff to initiate or consolidate international collaboration projects.

For PAS mobility within the Erasmus+ programme, the total number was **34** (4 more than the previous year). The increase may be linked to two actions:

- The recognition of PAS mobility within the Erasmus+ programme as training hours.
- The organization of an annual informational session on the Erasmus+ call in which PAS members share their successful experiences in the programme so as to increase PAS participation.

**22** employees of other universities have been hosted by the UB under the Erasmus+ (Staff Week)<sup>4</sup> and Erasmus Mundus programmes. This academic year, all UB services were invited to take part in Staff Week, and **19** members of administrative and service staff from other European universities completed a week-long stay in Barcelona, where they were hosted by eight different UB services.

The table below shows PAS and PDI mobility.

GEOGRAPHIC AREA	2012-2013				2013-2014				2014-2015				2015-2016			
	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)	42	24	–	33	60	32	27	28	44	30	4	31	69	34	6	19
Europe (EU, non-Erasmus)*	–	–	–	–	–	–	–	–	0	0	0	0				
Europe (non-Erasmus)	1	–	5	–	3	–	6	–	3	0	44	0	13	–	8	3
United States and Canada	1	–	–	–	3	–	6	–	3	0	1	0	11	–	6	–
Latin America	–	–	–	–	–	–	55	–		0	111	0	20		100	
The Mediterranean (including Arab countries)	–	–	2	–	1	–	13	–		0	9	0	1		12	
Sub-Saharan Africa	–	–	–	–	–	–	–	–	0	0	0	0	0		0	
Africa, the Caribbean and the Pacific region	–	–	1	–	–	–	1	–	1	0	2	0	0		2	
Asia and Oceania	–	–	–	–	–	–	6	–	0	0	12	0	11		2	
<b>Total</b>	<b>44</b>	<b>24</b>	<b>8</b>	<b>33</b>	<b>67</b>	<b>32</b>	<b>114</b>	<b>28</b>	<b>51</b>	<b>30</b>	<b>183</b>	<b>31</b>	<b>125</b>	<b>34</b>	<b>136</b>	<b>22</b>

Source: OMPI

## Fulfilment of targets for 2015-2016

- The target to maintain the mobility figures within the Erasmus+ programme has been met (indeed, student mobility has grown, particularly in the case of placements), as has the target 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 (outside the EU), the UB has been granted a KA107 mobility project with Bosnia and Herzegovina and Ukraine.
- The target to continue working to ensure equality of access to mobility programmes has been met: the calls have been reviewed and annexes have been prepared to provide a clearer and more transparent description of the selection criteria and the composition of the assessment committees in the UB's faculties and university schools.

4. PAS stays are approximately one week long. The week in which the UB receives PAS members from other universities is called "Staff Week".



- The target to approve an institutional recommendation on the requirements and language policy for students coming to the UB on a mobility programme has been met (the Committee on Language Policy has approved a recommendation in this regard) and the agreements have been reviewed to ensure greater clarity on the language requirements pertaining to UB students and international students.
- The target to increase the number of UB students taking part in placements within mobility programmes has been met. In addition, three application periods have been included for the placement mobility calls in the academic year 2015-2016, giving students greater flexibility.
- The target has been met to open up the Erasmus+ mobility calls to students in their final year seeking to carry out placements 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, specific actions have been taken to improve promotion within the UB to increase the number of UB students leaving on mobility programmes. These include the campaign “Ves més enllà”, a new website for mobility calls, informational sessions held by the OMPI and the use of social media to publicize the calls.
- The target to encourage people with a disability or facing other situations of vulnerability to take part in international mobility calls has been met. Using a management application, the UB is now starting to identify students with special needs who are selected in mobility programmes. As part of the Erasmus programme, four students with special needs have taken part in mobility, though none has applied for the added financial assistance.
- The target to tailor the regulations on international student mobility to the new academic reality (Bologna Process and Erasmus+) has not been met, but work continues and the aim is to secure approval in the academic year 2016-2017.
- The target to implement measures to disseminate the Erasmus+ programme and publicize its impact has been met, as noted earlier in this section.
- The OCI has not been able to verify whether the [targets set out in the Management Plan 2013-2016](#), have been met, because it has only received information on the general fulfilment of the Plan. Of the 208 actions planned, 150 have been completed (72.1%); 28 (13.5%) have not reached the established target but there has been significant progress, and 12 (5.8%) remain far from completion, with 6 (2.9%) of these being explained by present economic circumstances. Finally, 18 (8.7%) have been removed and the UB has ceased to target them.

## Objectives for 2020<sup>5</sup>

Below are the objectives for the period to 2020:

- To increase the UB's participation in the Erasmus+ programme in the case of mobility between participating countries and partner countries (outside the EU).
- To improve the quality of the mobility programmes for placements based on the work of the Placements Committee set up at the end of the academic year 2015-2016.

5. These objectives are for 2020 because they relate to the Erasmus+ programme for 2014 to 2020.

The following objectives remain from the previous academic year, given that they must be achieved gradually over time:

- 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 improve the participation of students with special needs in the Erasmus+ programme and increase the number of students with special needs who apply for additional financial assistance (this is a short-term objective: international mobility calls for the academic years 2016-2017 and 2017-2018).
- To approve the new regulations (for implementation in the academic year 2017-2018).
- To implement measures to disseminate the Erasmus+ programme and publicize its impact.
- To develop the electronic administration project for the management of mobility programmes:
  - Learning Agreement
  - The entire application and management procedure

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# Media impact, social networks and scientific dissemination

A study carried out by the University of La Rioja published in the *Revista Española de Documentación Científica* ranks the UB second in terms of its presence in the print media, close behind the leader, the Complutense University of Madrid. Specifically, the UB recorded **51,709** impacts in 2016 in the written, audiovisual and electronic media.

Looking at social media, the UB closed 2016 with over **125,000** followers on Facebook and practically **10,000** followers on Instagram (the top Spanish university on the two platforms), and more than **32,500** Twitter followers (the top Catalan university). On the Klout index, which measures the influence of users on social media, the UB scores **80**, which indicates that it is the most influential educational institution in Spain.

Under the programme “La UB divulga”, the University organizes a series of activities on scientific dissemination, normally coordinated by the Scientific Culture and Innovation Unit. Highlights in 2016 include:

- **Espai Ciència.** This “science space”, which is part of the educational fair Saló de l’Ensenyament, aims to promote scientific careers among young people and to provide the public with information on the research and innovation occurring at the University. Since its first edition, the number of young people attending this space has risen to more than **180,000**.
- **Camins infinits.** This project offers responses to questions about the world of research that children and young people may have. It brings them into contact with young researchers at the UB in order to stimulate societal interest in science and knowledge and to hone the researchers’ communication skills. At present, **19** young researchers from diverse branches of knowledge take part. In total, **38** sessions have been held in 2016 in secondary schools throughout Catalonia (Castellbisbal, Terrassa, Solsona, Dosrius, Roda de Ter, Barcelona, etc.), and the project has reached **1,940** school students.



- **Botanical tours.** The UB organizes a series of guided tours to the gardens of the Finca Agustí Pedro i Pons and to the Ferran Soldevila gardens, both part of the UB, in order to bring botany closer to the general public and share important aspects of the discipline. The tours are aimed at people of all ages and admission is free. However, advanced booking is necessary because capacity is limited. In 2016, **6** tours have taken place, with **195** people attending.
- **Toc-toc.** This project seeks to facilitate communication between the UB and the various social agents interested in research. Participating researchers give talks on their respective areas of knowledge, explaining their research clearly and understandably so that attendees can gain a better understanding of their work. Any institutions interested in inviting one of the participating researchers need only to complete a form. So far, more than **20** application forms have been received from a wide variety of institutions and **6** researchers from different branches of knowledge have taken part.
- **Festa de la Ciència.** The UB's second science festival called the "Festa de la Ciència" took place in February 2016, introducing the general public in a fun and innovative way to the research being carried out at the University. Throughout the day, UB campuses organized dissemination activities ranging from a gymkhana-style contest to workshops and talks in order to emphasize the value of the work of researchers in all fields of knowledge and to explain the impact of research on the advancement of society. The festival featured **41** demonstration workshops in various areas of knowledge.

# Infrastructure and improvements

UB INFRASTRUCTURE	2012-2013	2013-2014	2014-2015	2015-2016
Centres (faculties and university schools)	19	19	18	16
Affiliated centres	5	6	7	8*
Departments	106	106	106	60
UB research institutes and centres	25	25	25	25
Research institutes in which the UB participates	8	8	10	10
Interuniversity institutes	2	2	2	3
Documentation centres	3	3	3	3
Research observatories	11	10	10	10
Libraries	18	18	17	17
Sports facilities	100,000 m <sup>2</sup>	100,000 m <sup>2</sup>	100,000 m <sup>2</sup>	100,000 m <sup>2</sup>
Constructed area (sq m)	609,016	676,153	676,153	664,191

\* Plus 2 centres in affiliating process.

Source: [UB Report 2015-2016](#)

INVESTMENT IN MAINTENANCE AND MODERNIZATION OF FACILITIES			
2013	2014	2015	2016*
8,653,065.94	3,735,891.26	3,752,386.62	3,599,419.29

\* Provisional data.

Source: *Economic Planning and Budgeting*

ASSETS	2013	2014	2015	2016*
Income from sales	0	0	0	0
Spending on acquisitions	12,786,345.33	9,376,495.90	10,510,992.46	8,495,272.90

\* Provisional data.

Source: Economic Planning and Budgeting

HALLS OF RESIDENCE AND OTHER UNIVERSITY ACCOMMODATION	2012-2013	2013-2014	2014-2015	2015-2016
Places offered by the UB	880	880	886	848*
Places filled	868	878	871	837
% occupancy	98.64	99.78	98.31	98.70

\* There are 39 additional places reserved for temporary stays, which have a variable degree of occupancy.

Source: Area for Common Services, UB Group and Projects

### **Fulfilment of targets for 2015-2016**

- In December 2015, the BOE published the announcement of the tender for the project to build a hall of residence on the Bellvitge Health Sciences Campus. In July 2016, the construction contract was signed.
- A total of 848 places were offered instead of the 860 initially planned. It must be noted, however, that the Penyafor-Montserrat hall of residence has an additional 31 places reserved for occasional visitors and the Ramon Llull hall of residence has another 8 that can be occupied by college residents if demand is greater than supply.

### **Objectives for the academic year 2017-2018**

- 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.
- To prepare new regulations to govern the operation and the legal regime of the UB's halls of residence and other university residences of the UB or affiliated ones.

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

The UB conducts [surveys](#) on students' satisfaction with the teaching received.

All students enrolled in all bachelor's degree and master's degree subjects receive a questionnaire, resulting in:

- [Aggregate survey reports](#) (identification as a member of the UB community is required for access)

Surveys are also carried out on UB services, activities and facilities, resulting in:

- [UB services and global report for 2016](#)
- [Faculties and university schools report for 2016](#)

In addition, [graduates are surveyed](#). In this case, the most recent available data are from 2015:

- [Global report](#)
- [Detailed report by course of study](#)
- [Detailed report by faculty/university school](#)

In addition, the AQU, by agreement with all the universities in the Catalan university system, conducts a survey every three years on labour market outcomes with graduates of bachelor's degrees and master's degrees. The most recently published one relates to 2014:

- [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:

ASSESSMENT RESULTS FOR TEACHING STAFF				
	2012	2013	2014	2015
Potentially assessable teaching staff (in standard calls)	442	439	495	508
Assessment applications received	301	317	338	391
Assessed teaching staff	278	306	327	372
Favourably assessed teaching staff (in standard calls)	267	299	302	346
Percentage applying for assessment out of all potentially assessable teaching staff (in standard calls)	70.6%	74.5%	69.9%	77.8%
Percentage favourably assessed out of all potentially assessable teaching staff (in standard calls)	60.4%	68.1%	61.0%	68.1%

Source: Technical 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)				
	2012-2013	2013-2014	2014-2015	2015-2016
Rating of teaching staff in bachelor's degrees	7.09	7.13	7.14	7.20
Rating of teaching staff in university master's degrees	7.55	7.53	7.56	7.62
Rating of subjects in bachelor's degrees	6.85	6.89	6.87	6.88
Rating of subjects in university master's degrees	7.24	7.21	7.20	7.22

Source: Technical 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)				
	2013	2014	2015	2016
Services and activities related to student support	2.49	2.63	2.66	2.72
Services and facilities of faculties and university schools	2.62	2.60	2.61	2.62
General UB services and facilities	2.86	2.91	2.92	2.92
UB overall	2.66	2.71	2.73	2.75

Source: Technical Cabinet at the Rector's Office

	2013	2014	2015	2016
Number of open documents (Documents at the Digital Repository of the UB)	14,252	17,890	22,072	26,926
<u>Rating from satisfaction questionnaires completed by student users of the Virtual Campus (on a scale of 0 to 10)</u>	7.5	7.05	7.4	7.5

Source: Technical Cabinet at the Rector's Office

### **Fulfilment of targets 2016**

- The target has been met. The surveys can be found using the links provided earlier in this section. Surveys on the proportion of graduates who would repeat their degree and on the proportion who are employed are carried out every three years. As the most recent information is from 2014, these surveys will not be updated until 2017.

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# Participation, communication and support aimed at students

There have been no important new developments in the academic year 2015-2016 with respect to the information provided in the [previous Report on Social Responsibility](#) on the participation of students in decision-making and the channels of communication and dialogue that the UB establishes with them. [The Observatory on Students and Studies](#), the [Student Council](#) (the highest representative body of UB students) and the various delegate committees of the Governing Council, as well as the various associations registered with the [UB's Union of University Associations](#), are effective channels and the intention is to continue reinforcing and strengthening them in order to encourage student participation in the making of some decisions.

## STUDENT SUPPORT

The SAE is the unit responsible for providing support to UB students. The guidance provided by the SAE can be grouped in four phases:

- **The 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:** help in adapting to a new social environment and to learning methodology and university work.
- **The 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.
- **The SAE fosters employment** through agreements on placements, advice on the job-seeking process, etc.

[+ information](#)



The **SAE** manages a number of programmes, agreements and initiatives (where these have already been described in previous Reports on Social Responsibility, only a link is provided below):

- [The Fem Via programme](#)
- [The Avança programme](#)
- [The Viure i Conviure programme](#)
- [The Lloguer Solidari programme](#)
- [Studia project. Collaboration agreement with the Hospital Clínic](#)
- [Collaboration agreement with the NGO Projecte Home](#)
- [Cooperation agreement with Fundació Once and Fundació Inserta](#)
- [Collaboration agreement with Fundació Universia](#)
- **Collaboration agreement between the Catalan Ministry of Economy and Knowledge and Catalan universities to promote better labour market outcomes for young students and university graduates.** The aim is to fight youth unemployment by assisting students and recent graduates of the UB to find jobs. Under the agreement, a set of activities, such as courses, monographs and company fairs, have been held. The focus includes:
  - professional guidance
  - business prospecting and labour intermediation
  - international teaching staff mobility
  - guidance for entrepreneurship and business creation

- **University of Barcelona Debating League**

The Office of the Vice-Rector for Academic Policy, Students and Quality has organized the tenth edition of the UB Debating League in collaboration with the SAE and the UB Debate Association with the aim of giving UB students a venue in which to practice their speaking skills in competitive debate and in which to disseminate and promote the world of university debate as an enriching addition to the university experience.

- **Secondary School and Obligatory Secondary School Debating League**

The universities in the Vives Network organize this debating league to promote effective speaking among students. The format features a dialectical clash between diverse groups in which they must defend one side of a current issue. The activity puts a value on skills such as teamwork, making robust arguments, being fluent and being accurate both semantically and formally.

The activity provides a learning space in which secondary school and obligatory secondary school students can learn public speaking, teamwork and how to defend a position in support of or in opposition to an issue, using Catalan as a working language.

This academic year, the UB, through the SAE, has organized one of the local stages of the Debating League.

- **Training workshops in collaboration with the Tutorial Action Plan of the Faculty of Economics and Business and the ICE**

These workshops are aimed at teaching staff and their objective is to provide an overview and a series of guidelines to address a variety of special educational needs at university.

The UB has organized a workshop on students with special educational needs and a workshop on the digital accessibility of teaching materials.

### **Fulfilment of targets for 2015-2016**

- The target to promote new spaces for training and awareness, such as courses and workshops, has been 85% met. The SAE has collaborated in the organization of workshops at the Faculty of Economics and Business, at a meeting of the Spanish network of Support Services for People with Disabilities at University, in venues for exchanging experiences outside the University, such as the Espai d'Inclusió 20+20+20, and in working groups for other meetings that have not yet taken place, such as the Catalan Sign Language meeting (in collaboration with Language Services) and the meeting on the evacuation of people with disabilities (with OSSMA). It is necessary, however, to continue working to replicate the experience of the Faculty of Economics and Business in other faculties and university schools and with other groups.
- The target to find formulas to enable students with a higher degree of dependence to receive personal support or assistance that is not limited to voluntary help has been 75% met. A study of the situation of UB students requiring a third person for daily activities concluded with the presentation of a report on the possibility of an assistance service. The SAE is carrying out the formalities to implement this proposal and consensus on a procedure is being reached with an organization that provides this kind of service so that the UB can begin to offer hours of assistance in specific cases. On the other hand, the provision of material assistance for study to students who collaborate in providing peer support remains an outstanding issue.
- The target to review and update the format and content of material used by the SAE to disseminate information on its programmes and to provide training on special educational needs has been 30% met. This includes a website, posters and flyers, monographic handbooks for teaching staff on the most common types of disability, an improved edition of the handbook for peer support entitled *Guia per a l'alumnat de suport*, etc. Nonetheless, giving direct attention to the needs of students and to the demands of the faculties and the university schools has an impact on opportunities to make headway. Many of the designs that were being developed have been used in the activities that have been carried out and the texts on the three most common types of disability (physical, hearing, and sight) have been revised, as has the *Guia per a l'alumnat de suport*. In addition, meetings with experts and participation in workshops have provided information, particularly on special learning difficulties, to be incorporated in the material.
- The target 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, has been 75% met. In addition to sending the information on incoming students with disability to the pertinent academic authorities (typically the heads of department), reminders have also been sent to all students in every department and subject in which they are enrolled in order to give the information to the pertinent people. Further, meetings have been held and closer contact has been maintained with many of these students. As a consequence, the UB has noted an increase in the number of cases stemming from faculties and university schools or from teaching staff who are requesting more specific guidance for their subject. However, it remains complicated in nearly a third of all departments to follow the usual processes and students continue to report that information is not reaching all of their teaching staff.

## Objectives for the academic year 2016-2017

- To continue promoting new spaces for training and awareness.
- 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 manage the implementation of the Personal Support Service for students who meet the requirements set out in the initial stage:
  - To certify a physical disability equal to or greater than 75%.
  - To have the need for support from a third person formally recognized.
  - To accredit a second or third degree of disability according to Law 39/2006 of 14 December on the promotion of personal autonomy and care for persons in situations of dependency.
- To revise and publish (physically and virtually) a version of the handbook *Guia per a l'alumnat de suport* with a Creative Commons license, as well as the different annexes that explain to teaching staff the characteristics and guidelines of care.
- To improve the participation of students with special educational needs in activities, studies and calls, facilitating group communication through a digital bulletin.

## LIBRARIES

Data on the activities of the UB's 17 libraries are summarized in the following table.

	2013	2014	2015	2016
Monograph collections	1,676,578	1,888,426	1,765,310	1,585,110
Periodical collections	57,652	62,210	76,181	77,602
Loans	934,175	888,297	716,556	686,082
Single-user reading desks	6,221	6,055	6,014	6,070

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

## Fulfilment of targets 2016

The OCI has not been able to verify whether the targets set out in the Management Plan 2013-2016 have been met, because it has only received information on the general fulfilment of the Plan. Of the 208 actions planned, 150 have been completed (72.1%); 28 (13.5%) have not reached the established target but there has been significant progress, and 12 (5.8%) remain far from completion, with 6 (2.9%) of these being explained by present economic circumstances. Finally, 18 (8.7%) have been removed and the UB has ceased to target them.

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# 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	2012-2013	2013-2014	2014-2015	2015-2016
Average price per credit for bachelor's degrees	€ 35.52	€ 33.52	€ 33.52	€ 33.52
Average price per credit for university master's degrees*	€ 43.98	€ 43.98	€ 43.98	€ 43.98

\* This price reflects the application of a discount from the UB Board of Trustees for all master's degrees not leading to professional practice, which has been in force since 2012-2013.

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)	2012-2013	2013-2014	2014-2015	2015-2016
Applications	18,588	18,931	19,487	20,623
Grants awarded	10,448	11,544	12,101	12,346
Percentage of successful applications	56.21%	61.00%	62.10%	59.87%
Percentage of successful applications out of total students (pre-EHEA degrees/diplomas, bachelor's degrees and master's degrees)	20.36%	23.03%	24.55%	25.26%

Source: [UB Report 2015-2016](#)

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 2015-2016 to offer its own assistance to students in the series of [financial packages initiated in the academic year 2012-2013](#), and known as [bkUB](#) assistance.

Within the framework of this programme, over 13,000 bachelor's degree students took advantage of flexible payment options and four grant programmes were opened: one for incoming students, with 12 applications and one award, where the general grant is not sufficient; one for students repeating subjects, with 334 applications and 298 awards; one for students facing extraordinary circumstances, with 151 applications and 93 awards; and one for students to study third languages, with 49 applications and 34 awards.

### **[Fulfilment of targets for 2015-2016](#)**

- The bkUB programme has been maintained.

### **[Objectives for the academic year 2016-2017](#)**

- To maintain the discounts and payment options provided in the context of the bkUB programme.

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# 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

	2013	2014	2015
Income generated through competitive and non-competitive research funding (thousands of euros)	69,428	87,209	88,988
Research projects	19,977	25,312	31,471
Complementary actions	401	305	369
Grants	15,172	19,835	13,740
Infrastructure projects	–	185	–
Research agreements	193	538	248
Research contracts managed by the FBG	8,056	10,043	8,697
Services provided by CCiTUB to other institutions	3,057	2,901	3,236
Income generated by UB researchers at institutions*	22,572	28,090	31,227

\* This includes income generated by UB researchers in competitive and non-competitive research activities at IDIBAPS, IDIBELL, IBEC, IREC, IRB, CREA, IEEC, ISGlobal and CRAG.

Source: [The UB in Figures 2016](#)

RESEARCH ACTIVITY	2012	2013	2014	2015
Doctoral theses submitted	675	755	752	1,131
Scientific publications (collected by ISI)	4,606	4,998	5,180	5,186
% of PDI engaged in competitive research and transfer out of total PDI (FTE)	71.7%	68.9%	66.2%	62.5%
Predoctoral research staff	555	444	504	546
Consolidated research groups	243	243	301	301
Active research projects	677	689	663	892
Patent applications	74	48	54	93
Priority patent applications	22	17	15	20
New technology-based spin-offs	7	3	3	6
UB research institutions and centres	25	25	25	25
Research institutes in which the UB participates	8	8	10	10
Interuniversity institutes	2	2	2	2
Documentation centres	3	3	3	3
Observatories	11	10	10	10
Contracted research doctors	262	254	206	222
PAS supporting research	296	336	371	332
International patent extensions	15	8	15	14

Source: [UB Report 2015-2016](#)

PROJECTS, GRANTS AND INFRASTRUCTURE	2013		2014		2015	
	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)	NUMBER	AMOUNT (€)
<b>Income from research (competitive projects)</b>						
Regional government	106	5,891,262.71	456	11,116,958.63	89	5,772,037.13
Local government	1	4,500.00	2	12,000.00	1	5,000.00
National government	187	11,017,273.27	301	23,300,901.95	299	26,226,823.03
Foreign public administration	-	-	2	175,068.52	3	79,967.58
Others	15	128,436.09	12	236,057.47	4	80,978.97
European Commission	56	16,171,626.02	32	4,594,091.09	41	10,549,332.30
Private sector: IPFSL and business	14	369,149.69	30	1,376,720.70	30	1,154,837.82
Public sector: IPFSL	24	1,967,271.20	33	4,825,987.50	22	1,710,107.75
Research projects at UB institutes (competitive funding)	97	13,551,966.74	184	20,907,714.68	123	24,157,573.65
<b>Income from research (non-competitive projects)</b>						
Research projects at UB institutes (non-competitive funding)	231	9,019,582.93	241	7,181,862.09	195	7,069,215.18
UB research agreements	-	193,811.00	-	538,251.46	-	248,305.75
Research contracts managed by the FBG	-	8,055,511.36	-	10,042,728.44	-	8,697,446.08
CCiTUB services	-	3,057,254.42	-	2,900,710.54	-	3,236,328.13
<b>Total income from research and technology transfer</b>	-	<b>69,427,645</b>	-	<b>87,209,053</b>	-	<b>88,987,953</b>

Source: [UB Report 2015-2016](#) and the Cabinet at the Rector's Office

Total income from research and technology transfer rose slightly with respect to 2014.



## SCIENCE AND TECHNOLOGY CENTRES

The Science and Technology Centres (CCiTUB) are a group of facilities whose main mission is to support research and innovation in the fields of chemistry, materials science and the bio-sciences. They provide the scientific and industrial community scientific instruments and offer advice on experimental techniques. 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.

SCIENCE AND TECHNOLOGY CENTRES	2012	2013	2014	2015
Internal users (principal investigators)	438	440	485	479
External invoicing (in euros)	4,747,809	4,107,176	3,569,029	4,233,125
Value of scientific equipment (in thousands of euros)	41,110	41,110	41,110	42,000

Source: [UB Report 2015-2016](#)

## Fulfilment of targets 2016

- The target to increase the number of submissions for research projects and other financial assistance in competitive calls has not been met, because the number of projects submitted to the call held under the Spanish national plan and the funding obtained through this programme have remained level. However, the success rate for projects submitted by UB researchers to calls held under the Horizon 2020 programme (594 through November 2016) is higher than the European average (14.10% compared to an average of less than 13%). Also, the Office of the Vice-Rector for Research, Innovation and Transfer has facilitated the access of UB researchers to the activities of RIS3CAT, leading to UB participation in the health community NextHealth and in the food community Innoàpat and ensuring that the UB's presence in the RIS3CAT strategy is significant. In addition, within each of these communities, the UB coordinates the Advance(CAT) project, subcontracted as part of the Nextcare project, and it is a partner in the Autenfood project. Also, UB participation in the EIT Health project, which began in 2015 and features UB leadership of the Spanish region, has given UB researchers access to all of its calls.
- The target to foster collaboration between UB researchers and their counterparts in the research institutes of the CERCA system and in health institutes in the area of projects and research support, such as technology platforms and research support services, has been met. Below are two examples of actions that have been taken:
  - In relation to the experience of the animal experimentation units of the CCiT, negotiations have begun with IDIBELL for the CCiT to manage the animal facilities (dedicated to housing small rodents). This service, together with the Bellvitge animal facilities (specializing in large animals), is available to researchers in the two institutions.
  - The CCiT have signed an agreement with IRB and CRG to create and put into operation the Shared Platform of High-Resolution Cryo-Electron Microscopy (a next-generation transmission cryo-electron microscopy system).
- The target to improve coordination between the UB, FBG and PCB in their activities to promote innovation, transfer and non-competitively funded research has been met:
  - The University of Barcelona, through the FBG, has initiated the first F2I call to provide funds in support of innovation, within which two types of aid have been offered:

- a) Proof of Concept grants: this assistance is aimed at UB researchers leading transfer projects in which the University holds proprietary or co-proprietary rights to the knowledge, the original technology and the results for which assistance is sought.
- b) Mentor in Residence grants: this assistance is aimed at UB researchers who are creating a business through FBG or have created a spin-off business in which the UB is a stakeholder.
- A new FBG management unit has been set up to give support to UB researchers taking part in strategic research projects (EIT Health, RIS3CAT, ...).
- At present, the PCB is the home of the Spanish headquarters of EIT Health (an association chaired by the UB), and one of the coordinated initiatives that has been carried out is the organization of a bilateral meeting at the PCB between the Spanish and Scandinavian regions.
- The target to increase the number of consolidated research groups recognized by the Government of Catalonia has been met: since the previous call (2009-2013), the number has grown from 243 to 301.
- The target to increase the collaborations with research institutes in which the UB has a stake has been met. Indeed, the heads of IDIBAPS, IBEC, IRB, IEEC and IREC are UB researchers at present, which is not only very effective in facilitating collaboration with these institutions, but also shows the high degree to which the UB is committed to these powerful research structures. In addition, one of the research institutes in which the UB has a stake, ISGlobal, has recently become affiliated to the UB as a university research institute.

The Office of the Vice-Rector for Research, Innovation and Transfer has facilitated and supported the participation of some of the research institutes in which the UB has a stake in EIT Health initiatives, both its research projects and its educational projects. In 2015, approval was given to an EIT Health project in which the UB collaborates with IDIBAPS. In 2016, two projects have been awarded, one in education and one in innovation, with UB and IDIBAPS participation.

- The target to approve the regulations governing the procedures for creating UB research centres has been met. At present, these regulations are being followed by the Polis Research Centre: Art, City, Sustainability; the Research Centre in Theory, Gender, Sexuality (ADHUC), and the Sociolinguistics and Communication University Centre (CUSC).
- The target to increase the percentage of PDI members taking part in competitive research projects set out in the Management Plan 2013-2016 has not been met. This can be seen in the table below:

PERCENTAGE OF PDI ENGAGED IN COMPETITIVE RESEARCH AND TRANSFER OUT OF TOTAL PDI (FTE)		
2013	2014	2015
68.9%	66.2%	62.5%

Source: [UB Report 2015-2016](#)

This is the case despite the efforts of the Office of the Vice-Rector for Research, Innovation and Transfer, which has, since 2014, sought to foster the involvement of researchers in European research calls by offering financial assistance to promote participation in international research projects within the context of the Horizon 2020 programme and other European programmes. Since the inception of the initiative, 85 proposals have received funding.

- The target to increase scientific output has been met: recent years have seen a gradual increase in the number of scientific publications by UB researchers: 4,606 (2012), 4,998 (2013), 5,180 (2014) and 5,186 (2015).
- The target to increase relationships and research activities in coordination with international networks has been met:
  - UB engagement in LERU is clear, with the UB taking part in approximately 180 meetings between 2010 and 2016 and some 30 people being directly involved as UB representatives or experts in various LERU working groups and governing bodies. In total, the UB ranks second in terms of participation in LERU meetings and this participation has translated into collaboration on more than 135 LERU position papers and recommendation reports submitted to the European Commission.
  - From 2015 to 2017 the UB has coordinated Eurolife and the UB is also a highly active participant in the biannual meetings of the network.
  - The UB became a member of the EuroMarine Consortium in June 2014. Since then, the UB has attended the general assemblies and submitted proposals for activities in the calls to organize meetings and joint working events.
- The target to consolidate the project for a Humanities and Social Sciences Park (Can Jaumandreu) has been met: this has been in operation since June 2015 and it is now becoming established as a venue to host various activities, such as exhibitions and conferences.
- The target to increase the number and value of projects and financial aid at regional and national levels has not been met: over the past four years, the funding obtained in calls under the Spanish national research plan (Ministry of Economy, Industry and Competitiveness) has remained level (roughly 13 million euros a year), as has the number of projects (roughly 130 a year).
- The target to increase the number and value of non-competitive projects and financial aid has not been met: both remained level in the period 2013-2015.
- The target to increase the number and value of projects and financial aid in the institutes in which the UB has a stake has been met: the number of projects rose from 69 in 2013 to 101 in 2015 and the value rose from 10.8 million euros to 22 million euros over the same period.
- The target to increase the number and value of contracts and agreements managed by the FBG has been partly met, because the number of non-competitive projects contracted through the FBG has remained constant since 2013, but the value of this type of project has gradually gone up (from 9.6 million euros in 2013 to 11.2 million euros in 2016).
- The target to increase the technological facilities and offerings available to researchers has been adequately met. The CCiT have taken the following actions in 2016:
  - Transfer agreement with Nanomegas for a TEM digital camera (for the TEM system for materials applications).
  - Transfer of instrumentation accessories for electron scanning microscopes (for the electron scanning microscopy system).
  - Refurbishment of the animal facilities in the Faculties of Pharmacy and Medicine.
  - Launch of the Histopathology Unit and an irradiation service for biological samples at the Faculty of Medicine.
  - Participation in the tender process for a project to analyse workplace exposure to nanomaterials in the cosmetics sector.

In addition, the UB was awarded the following infrastructure at the FEDER call in 2015:

- Renovation of the radiofrequency system (console) of an 800 MHz nuclear magnetic resonance spectrometer (value: 560,000 euros).
  - Three confocal laser scanning microscopes (value: 762,300 euros).
  - Refurbishment of a clean room (designed to achieve low levels of contamination) at the Faculty of Geology.
- The target to optimize the use and benefit derived from the CCiTs' major scientific facilities has been met. In 2016, agreements have been signed with several companies to transfer equipment to the UB and improve the CCiT catalogue of services. Internationally, these agreements include Nanomegas (for two software programs, 200,000 euros; a TEM camera, 350,000 euros; a development project, 50,000 euros/year) and CIRCE (development of pharmaceutical cocrystals, 30,000 euros/year). Nationally, the Industrial Hygiene Laboratory has transferred equipment and material (700,000 euros) to various faculties; Bioibérica provides services for accreditation by the US Food and Drug Administration; Ferrer Laboratories provides services and technical advice, and IRB transfers equipment.
  - The target to gradually increase the number of external users (from the public and private sectors) working with the CCiT has been met and the services provided to these external institutions have also risen: 2,057 (2013), 2,901 (2014) and 3,236 (2015).
  - Agreements have successfully been established with local institutions in order to create synergies to make better use of technological resources. Internationally, agreements have been signed with Nanomegas and CIRCE, and nationally, with the Industrial Hygiene Laboratory, Bioibérica, Ferrer Laboratories and IRB.

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# Social responsibility in teaching and research activity

As organizations providing knowledge and training to our society's leaders of tomorrow, universities play a paramount role in the area of social responsibility. A socially responsible university must not only manage itself in accordance with the [objectives of sustainable development](#) and promote a positive impact on its environment and among its stakeholder groups, but it must also disseminate social responsibility to society as a whole, particularly among future generations.

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

Additional highlights in the academic year 2015-2016 include the UB's participation, through the OCI and the researcher Isabel Vidal, in the Erasmus+ social responsibility project called UNIBILITY (University Meets Social Responsibility), which was initiated in October 2016 and will conclude in October 2017. The UB is taking part jointly with Dublin City University (Ireland), the University of Porto (Portugal), the Public University of Ptuj (Slovenia), the Politehnica University of Bucharest (Romania), the University of Vienna (Austria) and the European University Continuing Education Network (Belgium).

The UNIBILITY project seeks to strengthen social responsibility in participating universities through the following specific objectives:

- To enhance the commitment between institutions of higher learning and local communities.
- To develop strategies to increase social responsibility actively in terms of students and research.
- To carry out ApS projects that have an impact on the environment.
- To create training materials and training in social responsibility for managers and senior managers in the universities as well as for students.
- To create learning networks among institutions of higher learning, local businesses, the environmental sector and the social sector.

Various activities have been carried out as part of this project. Highlights include:

- The preparation of the document [\*From Corporate Social Responsibility \(CSR\) to University Social Responsibility \(USR\)\*](#).
- The preparation of a set of good practices called [\*RSU: Toolkit of Practices\*](#).
- Training for [\*33 staff members from the various universities participating in the project\*](#) (May 2016, Vienna).
- [\*Training for 38 students from the various universities participating in the project\*](#) (July 2016, Barcelona).

More information is available on the project website: [www.postgraduatecenter.at/unibility](http://www.postgraduatecenter.at/unibility).

## Objectives for 2017

- To offer PAS at the UB (more than 2,000 people) an online course in social responsibility, with material prepared by the OCI and Dr Isabel Vidal, within the context of the time management project, as specified in the section *Policies, Projects and Actions to Address Special PAS Needs*.
- To host the final conference of the UNIBILITY project in September.



# How the UB compares to other universities

## RANKINGS

<b>TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS*</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Ranking position	201-225	226-250	201-225	174
Evaluation scores				
Teaching	32.5	24.5	28.4	38.5
Research	33.4	24.7	28.8	37.4
Citations	71.4	74.9	79.7	78.9
Income	30.9	30.3	31	31.1
Internationalization	46	45.0	47.8	49.2
Overall score	-	-	-	50.9
UB position in Spain	1-3	2-3	2	3

\* This ranking is explained in the [Report on Social Responsibility 2010-2011](#).

Source: OCI



ACADEMIC RANKING OF WORLD UNIVERSITIES (JIAO TONG UNIVERSITY, CHINA)*	2013	2014	2015	2016
Ranking position	201-300	151-200	151-200	151-200
Evaluation scores <a href="#">by area</a>				
Alumni	0	0	0	0
Award	0	0	0	0
HiCi	10.2	15.1	15.1	17.8
N&S	11.1	11.5	11.7	12
PUB	50.5	51.8	51.6	50.6
PCP	16.8	18.4	18.7	19.9
Overall score	–	–	–	–
UB position in Spain	1-4	1	1	1

\* This ranking is explained in the [Report on Social Responsibility 2010-2011](#).

Source: OCI

QS WORLD UNIVERSITY RANKINGS*	2012-2013	2013-2014	2014-2015	2015-2016
Ranking position	187	178	166	166
Evaluation scores <a href="#">by area</a>				
Academic reputation		84.7	86	86.9
Employer reputation		61.5	70.4	74.1
Faculty/student ratio		–	30.4	–
Internationalization		–	6	–
International students		–	33.8	–
Citations		39.3	45.3	38.8
Overall score	50.9	55.4	58.7	58.6
UB position in Spain	2	2	1	1

\* This ranking is explained in the [Report on Social Responsibility 2010-2011](#).

For the academic year 2012-2013, only the overall score and ranking are available.

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 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 Spanish Ministry of Education conducted an assessment of the BKC and awarded its highest appraisal.

## 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. The HUBc, which is located in the Barcelona and L'Hospitalet area, concentrates its activity in three locations: the campus of Sant Joan de Déu, the Medicine Campus - Hospital Clínic August Pi i Sunyer, and the Bellvitge Health Sciences Campus. The HUBc is the ideal setting to receive the very finest students and researchers, as well as high value-added companies at work in the area of health sciences. In 2015 the Spanish Ministry of Education conducted an assessment of the HUBc and awarded its highest appraisal.

## Fulfilment of targets for 2015-2016

- The two campuses continue to develop their functions with the help of financial assistance through the calls held for Campuses of International Excellence (in the strengthening sub-programme 2015). Work on the actions subsidized by this financial aid began on 1 January 2016 and most of the effort has a two-year implementation period. As a result, the work is expected to be completed on 31 December 2017. Lastly, by mistake, it was indicated that this target had to be reported for the academic year 2015-2016, but the correct time to verify whether the target has been met will be 2017.

## Objectives for 2017

- Those detailed in the previous Report on Social Responsibility.

# Responsibility to staff

# Our staff<sup>6</sup>

A total of **7,985** people work at the UB, of which **5,713 (71.55%)** are teaching and research staff (PDI) and **2,272 (28.45%)**, are administrative and service staff (PAS). The tables below break down the UB's staff according to a variety of criteria.

## STAFF BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER

PAS BY EMPLOYMENT CATEGORY, CONTRACT TYPE AND GENDER	PERMANENT	% WOMEN	TEMPORARY	% WOMEN	TOTAL	% WOMEN
General Manager	0	0	1	0	1	0
Head of bureau	0	0	1	0	1	0
Director	0	0	18	27.78	18	27.78
Technical consultants	0	0	1	100	1	100
Civil servants in group A1	50	72	3	66.76	53	71.7
Civil servants in group A2	142	81.69	32	78.13	174	81.03
Civil servants in group C1	370	79.19	0	0	370	79.19
Civil servants in group C2	143	83.22	174	89.66	317	86.75
Civil servants in group E	3	33.33	0	0	3	33.33
University-contracted staff in group I	168	48.81	173	56.07	341	52.49
University-contracted staff in group II	133	42.86	95	45.26	228	43.86
University-contracted staff in group III	213	46.95	344	54.36	557	51.53
University-contracted staff in group IV	152	61.18	56	62.5	208	61.54
<b>Total</b>	<b>1,374</b>	<b>65.28</b>	<b>898</b>	<b>61.36</b>	<b>2,272</b>	<b>63.73</b>

Source: Human Resources

6. The figures are from 31 December 2016.

As the table above shows, there are **2,272** PAS, of which **1,374 (60.48%)** have a permanent contract and **898 (39.63%)**, have a temporary contract. We can also see that **63.73%** 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	479	19.62	0	0	479	19.62
Full university school professor	17	64.17	0	0	17	64.17
Tenured university lecturer	1,134	43.85	4	0	1,138	43.85
Tenured university school lecturer	124	50	14	71.43	138	52.17
Contracted professor	2	0	0	0	2	0
Senior lecturer	319	46.39	153	49.02	472	47.25
Assistant lecturer	0	0	134	50.75	134	50.75
Permanent temporary lecturer	37	67.57	3	66.67	40	67.5
Permanent temporary lecturer (doctor)	50	64	0	0	50	64
Adjunct lecturer	0	0	2,234	51.3	2,234	51.3
Adjunct medical lecturer	0	0	638	45.92	638	45.92
Foreign temporary part-time lecturer	1	0	0	0	1	0
Visiting lecturer	0	0	16	25	16	25
Emeritus professor	0	0	53	28.3	53	28.3
Emeritus professor in the early retirement plan	0	0	109	44.95	109	44.95
Honorary lecturer	0	0	0	0	0	0
Lecturer at the ICE (Government of Catalonia)	0	0	5	40	5	40
Postdoctoral trainee lecturer and researcher	0	0	32	59.38	32	59.38
Researcher in the Ramón y Cajal Programme	0	0	32	46.88	32	46.88
Researcher in the Juan de la Cierva Programme	0	0	17	47.06	17	47.06
Postdoctoral trainee lecturer and researcher (MINECO grant)	0	0	0	0	0	0
Researcher in Beatriz de Pinós Programme	0	0	10	10	10	10
Marie Curie Fellow	0	0	25	48	25	48
Postdoctoral researcher	0	0	71	64.79	71	64.79
Part-time postdoctoral researcher	0	0	0	0	0	0
<b>Total</b>	<b>2,163</b>	<b>40.27</b>	<b>3,550</b>	<b>49.72</b>	<b>5,713</b>	<b>46.14</b>

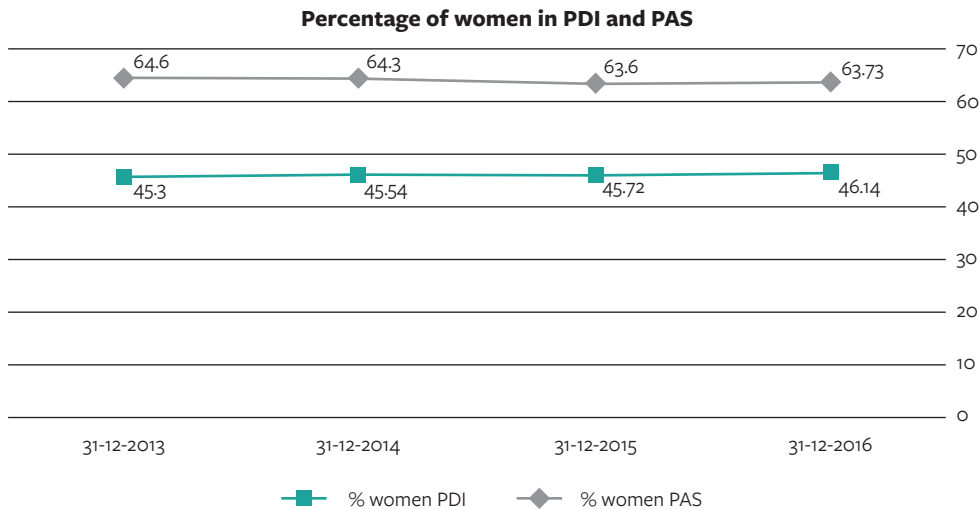
Source: Human Resources

As the table above shows, there are **5,713** PDI, of which **2,163 (37.86%)** have permanent contracts and **3,550 (62.13%)**, have temporary contracts. Women represent **46.14%** of this group.

A comparison of 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

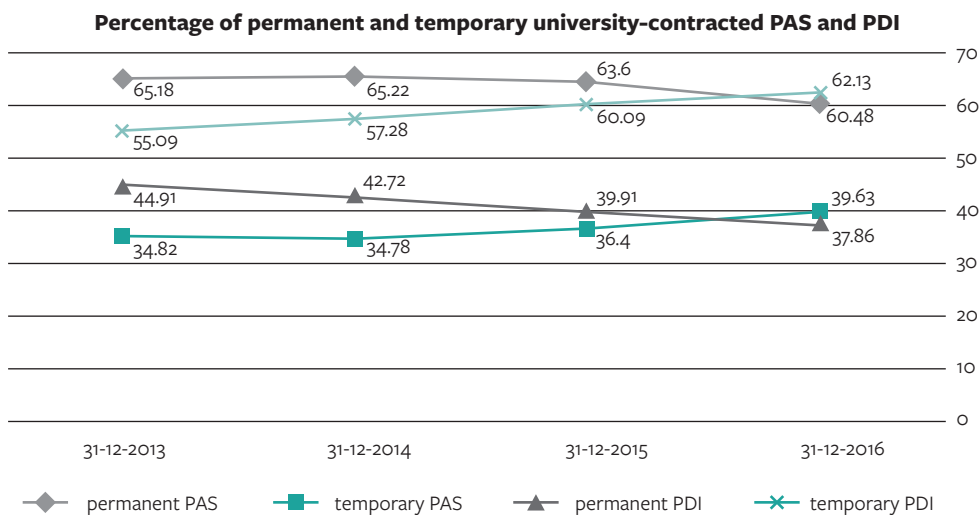
primary activity (for example, adjunct lecturers or adjunct medical lecturers). As a result, the instability is not as great as it first appears. In the case of gender, the majority of PAS staff are women, while the majority of PDI staff are men.

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



Source: OCl

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. In the case of PAS, the trend goes in the opposite direction.



Source: OCl

Both among PAS and PDI members, there is a clear trend: their employment relationship with the University is increasingly through temporary contracts. This indicates that employee vulnerability is growing.

## 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	80.00%	6	33.33%	11	54.55
60-64	125	83.20%	112	51.79%	237	68.35
55-59	175	78.29%	154	51.30%	329	65.65
50-54	274	83.21%	242	47.93%	516	66.67
45-49	169	80.47%	215	57.67%	384	67.71
40-44	94	79.79%	203	44.83%	297	55.89
35-39	57	82.46%	136	46.32%	193	56.99
30-34	18	94.44%	137	54.74%	155	59.35
25-29	0	0.00%	104	60.58%	104	60.58
< 25	0	0.00%	46	63.04%	46	63.04
Total	917	81.57%	1,355	51.66%	2,272	63.73

Source: Human Resources

Of the **2,272** members of PAS, **917 (40.36%)** are civil servants and **1,355 (59.64%)**, are university-contracted staff. The largest age group, which accounts for nearly **23%** of the total, is the one with people who are between 50 and 54 years of age.

	PDI BY EMPLOYMENT TYPE, AGE AND GENDER					
	CIVIL SERVANTS	% WOMEN	UNIVERSITY-CONTRACTED STAFF	% WOMEN	TOTAL	% WOMEN
≥ 65	311	26.69%	195	37.44%	506	30.83%
60-64	433	35.10%	227	34.80%	660	35.00%
55-59	472	39.83%	431	42.00%	903	40.86%
50-54	336	40.77%	510	44.51%	846	43.03%
45-49	186	54.84%	629	49.44%	815	50.67%
40-44	37	43.24%	699	53.93%	736	53.40%
35-39	2	0.00%	656	54.42%	658	54.26%
30-34	0	0.00%	388	59.79%	388	59.79%
25-29	0	0.00%	170	61.76%	170	61.76%
< 25	0	0.00%	31	51.61%	31	51.61%
Total	1,777	38.15%	3,936	49.75%	5,713	46.14%

Source: Human Resources

In the case of PDI, there are **1,777 (31.10%)** civil servants and **3,936 (68.90%)** permanent 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 **10.31%** for a total of **589** staff. The two largest groups are those between 55 and 59 years of age (**903**) and those between 50 and 54 (**846**).

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

EVOLUTION OF PAS AND PDI BY AGE BANDS (%)								
	31-12-2013		31-12-2014		31-12-2015		31-12-2016	
	PAS	PDI	PAS	PDI	PAS	PDI	PAS	PDI
≥ 65	0.09	8.65	0.13	9.16	0.44	9.02	0.48	8.86
60-64	9.27	12.29	10.25	11.69	10.47	11.33	10.43	11.55
55-59	12.12	15.26	12.48	15.70	13.91	15.82	14.48	15.81
50-54	17.81	16.28	20.76	15.66	21.82	15.11	22.71	14.81
45-49	22.07	14.22	20.67	13.93	18.33	14.48	16.90	14.27
40-44	13.18	12.37	13.14	12.36	13.52	12.53	13.07	12.88
35-39	11.48	10.89	10.56	11.67	9.63	12.31	8.50	11.52
30-34	7.74	7.38	6.79	7.00	6.05	6.72	6.82	6.79
25-29	5.19	2.43	3.90	2.54	4.15	2.44	4.58	2.98
< 25	1.06	0.23	1.31	0.30	1.68	0.23	2.03	0.54

Source: OCI

The table above shows the ageing of the PAS workforce: the percentage of PAS members who are 50 years old or more has risen from **39.29%** in 2013 to **48.10%** in 2016. Also, the percentage who are 39 years old or less has fallen from **25.47%** to **21.93%**.

Among PDI members, the changes are much smaller. However, the overall profile appears to be growing slightly younger, with the percentage who are 50 years old or more falling from **52.48%** to **51.03%**, and the percentage who are 39 years old or less rising from **20.93%** to **21.83%** (the figures compare 2013 and 2016).

EVOLUTION OF PAS AND PDI BY EMPLOYMENT TYPE (%)				
	31-12-2013	31-12-2014	31-12-2015	31-12-2016
Publicly contracted PAS	43.37	43.23	42.01	40.36
University-contracted PAS	56.63	56.77	57.99	59.64
Publicly contracted PDI	39.13	36.71	33.37	31.10
University-contracted PDI	60.87	63.29	66.63	68.90

Source: OCI

The same trend can be seen in both groups (PAS and PDI): there are increasingly more university-contracted staff and increasingly fewer civil servants. In the case of PDI members, the trend is even more pronounced.

# Number of new hires and staff turnover<sup>7</sup>

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	WOMEN	MEN	WOMEN		
≥ 65	0	0	0	0	0	0
60-64	0	0	0	0	0	0
55-59	0	1	0	0	1	0.85
50-54	1	0	0	0	1	0.85
45-49	1	2	0	0	3	2.54
40-44	4	1	0	1	6	5.08
35-39	3	3	0	0	6	5.08
30-34	7	9	0	2	18	15.25
25-29	19	26	0	0	45	38.14
< 25	16	22	0	0	38	32.20
Total	51	64	0	3	118	100

Source: Human Resources

7. The figures are from 31 December 2016.

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 2016 all have a temporary university contract (**115** individuals) or non-permanent civil servants (only **3** individual). Of the 118 in total, **67 (56.78%)** are women and **51 (43.22%)**, are men. However, note that **85.59%** 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	0	0	0	0	0	0
60-64	7	1	0	0	8	1.79
55-59	16	10	1	1	28	6.25
50-54	22	18	1	0	41	9.15
45-49	26	22	0	0	48	10.71
40-44	26	38	0	0	64	14.29
35-39	38	44	0	0	82	18.30
30-34	37	41	0	0	78	17.41
25-29	27	42	0	0	69	15.40
< 25	14	16	0	0	30	6.70
Total	213	232	2	1	448	100

\* The three civil servants are on secondment from the Government of Catalonia to the ICE.

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 **448** new PDI hires, **445** are temporary university-contracted staff and **3** are civil servants on secondment. By gender, **233 (52.01%)** are women and **215 (47.99%)**, are men. In terms of age, the largest number of newly contracted PDI staff are between 30 and 39 years old (**35.71%**) and this means that new hires tend to make the PDI staff younger overall.



## STAFF TURNOVER BY AGE, GENDER AND EMPLOYMENT AND CONTRACT TYPE

PAS ACTIVE IN 2016 AND NOT ACTIVE AT 31/12/2016											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	1	15	14	11	41	15	25	0	1	41	10.15
60-64	5	16	3	1	25	7	16	1	1	25	6.19
55-59	3	1	0	3	7	0	1	3	3	7	1.73
50-54	2	5	1	5	13	1	2	2	8	13	3.22
45-49	3	17	7	9	36	0	0	10	26	36	8.91
40-44	2	19	7	11	39	0	0	9	30	39	9.65
35-39	4	22	15	17	58	0	1	19	38	58	14.36
30-34	6	11	24	31	72	0	0	30	42	72	17.82
25-29	5	13	30	32	80	0	0	35	45	80	19.80
< 25	0	1	10	22	33	0	0	10	23	33	8.17
Total	31	120	111	142	404	23	45	119	217	404	100
Totals	151		253		404	68		336		404	

Source: Human Resources

The number of PAS who have been active at some point in 2016 and are no longer active as of 31 December is **404**. Of the total, **262 (64.85%)** are women and **142 (35.15%)** are men. By type of contract, **68 (16.83%)** were permanent and **336 (83.17%)** were temporary. By employment type, **151 (37.38%)** were civil servants and **253 (62.62%)** were university-contracted staff. By age bands, the largest group of staff leaving the UB as of 31 December were between 25 and 29 years old, followed by those between 30 and 34 years old.



PDI ACTIVE IN 2016 AND NOT ACTIVE AT 31/12/2016*											
	CIVIL SERVANTS		UNIVERSITY-CONTRACTED STAFF		TOTAL	PERMANENT		TEMPORARY		TOTAL	% BY AGE
	MEN	WOMEN	MEN	WOMEN		MEN	WOMEN	MEN	WOMEN		
≥ 65	24	10	44	23	101	24	10	44	23	101	21.35
60-64	6	12	11	9	38	6	12	11	9	38	8.03
55-59	1	2	8	14	25	1	2	8	14	25	5.29
50-54	1	0	14	12	27	1	0	14	12	27	5.71
45-49	0	0	22	25	47	0	0	22	25	47	9.94
40-44	0	0	15	32	47	0	0	15	32	47	9.94
35-39	0	0	30	50	80	0	0	30	50	80	16.91
30-34	0	0	32	42	74	0	0	32	42	74	15.64
25-29	0	0	14	12	26	0	0	14	12	26	5.50
< 25	0	0	3	5	8	0	0	3	5	8	1.69
Total	32	24	193	224	473	32	24	193	224	473	100
Totals	56		417		473	56		417		473	

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

Of the **473** PDI who have ceased to be active as of 31 December 2016, **56 (11.84%)** were civil servants and **324 (88.16%)** had university contracts. By type of contract, the figures are exactly the same, showing that all the contracted staff who left the UB were temporary. In the case of civil servants who left the UB (**56**), 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 (**21.35% of individuals leaving the UB were aged 65 or older**).

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# 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 2016 by full-time staff at the UB.

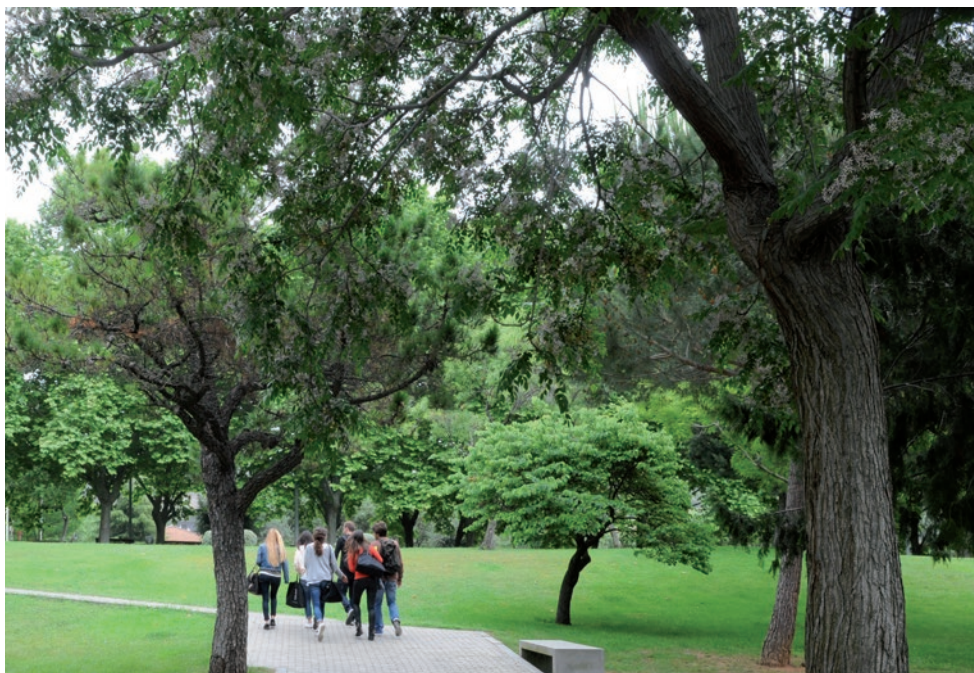
### PDI

MONTHLY SALARIES PDI	
Average monthly remuneration for the highest paid 5%	6,509.61
Average monthly remuneration for the lowest paid 5%	1,272.88
Average monthly remuneration for PAS as a whole	4,068.42
<b>Note 1.</b> 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 degrees, postgraduate studies, special remunerated commissions or extra duties, etc.) or yearly extra payments.	
<b>Note 2.</b> 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 **6,509** euros, a figure that is significantly higher (nearly five times) than the average remuneration received by the lowest paid 5% of PDI (**1,272** euros). The average PDI remuneration is **4,068** 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 **91,134.54** euros, while the gross annual salary of the lowest paid **5%** would be **17,820.32** euros and the average would be **56,957.88** euros.

## PAS

MONTHLY SALARIES PAS	
Average monthly remuneration for the highest paid 5%	4,480.77
Average monthly remuneration for the lowest paid 5%	1,278.98
Average monthly remuneration for PDI as a whole	2,235.14

**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 degrees, 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 **4,480** euros, which is nearly 3.5 times higher than the average salary of the lowest paid 5% (**1,278** euros). The average salary for PAS as a whole is **2,235** euros.

If we make the same extrapolation made earlier for PDI, the annual salary of the highest paid 5% of PAS is **62,730.78** euros, while it is **17,905.72** euros for the lowest paid 5% of PAS. The average PAS annual remuneration is **31,291.96** 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 very 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.

EVOLUTION OF SALARIES*		2013	2014	2015	2016
PDI	Maximum salary	40,681.62	40,681.62	43,391.64	43,825.92
	Minimum salary	19,440.33	19,440.33	20,367.76	20,571.46
PAS	Maximum salary	83,571.54	83,571.54	90,000.12	90,900.22
	Minimum salary	19,020.56	19,020.56	20,894.88	21,101.50
General Manager's salary		102,142.95	92,857.18	100,000	101,000.20
Group IV temporary staff salaries		19,402.36	19,558.26	20,894.88	21,101.50

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

Source: Human Resources

RATIO BETWEEN HIGHEST AND LOWEST SALARIES*			
2013	2014	2015	2016
5.37	4.88	4.91	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 2013 and 2014.

Source: Human Resources

The salary of the UB's general manager, excluding three-yearly increments and performance-related bonuses, is **4.91** times the salary of the lowest-earning PAS (again excluding three-yearly increments and performance-related bonuses).

## STAFF COSTS

STAFF COSTS RELATIVE TO TOTAL EXPENDITURE (MILLIONS OF EUROS)	2013	2014	2015	2016*
Staff costs	264.45	264.12	279.471	284.644
Total expenditure (including all capital expenditure and variations in financial assets and liabilities)	384.847	371.93	417.633	381.489
Total expenditure (including only operating costs)	343.05	340.09	358.035	351.316
Percentage of staff costs over total costs (including all capital expenditure and variations in financial assets and liabilities)	68.72%	71.01%	66.92%	74.61%
Percentage of staff costs over total costs (including only operating costs)	77.09%	77.66%	78.06%	81.02%

\* Provisional data.

Source: Economic Planning and Budgeting



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# Employees with functional diversity

	31-12-2013	31-12-2014	31-12-2015	31-12-2016
Percentage PAS	2.76	2.72	3.05	2.82
Percentage PDI	0.79	0.75	0.87	0.93
Total percentage	1.41	1.34	1.5	1.47

Source: Human Resources

The percentage of PAS at the UB who have some kind of recognized disability is **2.82%**. Among PDI, the percentage falls to **0.93%**. 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 by the pertinent fiscal legislation.

# Level of official studies of employees<sup>8</sup>

LEVEL OF OFFICIAL STUDIES OF ALL EMPLOYEES	2013	2014	2015	2016
PhD	3,739	3,686	3,831	3,802
Holders of pre-EHEA degrees or diplomas	2,837	2,945	3,084	3,287
Total	7,542	7,597	7,796	7,985

Source: Human Resources

LEVEL OF OFFICIAL STUDIES OF TEACHING AND RESEARCH STAFF (PDI)	2013	2014	2015	2016
PhD	3,598	3,563	3,703	3,678
Holders of pre-EHEA degrees or diplomas	1,592	1,751	1,829	2,035
Percentage of PDI who are PhD holders	0.69	0.67	0.67	0.64
Total	5,190	5,314	5,532	5,713

Source: Human Resources

8. The figures are from 31 December of each year. Thus, the data for 2016 are from 31 December 2016.



LEVEL OF OFFICIAL STUDIES OF ADMINISTRATIVE AND SERVICE STAFF (PAS)	2013	2014	2015	2016
PhD	141	123	128	124
Holders of pre-EHEA degrees or diplomas	1,245	1,194	1,255	1,252
Upper secondary school education graduates	411	431	598	521
Vocational training	259	257	121	224
Obligatory secondary school graduates	296	278	162	151
<b>Total</b>	<b>2,352</b>	<b>2,283</b>	<b>2,264</b>	<b>2,272</b>

Source: Human Resources

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# 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.

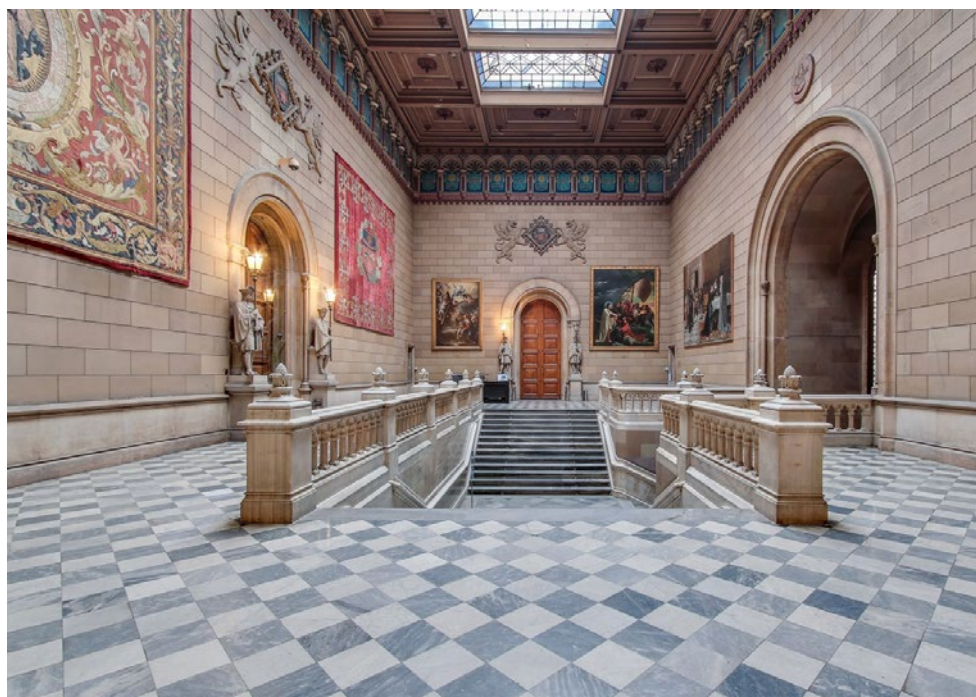
In 2016, the UB has been particularly active in training its management staff in the following areas:

- English: weekly intensive courses from 9 am to 5 pm, with lunch included, for groups of eight people.
- Leadership and communication: specific workshops to develop leadership and self-knowledge competences using the DISC programme.

Another highlight is the specific workshops aimed at all staff to develop knowledge of Law 39/2015 of 1 October on common administrative procedures for public administrations.

Mention should also be made of the communities of practice (CoP), which were created to enable staff to learn to adapt to changes arising at work and to carry out their functions with the highest possible quality. The CoPs represent a new teamworking methodology in which professionals in the same area meet to share knowledge and obtain products and services.

[+ information](#)



## PAS HOURS OF TRAINING

Below is a table<sup>9</sup> showing the number of PAS training hours broken down by gender and employment category.

DETAILED BREAKDOWN OF PAS TRAINING HOURS BY GENDER AND EMPLOYMENT CATEGORY FOR 2016*						
	TOTAL HOURS	AVERAGE HOURS PER STAFF MEMBER	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER ENROLMENT	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES	AVERAGE HOURS PER STAFF MEMBER THAT IS TRAINED
Women	41,546.75	28.69	3,570	11.64	1,264	32.87
Men	14,883	18.06	1,290	11.54	626	23.77
Civil servants	35,366.75	38.57**	3,078	11.49	941	37.58
University-contracted staff	21,063	15.54	1,782	11.82	949	22.19
Total	56,429.75	24.84	4,860	11.61	1,890	29.86

\* The calculation of the average for each staff member uses the figure at 31 December. In 2016, for example, the average hours for women is the result of dividing the PAS total training hours of women in 2016 by the number of PAS staff at 31 December 2016.

\*\* It appears incongruous that the average number of training hours per PAS civil servant should be greater than the average number of training hours per PAS civil servant receiving training (that is, that there are more PAS civil servants being trained than PAS civil servants working at the University). The reason for this situation is that the staff figure (917) is taken from 31 December, whereas data on workers being trained (941) were collected throughout 2016. Logically, in the course of 2016, training was given to PAS civil servants who had ceased to be PAS civil servants at the UB by 31 December (151 employees).

Source: Human Resources

9. The table only shows data for 2016 because the manner of calculating training hours has been changed with respect to prior years. Whenever it is appropriate to make a comparison with the previous year, a remark is offered and the data are added in brackets.





As the table above shows, the average hours of training corresponding to women are significantly higher than the average hours of training for men (**28.69** hours per woman; **18.06** hours per man). Also, civil servants receive more training than university-contracted staff (**38.57** hours per civil servant; **15.54** hours per university-contracted staff). The average number of training hours in courses held at the UB is nearly **12** hours and the average hours per staff member engaged in training activities is **29.86**.

TRAINING HOURS FOR UB GROUP AND PDI DELIVERED BY CORPORATE TRAINING IN 2016				
	UB GROUP		PDI	
	TOTAL NUMBER OF REGISTRATIONS	TOTAL HOURS	TOTAL NUMBER OF REGISTRATIONS	TOTAL HOURS
Women	103	1,727	6	107
Men	19	297	2	28
Total	122	2,024	8	135

Source: Human Resources

While the main recipients of the training activities run by Corporate Training are PAS staff, PDI and UB Group staff are sometimes able to register and take part. In both of the latter cases, the trend in attendance is the same as the one seen in the previous table: women are attending more training than 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.

AREA	COURSE MARK	INSTRUCTOR MARK
ICT	6.7	7.26
Communication	6.51	6.18
Organization and quality	7	7.66
Health, safety and the environment	6.41	6.9
Law	6.73	7.41
Foreign languages	6.92	7.48
Management skills	6.84	7.36
Academic management and performance assessment (SED)	5.8	6.3
Learning and Research Resources Centre	7.13	7.45
Laboratories and animal facilities	7.2	7.62
Personal development	6.1	7.5
Electronic administration	6.5	7.7
Mobility	7.4	7.9

Source: Human Resources

## Fulfilment of targets for 2015-2016

All of the targets have been met, except the one to create courses for new professional profiles linked to the management of quality processes in official courses of study.

## Objectives for 2017

- To meet the training needs that are put forward and to provide more courses aimed at specific needs.
- To achieve higher course evaluation marks, reaching an average of 7 out of 8.
- In the case of instructor marks, to keep the results similar to current ones.
- To adapt PAS members to Web 2.0 tools.
- To offer specific courses to meet the needs arising from adapting procedures to online administration, in response to demand.
- To continue training middle managers to be able to implement the new organizational model.
- To reinforce the learning of English through weekly intensive courses, given the good results and reception of the courses in 2016.

## TRAINING FOR TRS

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

### [+ information](#)

In the academic year 2015-2016, the ICE has offered the following training programmes:

TRAINING PROGRAMMES IN THE ACADEMIC YEAR 2015-2016 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 TRAINING IN ICTS	DESIGN AND DEVELOPMENT OF RESEARCH	TRAINING PLAN IN LANGUAGES TO ACHIEVE INTERNATIONALIZATION IN TEACHING	MASTER'S DEGREE IN UNIVERSITY TEACHING FOR NEW LECTURERS
<ul style="list-style-type: none"> <li>- Learning methodologies</li> <li>- Meaningful teaching and learning in the twenty-first century university (2 editions)</li> <li>- Learning more, teaching less: keys to developing autonomous learning (2 editions)</li> <li>- Session on student-centred training in a flipped classroom</li> <li>- Workshop on student-centred training in a flipped classroom</li> <li>- Enthusiasm in the classroom: keys to designing motivational learning</li> <li>- Learning assessment workshop</li> <li>- Case studies as a degree programme method</li> <li>- How students learn: learning strategies</li> <li>- Development of creative thinking</li> <li>- Entrepreneurship and teaching: entrepreneurial methods in the classroom</li> <li>- Session on learning by doing: ApS projects</li> <li>- Workshop on learning by doing: ApS projects</li> <li>- The gamification of higher education</li> <li>- Making learning fun: beyond square one</li> <li>- Educational training: let's improve learning in the sciences and technology</li> <li>- How to improve university classes: communication, participation and motivation of students and Web 2.0 support tools</li> </ul>	<ul style="list-style-type: none"> <li>- Education and vocal technique</li> <li>- Designing effective presentations: think, think, think and then create</li> <li>- Competitive debate in the classroom: the foundations of persuasion</li> <li>- Leadership and communication in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Time management and administration</li> <li>- Stress management</li> <li>- Session on university management: "Creative Management of Chaos"</li> <li>- Creative Management of Chaos workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Task-oriented evaluation and gradebook in Moodle 2.4</li> <li>- Making the most of your virtual classroom: designing and configuring a "lesson" in Moodle</li> <li>- Introduction to LaTeX</li> <li>- The connected classroom: teaching strategies for networking in the Moodle environment</li> <li>- Learning and collaborative work online and in the Moodle environment</li> <li>- Learning: introduction to the use of cell phones in the classroom</li> <li>- Mobile devices in the classroom: from enemy to friend</li> <li>- The Moodle classroom: learning and teaching at the UB</li> <li>- Making the most of your virtual classroom: designing and configuring a "lesson" in Moodle</li> </ul>	<p><b>PROGRAMME FOR YOUNG RESEARCHERS</b></p> <ul style="list-style-type: none"> <li>- Module 1. Introduction to research and resources</li> <li>- Module 2. Techniques to improve research</li> <li>- Module 3. Managing R&amp;D: transfer activities, innovation and entrepreneurship</li> </ul> <p><b>OTHER RESEARCH TRAINING</b></p> <ul style="list-style-type: none"> <li>- Introduction to research tools 2.0</li> <li>- Basic course in R programming language</li> <li>- Multivariate statistical techniques</li> <li>- Writing as a part of the research process</li> <li>- Theses, doctoral students and research: where are the human and social sciences going at the UB?</li> <li>- AutoDiscovery: automatic exploratory data analysis software</li> <li>- Why and how to do research with a gender perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Oral skills for teaching &amp; research purposes (upper-intermediate) (5 groups)</li> <li>- Oral skills for teaching &amp; research purposes (advanced) (5 groups)</li> <li>- Basic skills and tools to teach subjects content in English (5 groups)</li> <li>- Basic skills and tools to teach subjects content in English II</li> <li>- Intermediate English, module 1</li> <li>- Intermediate English, module 2</li> <li>- Elementary English, module 2</li> <li>- Intermediate English, module 1</li> <li>- Intermediate English, module 2</li> <li>- Intermediate English, module 1</li> <li>- Intermediate English, module 2</li> <li>- English, level 5, module 1</li> <li>- English, level 5, module 2</li> <li>- Advanced English 1, module 1</li> <li>- Good reading skills in English</li> <li>- Professional presentations in English</li> </ul>	<ul style="list-style-type: none"> <li>- Target audience: new UB lecturers and grantholders with instructional tasks</li> <li>- Qualification: UB-specific master's degree, adapted to Bologna and totalling 60 ECTS credits</li> <li>- General objective: to provide basic training to new lecturers to enable them to pursue a process of professionalization as university instructors</li> <li>- The 60 ECTS credits are spread over two academic years, with weekly workshops on teaching issues</li> </ul>

Source: ICE



## PDI hours of training

BREAKDOWN OF PDI TRAINING HOURS BY GENDER*						
	TOTAL HOURS	COST OF STAFF TRAINING (HOURS)	TOTAL NUMBER OF REGISTRATIONS	AVERAGE HOURS PER ENROLMENT	TOTAL NUMBER OF EMPLOYEES REGISTERED FOR TRAINING ACTIVITIES	AVERAGE HOURS PER STAFF MEMBER
2012-2013						
Women	29,480	12.36	–	–	1,841	16.01
Men	18,558.5	6.34	–	–	1,159	16.01
Totals	48,038.5	9.04	–	–	3,000	16.01
2013-2014						
Women	35,732.1	15.20	–	–	1,446	24.71
Men	22,450.4	7.91	–	–	999	22.47
Totals	58,182.5	11.21	–	–	2,445	23.80
2014-2015						
Women	36,587.5	15.14	–	–	1,745	20.97
Men	20,213	6.99	–	–	1,006	20.09
Totals	56,500.5	10.64	–	–	2,751	20.54
2015-2016						
Women	36,965.35	14.62	3,662	10.09	2,276	16.24
Men	18,376.45	6.12	2,028	9.06	1,318	13.94
Totals	54,341.80	9.82	5,690	9.55	3,594	15.12

\* The calculation of the average for each staff member uses the figure at 31 December in the year in which the academic year begins. In the academic year 2015-2016, for example, the average is the result of dividing the PDI total hours of training in the academic year 2015-2016 by the number of PDI staff at 31 December 2015. The data on total registrations and average hours per registration have been collected for the first time in the academic year 2015-2016 and no data is available for previous years.

Source: ICE

The number of PDI receiving training has risen 30.64% relative to the academic year 2014-2015 (from **2,751** to **3,594**). However, the average hours of training per PDI has fallen from **10.64** in the previous academic year to **9.82**. Women continue to register a higher average in their hours of training than men do (**14.62** for women compared to **6.12** for men).

## Evaluation of courses taken by PDI

For all courses organized by the ICE, participants receive a satisfaction questionnaire in which they give marks to various aspects of the courses, such as the contents, format, instructors, etc. The questionnaires use a scale of 1 (minimum satisfaction) to 6 (maximum satisfaction). Based on the results, a report is prepared for each academic year. In the academic year



2015-2016, 77% of the courses have received an overall satisfaction level of between 5 and 6 and no course had an overall satisfaction level lower than 4.

## Objectives for 2017

- To date, the assessment of ICE courses has never been shown because there are more than 50. For 2017, however, the courses will be grouped according to the competences they address and this will enable a table with user assessment of ICE courses to be included in the next Report on Social Responsibility.

## COSTS OF STAFF TRAINING

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

BUDGET FOR PAS TRAINING	2013	2014	2015	2016
Cost of staff training (euros)	176,987.40	187,406.60	163,990	209,305.15
Cost of staff training (euros)*	75.25	82.09	72.43	92.12

\* The calculation of the average for each year uses the figure at 31 December of that year. In 2016, for example, the average is the result of dividing the PAS total hours of training in 2016 by the number of PAS staff at 31 December 2016.

Source: Human Resources

The costs of PAS training have risen in 2016 with respect to previous years.

<b>COSTS OF PDI TRAINING (EUROS)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Direct expenses</b>				
Training costs covered by the UB	143,553.68	121,428.98	108,383.65	145,325.88
Subsidized costs	57,285.61	75,881.38	77,565.60	78,893.95
<b>Total</b>	<b>200,839.29</b>	<b>197,310.36</b>	<b>185,949.25</b>	<b>224,219.83</b>
<b>Indirect costs</b>				
Staff costs	483,369.58	488,143.76	495,048.15	516,788.31
Costs related to hiring classroom space	9,760.00	13,200	28,960	35,360
<b>Total</b>	<b>493,129.58</b>	<b>501,343.76</b>	<b>524,008.15</b>	<b>552,148.31</b>
<b>Total spending on PDI training</b>	<b>693,968.87</b>	<b>698,654.12</b>	<b>709,957.40</b>	<b>776,368.14</b>

Spending on PDI training has risen since 2015, reaching a total of **776,368.14** euros. The increase is a result of the rise in indirect costs, given that direct costs have fallen for the fourth year in a row. It is also notable that the direct costs covered by the UB have fallen for four consecutive years, while the direct costs covered by subsidies have risen over the same four years.

# Safety and occupational risk prevention

The Office for Health, Safety and the 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<sup>10</sup> covered by the mutual insurance company for occupational accidents and illness in 2016. (This does not include staff affiliated with the Mutualitat General de Funcionaris Civils de l'Estat.) The average number of associated staff in the reporting period<sup>11</sup> was **6,979**.

WORK-RELATED INJURIES OR ILLNESSES	NUMBER		LEAVE GRANTED IN DAYS	DEGREE OF SEVERITY			
	MEDICAL LEAVE	RELAPSE		MILD	SEVERE	VERY SEVERE	FATAL
Injuries <i>in itinere</i>	28	0	940	28	0	0	0
Injuries in working hours	22	0	919	22	0	0	0
Work-related illness	1	0	24	1	0	0	0
Total	51	0	1,883	51	0	0	0

Source: OSSMA

10. The data only include UB staff (not UB Group staff).

11. The data cover from January to December 2016, inclusive, and correspond to notifications of workplace injuries managed by Mutua Universal in the Delt@ and IGATT Systems and to work-related illnesses managed by the Observatori de Malalties Professionals (CEPROSS).



As the table above shows, there have been **50** workplace injuries and **1** work-related illness, which led to **1,883** days of medical leave. During the same period, there have been **56** injuries that involved no medical leave.

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

Many UB employees, because of their work, have a higher likelihood or risk of developing one [of the workplace illnesses established under current regulations](#). Many of these individuals work in research activities, however, and the exposure time is not typically comparable to the exposure time in industry.

The groups with a higher likelihood or risk of developing workplace illnesses are set out below:

1. Staff who work with biological agents, human beings and animals (researchers in Medicine, Biology, Pharmacy, etc. and cross-functional services such as dissecting rooms, medical services and animal facilities).
2. Staff who work with carcinogenic, mutagenic or toxic chemical products (researchers in the faculties of Chemistry, Pharmacy, Medicine, Dentistry, etc.).
3. Staff who work with particular physical agents: ionizing radiation, nuclear magnetic resonance, ultraviolet rays, lasers (CCiT, radioactive facilities in UB faculties/university schools, chemistry and biology laboratories, etc.).
4. Staff who perform repetitive motions (lending in the libraries, certain office activities, load handling, etc.).



## STAFF REPRESENTED ON HEALTH AND SAFETY COMMITTEES

All employees are represented on the Committee in accordance with obligations established under articles 34 and 35 of Law 31/95 of 8 November on the prevention of occupational risks, with which the UB fully complies. The Committee has 16 members who are selected by various groups representing all UB staff and 16 representatives of the University management who are selected by the rector. The table below has a new column added to the right to show the number of staff in each group in order to display the disproportion in the number of representatives (over-representation of PDI civil servants and a very clear under-representation of university-contracted PDI).

	NUMBER OF STAFF REPRESENTATIVES	NUMBER OF INSTITUTIONAL REPRESENTATIVES	APPROXIMATE NUMBER OF EMPLOYEES*
Publicly contracted PDI	7		1,846
University-contracted PDI	1		3,686
Publicly contracted PAS	4		954
University-contracted PAS**	4		1,310
<b>Total</b>	<b>16</b>	<b>16</b>	<b>7,796</b>

\* Data extracted from the [UB Report 2015-2016](#). In 2016, the total number of UB staff was 7,796 (5,532 PDI and 2,264 PAS). (The data for 2016 appearing in the UB Report 2015-2016 refer to 31 December 2015.) In addition, the PDI total is equivalent to 3,863 PDI FTE.

\*\* This includes temporary staff.

Source: OSSMA

Article 35 of the Law on the Prevention of Occupational Risks stipulates that the number of employee representatives (prevention delegates) on the Health and Safety Committee in any company with more than 4,000 employees must be eight. The regulations that govern how the Committee operates were approved on 19 October 2004 and the number of institutional representatives was increased to 16 to ensure better representation of the faculties, university schools and transversal units. In parallel, given the parity of the Committee, the number of prevention delegates was also increased to 16 in accordance with the distribution indicated in the table above. This distribution has remained constant: it has not been changed despite significant variations in the number of people in the different groups.

The Committee meets at least four times a year in keeping with regulations. At the UB, this requirement is met.

The OSSMA has a legal obligation to provide the Health and Safety Committee with the annual report and schedule of the Prevention Services. The same law also requires the preparation, implementation and application of a prevention plan for occupational risks that sets out the relevant organizational structure, responsibilities, functions, practices, procedures, etc. The Governing Council approved the [Prevention Plan](#) in 2011, and it will remain in force as long as no changes are introduced. The Prevention Plan indicates that the UB must annually prepare a plan of prevention objectives.

## HEALTH AND SAFETY ISSUES COVERED IN FORMAL AGREEMENTS WITH TRADE UNIONS

SUBJECT	CONTENT
Health and Safety Committee meetings	The Committee meets once a quarter. There were four meetings in 2016.
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.
Specific actions	The Support and Mediation Office, Equality Unit and OSSMA have defined the competences in the area of harassment and conflict, particularly in the regulations of the Support and Mediation Office and in the protocols on sexual or gender harassment and on how to manage psychosocial cases.
	Two mandatory reports have been prepared on the application of article 22.1 of the Law on the Prevention of Occupational Risks in relation to mandatory health check-ups.
	The Committee has taken part in processes to manage psychosocial cases.

Source: OSSMA

All important decisions on the subject of risk prevention in the workplace taken by the UB must be made in consultation with staff representatives through the Health and Safety Committee.

## ACTIONS TO PREVENT OCCUPATIONAL RISKS

- The implementation of the Induction Plan<sup>12</sup> undertaken in the last quarter of 2015 has continued in an irregular manner. Over 300 staff members have signed the prevention commitment, but only a portion have individually completed the actions laid out in the plan: information, training, activity statement and medical check-up.
- The Executive Committee of the CRUE sector committee on sustainability has approved the protocols put forward by the working group on occupational risk prevention and they have been submitted for approval to the CRUE plenary session at Miguel Hernández University in 2017. The approved protocols are:
  - Calculation of management indicators for the prevention of occupational risks at universities.
  - Responsibility for the provision of services to prevent occupational health and safety risks.
- In the area of Self-Protection Plans (SPP), the following actions have been taken:
  - The SPP of the Faculty of Biology has been modified to meet the requirements of the Directorate General for Civil Protection. Still outstanding is the training of the intervention teams and medical services.
  - A theoretical and practical course on real fire suppression has been given. The course was specifically aimed at stage two SPP intervention teams, but it was also extended to remaining staff. Attendance totalled 187 staff (143 PAS and 44 PDI).

12. The OSSMA's Induction Plan aims to facilitate compliance with current regulations on workplace and environmental risk prevention and to facilitate information and advice to all staff on guidelines for action in this area so as to prevent workplace accidents and carry out adequate environmental management. The Induction Plan lays out a series of actions that must be taken by OSSMA and staff in accordance with the commitment undertaken in the signing of employment contracts.

- The University has been accredited to provide a basic training programme in automated external defibrillators (AED) and to seek formal renewal of the certification in accordance with Decree 355/02 regulating the use of AED by non-medical staff.
- The UB has held its first informational day on how to take action with people with disability in case of emergency.
- Current regulations require annual drills in the buildings that are required to have an SPP. A drill has been conducted in the Faculty of Economics and Business (two buildings), the Faculty of Philosophy, the Faculty of Geography and History, the Faculty of Psychology, the Josep Carner Building and the building at 2 Baldori i Reixach. The required report has been written for each drill, indicating the identified problems and possible solutions.
- In the area of risk assessments for UB staff, a variety of actions have been taken. Highlights include:
  - Assessment of structural risks in Buildings A and B of the Faculty of Pharmacy. Based on the assessment, a series of proposals have been put forward.
  - Assessment of risks in the Faculty of Fine Arts. In coordination with an outside prevention service, the most important risks have been identified and assessed. They affect the activities carried out in the Faculty (printmaking, sculpture, painting, design, welding, irradiation, etc.) and the machines, tools and chemical products that are used in the pursuit of these activities. Risks have also been assessed in relation to the infrastructure, electrical installations, gas installations, the extraction of fumes, etc. In 2017, notification will be sent to staff and to the individuals responsible for adopting prevention measures.
  - Most of the individual risk assessments arising from the Induction Plan have been carried out. The prevention experts at OSSMA have conducted regular inspections, investigated accidents at the faculties and university schools, and managed requests relating to adaptations of the workplace for particularly sensitive staff.
  - In the area of psychosocial assessment, no general assessment has yet been carried out in any building. However, there have been assessments of smaller units at the Faculty of Law, the CCiT and among PAS working at the Cabinet at the Rector's Office.
  - In terms of interventions in the specific management of psychosocial cases, there has been a significant increase and this is now the largest part of the effort in the psychosocial area. The interventions also require coordinated action with the unit on occupational medicine.
- In the area of occupational medicine, a variety of actions have been taken:
  - Specific regular check-ups for pre-established groups: staff in radioactive and nuclear magnetic resonance facilities, in dissecting rooms, in animal facilities, staff who are studio instructors, and life models.
  - Specific regular check-ups for staff in the Faculties of Law, Economics and Business, Philosophy, and Geography and History, the SAE, Publications and Editions, and the CCiT.
  - Medical check-ups of especially sensitive staff and for maternity protection.
  - Voluntary medical check-ups at the special request of staff.
  - Medical check-ups associated with psychosocial processes and assessments for the adaptation of workplaces.
  - Vaccinations relating to the hazards of activities and in collaboration with healthcare authorities.
  - Urgent attention in the case of accidents in laboratories, studios and other spaces.
- In terms of training, OSSMA has delivered several courses:
  - Courses on occupational risk prevention.



- Online course in time management, equivalent to 6 hours of training, aimed at all PAS staff, with content designed in coordination with the Office of Corporate Training to cover basic content on health and safety at work. The course has been taken by 1,851 staff, a figure representing more than 80% of all PAS at the UB.
- In compliance with their required two-yearly review, the air filtration systems of all biosecurity cabinets, laminar flux and gas extraction cabinets in the various UB faculties and university schools have been rated to ensure user safety. The table below shows the results:

LOCATION	TOTAL	SATISFACTORY	UNSATISFACTORY
Bellvitge campus	35	26	9
Faculty of Biology	81	66	15
Faculty of Pharmacy	69	47	22
Faculty of Medicine (Clínic)	54	48	6
Others	15	11	4
<b>Total</b>	<b>254</b>	<b>198</b>	<b>56</b>

Departments have been informed of any specific problems with unsatisfactory cabinets in order to adopt measures to achieve a satisfactory rating.

- OSSMA has worked with other units to develop a protocol for UB governing bodies to “manage information and establish actions to take in the case of an emergency that may affect members of UB groups abroad or external groups at the UB”, which was approved by the Governing Council on 12 May 2016.
- In 2016, the UB set up the Biosecurity Committee to provide guidance, assessment and support to the University in any activities of scientific research and teaching that involve the use of biological agents and to ensure compliance with the obligations set out in regulations on biosecurity.
- The Office of the Vice-Rector for Teaching and Research Staff has taken steps to adapt working conditions for teaching and research staff who face difficulties in carrying out their functions as a result of physical limitations that nevertheless do not prevent them from teaching or carrying out research.

In keeping with the assessment of the UB’s medical services, the Office of the Vice-Rector issues resolutions indicating any adaptations that must be made in the allocation of any teaching and research staff who are affected and then sends the resolutions to the pertinent departments.

In the academic year 2015-2016, eight adaptation resolutions have been issued in relation to staff allocations.

## Objectives for the academic year 2017-2018

- To analyse the situations of gradual ageing among PDI and implement policies for generational replacement.
- To promote active ageing through the integration of older people in the university community and in society at large.
- To facilitate the access of retired people to all university services.

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# Policies, projects and actions to address special PAS needs

The UB is implementing measures to assist PAS with work-life balance and time management at work.

## **WORK-LIFE BALANCE**

The UB has continued to offer a pool of 56 hours annually to PAS staff to enable them to achieve better work-life balance. In 2016, the workforce has requested a total of 90,951 hours, a figure that is slightly lower than 2015 (91,651 hours). Of the total hours, 72.76% relate to personal duties and errands, 17.13% to taking care of children, and 6.77% to taking care of parents.

This project is overseen by a general monitoring committee involving the Office of the Vice-Rector for Administration and Organization, Human Resources and members of the CCOO and UGT trade unions. The monitoring committee meets at least once a year to review the scheduled activities and make training proposals.

This project and the time management project with training and practical application fulfil one of the agreements reached in work timetable negotiations signed on 19 February 2013.

## **TIME MANAGEMENT PROJECT WITH TRAINING AND PRACTICAL APPLICATION**

Based on the agreement mentioned above, PAS staff who voluntarily sign up for the project have 15 minutes a day within the workday to organize their tasks as effectively as possible. To have access to the 15 minutes in 2016, they had to take an online training course on occupational risk prevention, the environment and social provision, and to complete a satisfaction

questionnaire. The course was 6 hours in length and had to be completed between 6 June and 30 September 2016 (which was extended to 17 October). A total of 1,851 PAS staff completed the course (compared to 1,814 in 2015), representing 79.31% of all PAS staff. Of the total PAS completing the course, 68.13% were women.

The results of the satisfaction questionnaire are set out below:

- 86.55% were very or completely satisfied with the course.
- 59.52% would strongly or completely recommend the course to colleagues.

For 2017, the following proposals need to be taken into account:

- To improve the technical and organizational resources.
- To disseminate the survey results among all PAS staff.
- To add an indicator to quantify the number of people who have completed all editions of the course linked to this project.

## PLAN FOR THE MANAGEMENT OF EXPERIENCE

This project, which was launched in 2015, is aimed at PAS members who are civil servants and are turning 60 years old. Participation in the project is voluntary. In 2016, 52 people took part (compared to 40 in 2015) and they were offered the opportunity to participate in a series of activities designed for individuals nearing the end of their professional career. The participants are given a maximum of 100 hours a semester to spend on the scheduled activities.

Based on the agreements reached in 2015, a joint committee was set up to define and monitor the project's specific lines of action. After the first year in operation, the committee has been structured into a General Monitoring Committee and two subcommittees that meet at least twice a year to evaluate the Plan.

In 2016, the 52 participants in the project had a maximum of 100 hours per semester from their work timetable to spend on the scheduled activities. Their allocations of these hours are set out below:

- 7 individuals have verified that they were involved in social responsibility projects and spent 100 hours on these projects.
- 11 individuals have spent the hours on activities outside work found for them by the University.
- 27 individuals have completed the course on occupational risk prevention, the environment and social provision.
- 7 individuals have spent the hours on social responsibility projects identified for them.

## CALL FOR FINANCIAL ASSISTANCE TO PEOPLE CARING FOR DEPENDENT MINORS WITH FUNCTIONAL DIVERSITY

This programme has been described in the section on the [UB Solidarity Foundation](#). In 2017, the Foundation will no longer manage the programme, which will be run directly by the UB.

### **Fulfilment of targets 2016**

- The work-life balance project, the time management training and application project and the call for financial assistance to people caring for dependent minors with functional diversity are well established and have been well-received among the university community.
- The Plan for the Management of Experience, after two years in operation, is also becoming established as a highly valid option for PAS staff who are 60 years of age or older.

### **Objectives for 2017**

- To teach a course on social responsibility and its application at the UB within the context of the time management project, using materials prepared by the OCI and Dr Isabel Vidal, in order to train PAS staff at the University (over 2000) in social responsibility.
- To prepare timetable regulations to reconcile work-life balance with the convening of meetings.

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# Bodies to manage conflicts and 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 information distinguishes the gender of the individual submitting a complaint or request and the group to which he or she belongs.

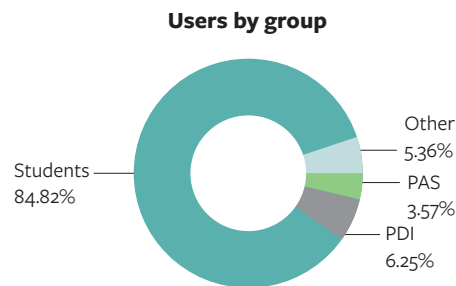
CASES ADDRESSED	2012-2013	2013-2014	2014-2015	2015-2016
Total	139*	128**	92	112
% cases resolved	69%	87.6%	95.9%	90.3%
PDI	6	9	10	7
PAS	8	5	7	4
Students	122	103	68	95
Other	3	11	7	6
Women	87	66	39	75
Men	48	57	53	37

\* The total for women and men is 135 (not 139) because four cases involved groups.

\*\* The total for women and men is 123 (not 128) because one case was anonymous and another case involved a group (including five men and women).

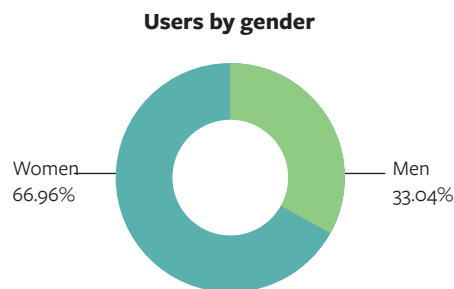
Source: Ombuds Office

As the table shows, the Ombuds Office has dealt with **112** cases in the academic year 2015-2016. In addition, **9** requests have not been accepted for various reasons (some are inadmissible by law, some involve writings by people who cannot be considered members of the university community even in the broadest sense, some are cases that refer to the university system in general, etc.).



Source: Ombuds Office

As in previous years, the group that turned to the Ombuds Office by far the most is students (**84.82%**).



Source: Ombuds Office

In the case of gender, the percentage of women (**66.96%**) who contact the Ombuds Office is greater than the percentage of men (**33.04%**).

## Type of dispute

The types of disputes have varied greatly. However, the most common issues concern:

- assessment (**16 cases**)
- enrolment (**12 cases**)
- grants (**11 cases**)
- transition to the European Higher Education Area (**5 cases**)

Of the 112 total cases, the Ombuds Office has referred **45**, because the individual involved had not gone formally to the competent authority (before coming to the Ombuds Office, it is necessary to exhaust all formally established avenues). In referral cases, the Ombuds Office

has indicated to the individual involved where and how to submit a request to the pertinent authorities, and has monitored the situation.

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 is becoming established as an ideal tool for the resolution of interpersonal disputes in the workplace. Thanks to the modification of its internal regulations in 2016, the number of students gaining access to its services has increased sharply.

[+ information](#)

### Cases addressed

CASES ADDRESSED*	2014	2015	2016
Total cases	22	20	19
% cases resolved**	90.91%	94.12%	94.74%
Total number of people attended	56	44	36
PDI	13	3	5
PAS	40	38	24
Students***	3	3	7
Women	38	33	21
Men	18	11	15
PDI women	5	2	0
PAS women	31	28	16
Students, women	2	3	5
Students, men	1	—	2
PDI men	8	1	5
PAS men	9	10	8

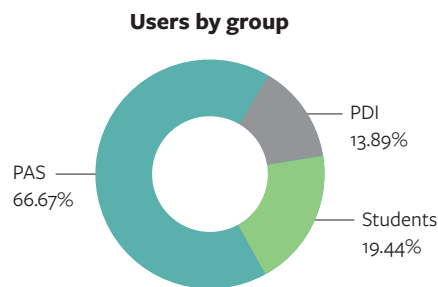
\* The cases addressed also include cases from the prior year that had not yet been resolved.

\*\* 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.

\*\*\* In 2014 and 2015, these cases were always referred to the Office of the Vice-Rector for Students, but starting in 2016 the Support and Mediation Office now offers its services to students as well.

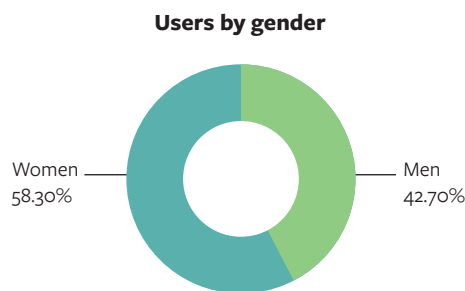
Source: Support and Mediation Office

Of the **19** cases that the Support and Mediation Office managed in 2016, **18** were resolved. These cases involved a total of **36** members of the university community. The table below shows the 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 (**66.67%**). Interestingly, the disputes arising in the student group have been resolved with very good results.

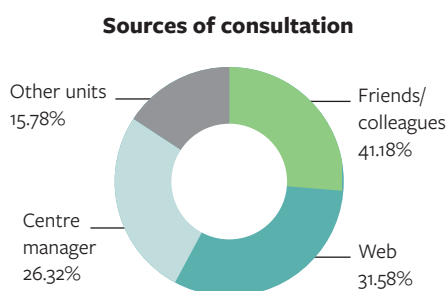


*Source: Support and Mediation Office*

This year, student access to the Support and Mediation Office has led to an equalization of the figures by gender, resulting in a more accurate reflection of reality at the UB.

## Sources of consultation

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



*Source: Support and Mediation Office*

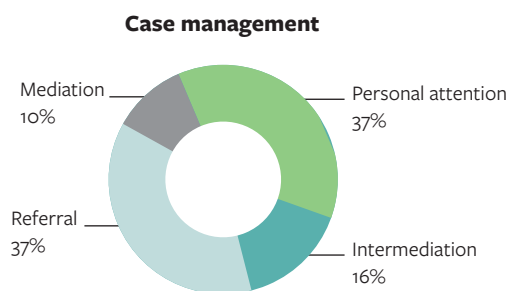
In 2016, the sources of consultation by which cases reach the Support and Mediation Office have become more balanced. This is the result of an effort to improve communication with other UB units (**15.78%**) and of the confidence of faculty and university school administrators, who continue to believe in the results offered by the Support and Mediation Office (**26.32%**). In any event, direct access via the Support and Mediation Office's website or telephone (**31.58%**) and the advice of colleagues who are familiar with the Support and Mediation Office's offering (**41.18%**) continue to be the most common sources of consultation.



## Case management

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

The figure below shows a breakdown by case management of the **19** cases addressed by the Support and Mediation Office in 2016. Notably, **2** mediations have been carried out successfully.



*Fuente: Gabinete de Atención y Mediación*

## Fulfilment of targets 2016

- As established in the previous Report on Social Responsibility, the target to offer the Support and Mediation Office's services to students has been met.

## Objectives for 2017

- To disseminate the Support and Mediation Office's services more widely among the student body.
- To improve the database with computer software.
- To continue improving social cohesion, together with other UB units.

## Objectives for 2018

The following objectives are additions to the ones already set in the [previous Report on Social Responsibility](#):

- **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 hold awareness-raising sessions in the UB's various faculties and university schools.
- **Training**
  - To conduct mediation training aimed at PDI staff.
- **Coordination**
  - To improve the systems of coordination among the various units that work with people.

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# Equality

The UB unit dedicated to equality seeks to achieve equality for everyone in the university community.

## [+information](#)

During the academic year 2015-2016, reports have been prepared to assess the actions carried out as part of the Second [Equality Plan](#), and work has been done to lay the foundations to negotiate the content of the Third Equality Plan, which will serve to consolidate the equality policies of the University and push ahead toward the main objective of achieving equality between men and women in our community.

To prepare the Third Equality Plan (Governing Council, February 2016), a committee has been set up, meetings have been held to create the UB's diagnostic indicators, and a questionnaire has been created and sent to the entire university community to find out the real situation as it pertains to equality.

Below is a detailed list of the actions and projects undertaken by the Equality Unit in the academic year 2015-2016.

## **Actions and projects carried out**

- Disseminating teaching and research activities carried out to promote the gender perspective by means of the UB's Internet-based channels of communication and disseminating activities carried out as part of the official commemorations held on 8 March, International Women's Day, and on 25 November, International Day for the Elimination of Violence against Women.
- Offering a support service for the entire university community, as a comprehensive protection measure against gender-based violence.



- Ensuring 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.
- Approving and rolling out the [procedure by which transsexual and transgender people in the UB community can change their names](#).
- Organizing specific training activities against gender-based violence. For example, from September to November 2016, a transversal project entitled “Cuida’t, cuida” was aimed at the entire UB student body, offering tools for sexual and affective relationships that are safe and healthy. The training was supplemented by a contest on Twitter: participants had to tweet an image related to building healthy sexual and affective relationships, together with a caption. Prizes were awarded at the closing ceremony for the academic year.
- Promoting 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 university schools.
- Participation in the following networks:
  - Vives University Network working group on gender equality
  - Network of Gender Equality Units for University Excellence
  - Catalan Women’s Institute
  - Women in Science Committee of the CIC

### **Fulfilment of targets for 2015-2016**

- Although work on the preparation of the Third Equality Plan has begun, the final version is not yet ready.
- The cases submitted through the UB protocol for prevention, detection and action against situations of sexual or gender harassment have been managed well.
- Efforts have continued on raising awareness and offering tools to prevent gender-based violence.
- The target to organize students, PAS and PDI to take action against gender-based violence has been met. Talks on equality at the University have been held in all faculties, a bulletin is now published on the website of the Equality Unit, and people close to the Unit have been trained in order to improve their effectiveness.
- On 25 November, a manifesto was prepared against the escalation of gender-based violence in Spain, particularly the use of violence of control among young people.

### **Objectives for the academic year 2016-2017**

- To prepare the Third Equality Plan.
- To prepare the internal regulations of the Equality Unit and the various committees in the faculties and university schools to improve their management.
- To raise awareness of the discrimination against women in all areas, particularly at the UB; to promote a culture of zero tolerance against gender-based violence; to ensure that cases submitted through the Protocol are managed well and that the necessary improvements are made; to offer training to all groups to provide them with tools to prevent and stop gender-based violence, and to organize and participate in public activities to draw attention to the issue.

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# 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 2016:

	2013	2014	2015	2016
Number of participants	147	264	290	295
Active advertisements	15	32	34	34

Source: Cabinet at the Rector's Office

# **Responsibility to the environment and the community**

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# Suppliers

The UB tender procedure, which is governed by law, is based on the principles of competition and objectivity and it guarantees equality of opportunity among all potential suppliers in the awarding of contracts.

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 for 2015-2016**

- Terms and conditions of a social nature have been included in the relevant UB contracts as tiebreakers among the bidding companies. However, the tender instructions approved by the Governing Council regarding terms and conditions of a social nature have not yet been incorporated into the UB's tenders.

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# Service-learning projects

Service-learning projects offer an approach to teaching and research that integrates service to the community and academic learning in a single project where students learn about the real needs 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 service-learning 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 service-learning 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, Earth Sciences, Education, Law, Philology, Medicine and Health Sciences (Medicine and Nursing), Pharmacy and Food Sciences, Economics and Business, Geography and History, and the UFR School of Social Work.

The four primary aims are:

- To identify the various projects being pursued at the UB that are close to the idea of ApS and share its philosophy and main components even though they did not originate as part of this approach.
- To 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.



- To carry out joint service-learning projects that enable transversal work and work across faculties.
- To work for institutional recognition and ensure the quality of service-learning experiences.

In the academic year 2015-2016, the main actions carried out by the ApS Group at the UB are:

- Formalizing the UB's ApS Group as an ICE working group and inviting all individuals involved in ApS projects to join.
- Providing training to the ApS coordination group, which is made up of the ApS group coordinators in each faculty.
- Incorporation of the teaching staff at the Faculty of Biology and the UFR School of Social Work into the ApS Group.
- Design, implementation and evaluation of the first period of the transversal ApS project called "Sharing ideas: the university goes to school", initiated in the academic year 2015-2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project.
- Organization of the launch for "Learning by doing: service-learning (ApS)" as part of the Third Conference on Service-Learning at the University of Barcelona, in collaboration with the ICE.
- Organization of the workshop "Learning by doing: service-learning (ApS)" in collaboration with the ICE, for the practical development of projects, based on specific cases and real needs, in small groups.
- Studying the possibilities of recognizing and consolidating service-learning at the UB, in collaboration with the Office of the Vice-Rector for Teaching and Language Policy.
- Presenting the ApS Group's work at various national and international academic conferences: 7th National Conference of the Service-Learning Projects University Network and 2nd International Conference of the Service-Learning Projects University Network (Santiago de Compostela, 2016); 9th International Conference on University Teaching and Innovation (Bellaterra, 2016); 16th National Conference and 7th Ibero-American Conference on Pedagogy (Madrid, 2016), and the European Regional Research Conference on Service-Learning and Community Engagement (Bologna, 2016). In addition, various members of the ApS Group have given presentations on service-learning in terms of its field of application at various specialist workshops, seminars and conferences.
- Participation in service-learning project networks: Catalan University Network of Service-Learning Projects, Spanish University Network of Service-Learning Projects and the Ibero-American Service-Learning Projects Network.

Interested parties can follow the project and work of the ApS Group in greater detail on Twitter (@grupApSUB).

## Objectives for the academic year 2016-2017

- To continue efforts to promote ApS in areas where it is not yet known.
- To continue the work initiated to gain recognition for ApS with the new rector's team.
- To push forward with the projects and their embedding in the faculties and university schools in order to increase the level of quality.
- To achieve visibility for the ApS efforts carried out at the UB.

## THE RIGHT TO RIGHTS SERVICE-LEARNING PROJECT

The Right to Rights project (started in 2006) seeks to improve the training of students and promote the defence and exercise of the rights of the most marginalized individuals and groups. The project brings together the UB, various social organizations and some public and professional bodies. Various activities are carried out, such as placements, preparation of reports and workshops, legal advice, publication of texts, organization of workshops and preparation of research studies. The project works to achieve the objectives set out in the [previous Report on Social Responsibility](#).

### [+ information](#)

Work on the project is organized around legal clinics on specific topics. In the academic year 2015-2016, the legal clinics have been:

- Fight Against Impunity
- Immigration
- 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
- Administrative Practice in Immigration and Refugee Law
- Civil Rights
- Social Rights
- General Law
- Prison Law
- Protection of Children and Adolescents

[Publications](#) and [bachelor's degree final projects](#) prepared in the context of the Right to Rights project are available for consultation.

Interested parties can follow the activity of the Right to Rights project on its [Twitter](#) account.

## [Fulfilment of targets for 2015-2016](#)

- It has not been possible to verify fulfilment of the targets set in the previous Report on Social Responsibility, because the Right to Rights project has not provided the relevant information.

## Objectives 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.
- To promote research linked to the work carried out in the various legal clinics.

## SERVICE-LEARNING PROJECTS AT THE FACULTY OF EDUCATION

The Faculty of Education has carried on with the efforts begun by the former faculties of Pedagogy and of Teacher Training to incorporate service-learning projects into its departments. The aim is to institutionalize the work and consolidate the minimum sustainable infrastructure for implementation.

The table below provides a detailed look at the various ApS models being pursued at the Faculty.

### Service-learning in the first year of studies

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.

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Friends of reading	Help for students in primary and secondary school to improve their reading skills and enjoy reading.	Education Consortium of Barcelona	37
Support for at-risk children and young people	Individual educational support for children and young people at risk of social exclusion, at a key moment in their education.	Association de la Fondation Étudiante pour la Ville	1

Source: Service-learning groups at the Faculty of Education

### Service-learning in the second to fourth year of studies

Students in the second, third or fourth year of bachelor's degrees at 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.

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Physical Education and Social and Educational Intervention	Organization of sessions of motor play for prisons and mental health centres.	Directorate-General for Prisons and Resources of the Government of Catalonia Catalan Federation of Associations of Relatives and People with Mental Health Problems	52
Raising Smiles	School tutoring programme for minors in shelters or care homes.	Daydream Foundation	3
Open Minds Social Club	Spaces focusing on recreational activities for the social inclusion of people suffering mental disorders.	Sant Pere Claver – Solidarity Service Foundation	1
Rossinyol project	Weekly time with a child introducing him or her to different parts of the city, recreational and leisure venues, and areas of cultural production.	Solidarity Service Foundation	7
Study tutoring in a multicultural context	Supervision of a group of four or five children in primary education within the Som-hi project to offer tutoring one day a week.	Migra Studium Foundation	1

PROJECT	DESCRIPTION	COMPANY/INSTITUTION	PARTICIPANTS
Learning support in a project work context	Extraordinary classroom support for students with special educational needs, whose families are broken or who are at risk, in a context of profound change in the educational methodology being used in schools.	Maria Sabastida School Choir	1
In Full Faculties	Participation in a project to give information and advice on drugs and sexuality to the university-age population.	Health and Community Foundation	1
Smiles in youth centres	Summer camp for schoolchildren in Morocco and support in the creation of public spaces that can increase the respect for and value of school, helping instructors in the educational community in three areas, school, family and community, through the training of volunteers and/or instructors.	Katxima Community Development Association	8
Spending time with seniors living in care homes	Spending time with seniors living in care homes in the city of Barcelona.	Solidarity with Seniors Association of Barcelona	3
Classes with immigrants	Preparing and teaching classes relating to language learning, digital technologies, and literacy for immigrant youths and adults, and giving personal and professional support to users.	Casc Antic Inclusion and Training Space	1
For inclusive schooling	Giving support to teachers and students with special educational needs.	La Ginesta Special Education Centre	4
Educational support	Support and tutoring for children whose families cannot give them educational support.	Development, Inclusion and Social Action	1
Cognitive stimulation and social and educational intervention	Group expression, communication and motor-social dynamics with inmates in psychiatric or geriatric units in the men's prison in Barcelona ( <i>La Modelo</i> ).	Association for Participation, Action and Movement in Society	6
Educational tutoring at Al Vent!	Educational tutoring in a socialization and learning space focusing on homework and the study and reinforcement of instrumental subjects, while prioritizing habits, routines and group work.	La Vinya Foundation	2
Bocins Open Recreational Centre	Support combining recreation, sport, workshops, educational tutoring and many other transversal activities for working in groups and various other skills, with the aim of involving the families of children and youths in the daily life of the centre.	La Vinya Foundation	1

Source: Service-learning groups at the Faculty of Education



## Service-learning in individual subjects

The teaching staff in a number of subjects of the Faculty's bachelor's degrees and master's degrees have incorporated service-learning as a new element in their teaching methodology:

PROJECT	SERVICE	SUBJECT	DEGREE
Support for the Barcelona Magic Line	Obra Social Sant Joan de Déu	Ethics, Values and Social Education	Social Education
Educational intervention in projects focusing on stories, reading, psychomotor skills, visual arts and gardening, among others	Barcelona: La Maquinista School, La Farigola School, La Llacuna School, Fluvià School, L'Univers School Santa Coloma de Gramenet: Riera Alta School Sant Adrià de Besòs: Sant Adrià Library	Classroom Intervention in an Early Childhood Education Classroom	Teacher Training in Pre-School and Primary Education
Recovering the historical memory of the neighbourhood through an intergenerational project	Social Education Platform of La Mina – Sant Jordi Salesians (Sant Adrià de Besòs)	Communication and Documentation	Social Work
Values education projects	Organizations selected by students	Axiology and Values Education	Education
Anti-rumour campaign of the Barcelona city council	Barcelona Anti-Rumour Strategy within the Barcelona Interculturality Programme	Interculturality, Immigration and Social Work	Education
Research on the social need for values, and design of an intervention and community action project	Organizations selected by students	Axiology and Values Education	Education
ICT workshops in venues for seniors	Direcció de Serveis a les Persones i al Territori for the Eixample district (Barcelona city council)	Teaching and Learning in the Digital Society	Education
Social and sporting activities	Men's prison in Barcelona (La Model)	Interculturality, Immigration and Social Work	Education
Creation of a project linked to <a href="http://www.365beats.org/">http://www.365beats.org/</a> for the smallest children	Sant Joan de Déu	Placement	Social Education
Social and educational project for young children in hospital	Red Cross	TFG	Education

Source: Service-learning groups at the Faculty of Education

## Objectives for the academic year 2016-2017

- To increase the number of participants in the Faculty's service-learning projects.
- To improve the acquisition of content linked to the bachelor's degrees and related to the service-learning activities so that participants obtain learning related to their future profession.
- To ensure that research studies represent good academic work and have complete social utility, that is, to ensure that the studies are agreed with the various social agents in professional fields that teach at the Faculty and, therefore, that they respond to the need to produce useful knowledge for the resolution of real and specific difficulties.
- To build relationships with other faculties and university schools engaged in service-learning to improve its dissemination. It is particularly crucial to collaborate in the development of service-learning at the UB as a whole and to take part in solving issues that affect all faculties.

## SERVICE-LEARNING PROJECTS AT THE FACULTY OF ECONOMICS AND BUSINESS

The Faculty of Economics and Business has pursued three 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](#)

- In the academic year 2015-2016, a new line has been created for bachelor's degree final projects. The basis of study is the L'Economista cooperative (a shop in the Faculty of Economics and Business), which is the last remaining cooperative for students, teaching staff and PAS at the University. The bachelor's degree final projects revolve around improvement proposals for the cooperative and the ensuing results.
- Students can also do external placements in social organizations, which receive ECTS credits, for approximately three and a half months. This approach is primarily intended for students in the bachelor's degree in Sociology and the university master's degree in Sociology: Social Transformations and Innovation. However, it is open to any bachelor's degree or master's degree student at the Faculty.

Since academic year 2015-2016, the Faculty of Economics and Business has also promoted the [Caritas](#) award for the bachelor's degree final project with the best social content. This activity is carried out by Caritas and [Universities with Heart](#), with which the UB has signed a collaboration agreement. In the first edition of the prize-giving, two bachelor's degree final projects were recognized *ex aequo*.





### Objectives for the academic year 2017-2018

- To expand the thematic lines of bachelor's degree final projects linked to service-learning.
- To include as participants in the workshops/lectures of the “Sharing Ideas” project the students who are doing bachelor's degree final projects so that this collaboration becomes part of their learning.
- To continue promoting service-learning among the Faculty's teaching staff through workshops and other sessions.

### “SHARING IDEAS: THE UNIVERSITY GOES TO SCHOOL” SERVICE-LEARNING PROJECT

The “Sharing Ideas: The University Goes to School” project began in the academic year 2015-2016 with support from the Office of the Vice-Rector for Teaching and Language Policy as a teaching innovation project of the UB's [ApS Group](#). Teaching staff from various areas of knowledge have taken part, turning it into a transversal project. The project involves students in bachelor's degrees or master's degrees working in pairs to prepare lectures/workshops on topics of general interest relating to their studies and then going to secondary schools in Barcelona to share them. The typical format is to give an explanation of roughly 20 minutes, followed by a half-hour workshop or debate.

The project builds on the idea that one of the issues in our society – which is increasingly hyper-informed and yet faces greater difficulties to create meaningful knowledge – is the lack of thoughtful opinions and reasons to act or adopt new behaviours. What the project offers is a space to debate topics of importance with two objectives in mind:

1. To disseminate information.
2. To stimulate spaces for debate (which is the best way of building a thoughtful and mobilizing opinion).

The Education Consortium of Barcelona is a key member in this project, because it circulates the proposals and acts as a lynchpin between the University and host secondary schools.

The table below shows the work carried out as part of the project during the academic year 2015-2016:

"SHARING IDEAS": INFORMATION ON THE FIRST PERIOD (SEPTEMBER TO DECEMBER 2015)					
SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Centre Escolar San Francisco*	Entrepreneurship in the classroom	Economics	2	2	50
	How does a substance become a medicine?	Medicine	3	2	50
Col·legi SIL	Epidemics: remains of the past?	Medicine	2	1	16
Jesuïtes de Gràcia - Col·legi Kostka	Toxic relationships: workshop with partner	Education	2	2	53
	Working for the common good: service-learning	Education	2	2	44
	What's wrong with my grandfather who shakes and has trouble walking?	Medicine	3	2	49
IEA Oriol Martorell	Do we speak languages or dialects?	Philology	2	1	28
IES Infanta Isabel d'Aragó	Using the creative methods of artists	Fine Arts	2	1	18
	Drug use: is it a crime?	Law	2	1	18
	How does a substance become a medicine?	Medicine	3	1	42
Escola Vedruna Àngels	Let's not play with bullying!	Education	3	1	25
Escola Tecnico professional Xavier	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	12
	Travelling microbes or travellers with microbes?	Medicine	2	1	17
	Vaccines against cancer?	Medicine	2	1	21
Institut Galileo Galilei	Do we speak languages or dialects?	Philology	2	1	48
IES Vila de Gràcia	Social lectures	Education	4	2	60
Institut Montjuïc	Do you use 2.0 tools to study?	Education	2	2	37
	What happens to my brain when I drink alcohol?	Medicine	3	3	61
Institut Anna Gironella de Mundet	Altruism, solidarity, ApS	Education	4	2	60
IES Milà i Fontanals	Values education	Education	4	2	60
INS Ventura Gasol	Abusive relationships	Education	3	4	100
IE Les Vinyes	We are stardust! From the Big Bang to Planet Earth	Geology	2	2	37
<b>Total: 14</b>	<b>22</b>	<b>7</b>	<b>56</b>	<b>37</b>	<b>906</b>

\* The lectures/workshops at CE San Francisco involved two class groups (the third and fourth years of ESO) and each talk was given to the two groups. This is why the total number of students in the third and fourth years comes to 50.

Source: Service-learning groups at the UB



"SHARING IDEAS": INFORMATION ON THE SECOND PERIOD (FEBRUARY TO JUNE 2016)					
SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Centre d'Estudis Dolmen	First aid: basic life support (BLS) and the use of semi-automatic defibrillators (AED)	Nursing	4	5	118
	Posture habits and relaxation to prevent back pain	Nursing	4	3	60
Jesuïtes Sarrià - Sant Ignasi	Using the creative methods of artists	Fine Arts	2	2	40
	Multinationals: do they have duties?	Law	3	6	156
	How does advertising influence what people eat?	Medicine	2	6	150
	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	16	6	152
Jesuïtes Casp - Sagrat Cor de Jesús	Toxic relationships: workshop with partner	Education	2	2	53
	Cannabis, genetics and mental disorders: is there any connection?	Biology	2	2	60
IES Infanta Isabel d'Aragó	Why is gender-related violence on the increase among young people?	Law	2	1	30
Salesians Rocafort	What is homophobia?	Law	1	3	77
Escola Vedruna Àngels	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	3	1	25
	Human rights: from theory to practice	Law	2	1	24
Institut Vall d'Hebron	Using the creative methods of artists	Fine Arts	2	2	48
	Art, light and life	Fine Arts	2	2	37
	How to improve my health through exercise and relaxation	Nursing	2	1	40
IEA Oriol Martorell	What can the present tell us about our linguistic past?	Philology	2	1	20
IES Galileo Galilei	Ramon Llull: thinking, writing and transforming the world	Philology	2	2	43
	What can the present tell us about our linguistic past?	Philology	2	2	43
Col·legi SIL	Recycling: reanimating matter	Fine Arts	2	1	34
INS Josep Mestres i i Busquets	Using the creative methods of artists	Fine Arts	2	2	50
IES Príncep de Girona	Interconnecting ideas: let's use dyes from the vegetable garden and the flower garden	Fine Arts	2	1	18
	Experiences from the viewpoint of art, nature and sustainability	Fine Arts	2	1	20
Secció d'Institut Bosc de Montjuïc	Let's not play with bullying!	Education	2	2	50
	Why is gender-related violence on the increase among young people?	Law	2	2	48
	How does advertising influence what people eat?	Medicine	2	2	51

"SHARING IDEAS": INFORMATION ON THE SECOND PERIOD (FEBRUARY TO JUNE 2016)					
SECONDARY SCHOOL	TITLE	FACULTY	STUDENTS	CLASS GROUPS	STUDENTS
Institut Flos i Calcat	Pharmaceutical education in the promotion of healthy living habits: ideas to prevent harmful levels of alcohol consumption	Pharmacy	3	1	20
	Cannabis, genetics and mental disorders: is there any connection?	Biology	2	1	23
	What are we like, who are we, what will we become: is it all written in our genes?	Biology	2	1	26
Institut l'Alzina	Let's not play with bullying!	Education	2	3	78
	Vaccines, the most effective preventive tool: truth or lie?	Medicine	2	1	15
	Posture habits and relaxation to prevent back pain	Nursing	2	2	53
	What are we like, who are we, what will we become: is it all written in our genes?	Biology	2	1	25
Institut Montjuïc	How to improve my health through exercise and relaxation	Medicine	1	1	24
IES Guillem de Berguedà	What can the present tell us about our linguistic past?	Philology	2	1	29
IES Jaume Balmes	What can the present tell us about our linguistic past?	Philology	2	1	23
<b>Total: 18</b>	<b>36</b>	<b>8</b>	<b>91</b>	<b>73</b>	<b>1,756</b>

Source: Service-learning groups at the UB

## Objectives for the academic year 2017-2018

- To reach more public secondary schools.
- To increase the number of lectures on offer and the number of lectures given.
- To open participation to other university teaching staff and to other faculties.

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# UB Alumni

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

[+ information](#)

## UB Alumni Clubs and the Alumni Council

In 2016 UB Alumni had seven clubs in total and 53 members on the Alumni Council.

	RESULTS			
	2013	2014	2015	2016
Council members	58	60	55	53
Number of clubs	31	32	32	7

Source: UB Alumni

The number of clubs has been significantly reduced (from 32 to 7) after an analysis of the volume of activity in the preceding three academic years.

The Club of the University of Experience has been newly opened. Members include students and former students who are 55 years old or more and have taken [a training programme in the University of Experience](#).

## Activities

In 2016, UB Alumni organized 59 activities representing two broad types: activities organized as part of one of the subject clubs and activities associated with Career Services and Employment.

The number of activities has risen 23.72% since 2015, when 45 activities were held (the previous Report on Social Responsibility erroneously put the number at 47) and the number of attendees stood at 2,071.

People attending activities (talks, lectures, workshops, competitions and more) were asked to complete a questionnaire rating the quality of the activity and identifying areas for improvement.

The table below shows the evolution of participant satisfaction in recent years:

	RESULTS				
	2012	2013	2014	2015	2016
Percentage of satisfied users	83.3%	85.7%	83.60%	87.20%	84.44%

Source: UB Alumni

## Fulfilment of targets 2016

- **To organize 55 activities.**

The number of organized activities was 59. The target, therefore, has been met.

- **To achieve a satisfaction level of 85%.**

The overall satisfaction for the activities was 84.44%. The target, therefore, has been missed by a very small amount.

- **To reorganize and energize the clubs, grouping them by areas, reducing their number and increasing their activity.**

The target to reorganize and energize the clubs has been met: the number was reduced to 7, which have all been very active.

- **To improve the website so that it is more oriented to members and the services on offer.**

The [website](#) has been revamped. The structure is now more dynamic and visually attractive, and there has been an improvement in communication about activities. Quicker-to-use registration forms for activities have also been introduced. As a result, the target has been met.

- **To invigorate the job bank for graduates.**

The shortcomings of the job bank (difficulties in how the application functions) have been analysed and improvements to the online platform were implemented at the end of the year. The figures for 2016 are set out below:

- Total offers published: 1,510 (2.1% more than in 2015). It should be remembered that the job bank was not operational for five weeks while changes were made to the platform.
- Total candidates: 5,362 (5.6% more than in 2015).
- Total companies: 1,062 (23.8% more than in 2015).

In addition, the offering of individualized career advice for members has been consolidated in 2016. A total of 21 individual sessions were held, with subsequent follow-up on the esta-

blished course of action. This type of service has more than doubled since 2015, which closed with nine career counselling sessions.

- **To increase the number of members.**

The year closed with 5,198 members, a figure that is 2.36% more than in 2015. This represents a sustained increase. Overall, more than 23,000 people have been members of UB Alumni at some point.

- **To open new lines of communication 2.0 to publicize organized activities.**

Priority has been given to revamping the website to make it easier to use and more intuitive and there has been an increase in the communication of activities via social media.

	TWITTER		
	2014	2015	2016
Followers	1,288	1,681	1,903

Source: UB Alumni

This reflects an increase of 22.17% since 2015.

	FACEBOOK		
	2014	2015	2016
Followers	2,293	2,434	2,741

Source: UB Alumni

This reflects an increase of 11.2% since 2015.

Activities relating to career services have been publicized through the UB's LinkedIn profile, increasing the audience to all UB graduates.

## Objectives for 2017

- To maintain a similar amount of activity to 2016 and achieve a satisfaction level of 85%.
- To strengthen the job bank, particularly for new UB graduates, and to publicize the new functionalities of the online platform.
- To optimize online mailings to lower costs and carry out follow-up.
- To work on membership loyalty through filtering communications for groups with similar interests.
- To increase the number of members by offering a portfolio of services that are attractive to UB graduates.
- To turn the website into a tool to publicize all activities of UB Alumni and to create a membership directory as a networking tool.
- To continue developing a rapid and effective communication link with members through social media (primarily Twitter).

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# 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 55 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: the specific subjects are combined with (optional) subjects from bachelor's degree programmes in the various departments affiliated with the training 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.
- To facilitate the integration of older people in the sociocultural context of the University.
- To encourage inter-generational communication through university studies.
- To offer a meeting place where students can share a new cultural experience.

The University of Experience 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:



PROGRAMMES	YEAR	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Libraries and archives in the digital era	1st						
Education and transformation	1st						
Languages and literatures	1st						
	2nd						
	Extension						
Psychology	1st						
	2nd						
	Extension						
Philosophy	1st						
	2nd						
	Extension						
Health sciences	1st						
	2nd						
History of art	1st						
	2nd						
	Extension						
History, society and territory	1st						
	2nd						
	Extension						
Food and gastronomy	1st						
	2nd						
Astronomy and meteorology	1st						
	Extension						
Biology: man and biodiversity	1st						
	2nd						
Philosophy (Badalona)	1st						
History of art (Badalona)	1st						

Source: University of Experience

As the table above shows, the University of Experience offered a total of 27 courses in 11 programmes during the academic year 2015-2016. The number of courses is greater than the number of programmes because some programmes offer advanced courses.

In the academic year 2015-2016, the University of Experience has had a total of **1,114** students. Of the total, **586** (52.60%) were starting a programme and **528** (47.40%) were students in their second year or beyond.

In terms of additional activities, the choral group Coral Gaudium and a theatre group have become well established.

### **Fulfilment of targets for 2015-2016**

Two new groups have been created in Philosophy and History of Art so that these disciplines can also be taught in Badalona. This has opened up 100 additional places and everyone who preregistered has obtained a place. The target, therefore, has been met.

### **Objectives for the academic year 2016-2017**

- To add a new programme to the offering in order to open up the greatest possible number of UB disciplines to the society at large.



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# 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](#)

## **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.

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# UB Solidarity Foundation

The year 2016 has been marked by the implementation of a programme, launched in 2015, to receive refugees and other people from conflict zones. Another highlight is that the qualitative changes made in previous years have been maintained. These include a shift in the relative weight of activities devoted to social action in comparison to development cooperation (this shift was initiated in 2013). The increased importance put on social action is explained by the firm commitment of the Foundation to pursue activities aimed at the most vulnerable groups who are closely linked to the territory as a response to the terrible impact of the economic crisis and the exponential decline in the resources available for international cooperation activities.

## INTERNATIONAL DEVELOPMENT COOPERATION PROJECTS

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

- [Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco](#)

**Period of execution:** 2015 and 2016

- [Support to the Oujda community plan for good governance and sustainable water management](#)

**Period of execution:** 2015-2017

## MAJOR SOCIAL INTERVENTION PROJECTS

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

- [The PAULA peace education programme](#)

This year's activities have included:

- Delivery of 16 workshops on comics for human rights
- Delivery of 49 workshops on research for peace
- Assistance on 67 research studies

Participants include:

- 28 secondary schools in 9 municipalities
- 8 local administrations
- More than 1,500 secondary school students
- More than 100 secondary school teachers
- 53 upper secondary schools, participating in the Prize in Research for Peace
- 15 master's degree or postgraduate students

**Period of execution:** 2005-2016

- [Research for Peace: Programme supporting research](#)

**Period of execution:** 2016-2017

- **Research for global citizenship**

**Period of execution:** 2015-2017

- **Interdependent, jointly responsible**

In late 2016, a project was launched to promote understanding of the Sustainable Development Goals and their potential use in education on human rights and global citizenship.

**Period of execution:** 2016-2017

- **Defending the defenders: support for human rights defenders to have an impact on humane security policies in Catalonia**

This involves actions and proposals to continue the fight for human rights, tackling institutional repression and violence, and to demand security grounded in the defence of these rights.

**Period of execution:** 2015-2017

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

**Period of execution:** 2016

- **UB programme in support of refugees and people fleeing conflict zones**

**Period of execution:** 2015-2017

- **Mare Nostrum project**

The Mare Nostrum project was launched in April 2016 in response to the refugee crisis and local resettlement. The project has three areas of activity: trainer training aimed at local grassroots organizations and the local public administration; analysis and dissemination of

the conflict through the Solidarity Observatory and a photography exhibition; and the preparation of a good practices manual on the role of local efforts in peace-building and post-conflict reconstruction.

**Period of execution:** 2016 and 2017

- **The Higher Education Supporting Refugees in Europe (inHERE) project to facilitate refugees' access to higher education**

The UB is a European member institution of the inHERE project, which was launched in Rome in September 2016. The purpose of the project is to facilitate the access and integration of refugees at European universities. In the context of the project, the UB Solidarity Foundation will lead the Living Lab, which seeks to foster knowledge, exchange, development and assessment of initiatives, activities and projects aimed at promoting refugees' access to higher education. The project is organized into three main areas of action:

- Compiling and disseminating good practices to institutions of higher learning on the subject of facilitating the integration of refugee students.
- Building awareness in the university community on the welcoming of refugees, providing training and guidance and empowering universities to become active change agents.
- Disseminating experiences, results and recommendations to institutions of higher learning, the networks in which they take part, etc.

**Period of execution:** 2016-2018

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

**Period of execution:** 2016

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

**Period of execution:** 2016

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

In 2016, the project included social, educational and cultural activities, such as the celebration of International Women's Day, which featured a talk by 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 integration of digital technology.

**Period of execution:** 2016

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

**Period of execution:** 2015-2016

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

The call has resulted in some 30 awards of assistance for a total of 47,120.

**Period of execution:** 2016

- **European Observatory on Memories**

In 2016, 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, Madrid, Milan, Ljubljana, Tarragona, Istanbul and Brussels.

**Period of execution:** 2013-2016

## OTHER PROGRAMMES

- Fun and Sports Day bringing together UB students and the Quatre Camins Youth Detention Centres.
- Fun and Sports Day bringing together UB students and people with mental disorders from the FECA-FAMM (the Catalan Federation of Associations of Relatives and People with Mental Health Problems).
- Participation in the solidarity committees of the Vives University Network and of the Catalan Association of Public Universities.
- Solidarity campaigns organized jointly with [UB Volunteering](#) (toy collection, book collection, food collection, blood drive, etc.).
- Agreement to welcome placement students from training programmes for autistic youth at Specialisterne, part of the Creapolis hub.
- Agreement with the Formació i Treball Foundation to address the employment of individuals at risk of exclusion.
- Agreement to welcome individuals of limited intelligence from the Catalan Association of Integration and Human Development to do work placements at the UB Solidarity Foundation.

## 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 venues covered by local partners), as well as the UB's own financial investments in these projects.

Promoting a culture of public policy assessment from a perspective of gender and human rights monitoring in the eastern region of Morocco	€ 30,409.93
Support to the Oujda community plan for good governance and sustainable water management	€ 37,296.39
The PAULA peace education programme	€ 56,000.00
Research for Peace: Programme supporting research	€ 106,000.00
Interdependent, jointly responsible	€ 25,000.00
Research for global citizenship	€ 127,100.00
"Defending the Defenders": support for human rights defenders to have an impact on humane security policies in Catalonia	€ 111,865.00
Observatory on human rights and conflict	€ 14,830.00
Support programme for people from conflict zones	€ 238,013.04
Mare Nostrum project	€ 38,953.50
The European inHERE project to facilitate the access of refugees to higher education	€ 43,120.00
Tardor Solidària (Autumn for Solidarity)	€ 5,722.00
Technical assistance provided to local councils in the area of cooperation, peace education and social action	€ 66,011.13
Social intervention project in the Barcelona neighbourhood Torre Baró	€ 32,736.86
Interculturality as a positive factor among young people in the Besòs-Barcelonès Nord area	€ 92,500.00
Call for financial assistance to people with dependent minors	€ 41,120.00
European Observatory on Memories	€ 237,446.20
<b>Total</b>	<b>€ 1,304,124.05</b>

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 2016	
Total budget	€ 837,369.84
Investment in development cooperation and social actions	€ 716,802.14
% of total budget invested in development cooperation and social actions	85.60%

Source: UB Solidarity Foundation





### **Fulfilment of targets for 2015-2016**

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

### **Objectives for 2017**

- To continue work on current projects.
- To launch new projects and collaborate on projects launched by other institutions and organizations.
- To continue with social action initiatives.

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# 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 its **29th Season of Music**, bringing 24 public concerts to the Paranymph in the UB's Historic Building. As part of the season, the UB Orchestra gave two Christmas concerts featuring the University of Barcelona Choir, the UB's Schola Cantorum and Contrapunto Vocale in a performance of Franz Schubert's *Mass No. 5 in A flat major, D 678*.

Also of note was the participation of the Barcelona Youth Symphony Orchestra, with which the UB has signed a collaboration agreement, and the Concert Choir from South Dakota State University (USA).

## Dance

The **6th Contemporary Dance Season**, entitled "Dance on the Screen", explored the relationships between the audiovisual arts and dance and featured three viewings of contemporary dance discussed by experts on the subject.

## Film

The **7th Film Season**, which went by the title of "Road Movies: Paths of Freedom and Rebellion", featured five viewings that were, as in the dance season, discussed by experts.



## Theatre

**Aula de Teatre** is a UB initiative that enables students to experience the world of the theatre through courses and workshops, performing plays, etc. In the academic year 2015-2016, the effort has been divided into two distinct areas: the first involved training exercises for actors based on body awareness, group listening, working in an ensemble, shedding inhibitions, spatial awareness, body language, etc., while the second focused on the mounting of a play by French playwright Michel Azama called *Croades*, which was performed in several venues.

## Virtual Museum

The UB's Virtual Museum featured news of 28 exhibitions held physically in various UB locations. It also posted two virtual exhibitions and introduced improvements to the MuseumPlus platform<sup>13</sup> to allow for the incorporation of entries in the new Living Plants – Ferran Soldevila Garden Collection. Lastly, the number of entries in the Virtual Museum's collection catalogues has increased, expanding the amount of the UB's cultural heritage available online, and additional collections have been documented.

## Publications

The UB has collaborated in and partly financed the publication of two books: *Muerte y transfiguración en el mundo artístico contemporáneo* and *Simetries per a tothom: Un recorregut ple de sorpreses per l'art i la ciencia*. Both books are linked to Els Juliols 2015 courses of the same name. The UB has also collaborated in the publication of the second volume of the Faculty of Fine Arts catalogue [\*Patrim 2008-2015: Adquisicions de patrimoni artístic de la UB\*](#).

## Congresses

The Second Gaudí World Congress, organized by the UB and the Gaudí Research Institute, was held in October 2016 in the UB's Historic Building. Preliminary sessions took place from 21 to 23 June 2016 in Fudan University in Shanghai (People's Republic of China). Participants in the preliminary sessions included members of the Office of the Vice-Rector for Institutional Relations and Culture as well as leading Gaudí experts from around the world.

## Agreements

The UB has signed several collaboration agreements to promote culture and the conservation of cultural heritage. Examples include an agreement with the Catalan Agency for Cultural Heritage to put on a programme of temporary exhibitions about the UB's historical and artistic heritage at the Museum of the History of Catalonia, and an agreement with the Catalunya - La Pedrera Foundation to disseminate heritage and other matters of common interest in the scientific, artistic and cultural fields.

<sup>13</sup> MuseumPlus is a database application for cataloguing objects of cultural heritage at the UB. The information logged in MuseumPlus can be displayed in the UB's Virtual Museum.



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

Throughout the academic year, the Office of the Vice-Rector for Institutional Relations and Culture has given support to a variety of workshops, lectures, conferences, seminars and other cultural and/or musical activities. Highlights include:

- Conference entitled “Spirituality, science and culture – Teilhard de Chardin: 60 years later”
- Second BCN Pensa philosophy festival 2015
- “Joan Hernández Pijuan, in Memoriam (1931-2005)”, an event paying tribute to Joan Hernández i Pijuan on the tenth anniversary of his death
- Conference entitled “Ramon Llull, 700 years – Christianity and Islam: Dialogue in mystical life, dialogue among practices of co-existence”

### Exhibitions

The UB has organized, hosted or given support to ten exhibitions. Of these, five were held in the Historic Building:

- “Camí: Yes, but the Silence” from 5 to 22 October 2015 in the Paranymp gallery, the chapel lecture hall and the Philology library
- “Syria: The Word of Exile” from 17 to 26 November 2015 in the main vestibule
- “Alice’s Delights” (on the 150th anniversary of *Alice in Wonderland*) from 14 January to 29 February 2016 in the Philology library
- “Go Between In Between: Sculpture Show” from 18 to 22 January 2016 in the Paranymp gallery
- “Displaced Memories” (as part of the DOCField documentary photography festival) from 19 May to 21 July 2016 in the Arts Quadrangle and the Ferran Soldevila garden

The Josep Uclés Exhibition Hall of the Centre Cultural El Carme (Badalona), run jointly with the Office of the Vice-Rector for Institutional Relations and Culture and the Culture Office of Badalona City Council, hosted three exhibitions, each accompanied by a series of complementary activities:

- “Immersed in Data”, from 17 December 2015 to 21 February 2016
- “The Intuition of Gesture” by Agustí Puig, from 7 April to 29 May 2016
- “Bodies of Light” by Mayte Vieta, from 16 June to 31 July 2016

The UB has put on a series of activities at Can Jaumandreu to accompany the Baschet sound sculptures on display at the venue.

The Museum of the History of Catalonia hosted the exhibition “Treasures of Knowledge: Arbor Scientiae”, curated by the Office of the Vice-Rector for Institutional Relations and Culture and co-organized by the Museum, from 17 March to 22 May 2016.

## Institutional relations

The UB has taken part in the 17th Universeum Network Meeting, organized at the University of Amsterdam and Utrecht University, presenting the poster “Connecting Collections”. The Office of Vice-Rector for Institutional Relations and Culture has attended the 24th General Conference of the International Council of Museums, in Milan.

The UB has also attended the founding meeting of the Coïmbra Heritage Working Group (at the University of Göttingen) and the Annual Conference of the Coïmbra Group (at the University of Poitiers).

The Office of Vice-Rector for Institutional Relations and Culture has represented the UB at various sessions of the Council for the Promotion and Dissemination of Gaudí’s Work held during the academic year 2015-2016.

## Fulfilment of targets for 2015-2016

- The target to maintain the diversity and quality of the activities on offer has been met.
- The target to obtain approval from the Governing Council for the UB Museum has not been met, because more work is yet to be done on the creation of the museum.

## Objectives for 2017

- To launch a comprehensive plan for the heritage of the UB that embeds the project of the future UB Museum (which has a plan and project constructed on an open, participative model involving collection managers and experts, among others).
- To resume the most urgent actions regarding the conservation and restoration of the UB’s cultural heritage in line with available funding.
- To maintain, expand and diversify the programme of artistic and cultural activities (viewing a programme as a project that must connect organizations, departments, areas, creators and users, and must be open to the social environment and the country) in line with available funding.

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# 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.

Last year, because the publication of the Report on Social Responsibility was pushed up to July from its previous appearance after the summer holiday, UB Volunteering was unable to provide updated information. Consequently, the most up-to-date data published in the Report on Social Responsibility at the time corresponded to the year [2014](#).

For this Report on Social Responsibility, UB Volunteering has been able to update not only the information that remained outstanding from the Report in 2014-2015 (corresponding to the year 2015), but also the information corresponding to the year 2016, thanks to its dealing earlier with the information.

The two items below are links to UB Volunteering's reports on activities for the two periods:

- [Report on activities, 2015](#)
- [Report on activities, 2016](#)

## Fulfilment of targets 2015

- In the previous update of UB Volunteering information in the year 2015, one target was to sign two agreements: one with Mujeres Pa'lante and one with the Joan Salvador Foundation. Although UB Volunteering has collaborated actively with both organizations, neither agreement has been signed.



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# ENVIRONMENT

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# Introduction to 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 [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 have 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 2016](#),<sup>14</sup> which contains data corresponding to the academic year 2015-2016. In many cases, the indicators included in the Monitoring Report follow the logic of the academic year, but sometimes the information corresponds to the calendar year 2015. For reasons explained in the [Report on Social Responsibility 2013-2014](#), the environmental information always refers to the calendar year that precedes the vast majority of information set forth in the Report. As a result, the environmental information relates to 2015, while the remaining information in the Report generally reflects 2016.

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14. The Sustainability Committee has approved the updated report, but it is yet to be submitted to the UB Senate.

# UB environment indicators

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

INTERNAL ENERGY CONSUMPTION						
	RESULTS				OBJECTIVES	
	2012	2013	2014	2015	2016	2017
Electricity (MWh)	47,562.5	45,320.0	43,385.7	42,370.3	To reduce consumption by 1.5%	To reduce consumption by 0.5%
Natural gas (MWh)	18,709.4	16,971.3	15,609.8	14,804.6		
Energy (GJ)	229,139	215,686	204,508	198,360		

Source: OSSMA

As the trend above shows, consumption has been falling since 2010. The target set in 2014 was to reduce the consumption of electricity and natural gas by 2.5% in 2015. This would lead to electricity consumption of 42,301.06 MWh and natural gas consumption of 15,219.56 MWh. As the table indicates, the target reduction for natural gas consumption was amply achieved (consumption fell to 14,804.6 MWh). By contrast, the target reduction for electricity consumption was not achieved, but the trend did continue downward.

In terms of **external energy consumption**, mobility generated a total of 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 as they are taken from 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	
	2012	2013	2014	2015	2016	2017
Consumption per surface area unit (kWh/sq m)	117.36	109.20	102.19	98.84	To reduce consumption by 1.5%	To reduce consumption by 0.5%
Consumption per person (kWh/person)*	1,056.14	1,011.67	960.61	918.29		

\* The consumption per person is calculated based on the total full-time university population. For example, the 2015 figure brings together information from the academic year 2015-2014 on the number of students — in 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 62,263 people.

Source: OSSMA

As the trend above shows, consumption has been falling since 2012. The target set in 2014 was to reduce consumption per surface area unit and per person by 2.5% in 2015 and it was achieved in both cases.

REDUCTION IN ENERGY CONSUMPTION					
	RESULTS				
	2010	2012	2013	2014	2015
Electricity (GJ)	183,642	-12,417	-20,490	-27,454	-31,109
Natural gas (GJ)	70,338	-12,424	-17,804	-22,018	-24,511

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	
	2012	2013	2014	2015	2016	2017
Supply from mains (m³)	297,380	307,059	228,338	212,863	To reduce consumption by 1.5%	To reduce consumption by 0.5%

Source: OSSMA

As the trend in the table above shows, consumption is falling. In addition, the target to achieve a 2.5% reduction by 2015 was amply achieved.

OTHER INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 2)*			
RESULTS**			
2012	2013	2014	2015
14,267	11,229	11,584	16,843

\* For more information on the meaning of scope 2 of the [G4-EN16](#) indicator of the GRI.

\*\* The results given for the previous year have changed because of a modification to the emission factors associated with energy that are published by the Catalan Office for Climate Change and/or because of a revision to the consumption data from the faculties and university schools.

Source: OSSMA



These figures, which are expressed in annual tonnes of CO<sub>2</sub>, 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. Therefore, while energy consumption at the UB has declined, emissions have not always declined. This is because the mix of energy production can alter and the emission factor can change.

OTHER INDIRECT GREENHOUSE GAS EMISSIONS, IN CREATING ENERGY (SCOPE 3)*				
RESULTS				
2012	2013	2014	2015	
–	24,481	–	–	

\* For more information on the meaning of scope 3 of the [G4-EN17](#) indicator of the GRI.

Source: OSSMA

The results above show annual emissions of CO<sub>2</sub> 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 as they are taken from 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			
	2012	2013	2014	2015
Emissions (scope 2*) per surface area unit (kg CO <sub>2</sub> /m <sup>2</sup> )	31.39	25.21	25.03	26.63
Emissions (scope 3**) per surface area unit (kg CO <sub>2</sub> /m <sup>2</sup> )	–	43.17	–	–
Emissions (scope 2) per person*** (kg CO <sub>2</sub> /person)	0.240	0.205	0.204	0.218
Emissions (scope 3) per person (kg CO <sub>2</sub> /person)	–	348.35	–	–

\* For more information on the meaning of scope 2 of the [G4-EN18](#) indicator of the GRI.

\*\* For more information on the meaning of scope 3 of the [G4-EN18](#) indicator of the GRI.

\*\*\* 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 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

	DATA FOR 2007	REDUCTION IN GREENHOUSE GAS EMISSIONS			
		RESULTS			
		2012	2013	2014	2015
Scope 2:* electricity (tonnes CO <sub>2</sub> )	16,898.5	–2,631.1	–5,669.0	–5,314.5	–4,118.3
Scope 2: natural gas (tonnes CO <sub>2</sub> )	3,768.8	–310.0	–616.8	–902.5	–1,053.8

\* For more information on the meaning of scope 2 of the [G4-EN19](#) indicator of the GRI

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 factor<sup>15</sup> 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 relative to 2007.

	NO <sub>x</sub> , SO <sub>2</sub> AND OTHER SIGNIFICANT GASEOUS EMISSIONS, BY TYPE AND WEIGHT			
	RESULTS			
	2012	2013	2014	2015
SO <sub>2</sub>	24,494.7	17,538.8	18,916.2	22,964.7
NO <sub>x</sub>	17,360.3	12,281.7	12,972.3	15,719.4

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. 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	2012	2013	2014	2015
200301	Resta	610,009	613,870	590,961	720,274
200108	Organic material	296,063	186,239	163,894	169,221
150101 -200101	Paper and cardboard	489,704	440,046	317,557	352,198
150102 -150104	Light packaging	55,547	50,976	51,486	43,271
150107	Glass containers	79,565	79,511	89,355	94,080
200125	Vegetable oils	3,120	4,860	3,860	4,655
200121	Fluorescents	1,824	1,582	1,398	1,632
161604	Batteries	493	231	73	293
080318	Ink and toner cartridges	2,175	2,388	2,078	2,128
200135 -200136	Electric and electrical equipment	5,025	5,168	4,414	12,039
140602	Halogenated compounds	11,223	10,444	9,695	9,773
140603	Non-halogenated compounds	10,522	11,556	8,628	9,068
0601XX	Inorganic acids	6,717	8,246	6,060	5,362
0602XX	Inorganic bases	2,937	2,196	2,437	2,339
160508	Organic solutions or solutions with high chemical oxygen demand	1,522	1,862	1,273	2,111
160507	Inorganic compounds	2,944	2,761	1,727	1,752
1302XX	Mineral oils	185	237	306	120

15. 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	2012	2013	2014	2015
160403 - 160509 - 1609XX	Hazardous waste	875	311	567	834
160506	Expired reagents	3,446	1,895	1,932	1,738
150202 - 090199	Contaminated solids	2,072	3,839	4,155	4,835
150110	Contaminated packaging	5,722	5,798	5,220	5,490
090103	Photographic developer	420	300	531	469
090104	Photographic fixer	180	240	746	531
180101 - 180103 - 180201-02	Bio-hazardous material (group III)	13,200	13,688	21,907	22,285
180108 - 180207	Cytotoxics (Group IV)	6,892	4,437	3,798	4,537
180202-03	Animal remains	13,218	12,778	9,989	14,410

Source: OSSMA

BREAKDOWN OF ENVIRONMENTAL SPENDING AND INVESTMENT (IN EUROS)				
	RESULTS			
	2012	2013	2014	2015
Waste management	255,387.31	231,686.88	201,260.43	220,880.49
Environmental actions	6,126.28	5,513.89	7,463.84	7,196.67

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			
	2012	2013	2014	2015
Competitive calls	9.5%	25.6%	14.9%	12.2%
Contracts	12.5%	13.0%	17.7%	19.5%
<b>Total</b>	<b>10.9%</b>	<b>16.8%</b>	<b>15.8%</b>	<b>16.8%</b>

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 2015 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 FBG. 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).

	PROPORTION OF SUBJECTS WITH CONTENT RELATED TO SUSTAINABILITY			
	RESULTS			
	2012	2013	2014	2015
Bachelor's degrees and pre-EHEA degrees	–	4.9%	–	–
Master's degrees	–	6.6%	–	–
<b>Total</b>	<b>–</b>	<b>5.7%</b>	<b>–</b>	<b>–</b>

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.

	CONSUMPTION OF PAPER			
	RESULTS			
	2012	2013	2014	2015
Self-service machines	19,222	16,116	13,946	9,181
Copy services	24,367	29,708	50,320	49,075
UB procurement	102,082	102,125	98,320	97,305
<b>Total</b>	<b>145,671</b>	<b>147,950</b>	<b>162,586</b>	<b>155,561</b>

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 who did not initially provide information have since been added to the totals. This affects the overall value for the indicator.

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# ECONOMICS

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# Bodies included in the consolidated financial statements

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

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

Source: Economic Planning and Budgeting



# Financial information

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

FINANCIAL RESOURCES (EUROS)	2013	2014	2015	2016***
Net income*	364,139,573	373,533,354	397,067,451	409,195,423
Significant financial resources**	237,995,416	241,228,156	261,050,366	259,848,171

\* 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	2013	2014	2015*	2016**
Total income	371,997,492.57	382,008,609.18	405,215,029.00	412,739,000.00
Total loan income	1,711,662.45	186,937.98	12,747,398.11	6,822,958.31
Percentage of income received in loans	0.46%	0.05%	3.15%	1.65 %

\* 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.

\*\* The performance figures are provisional. The 6.8 million euros correspond to a public-sector loan designated for research.

Source: Economic Planning and Budgeting



# Economic value generated and distributed

At the time of writing the Report on Social Responsibility 2015-2016, the UB's accounts are pending final approval. Since any figures currently available would necessarily be estimates, the definitive accounts will be published in the executive summary of the full report, which will be compiled in the final quarter of 2017.

## Budget history 2013–2016 (millions of euros)

BUDGET HISTORY	2013	2014	2015	2016*
<b>Statement of expenditure</b>				
Staff costs	264.45	264.123	279.471	–
PDI	160.192	157.966	166.984	–
PAS	81.923	81.053	86.030	–
Others	22.326	25.104	26.457	–
Current expenditure: goods and services	59.811	59.024	63.207	–
Financial costs	1.145	1.115	0.850	–
Current transfers	17.639	15.823	14.507	–
Acquisition of assets	39.685	28.176	38.207	–
Capital transfers	0.33	0.117	0.105	–
Financial assets	0.237	0.302	0.231	–
Financial liabilities	1.55	3.252	21.055	–
<b>Total</b>	<b>384.847</b>	<b>371.932</b>	<b>417.633</b>	<b>–</b>



BUDGET HISTORY	2013	2014	2015	2016*
<b>Statement of income</b>				
Taxes, public price fees and other income	128.64	132.632	128.723	–
Current transfers	216.948	218.436	236.837	–
Additions to capital	3.598	7.924	2.569	–
Capital transfers	21.047	22.792	24.213	–
Financial assets	0.052	0.037	0.126	–
Financial liabilities	1.712	0.187	12.747	–
<b>Total</b>	<b>371.997</b>	<b>382.008</b>	<b>405.215</b>	<b>–</b>

\* At the time of writing, the accounts are pending approval.

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.

	2013	2014	2015	2016*
Budget outcome	–4,160,332.25	5,058,221.53	3,382,415.26	–
Accumulated deficit at 04/06/2016	–60,016,308.72	–56,850,816.67	–53,154,789.30	–

\* At the time of writing, the accounts are pending approval.

Source: Economic Planning and Budgeting

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# **LIST OF INDICATORS FROM THE GLOBAL REPORTING INITIATIVE**

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# List of indicators from the Global Reporting Initiative

To prepare the Report on Social Responsibility for the academic year 2015-2016, the UB has continued using the criteria laid out in the Global Reporting Initiative’s G4 Guidelines. With the coming academic year, however, the UB will start to make use of the recently created and presented criteria now set out on the [GRI website](#), where they can also be downloaded. The UB will apply adapted versions of these criteria, based on two years of work with the UPF to adjust the GRI indicators to the area and needs of public universities. (Because the G4 Guidelines have been adapted and new criteria have appeared, it will be necessary to revisit the joint effort and make further adjustments.)

Returning to the present Report, the UB has needed to take into account that to consider an organization to be working ‘in accordance’ with the G4 guidelines, it is necessary to report 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 the following symbols:

- ✓ Indicator reported
- NA Indicator not applicable
- Indicators covered in the *Notes*

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
<b>STRATEGY AND ANALYSIS</b>					
	*	<a href="#">G4-1</a>	Statement from the most senior decision-maker of the organization on the relevance of sustainability to the organization and its strategy	✓	5-7
		<a href="#">G4-2</a>	Description of the main impacts, risks and opportunities	✓	20
<b>ORGANIZATION PROFILE</b>					
	*	<a href="#">G4-3</a>	Name	✓	→
	*	<a href="#">G4-4*</a>	Key services	✓	11-12
	*	<a href="#">G4-5</a>	Principal address	✓	→
	*	<a href="#">G4-6</a>	Number of countries where the organisation operates, and names of countries that either have major operations or are specifically relevant to the sustainability issues covered in the report	✓	→
	*	<a href="#">G4-7</a>	Nature of ownership and legal form	✓	→
	*	<a href="#">G4-8*</a>	Primary recipients of activity	✓	11
	*	<a href="#">G4-9*</a>	Size: – total staff (PDI and PAS) – total income – total expenditure – course type – total number of students – departments – consolidated research groups	✓	11-12
	*	<a href="#">G4-10</a>	– 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	✓	61-65
	*	<a href="#">G4-11</a>	Percentage of employees covered by collective bargaining agreements	✓	→
	*	<a href="#">G4-12</a>	Description of the organization's supply chain	NA	
	*	<a href="#">G4-13</a>	Significant changes during the reporting period in the organization's size, structure, share ownership or supply chain	✓	19
	*	<a href="#">G4-14</a>	Description of how the precautionary principle has been addressed	✓	→
	*	<a href="#">G4-15</a>	List of economic, environmental and social charters, principles and other initiatives to which the organization subscribes or endorses	✓	→
	*	<a href="#">G4-16</a>	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
<b>MATERIAL ASPECTS IDENTIFIED AND BOUNDARIES</b>					
	*	<a href="#">G4-17</a>	List of bodies included in the consolidated financial statements and other equivalent documents	✓	143
	*	<a href="#">G4-18</a>	Indication whether any of the bodies included in the consolidated financial statements and other equivalent documents are not covered in the report	✓	16-17
	*	<a href="#">G4-19</a>	Description of the process to determine the report contents and the coverage of each aspect	✓	16-17
	*	<a href="#">G4-20</a>	Explanation of the application of the reporting principles to determine the contents	✓	16-17
	*	<a href="#">G4-21</a>	List of material aspects identified in the process of defining the report contents	✓	16-17
	*	<a href="#">G4-22</a>	Coverage of each material aspect within the organization, with: <ul style="list-style-type: none"> <li>• Indication of whether the aspect is material or not</li> <li>• If the aspect is not material for all of the bodies of the organization (as described in section G4-17), select one of the approaches and list: <ul style="list-style-type: none"> <li>– the bodies or groups of bodies included in Section G4-17 that do not consider the aspect in question to be material; or</li> <li>– the bodies or groups of bodies included in Section G4-17 that do consider the aspect in question to be material.</li> </ul> </li> <li>• Specific boundaries that affect the coverage of each aspect within the organization</li> </ul>	✓	16-17
	*	<a href="#">G4-23</a>	Boundary of each material aspect outside the organization, indicating whether the aspect is material outside the organization	✓	16-17
	*	<a href="#">G4-24</a>	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	✓	16-17
	*	<a href="#">G4-25</a>	Specific boundaries that affect the coverage of each aspect outside the organization	✓	16-17
	*	<a href="#">G4-26</a>	Cause and consequences of restatement of information provided in previous reports	✓	→
	*	<a href="#">G4-27</a>	Significant alterations in scope and boundaries of each aspect in relation to previous reports	✓	→
<b>STAKEHOLDER ENGAGEMENT</b>					
	*	<a href="#">G4-24</a> , <a href="#">G4-25</a> , <a href="#">G4-26</a> and <a href="#">G4-27</a> *	List of stakeholder groups engaged by the organization (e.g., students, PDI, PAS, suppliers, the elderly, etc.)	✓	13
	*	<a href="#">G4-24</a> , <a href="#">G4-25</a> , <a href="#">G4-26</a> and <a href="#">G4-27</a> *	Basis used for identification and selection of these groups as stakeholders	✓	13
	*	<a href="#">G4-24</a> , <a href="#">G4-25</a> , <a href="#">G4-26</a> and <a href="#">G4-27</a> *	Approach of unit to stakeholder engagement	✓	13
	*	<a href="#">G4-24</a> , <a href="#">G4-25</a> , <a href="#">G4-26</a> and <a href="#">G4-27</a> *	Main topics and concerns raised during engagement by stakeholder group and actions taken by the University	✓	13
<b>REPORT PROFILE</b>					
	*	<a href="#">G4-28</a>	Reporting period	✓	→
	*	<a href="#">G4-29</a>	Date of most recent previous report	✓	→
	*	<a href="#">G4-30</a>	Reporting schedule (annual, biannual, etc.)	✓	→
	*	<a href="#">G4-31</a>	Contact for questions about the report or its contents	✓	→

\* The UB has created a single indicator to encompass GRI indicators [G4-24](#), [G4-25](#), [G4-26](#) and [G4-27](#).

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
	*	<a href="#">G4-32</a>	The 'in accordance' option chosen by the organization GRI Content Index for the chosen option Reference to any external assurance report	✓	→
	*	<a href="#">G4-33</a>	Current policy and practice for seeking external assurance for the report If not included in the supplementary validation 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 report	✓	→
<b>GOVERNANCE</b>					
	*	<a href="#">G4-34</a>	Governance structure of the organization, including committees of the highest governing body Committees responsible for decision-making on economic, environmental and social impacts	✓	→
		<a href="#">G4-35</a>	Process for delegating authority for economic, environmental and social topics from the highest governing body to senior executives and other employees	✓	→
		<a href="#">G4-36</a>	Any executive-level position or positions with responsibility for economic, environmental and social topics, and direct reporting to the highest governing body	✓	→
		<a href="#">G4-37</a>	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	✓	→
		<a href="#">G4-38</a>	Composition of the highest governing body and its committees: – executive or non-executive – independence – tenure on the governing body – number of each individual's other significant positions and commitments, and the nature of the commitments – gender – membership of under-represented social groups – competences relating to economic, environmental and social impacts – stakeholder representation	✓	14-15
		<a href="#">G4-39</a>	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	✓	→
		<a href="#">G4-40</a>	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
		<a href="#">G4-41</a>	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"> <li>– cross-board membership</li> <li>– cross-shareholding with suppliers and other stakeholders</li> <li>– existence of controlling shareholder</li> <li>– related party disclosures</li> </ul>	NA		
		<a href="#">G4-42</a>	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	✓	→	
		<a href="#">G4-43</a>	Measures taken to develop and enhance the highest governing body's collective knowledge of economic, environmental and social topics	✓	→	
		<a href="#">G4-44</a>	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	✓	→	
		<a href="#">G4-45</a>	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	✓	→	
		<a href="#">G4-46</a>	Highest governing body's role in reviewing the effectiveness of the organization's risk management processes for economic, environmental and social topics	✓	→	
		<a href="#">G4-47</a>	Frequency of the highest governing body's review of economic, environmental and social impacts, risks, and opportunities	✓	→	
		<a href="#">G4-48</a>	Highest committee or position that formally reviews and approves the report and ensures that all material aspects are covered	✓	→	
		<a href="#">G4-49</a>	Process for communicating critical concerns to the highest governing body	✓	→	
		<a href="#">G4-50</a>	Nature and total number of critical concerns that were communicated to the highest governing body and the mechanisms used to address and resolve them	✓	→	
		<a href="#">G4-51</a>	A. Remuneration policies for the highest governing body and senior executives for the following types of remuneration: <ul style="list-style-type: none"> <li>• Fixed pay and variable pay: <ul style="list-style-type: none"> <li>– performance-based pay</li> <li>– equity-based pay</li> <li>– bonuses</li> <li>– deferred or vested shares</li> </ul> </li> <li>• Sign-on bonuses or recruitment incentive payments</li> <li>• Termination payments</li> </ul>	✓	→	



ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
		<a href="#">G4-51</a>	<ul style="list-style-type: none"> <li>Clawbacks</li> <li>Retirement benefits, including the difference between benefit schemes and contribution rates for the highest governing body, senior executives, and all other employees</li> </ul> <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>	✓	→
		<a href="#">G4-52</a>	<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>	✓	→
		<a href="#">G4-53</a>	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	✓	→
		<a href="#">G4-54</a>	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	✓	70-72
		<a href="#">G4-55</a>	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	✓	→
<b>ETHICS AND INTEGRITY</b>					
	*	<a href="#">G4-56</a>	The organization's values, principles, standards and norms of behaviour such as codes of conduct and codes of ethics	✓	→
		<a href="#">G4-57</a>	Internal and external mechanisms for seeking advice on ethical and lawful behaviour, and matters related to organizational integrity, such as helplines or advice lines	✓	→
		<a href="#">G4-58</a>	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	✓	→
<b>MANAGEMENT APPROACH</b>					
		<a href="#">G4-DMA</a>	<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"> <li>mechanisms for evaluating the effectiveness of the management approach</li> <li>results of the evaluation of the management approach</li> <li>any related adjustments to the management approach</li> </ul>	✓	18
<b>ECONOMICS</b>					
Economic performance		<a href="#">EC1</a>	Direct economic value generated and distributed	✓	145-146

\* 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
Economic performance		<a href="#">EC2</a>	Financial implications and other risks and opportunities for the organization's activities due to climate change	✓	→
		<a href="#">EC3</a>	Coverage of the organization's defined benefit plan obligations	✓	→
		<a href="#">EC4</a>	Financial assistance received from government	✓	144
Indirect economic impacts		<a href="#">EC7</a>	Development and impact of infrastructure investments and services supported	✓	→
		<a href="#">EC8</a>	Significant indirect economic impacts, including the extent of impacts	✓	→
Procurement practices		<a href="#">EC9</a>	Proportion of spending on local suppliers at significant locations of operation	✓	→
<b>ENVIRONMENT</b>					
Energy		<a href="#">EN3</a>	Internal energy consumption	✓	135
		<a href="#">EN4</a>	External energy consumption	✓	135
		<a href="#">EN5</a>	Energy intensity	✓	136
		<a href="#">EN6</a>	Reduction in energy consumption	✓	136
		<a href="#">EN7</a>	Reduction in energy requirements for products and services	NA	
Water		<a href="#">EN8</a>	Total water withdrawal by source	✓	136
		<a href="#">EN9</a>	Water sources significantly affected by withdrawal of water	NA	
		<a href="#">EN10</a>	Percentage and total volume of water recycled and reused	NA	
Emissions		<a href="#">EN15</a>	Direct greenhouse gas emissions (scope 1)	NA	
		<a href="#">EN16</a>	Indirect greenhouse gas emissions, in creating energy (scope 2)	✓	136
		<a href="#">EN17</a>	Other indirect greenhouse gas emissions, in creating energy (scope 3)	✓	137
		<a href="#">EN18</a>	Intensity of greenhouse gas emissions	✓	137
		<a href="#">EN19</a>	Reduction in greenhouse gas emissions	✓	137
		<a href="#">EN20</a>	Emissions of ozone-depleting substances	NA	
		<a href="#">EN21</a>	NO <sub>x</sub> , SO <sub>2</sub> , and other significant gaseous emissions	✓	138
Effluents and waste		<a href="#">EN22</a>	Total water discharge by quality and destination	NA	
		<a href="#">EN23</a>	Total weight of waste generated, by type and treatment method	✓	138-139
		<a href="#">EN24</a>	Total number and volume of significant spills	NA	
		<a href="#">EN25</a>	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	
		<a href="#">EN26</a>	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		<a href="#">EN29</a>	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	✓	→
General		<a href="#">EN31</a>	Breakdown of environmental cost and investment by type	✓	139

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
Supplier environmental assessment		<a href="#">EN32</a>	Percentage of new suppliers that were screened using environmental criteria	✓	→
		<a href="#">EN33</a>	Significant actual and potential negative environmental impacts in the supply chain and actions taken	✓	NA
Environmental grievance mechanisms		<a href="#">EN34</a>	Number of grievances about environmental impacts filed, addressed, and resolved through formal grievance mechanisms	✓	→
<b>SOCIAL INDICATORS: LABOUR PRACTICES AND DECENT WORK</b>					
Employment		<a href="#">LA1</a>	Total number and rates of new employee hires and employee turnover by age group, gender and region	✓	66-69
		<a href="#">LA2</a>	Benefits provided to full-time employees that are not provided to temporary or part-time employees, by significant locations of operation	✓	→
		<a href="#">LA3</a>	Return to work and retention rates after parental leave, by gender	✓	→
Relationship between employees and management		<a href="#">LA4</a>	Minimum notice period(s) regarding operational changes, including those specified in collective agreements	✓	→
Occupational health and safety		<a href="#">LA5</a>	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	✓	86
		<a href="#">LA6</a>	Type of injury and rates of injury, occupational diseases, lost days, and absenteeism, and total number of work-related fatalities, by region and by gender	✓	84-85
		<a href="#">LA7</a>	Workers with high incidence or high risk of diseases related to their occupation	✓	85
		<a href="#">LA8</a>	Health and safety issues covered in formal agreements with trade unions	✓	87
Training and education		<a href="#">LA9</a>	Average hours of training per year per employee by gender, and by employee category	✓	77-78, 81-82
		<a href="#">LA10</a>	Programmes for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings	✓	76, 79-80, 91
		<a href="#">LA11</a>	Percentage of employees receiving regular performance and career development reviews, by gender and by employee category	✓	→
Diversity and equal opportunities		<a href="#">LA12</a>	Composition of governing bodies and breakdown of employees per employee category according to gender, age group, minority group membership, and other indicators of diversity	✓	14-15
Equal remuneration for women and men		<a href="#">LA13</a>	Ratio of basic salary and remuneration of women to men by employee category, by significant locations of operation	✓	→
Supplier assessment for labour practices		<a href="#">LA14</a>	Percentage of new suppliers that were screened using labour practices criteria	✓	→
		<a href="#">LA15</a>	Significant actual and potential negative impacts for labour practices in the supply chain and actions taken	✓	NA
Labour practices grievance mechanisms		<a href="#">LA16</a>	Number of grievances about labour practices filed, addressed, and resolved through formal grievance mechanisms	✓	→

ASPECT	OC	CODE	INDICATOR	STATUS	PAGES
<b>SOCIAL INDICATORS: HUMAN RIGHTS</b>					
Anti-discrimination		<a href="#">HR3</a>	Total number of incidents of discrimination and corrective actions taken	✓	→
Analysis of providers in terms of human rights impacts		<a href="#">HR10</a>	Percentage of new providers that have undergone human rights analysis	✓	→
		<a href="#">HR11</a>	Significant actual and potential negative impacts in the supply chain and actions taken	NA	
Labour practices grievance mechanisms		<a href="#">HR12</a>	Number of grievances about human rights, addressed, and resolved through formal grievance mechanisms	✓	→
<b>SOCIAL INDICATORS: SOCIETY</b>					
Local communities		<a href="#">SO1</a>	Percentage of operations with implemented local community engagement, impact assessments, and development programmes	✓	103-132
		<a href="#">SO2</a>	Operations with significant actual or potential negative impacts on local communities	NA	
Anti-corruption		<a href="#">SO3</a>	Total number and percentage of operations assessed for risks related to corruption and the significant risks identified	✓	→
		<a href="#">SO4</a>	Communication and training on anti-corruption policies and procedures	✓	→
		<a href="#">SO5</a>	Confirmed incidents of corruption and actions taken	✓	→
Public policy		<a href="#">SO6</a>	Value of contributions made in other countries*	✓	122
Anti-competitive behaviour		<a href="#">SO7</a>	Number of legal actions for anti-competitive behaviour, anti-trust, and monopoly practices and their outcomes	✓	→
Compliance with regulations		<a href="#">SO8</a>	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations	✓	→
Supplier assessment of impacts on society		<a href="#">SO9</a>	Percentage of new suppliers that were screened using criteria for impacts on society	✓	→
		<a href="#">SO10</a>	Significant actual and potential negative impacts on society in the supply chain and actions taken	NA	
Grievance mechanisms for impacts on society		<a href="#">SO11</a>	Number of grievances about impacts on society filed, addressed, and resolved through formal grievance mechanisms	✓	→
<b>SOCIAL INDICATORS: PRODUCT RESPONSIBILITY</b>					
Marketing communications		<a href="#">PR6</a>	Sale of banned or disputed products	✓	→
		<a href="#">PR7</a>	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		<a href="#">PR8</a>	Total number of substantiated complaints regarding breaches of customer confidentiality and losses of customer data	✓	→
Compliance with regulations		<a href="#">PR9</a>	Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services	✓	→

\* 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.

UB-SPECIFIC INDICATORS			
CODE	INDICATOR	STATUS	PAGES
University of Experience	Current degrees offered and degrees to be offered in upcoming academic years	✓	118-120
UB Volunteering	Volunteering projects to which the UB contributes and objectives for the forthcoming years	✓	132
Equality	Information on the activity of the UB's Equality Unit	✓	98-100
Alumni UB	Information on the activity of UB Alumni	✓	115-117
Culture	Cultural activities in which the UB participates or collaborates	✓	128-131
Halls of residence	Places in halls of residence	✓	39
Student Support Service (SAE)	Initiatives, programmes and agreements to provide better services to students with specific individual needs	✓	43-46
RH1	Level of official studies of employees	✓	74-75
RH2	Employees with recognized disabilities	✓	73
RH3	Staff costs in relation to total costs	✓	72
RH4	Investment in staff training	✓	82-83
RH5	Bodies whose mission is to manage conflicts and disputes among stakeholder groups	✓	93-97
VAO	The reconciliation of personal and work life	✓	90
International Mobility and Programmes (OMPI)	Internationalization	✓	29-35
Health sciences	Areas designed to promote health and healthy habits among stakeholder groups	✓	121
Attention to special PAS situations	Attention to special situations of administrative and service staff	✓	90-92
Research 2	Research activity and outcomes	✓	50
Research 3	A. Competitive research funding B. Non-competitive research funding	✓	50
Research 4	International university rankings	✓	57-58
Research 5	Science and Technology Centres	✓	51
Research 6	Campus of International Excellence	✓	58-59
Teaching 1	Number of students	✓	25
Teaching 1B	Number of students by branch of knowledge	✓	24
Teaching 1C	Incoming students by branch of knowledge	✓	24
Teaching 2	Academic progress of students	✓	26
Teaching 3	Student employability	✓	26
Teaching 4	Languages at the UB	✓	27-28
Teaching 5	Grants and other measures to ensure that students are not obliged to withdraw from their courses for strictly economic reasons	✓	47-48
Teaching 6	Price per credit	✓	47
Teaching 7	Higher education offering	✓	24



UB-SPECIFIC INDICATORS			
CODE	INDICATOR	STATUS	PAGES
Teaching 7B	Courses of study by branch of knowledge	✓	23
Total loans 1	Percentage of income received in loans	✓	144
Facilities 1	Investment in maintenance and modernization of facilities	✓	38
Facilities 2	Income and costs from sales and purchases of assets	✓	39
Facilities 3	Infrastructure	✓	38
FS1	Development cooperation projects carried out in other countries	✓	122
FS2	Social projects in Spain	✓	123-125
FS3	Summary of funds invested in development cooperation projects in other countries and in social projects in Spain	✓	126
FS4	Percentage of total budget allocated to development cooperation projects in other countries and to social action projects in Spain	✓	126
MA1	Research projects related to the environment and sustainability	✓	140
MA2	Proportion of subjects with content related to sustainability	✓	140
MA3	Consumption of paper	✓	141



CODE	NOTES
<a href="#">G4-3</a>	University of Barcelona
<a href="#">G4-5</a>	Gran Via de les Corts Catalanes, 585, 08007 Barcelona
<a href="#">G4-6</a>	<p>The University's country of reference is Catalonia (Spain) which covers practically all of its operations. However, the UB also has academic offices in other parts of the world, specifically:</p> <ul style="list-style-type: none"> <li>– Two offices in the Americas, set up in 2014: at the University of São Paulo (Brazil), and at the University of New Florida (USA).</li> <li>– A joint office with the Universitat Politècnica de Catalunya (Tongji University – China) since 2013.</li> <li>– An office in Panama that is still under construction and has not yet begun operation.</li> </ul> <p>The UB also participates in cooperation projects through the <a href="#">UB Solidarity Foundation</a>, as well as in collaboration agreements with foreign institutions and student exchanges.</p> <p>In addition to the items noted in the section on fulfilment of targets, the following highlights should be mentioned for 2016:</p> <ul style="list-style-type: none"> <li>– The effectiveness of the refugee support programme: nearly 20 students have been received, and integration and transition courses have been organized.</li> <li>– The consolidation of relationships with Europe, the UB's traditional area of collaboration and influence (there has been an increase in proposals submitted for funding from the European Commission and in the number of European projects awarded).</li> <li>– The relationship with China through the Confucius Institute.</li> </ul> <p><b>Fulfilment of targets 2016</b></p> <ul style="list-style-type: none"> <li>– The UB has hosted the third Arab-Euro Conference on Higher Education (AECHE) and a fourth has been scheduled.</li> <li>– Erasmus+ Capacity Building projects with Arab countries have increased in number.</li> <li>– In June 2016, the Union of Ibero-American Universities (UIU) was set up. In addition to the UB, the UIU's members include the Complutense University of Madrid, the University of Buenos Aires, the National Autonomous University of Mexico and the University of São Paulo. The initiative, which receives Santander Bank funding to the tune of 500,000 euros, is aimed at increasing mobility and strengthening the relationships among the five member universities.</li> </ul>
<a href="#">G4-7</a>	Articles 1-11 (chapter I) of the <a href="#">UB Statute</a>
<a href="#">G4-11</a>	100%
<a href="#">G4-14</a>	<p>The principle of caution is addressed in the <a href="#">Sustainability Plan</a>, which is reviewed annually through the submission of a <a href="#">Monitoring Report</a> to the University Senate.</p> <p><b>Fulfilment of targets 2016</b></p> <ul style="list-style-type: none"> <li>– The target to incorporate a dedicated energy manager as part of the UB's administration and management reforms has not been met. However the functions of an energy manager are now incorporated into the competences of other posts that have been modified or reclassified.</li> <li>– The UB has continued to implement the Sustainability Plan.</li> </ul>
<a href="#">G4-15</a>	<p>During the academic year 2015-2016, the <a href="#">Erasmus+ Charter (2014-2020)</a> 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>The UB has also renewed its commitment to supporting existing initiatives (the Catalan national pact for industry, Barcelona Refuge City, open knowledge and libraries, Economy for the Common Good, etc.).</p> <p>In addition, the UB Solidarity Foundation is a member of these important initiatives:</p> <p><b>CITIZENS' AGREEMENT FOR AN INCLUSIVE BARCELONA</b></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><b>LAFEDE, ORGANIZATION FOR GLOBAL JUSTICE</b> Lafede, which was created in 2013 as a merger of the former Catalan Federation of NGOs for Development, Catalan Federation of NGOs for Human Rights, and Catalan Federation of NGOs for Peace, now has 114 member organizations, including the UB. Lafede disseminates the activities and campaigns of its members and promotes collective campaigns on behalf of the sector, drawing on membership participation. Each year, Lafede organizes training and awareness activities as well as politically oriented events (press conferences, manifestos and documents setting out demands, meetings with parliamentary groups, etc.). Lafede also provides support for three set calendar dates for collective mobilization that are highly symbolic for global justice: the school day for non-violence and peace, the international day for the eradication of poverty, and the international human rights day.</p> <p><b>CASA NOSTRA, CASA VOSTRA MANIFESTO AND CALL FOR A DEMONSTRATION ON 18 FEBRUARY</b> <a href="http://www.casanostracasavostra.com/es/signaelmanifest">http://www.casanostracasavostra.com/es/signaelmanifest</a> <a href="http://www.casanostracasavostra.com/es/node/315">http://www.casanostracasavostra.com/es/node/315</a></p> <p><b>CRUE SECTOR COMMITTEE ON INTERNATIONALIZATION AND COOPERATION</b> Although it is not a statement of principles or adherence signed by the UB, the Governing Council has approved a protocol on the management of information and establishment of actions to take in case of emergencies that may affect members of UB groups abroad or of external groups at the University.</p> <p><b>Fulfilment of targets for 2015-2016</b></p> <ul style="list-style-type: none"> <li>– The UB has signed up to the objectives of the Education and Training 2020 strategic framework.*</li> <li>– The UB has not become fully associated with Electronics Watch because some of the required conditions were hard to accept. However, the UB has inserted a clause** into its tenders for the procurement of electronic products to require that workers in supplier companies are not being exploited.</li> </ul>
G4-16	<p><b>Networks and projects or committees in which the UB participates:</b></p> <ul style="list-style-type: none"> <li>– Francophone University Association (AUF)</li> <li>– European University Association (EUA)</li> <li>– International Association of Universities (IAU)</li> <li>– Ibero-American University Association for Postgraduate Studies (AUIP)</li> <li>– Inter-University Centre for Development (CINDA)</li> <li>– Knowledge and Innovation Community in Health of the European Institute of Innovation and Technology (EIT Health)</li> <li>– Consortium of Euro-Mediterranean Universities (TETHYS)</li> <li>– International Forum of Public Universities (IFPU)</li> <li>– Euromed Permanent University Forum (EPUF)</li> <li>– Confucius Institute in Barcelona (ICB)</li> <li>– Coïmbra Group</li> <li>– Tordesillas Group</li> <li>– United Nations Academic Impact (UNAI)</li> <li>– League of European Research Universities (LERU)</li> <li>– Observatory of European Union-Latin America Relations (EULARO)</li> <li>– PEACE programme</li> <li>– Mediterranean Universities Union (UNIMED)</li> <li>– European Marine Sciences Network (EuroMarine)</li> <li>– European University Continuing Education Network (EUCEN)</li> <li>– Latin America and Europe Continuing Education Network (RECLA)</li> <li>– Eurolife Network of European Universities in Life Sciences</li> <li>– Vives Network (XVU)</li> </ul> <p><b>Bodies in which the UB has a post in the governing body:</b></p> <ul style="list-style-type: none"> <li>– Ibero-American University Association for Postgraduate Studies (AUIP) Acting president of the Executive Committee: Dr Dídac Ramírez, UB Rector</li> <li>– Euromed Permanent University Forum (EPUF) President: Rector of the UB Executive secretary located at the UB</li> </ul>

\* By 2020, at least 20% of all graduates in higher education in the EU will have spent a period of study or training abroad.

\*\* The clause refers to the socially responsible public procurement of electronic products and it says: "This contract is subject to the principles of socially responsible public procurement of electronics products; accordingly, the contracting authority, exercising its influence, must ensure that the conditions of production and in the supply chain follow the standards and norms on labour rights, environmental protection, occupational health and safety, prohibition of discrimination, prohibition of child labour, etc., that appear in the foundational agreements and declaration of the OIT and the UN's Universal Declaration of Human Rights with respect to international labour rights and the applicable national standards".

CODE	NOTES
G4-16	<ul style="list-style-type: none"> <li>– Confucius Institute in Barcelona (ICB) Board member: Dr M. Callejón, Vice-Rector for International Policy</li> <li>– Observatory of European Union-Latin America Relations (EULARO) Executive secretary: Dr Ramon Torrent</li> <li>– Mediterranean Universities Union (UNIMED) Vice-President: Dr M. Callejón, Vice-Rector for International Policy</li> <li>– Latin America and Europe Continuing Education Network (RECLA) Vice-President: Dr M. Cristina Sanz, manager of the Postgraduate Agency</li> <li>– Network of European Universities in Life Sciences Coordination (January 2015 - December 2017) UB Award [This entails the UB's institutional representative becoming chair of the Steering Committee.]</li> <li>– 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</li> <li>– 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</li> <li>– EIT Health Coordination of EIT Health Spain: University of Barcelona [This is one of the UB's major successes and it also reflects recognition of the UB's leading international position and its scientific competitiveness in the area of health sciences.]</li> </ul> <p><b>The UB contributes significant funding in addition to mandatory membership fees to:</b></p> <ul style="list-style-type: none"> <li>– Coïmbra Group: collaboration grants for trainee researchers in countries in Africa, the Caribbean and the Pacific.</li> </ul> <p><b>Strategic decision to join the listed networks:</b> Becoming a member of the listed networks is a strategic decision in line with the policy of the University of Barcelona and the Office of the Vice-Rector for International Policy under the Management Plan of the University of Barcelona:</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><b>Fulfilment of targets for 2015-2016</b></p> <ul style="list-style-type: none"> <li>– The target to consolidate and increase the extent of involvement by UB representatives has already been noted in the response to the <a href="#">ninth target</a> set in the research unit.</li> <li>– Information on EuroMarine calls has been disseminated through the Research Funding Portal and the pertinent research institutes affiliated with the UB, and the UB has attended all of the general assemblies of the EuroMarine network that have been held. (From 2017, UB participation will be the responsibility of the Office of the Vice-Rector for Outreach and Internationalization, not the Office of the Vice-Rector for Research.) Despite the dissemination of the calls in 2015 and 2016, however, the UB was awarded only one of the grants available. The participation of researchers has made possible an application for an EU project, specifically a Cost Action involving a team at the Faculty of Biology and some members of EuroMarine, to initiate joint work on the preparation of a zoology textbook on invertebrates and to collaborate on future joint teaching projects.</li> <li>– The target to take part in European Erasmus+ projects and other networking projects in the context of UNIMED and Coïmbra has been met. In the 2015-2016 call, EU funding was awarded to five new projects involving Mediterranean networks and universities with which the UB has strategic alliances, such as Aix-Marseille University and the University of Montpellier.</li> <li>– The target relating to IFPU has been met, because the Doctoral Summer School has continued in operation.</li> <li>– In December 2015, the UB received confirmation of two innovation projects (Cook2Health and Patient Miner) and two educational projects (the Summer School with Grenoble Alpes University and the CCentre project) for implementation in 2016.</li> </ul> <p>More projects have been presented in 2016. New ones include an innovation project (Sport4Health), which has been approved, and five educational projects: two with Serious Games; one EIT-label health programme in one of the UB's bioengineering master's degrees; the CRISH project, on co-creation in health, and a new Summer School with Grenoble Alpes University. In addition, two current projects have been renewed: Cook2Health and CCentre (with the UB taking over as coordinator from Leiden University).</p> <p>In terms of acceleration, the UB was awarded two Proof of Concept projects in the summer of 2016.</p> <ul style="list-style-type: none"> <li>• The target to promote transnational interactions, develop collaborations and be more effective in training and research activities as part of Eurolife has been noted in the response to the <a href="#">ninth target</a> set in the research unit.</li> </ul>

CODE	NOTES
<a href="#">G4-16</a>	<p>Objectives for the academic year 2016-2017</p> <ul style="list-style-type: none"> <li>- To lead a CRUE working group aimed at improving safety and the response of universities in emergency situations.</li> <li>- To collaborate with ACUP in the preparation of the Working Plan for Catalan Universities 2017-2020.</li> <li>- To take part with CIC and ACUP in improving the international outreach of Catalan universities and to participate in the conferences of the Asia-Pacific Association for International Education, the Association of International Educators (USA) and the European Association for International Education (EU).</li> <li>- To present a panel discussion with the Coïmbra Group at the conference of the European Association for International Education on the subject of improving emergency protocols for international mobility.</li> <li>- To collaborate with the Francophone University Association (AUF) in the establishment of joint academic projects with French universities.</li> <li>- To collaborate with UNIMED and EPUF on the improvement of cooperation and academic projects in the Mediterranean region.</li> </ul>
<a href="#">G4-22</a>	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).
<a href="#">G4-23</a>	There have been no significant changes.
<a href="#">G4-28</a>	From the calendar years 2013 to 2016 or from the academic years 2012-2013 to 2015-2016 (provided data are available on four calendar or academic years). In the case of indicators for which there are figures only until 2015 (that is, when the figures for 2016 are not yet available), the figures for 2012 are provided in order to continue reporting a period of four years.
<a href="#">G4-29</a>	<a href="#">Report on Social Responsibility 2014-2015</a> , published July 2016.
<a href="#">G4-30</a>	Annual.
<a href="#">G4-31</a>	Office for Internal Control, Risks and Corporate Social Responsibility.
<a href="#">G4-32</a>	Comprehensive 'in accordance' option in guidelines.
<a href="#">G4-33</a>	The UB does not externally assure the Report on Social Responsibility.
<a href="#">G4-34</a>	The governing bodies of the University of Barcelona are described in the <a href="#">Report on Social Responsibility 2011-2012</a> . A detailed version appears on the <a href="#">website</a> . During the academic year 2015-2016 there have been no changes in this structure.
<a href="#">G4-35</a>	The delegation process is done through agreements, reached directly by the <a href="#">Governing Council</a> or by its delegate committees.
<a href="#">G4-36</a>	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.
<a href="#">G4-37</a>	The UB has a system of representative democracy: the public is represented at the University through the Board of Trustees and the representatives of the university's groups (PDI, PAS and students) sit on its various governing bodies (Senate, Governing Council and faculty boards).
<a href="#">G4-39</a>	The UB's highest authority is the rector. The rector's functions are stipulated in <a href="#">articles 71 to 76 of the UB Statute</a> .
<a href="#">G4-40</a>	The appointment of members to the governing bodies is carried out in accordance with <a href="#">title III</a> (articles 54 to 83) of the UB Statute.
<a href="#">G4-42</a>	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.
<a href="#">G4-43</a>	There are delegate committees of the Governing Council (such as the Committee for Social Responsibility) and delegate committees of the University Senate (such as the Sustainability Committee), in which economic, environmental and social impacts are specifically addressed.
<a href="#">G4-44</a>	<p>During the rector's term from 2008 to 2016, the UB had a publicly available and accessible <a href="#">Management Plan</a>, which was used to monitor the fulfilment of targets and commitments each year. (The exception, which is noted throughout this Report, has been the year 2016, when it was not possible to carry out monitoring). The monitoring indicators have been used to determine the extent of progress made against the governing team's programme and to monitor the actions of the team and, therefore, of the University's progress. In addition, there is a binding income and expenditure budget that must be settled and audited each year.</p> <p>Weekly meetings of the entire governing team and bimonthly meetings of the Conference of Deans have made it possible to monitor the progress of strategic actions more regularly. Because of their importance, some strategic actions have had their own particular strategic plan. These include the Language Plan, the reform of the UB's academic and administrative structures, the CRAI Strategic Plan, etc.</p>
<a href="#">G4-45</a>	<p>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.</p> <p>From this point, the UB takes any corrective or remedial actions deemed appropriate.</p>

CODE	NOTES
<a href="#">G4-46</a>	<p>The governing body monitors the risks of the UB from the viewpoint of managing a public service, which represents its essential function.</p> <p>As a result, the UB does not carry out a specific analysis or monitoring of risks associated with economic, environmental or social topics from the perspective of social responsibility. Rather, it is understood that this involves identifying situations of risk in the impacts generated by the UB.</p> <p>Rather, it is understood that this involves identifying situations of risk in the impacts generated by the UB. Not carrying out a specific analysis or monitoring of risks, however, is not an obstacle to undertaking specific actions in relation to the UB's impacts in clearly identified situations.</p>
<a href="#">G4-47</a>	<p>The Governing Council is the body responsible for decision-making and implementation of management associated with public service. However, in relation to environmental and occupational safety issues, the management and monitoring of risks are the responsibility of the Senate and OSSMA. The Committee for Social Responsibility, a delegate body of the Governing Council, is responsible for the more social aspect of sustainability, while the Board of Trustees is responsible for the economic sustainability and financial sufficiency of the University and UB Group.</p> <p>Both the Governing Council and the Board of Trustees meet approximately every two months. The regular analysis of economic impacts, risks and opportunities primarily occurs in the months of July and December, when the previous year's budget is closed and the coming year's budget is presented, respectively.</p> <p>As a result, the University's operational dynamic provides a permanent mechanism for the ongoing analysis of any identified impacts.</p>
<a href="#">G4-48</a>	<p>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.</p> <p>Once a draft has been prepared, the Office presents it to the delegate committee of the UB's Governing Council that oversees social responsibility. The delegate committee reviews the draft, finalizes the content and approves the report. The members of the delegate committee include the rector, the general manager and various vice-rectors.</p>
<a href="#">G4-49</a>	<p>The representatives of stakeholder groups convey their concerns to the various governing bodies.</p> <p>In addition, there are more informal mechanisms to communicate with the governing bodies:</p> <ul style="list-style-type: none"> <li>– The rector's blog</li> <li>– <a href="#">The Basic Support for Cooperative Work</a> (a software tool for cooperative work that facilitates interaction and information exchange)</li> <li>– <a href="#">Institutional website</a></li> <li>– Contact and channelling of concerns, complaints, etc. through the unit heads</li> <li>– Channels of communication offered by the PDI, PAS and student intranets</li> </ul> <p>There are also indirect mechanisms, such as the Observatory on Students and Studies, the satisfaction questionnaires (for PAS) and the <a href="#">Ombuds Office</a> (for the entire university community).</p> <p>In addition, the UB has a Transparency Portal that is open to the public. This is a system to manage complaints and queries, which are referred to the pertinent unit. The user receives attention or response in a maximum period of one month.</p>
<a href="#">G4-50</a>	<p>Any concerns and complaints are addressed by the Governing Council (in the discussion of each point and when the floor is thrown open). If any concern cannot be responded to in the same meeting in which it is raised, the Governing Council commits to giving a response in the next meeting. If action is required, a time frame is also set.</p> <p>The Transparency Portal requires that all queries receive attention or response in a maximum period of one month.</p> <p>As for the other more informal mechanisms mentioned above, the relevant UB staff analyse the comments in each case and decide whether a change and/or a response is required.</p>
<a href="#">G4-51</a>	<p>Most appointed positions are temporary: the schedule of job posts for 2016 has been approved and the remuneration scheme has been set.</p> <p>Since 2013, no performance-based pay has been established, except for exceptional remuneration or consideration for extra work or for temporarily assuming more responsibility because of a head's leave of absence. Nor is there any remuneration or expenses for being a member of the UB's governing bodies beyond the Board of Trustees: members of the Board of Trustees are primarily external and its internal members have waived the payment of expenses.</p>
<a href="#">G4-52</a>	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.
<a href="#">G4-53</a>	See the response for indicator G4-52.
<a href="#">G4-55</a>	In 2016, UB compensation rose 1% with respect to 2015.

CODE	NOTES
<a href="#">G4-56</a>	<p>The principles and values of the University are set out in <a href="#">articles 3 and 4</a> of the UB Statute. They are also described in detail on the <a href="#">UB website</a>. With respect to codes of conduct and principles pertinent to economic, environmental and social performance, mention should also be made of the <a href="#">Bioethics Committee</a>, the <a href="#">Animal Experimentation Ethics Committee</a>, the <a href="#">Clinical Research Ethics Committee</a>, the Hospital Clínic, the <a href="#">Clinical Research Ethics Committee of Bellvitge</a>, the <a href="#">Observatory on Bioethics and Law (OBD)</a>, the <a href="#">Code of good practice for research</a> and the <a href="#">Sustainability Plan</a>.</p> <p>An additional highlight is the adoption of recommendations and obligations set out in the law on good governance and transparency.</p> <p>Also, since 2014, the UB has had a protocol for the prevention and detection of and action against situations of sexual harassment on the grounds of gender or gender orientation, and a protocol for the management of psychosocial risks. These include the hiring of expert specialists.</p> <p><b>Objectives for 2017</b></p> <ul style="list-style-type: none"> <li>To create a committee to prepare a Code of Ethics for the UB.</li> </ul>
<a href="#">G4-57</a>	<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 of Catalonia, for economic topics.</p> <p>The UB has made progress in the rollout of regulatory compliance, which is applicable to the University and the UB Group.</p>
<a href="#">G4-58</a>	<p>The <a href="#">University's Support and Mediation Office</a> and <a href="#">Ombuds Office</a> 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>
<a href="#">EC2</a>	<p>The UB continues to apply the <a href="#">Sustainability Plan</a> and to follow a policy of energy savings that has an indirect impact on the risks and opportunities stemming from climate change, leading to new lines of research in this area and even to the creation of companies to work on this issue. In the teaching area, climate change can lead to the design of content adapted to the new situation.</p>
<a href="#">EC3</a>	<p>The budgetary legislation of the Government of Catalonia for 2016 rendered it impossible to make contributions to employee pension schemes or to award assistance through social action funds.</p>
<a href="#">EC7</a>	<p><b>NEW BUILDING WORKS (NEW BUILDINGS) AND MAJOR RENOVATIONS</b></p> <p><b>Faculty of Medicine:</b></p> <ul style="list-style-type: none"> <li>Approval of a plan of corrective measures with regard to firefighting on the Faculty's premises, at the behest of the Fire Prevention, Firefighting and Lifesaving Service of the Government of Catalonia. <ul style="list-style-type: none"> <li>Volume: 34,114 sq m</li> <li>Impact: comprehensive rationalization of the fire protection conditions in the building through the improvement of many safety features.</li> </ul> </li> </ul> <p><b>Fine Arts:</b></p> <ul style="list-style-type: none"> <li>Completion of corrective measures to install ventilation and extraction in the Tallers building. <ul style="list-style-type: none"> <li>Volume: 864 sq m</li> <li>Cost: €83,300</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: improvement of the environmental conditions and the health of the building's users.</li> </ul> </li> </ul> <p><b>Faculty of Law:</b></p> <ul style="list-style-type: none"> <li>Phase one of the Faculty's enlargement. <ul style="list-style-type: none"> <li>Volume: 16,024 sq m</li> <li>Cost: €17,040,000 (exclusive of VAT)</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: new spaces and infrastructure, rationalization of the electricity supply to the whole Faculty and planning for infrastructure and spaces for the electrical interconnection of the entirety of the Faculty.</li> </ul> </li> </ul>

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EC7	<p><b>Can Jaumandreu:</b></p> <ul style="list-style-type: none"> <li>Improvements to the ground floor: refurbishment of two of the former workshops for activities of the Humanities and Social Sciences Park, and connecting the entrance vestibule with the hallway leading to the former workshops. <ul style="list-style-type: none"> <li>Volume: 562 sq m</li> <li>Cost: € 69,590 (exclusive of VAT)</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: marked improvement in the utilization of spaces, rationalization of entrances and increase in safety.</li> </ul> </li> </ul>
	<p><b>Food and Nutrition Torribera Campus:</b></p> <ul style="list-style-type: none"> <li>Replacement of furnishings and audiovisual equipment in the Assembly Hall of the Masia building. <ul style="list-style-type: none"> <li>Volume: 297 sq m</li> <li>Cost: €39,712 (exclusive of VAT)</li> <li>Term of investment: anticipated 10 years</li> <li>Impact: improvement in the functional conditions of the venue.</li> </ul> </li> </ul>
	<p><b>ACTIONS TO ELIMINATE ARCHITECTURAL BARRIERS AND TO ENSURE THE SAFETY OF PEOPLE ASSETS</b></p>
	<p><b>Faculty of Law:</b></p> <ul style="list-style-type: none"> <li>Changing the paving to make the rear entrance to the Faculty and Library accessible. <ul style="list-style-type: none"> <li>Volume: 105 sq m</li> <li>Cost: € 13,654.85</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: elimination of the risk of falls because of irregularities in the original natural stone paving.</li> </ul> </li> <li>Change of false ceilings in ground-floor vestibules due to deterioration of the mounting systems. <ul style="list-style-type: none"> <li>Volume: 200.85 sq m</li> <li>Cost: € 24,265.05</li> <li>Term of investment: anticipated 30 years</li> <li>Impact: elimination of the risk of falling panels and improved conditions for maintenance work on the facilities thanks to the new suspended ceiling.</li> </ul> </li> <li>Change of steps on the interior access staircase to the Criminology area in the main building of the Faculty. <ul style="list-style-type: none"> <li>Volume: 65 ml</li> <li>Cost: € 5,900.47</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: removal of old steps due to deterioration of the slip-resistant treatment and replacement with new steps that have a slip-resistant strip.</li> </ul> </li> </ul>
	<p><b>Faculty of Pharmacy:</b></p> <ul style="list-style-type: none"> <li>Remodelling of the emergency exit of the Faculty's Building A. <ul style="list-style-type: none"> <li>Volume: 1 unit</li> <li>Cost: € 8,589.79</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: remodelling of the staircase (removal of steps) and of the exit door going outdoors (width and direction of opening) to comply with fire evacuation regulations.</li> </ul> </li> <li>Set of actions to comply with the fire safety regulations. <ul style="list-style-type: none"> <li>Volume: 7 actions</li> <li>Cost: € 8,947.52</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: all of the actions resolve problems relating to fire protection features and deficiencies in the evacuation routes in the Faculty's Building A.</li> </ul> </li> </ul>
	<p><b>Historic Building:</b></p> <ul style="list-style-type: none"> <li>Construction of new toilets in the Faculty of Philology. <ul style="list-style-type: none"> <li>Volume: 5.90 sq m</li> <li>Cost: € 26,893.16</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: improvement in the building's conditions of use.</li> </ul> </li> <li>Remodelling of the toilets on the first floor of the Science Quadrangle. <ul style="list-style-type: none"> <li>Volume: 5.72 sq m</li> <li>Cost: € 16,239.24</li> <li>Term of investment: anticipated 40 years</li> <li>Impact: improvement in the building's conditions of use.</li> </ul> </li> </ul>

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	<p><b>Faculty of Fine Arts:</b></p> <ul style="list-style-type: none"> <li>• Repair of the cornice. <ul style="list-style-type: none"> <li>– Volume: 430 ml</li> <li>– Cost: €9,220.20</li> <li>– Term of investment: anticipated 20 years</li> <li>– Impact: improvement in the building's conditions of use and elimination of the risk of falling pieces of the building's cornice.</li> </ul> </li> </ul> <p><b>Faculty of Earth Sciences:</b></p> <ul style="list-style-type: none"> <li>• Repair of leaks in the facades of the Faculty of Geology (phase 3). <ul style="list-style-type: none"> <li>– Volume: 296 sq m</li> <li>– Cost: €68,107.96</li> <li>– Term of investment: anticipated 20 years</li> <li>– Impact: disappearance of significant leaks in the facades, which were causing deterioration to the building, the furnishings and the lab equipment.</li> </ul> </li> </ul> <p><b>Faculty of Economics and Business:</b></p> <ul style="list-style-type: none"> <li>• Repair of the wood strips on the decorative false ceiling of the main entrance vestibule of Building 696. <ul style="list-style-type: none"> <li>– Volume: 57.25 sq m</li> <li>– Cost: €2,539.28</li> <li>– Term of investment: anticipated 15 years</li> <li>– Impact: elimination of the risk of part of the decorative false ceiling falling as a result of partial detachment in various areas of the vestibule.</li> </ul> </li> <li>• Waterproofing the roof of the entrance corridor into Building 690 from Alfambra Street. <ul style="list-style-type: none"> <li>– Volume: 340 sq m</li> <li>– Cost: €32,710.41</li> <li>– Term of investment: anticipated 25 years</li> <li>– Impact: elimination of rainwater leaks that were affecting the building's structure and posed a risk of slipping on wet flooring.</li> </ul> </li> </ul>
<a href="#">EC7</a>	<p><b>ENERGY AND WATER SAVINGS</b></p> <p><b>Faculty of Medicine:</b></p> <ul style="list-style-type: none"> <li>• Installation of solar control strips in the library, in areas of very high solar radiation. <ul style="list-style-type: none"> <li>– Volume: 403 sq m</li> <li>– Cost: €16,520</li> <li>– Term of investment: anticipated 20 years</li> <li>– 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).</li> </ul> </li> </ul> <p><b>Josep Carner Building:</b></p> <ul style="list-style-type: none"> <li>• Improvement in the efficiency of lighting through replacement of conventional lighting with LED technology. <ul style="list-style-type: none"> <li>– Volume: 8,001 sq m</li> <li>– Cost: €65,227.48</li> <li>– Term of investment: anticipated 35 years</li> <li>– Impact: reduction of 62% in the energy consumed by lighting, corresponding to 120,703 kWh.</li> </ul> </li> </ul> <p><b>Various University buildings:</b></p> <ul style="list-style-type: none"> <li>• Implementation of remote metering in a large number of the points of supply for drinking water. <ul style="list-style-type: none"> <li>– Volume: effects on a total usage of 214,225 m<sup>3</sup></li> <li>– Cost: free of charge</li> <li>– Term of investment: undetermined</li> <li>– Impact: the UB has achieved a savings of 10.34% in water consumption, corresponding to 22,363 m<sup>3</sup>.</li> </ul> </li> </ul> <p><b>Faculty of Law:</b></p> <ul style="list-style-type: none"> <li>• Change of lighting in the entrance vestibules to the classrooms and in ground-floor services. <ul style="list-style-type: none"> <li>– Volume: 200.85 sq m</li> <li>– Cost: €10,388.16</li> <li>– Term of investment: anticipated 6 years</li> <li>– Impact: dismantling of old lighting system with low energy performance and replacement with LED panels resulting in reduced consumption and higher levels of lighting.</li> </ul> </li> </ul>



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<a href="#">EC7</a>	<p><b>Fulfilment of targets 2016</b></p> <p>As the description above shows, the UB has taken all of the planned actions to remove architectural barriers, except at UB Sports in the Sants building. As for energy savings, the UB has taken the planned actions in the Josep Carner Building and on the premises of the Faculty of Medicine. Also, many additional actions have been taken beyond those originally planned.</p> <p><b>Objectives for 2017</b></p> <ul style="list-style-type: none"> <li>• New building works (new buildings) and major renovations: <ul style="list-style-type: none"> <li>– Faculty of Medicine</li> <li>– Faculty of Law</li> </ul> </li> <li>• To eliminate architectural barriers and to ensure the safety of people and assets: <ul style="list-style-type: none"> <li>– Faculty of Fine Arts</li> <li>– Sants Building</li> <li>– Biology Classroom Block</li> <li>– Margalef Building (Biology)</li> </ul> </li> </ul>																						
<a href="#">EC8</a>	<p>The UB's economic impact was calculated in a <a href="#">study undertaken by the BiGGAR</a> consultancy, but the UB does not regularly quantify its indirect economic impacts as an institution. In any event, other sections of this Report (such as the section on responsibility to the environment and the community) set out a series of actions that typically have an economic impact on the surrounding environment.</p>																						
<a href="#">EC9</a>	<table border="1"> <tbody> <tr> <td>UB orders</td><td>€ 18,163,648.82</td></tr> <tr> <td>Catalonia</td><td>€ 11,550,367.76</td></tr> <tr> <td>Spain</td><td>€ 5,724,482.90</td></tr> <tr> <td>International</td><td>€ 888,798.16</td></tr> <tr> <td><b>UB Group orders</b></td><td><b>€ 631,949.09</b></td></tr> <tr> <td>Catalonia</td><td>€ 337,978.76</td></tr> <tr> <td>Spain</td><td>€ 247,958.03</td></tr> <tr> <td>International</td><td>€ 46,012.30</td></tr> <tr> <td><b>Internal orders</b></td><td><b>€ 226,957.95</b></td></tr> <tr> <td>Catalonia</td><td>€ 226,957.95</td></tr> <tr> <td><b>General total</b></td><td><b>€ 19,022,555.86</b></td></tr> </tbody> </table> <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 €19,022,555.86, of which €12,115,304.47 (63.69%) corresponds to Catalan suppliers and €5,972,440.93 (31.40%) corresponds to suppliers from the rest of Spain.</p> <p><b>Fulfilment of targets 2016</b></p> <p>The target to provide contract data has not been met. By contrast, the proportion of purchase orders spent on Catalan suppliers out of total purchase orders has again been provided.</p> <p><b>Objectives for 2017</b></p> <p>To incentivize small and medium-sized enterprises (SMEs) to participate in public tender processes, taking into account data provided by the Spanish Statistical Office in the month of September 2016 indicating that Catalonia is the autonomous community with the highest growth in business creation in Spain and that SMEs are a critical part of the business community. In this respect, the division of contracts into lots is a measure to facilitate accessibility to public tenders, because it diminishes the requirements for economic, financial and technical solvency.</p>	UB orders	€ 18,163,648.82	Catalonia	€ 11,550,367.76	Spain	€ 5,724,482.90	International	€ 888,798.16	<b>UB Group orders</b>	<b>€ 631,949.09</b>	Catalonia	€ 337,978.76	Spain	€ 247,958.03	International	€ 46,012.30	<b>Internal orders</b>	<b>€ 226,957.95</b>	Catalonia	€ 226,957.95	<b>General total</b>	<b>€ 19,022,555.86</b>
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<a href="#">EN29</a>	There is no open file.																						
<a href="#">EN32</a>	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.																						
<a href="#">EN34</a>	There is no open file.																						
<a href="#">LA2</a>	The budgetary legislation of the Government of Catalonia for 2016 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.																						

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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 to PAS in 2016:</p> <ul style="list-style-type: none"><li>– Women: 22</li><li>– Men: 12</li></ul> <p>Maternity or paternity leaves granted to PDI in 2016:</p> <ul style="list-style-type: none"><li>– Women: 94</li><li>– Men: 24</li></ul>																								
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>In addition, human resources management has been updated with a new software programme. However, work is still underway on the complete development of control and CV tools to implement effective competency-based assessment.</p> <p>Also, in 2016 the UB has completed the approval process for the most urgent changes to the historical situations and positions in the RLT that were no longer appropriate (e.g., temporary jobs, jobs on a de facto basis, jobs turned into civil service or University-contracted posts) and it has approved the organizational plans of all administrative units and academic centres.</p> <p><b>Fulfilment of targets 2016</b></p> <ul style="list-style-type: none"><li>– The basic target to describe the tasks, knowledge, skills and attitudes required for each type of post in the RLT has been met. The target to assess the performance and career development of the people holding these posts, however, has not been met. Nor has a new RLT been approved.</li><li>– The target to implement regular performance reviews for all staff has not been met.</li></ul>																								
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 women's access to the highest categories shows a striking bias and this will be an important element in the Third Equality Plan. The graph below shows this reality:</p> <table><thead><tr><th>Career Stage</th><th>Men (%)</th><th>Women (%)</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 &amp; school chair holder</td><td>55</td><td>45</td></tr><tr><td>University chairs</td><td>85</td><td>20</td></tr></tbody></table>	Career Stage	Men (%)	Women (%)	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	85	20
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LA14	<p>The UB does not screen new suppliers using labour practices criteria.</p> <p><u>Fulfilment of targets for 2015-2016</u> The target to insert a clause on labour practices into the specific administrative terms and conditions of tender documents has not been met.</p> <p><b>Objectives for 2017</b> To meet the target set for the academic year 2015-2016.</p>
LA16	In the academic year 2015-2016, the UB's Legal Services has managed a case relating to a grievance over labour practices.
HR3	The UB's Equality Unit has analysed three cases of harassment and nine cases of discrimination on the grounds of gender or gender orientation. In all cases, the results have been managed and reviewed using a routine internal management process. At present the cases are no longer subject to action.
HR10	<p>Since 2015, the UB has introduced a clause that requires suppliers to meet ethical principles and codes of conduct in the specific administrative terms and conditions of tender documents. The clause is legally binding for all contractors and it is applied to all procurement contracts.</p> <p><u>Fulfilment of targets 2016</u> The target has been met.</p>
HR12	During the period, no formal complaint or case on human rights has been processed.
SO3	<p>There is no specific, distinct control of so-called <i>risks of corruption</i>. However, these risks are not exempt from control: they are implicitly covered by the internal control systems.</p> <p>It must also be noted that the UB's general policy is to evaluate two faculties or university schools a year, on average, in addition to any units involved in a staff or labour conflict that requests evaluation.</p> <p><u>Fulfilment of targets 2016</u> While evaluations of psychosocial risks have continued in UB faculties and university schools, there are still some to do: as a result, the target has not been met.</p>



CODE	NOTES
<a href="#">SO4</a>	<p>Beyond policies on plagiarism and the misuse of intellectual property, the UB has no policies or procedures on communication and training to combat corruption that are specific and distinct from the control systems mentioned in indicator SO<sub>3</sub>.</p> <p>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.</p> <p>Specific training courses to combat corruption are held regularly. Particularly important are the courses provided by the Anti-Fraud Office of Catalonia.</p> <p><u>Fulfilment of targets for 2015-2016</u></p> <p>The target has not been met, because priority has instead been given to making progress on both the Transparency Portal and the query-reply process and on then rolling them out. Until the routine procedures of the Transparency Portal are established, the planned training cannot take place.</p>
<a href="#">SO5</a>	<p>There is no open file on corruption, except in relation to cases of plagiarism and the misuse of electronic resources, but none involve any profit-making or monetary element.</p> <p><u>Fulfilment of targets for 2015-2016</u></p> <p>The target has not been completely met. Progress has been made on the implementation of regulatory compliance at the University and the UB Group and it is expected to be complete in 2017. This will specify the control functions and the people responsible for them, ensuring the effectiveness of a rapid action protocol.</p>
<a href="#">SO7</a>	UB Sports has been sued for unfair competition.
<a href="#">SO8</a>	A legal action has resulted in a fine of 19,000 euros against UB Sports for unfair competition. The fine has been appealed.
<a href="#">SO9</a>	<p>The UB does not screen its suppliers using criteria for impacts on society. However, terms and conditions of a social nature have been inserted into UB tenders as tiebreakers among the bidding companies.</p> <p><u>Fulfilment of targets for 2016</u></p> <p>The target has not been met.</p> <p><u>Objectives for 2017</u></p> <p>To continue introducing social aspects not as an obligation but as a selection criterion for contractors.</p>
<a href="#">SO11</a>	There are three files open in relation to grievances about impacts on society.
<a href="#">PR6</a>	The UB does not sell banned or disputed products.
<a href="#">PR7</a>	In 2016 there have been no cases of non-compliance with the codes governing commercial and marketing communications, nor with the fundamental right to data protection.
<a href="#">PR8</a>	There is no open file.
<a href="#">PR9</a>	See the response to indicator SO8.